

Enabling  
Academy



Yayasan  
**GAMUDA**



# EMPLOYMENT TRANSITION PROGRAMME

Trainer's Manual

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# INTRODUCTION

## An Overview of the Enabling Academy Employment Transition Programme

In 2013, Gamuda launched its Project Differently-Abled (Project DA) to sustainably employ adults on the autism spectrum. This success inspired us to establish the Enabling Academy (EA) in 2017, aimed at raising awareness and enlarging the network of partner corporates to provide administrative or professional jobs to individuals with high-functioning autism. The EA conducts an Employment Transition Programme (ETP) that trains and places individuals with autism into companies that embrace diversity and inclusion in their workforce.

### The Programme

The EA ETP is designed to equip trainees with the relevant soft skills and practical job training essential for employability. Each trainee is assigned a job coach who is responsible for developing a personalised development plan for the individual.

### Trainee Eligibility Criteria

- 21 years old and above
- Official autism diagnosis or medical report from a registered clinical psychologist or psychiatrist
- Completed secondary school or tertiary education
- Vocational aptitude suitable for administrative or professional jobs in a corporate setting



## Programme Flow

- i. Individual Assessment and Initial Job Matching  
Before training commences, the trainers and job coaches will assess the trainees' vocational aptitude to match their qualifications, experience, and interests to a potential job.
- ii. Training and Ongoing Assessment  
Soft-skills training is conducted in a classroom setting and practical training is experienced in a mock office setting. Assessment of trainees is ongoing.
- iii. Job Placement and Support  
After the three-month programme at the Enabling Academy, trainees will attend an interview with a matched company. The successful candidates will commence employment with support from a job coach.
- iv. Ongoing Support  
Based on the trainee's needs, the job coach will provide on-site support during job placement by working closely with the trainee's colleagues to ensure employment sustainability at the respective company.

## Course Structure

This three-month training programme comprises Course I (90 hours of classroom training) and Course II (300 hours of practical training).

Programme schedule: 5-day week, Monday to Friday; 9 a.m. - 4.30 p.m.; 1-hour lunch break (12.30 p.m. - 1.30 p.m.).

### Course I: Personal Development for Career Sustainability

This course focuses on soft-skills development and covers two modules: Personal Development and Career Development. Training is conducted in a classroom setting with creative approaches to encourage active participation from trainees for more effective learning. Lessons learnt are then applied during practical training.

### Course II: Job Skills Development

The EA Job Skills Development Course is designed to develop trainees' employability skills. A mock office for a simulation-based approach is set up at the EA to provide trainees the experience of a corporate environment, administrative duties, as well as IT-related roles. An internship will be arranged

for trainees with tertiary or professional qualifications during the second or third month of training. Besides practical job training, basic work etiquette such as communication skills, accountability, teamwork and time management are taught in practical ways.

A weekly assessment is conducted to chart each trainee's progress. An individualised training approach is used to enhance development for trainees.

## Course Requirements

Every trainee is expected to fulfil the following training requirements:

- i. Attendance  
Attendance at all classes and practical training is required. Absenteeism must be supported with valid reasons and absentees are expected to catch up with all missed work within one week.
- ii. Participation  
The trainee is required to participate in all training and activities for Course I and Course II, including individual or group work.
- iii. Personal Goals  
The trainee is required to develop and monitor his or her progress towards reaching personal goals in this course.
- iv. Keeping a Planner  
The trainee is required to learn time management by keeping a planner to record daily activities.

## Exam Centre for the Recognition of Prior Achievement

Since 2018, the EA was appointed as an Exam Centre for the Recognition of Prior Achievement Programme by the Department of Skills Development, Ministry of Human Resources, for Skills Certification in Office Administration, Sijil Kemahiran Malaysia (SKM) Level 2 (Certificate). The EA hopes to conduct exams for the SKM Level 3 (Certificate) by the end of 2020 and eventually the SKM Level 4 (Diploma) and SKM Level 5 (Advanced Diploma).

## Relevant to All Youths

Though this ETP is designed for job seekers on the autism spectrum, in particular, those with high-functioning autism, the concept and contents of this programme can be adapted to suit the needs of youths in general as they transition into employment.

# CONTENTS

Introduction - An Overview of the Enabling Academy Employment Transition Programme	<i>iii</i>
Foreword	<i>xi</i>
Contributors	<i>xv</i>
Preface	<i>xvi</i>
Acknowledgements	<i>xviii</i>

**COURSE I: PERSONAL DEVELOPMENT FOR CAREER SUSTAINABILITY** *xx*

Orientation – Course Introduction (CI)

CI 1	Orientation: Introduction to the Training Centre	2
CI 2	Orientation: The Aims of the Programme	4
CI 3	Orientation: Course Requirements	6
CI 4	Orientation: Rules for Trainees	8
CI 5	Orientation: How to Use a Planner	10

Personal Development (PD)

PD 1	Self-Awareness	
	a. People: Same but Different	13
	b. Self-Empowerment	17
	c. Understanding Your Self-Esteem	22
	d. Building Your Self-Esteem	28
	e. Describing Your Personal Characteristics	34

PD 2	Learning Style a. Understanding Your Learning Style	39
PD 3	Personal Development Goals a. Goals for Success	48
PD 4	Problem-Solving a. Being Resourceful b. Benefits and Entitlements	51 63
PD 5	Being an Adult a. Decision-making b. Self-Advocacy	69 73
PD 6	Maintaining a Healthy Lifestyle a. Mental Health b. Stress Management c. Personal Fitness Plan d. Healthy Diet	77 84 92 97
PD 7	Building Healthy Relationships a. Circle of Relationships b. Friendship c. Family Life d. Singleness and Marriage	110 116 122 128
PD 8	Being a Responsible Citizen a. Right to Vote b. Understanding the Tax System in Malaysia c. Environmental Care	135 138 143
PD 9	Understanding Autism a. Embracing My Condition	150

## Career Development (CD)

CD 1	Value of Work a. Life Aspirations b. Purpose of Work c. Career Exploration d. Making a Realistic Career Choice	155 158 163 170
------	--	--------------------------

CD 2	Understanding Communication	
	a. Purpose of Communication	175
	b. Verbal and Non-verbal Communication	179
	c. My Communication Profile	182
CD 3	Developing Positive Communication Skills	
	a. Positive Self-Talk	187
	b. Effective Listening Skills	196
	c. Assertive Communication	201
CD 4	Anger Management	
	a. Identify the Meaning and Causes of Anger	210
	b. Strategies to Manage Anger	216
CD 5	Professional Grooming	
	a. Personal Hygiene and Cleanliness	221
	b. Professional Dressing for Work	225
CD 6	Succeeding at Work	
	a. Formal Workplace Rules	227
	b. Social Rules at the Workplace	231
	c. Interpersonal Skills at the Workplace	236
CD 7	Time Management	
	a. Time Management at the Workplace	240
CD 8	Maintaining Work-Life Balance	
	a. Plan Your Free Time	250
	b. Quality Leisure Activities	255
CD 9	Money Management	
	a. Budget Planning	258
	b. Being a Smart Consumer	266
CD 10	Travelling Independently	
	a. Public Transport and Personal Safety	273
	b. Field Trip	280
CD 11	Preparing for an Interview	
	a. Resume Preparation	286
	b. Common Interview Questions	294
	c. Mock Interview	300
	List of References	306

**COURSE II: JOB SKILLS DEVELOPMENT** 314

Computer Skills (CS)

CS 1	Basic Computer Skills	
	• Starting and Shutting Down the Computer	318
	• Saving Documents	320
CS 2	Microsoft Excel (MS Excel)	
	• Basic MS Excel Formatting Using Directory Lists	323
	• Newspaper Archiving	325
	• Purchase Order Data Entry	329
	• Delivery Order Data Entry	333
	• IFCA Master List Data Entry	337
	• Course Evaluation Questionnaire (CEQ) Tabulation	339
	• Business Card Recording	342
CS 3	Microsoft Word (MS Word)	
	• Letter Typing	345
	• Infographics	347
	• Charts	349
CS 4	Microsoft PowerPoint (MS PowerPoint)	
	• Creating Slides	351
CS 5	IFCA – Accounting Software	
	• Basic IFCA Accounting Functions	355
CS 6	Outlook 365	
	• Writing Emails	359
	• Receiving Emails	363
	• Save Attached Documents from Emails	365
	• Setting an Appointment	367
	• Accepting or Declining an Appointment Invitation	369

Operate Machines and Office Facilities (OM)

OM 1	Paper Shredder	372
OM 2	Operating a Laminating Machine	375
OM 3	Operating a Comb-binding Machine	377
OM 4	Operating the Office Telephone	380

OM 5	Paper Cutter	384
OM 6	Multifunction Photocopier	
	• Refilling Paper	386
	• Printing and Photocopying Documents	388
	• Changing an Ink Cartridge	392

## General Administrative Tasks (GAT)

GAT 1	Filing	
	• Purchase Order	396
	• Delivery Order	401
GAT 2	Stamping	403
GAT 3	Inventory Check	406
GAT 4	Dispatch	411
GAT 5	Organising Personal Workstation	413

## Appendix

Appendix 1	CI 2: The Aims of the Employment Transition Programme	415
Appendix 2	PD 1c: Understanding Your Self-Esteem	419
Appendix 3	CD 1a: Life Aspirations	420

# FOREWORD

## **Professor Dan Goodley**

Co-Director of iHuman,  
School of Education  
The University of Sheffield, U.K.

**T**his manual produced by Gamuda's Enabling Academy sets out guidelines for supporting people with autism into work. The guidance is singularly produced by Gamuda's Enabling Academy and is testimony to the commitment of this organisation to include and support people with autism.

Appreciation should also be expressed to Dato' Lin Yun Ling for his commitment to inclusion. Behind any inclusive organisation is strong leadership and innovative strategy.

The work of the Enabling Academy is also testimony to the growing number of people with autism who are taking up the challenge of work. Employment of any kind is always challenging but it is particularly so for disabled people. This is not because disabled people lack the ambition, drive or ability to work - as society often likes to assume - but because societal institutions like workplaces and schools are often not ready, willing and able to engage with disabled people as full employees and full citizens of society.

The manual presented here should be read against a wider background of the systemic exclusion of disabled people in wider society. It is not Gamuda's sole responsibility nor people with autism's individual obligation to tackle this exclusion. We are all in this together: disabled and non-disabled people alike. This perspective that holds us all to account has been developed by disabled people across the globe. In Malaysia, for example, the United Voice is an organisation by and for people with



intellectual disabilities. Their message has been very clear - over 20 years of work - that society needs to embrace disabled people in ways that acknowledge their potential.

Too often, in Malaysia, the U.K. and many other parts of the world, regular folks adopt a deficit perspective about disabled people. This view considers disabled people as lacking, lowered incapacity, unable and unwilling to act as full members of society. Such a view is inherently wrong: it does not recognise the potential of disabled people and those with autism to work just like other colleagues when offered specific kinds of support in their activities as employees. We all need help at work. None of us can do our jobs in isolation.

And the Enabling Academy has devised a series of activities that seek to put in place the kinds of support valued by employees with the label of autism. A different perspective - one proposed by Gamuda's Enabling Academy and organisations like United Voice - is focused on capacity building. This approach assumes competence on the part of disabled people and people with autism. This is sometimes known as an affirmative position; we affirm the potential and possibilities of people.

Hence, a key message of the manual is that those supporting people with autism into work should assume that they have the capacities to be valued members of the workforce. Human nature is inherently creative. And, crucially, we can support one another in fulfilling our potential. While specific support has been identified for people who identify with the label of autism, we should not forget the responsibilities that employers and employees have in respecting and promoting a diverse workforce. We know that diversity is good for an organisation. Diversity brings with it the full spectrum of human capacities that can be readily drawn on in the workplace. And a workplace that values the continuum of the human condition is a workplace ready and able to embrace new ways of working, enabling relationships and inclusive philosophies that, hopefully, make the workplace a context that people enjoy being in.

There is no doubt that work is linked to a positive identity, a sense of belonging and an opportunity to form productive relationships. My hope, therefore, is that the Enabling Academy will continue to embrace these positive aspects of employment, thus encouraging other organisations to become more proactive in promoting diversity in the workplace.

# FOREWORD

## **Professor Hiroshi Ogawa**

Professor at Otsuma Women's University, Tokyo, Japan

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President of Job Coach Network Japan

It is known that people with Autism Spectrum Disorder (ASD) can encounter various vocational challenges. ASD is a complex disorder of the central nervous system; many people in this group experience a variety of difficulties with their memory, attention, communication, social interaction and so on. As there is no associated intellectual disability for some people with ASD, it is not unusual for them to finish their schooling days without their disability being noticed. However, as adults, many of them face the problems of finding employment due to poor job-hunting skills. If employment is successfully secured, there may be dissatisfaction or complaints from their employers on these employees' inability to perform duties satisfactorily and poor communication skills. It is usually through such circumstances that employers eventually discover that these employees have ASD, upon consultation with psychiatrists or clinical psychologists.

It is not easy to develop an Employment Transition Programme (ETP) for people with ASD who have no intellectual disability as it requires an in-depth understanding of three areas. Firstly, specialised knowledge is important to understand the disability characteristics that are unique to each individual with ASD. Secondly, understanding the actual work situation and what abilities and skills the employer wants from the employee is crucial. Thirdly, job-matching skill is essential in order to skilfully assess the strengths of people with ASD and match them with the requirements or expectations of the companies.

This training manual of the EA ETP is an excellent guide to help people with ASD to get a job. The ETP has been developed solely by the job coaches at the Enabling Academy, offering extensive employment support for people with ASD. The ETP focuses on highly anticipated issues faced by people with ASD at the workplace. It covers a wide range of occupational, living and communication skills that a person with ASD should acquire before joining the workforce. People with ASD will gain a good understanding of their strengths and strategies to overcome their challenges through the ETP. The highly relevant self-awareness gained through the ETP will make it easier for people with ASD to adapt to the workplace.

I commend the staff of the Enabling Academy for developing such an excellent ETP and it is my privilege to have the opportunity to work with them.

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# PREFACE

It is estimated that about 4,000 students with disabilities leave secondary school education annually, in Malaysia. What do these school leavers do in life after school? How many of them progress to tertiary education? How many are eventually employed?

In 2019, the Malaysian Department of Social Welfare registered nearly 550,000 persons with disabilities. However, to date, there is no data on the number of persons with disabilities who are employed but it is observed that unemployment is high, especially amongst those who have learning or developmental disabilities.

Yayasan Gamuda has invested in the Enabling Academy (EA) Employment Transition Programme (ETP) with the hope that more people with autism would be able to achieve sustainable employment through this programme. The ultimate goal of EA is to replicate more ETPs nationwide so that persons with disabilities from all categories will be supported to achieve sustainable employment.

This EA ETP manual was produced in May 2017 for the first batch of EA trainees. It has, over the past three years, undergone five rounds of editing and pilot testing with six batches of EA trainees. Feedback received from the trainees who attended the EA ETP has been hearteningly positive.

Moving forward, we would like to share this training manual with relevant organisations or agencies and their practitioners. We hope that through the resources in this manual, more persons with disabilities can benefit from the ETP to be better equipped with the relevant soft skills and practical skills to enable them to progress in their career development and independent living.

The EA team will be conducting training of trainers (TOT) workshops for practitioners and individuals who are involved in supported employment for persons with disabilities. We look forward to more structured ETPs to be developed nationwide to enable persons with disabilities to achieve sustainable employment.

We wish for persons with disabilities in Malaysia to experience equal opportunities, develop their full potential, and lead a dignified and fruitful life in this nation that promotes a caring society.

# ACKNOWLEDGEMENTS

**P**roject Differently Abled (DA) and the Enabling Academy (EA) were inspired by the vision of Gamuda Group Managing Director Dato' Lin Yun Ling, who noticed that the gap in employment opportunities for people with autism needed a breakthrough. Thus, in 2013, he took the lead to enthuse the Gamuda Group management to open professional job opportunities for people with autism. In November 2016, Dato' Lin encouraged the Project DA support team to upscale Project DA and establish the EA to enable more people with autism for professional employment by partnering with other corporate companies as a strategy to expand job opportunities for EA graduates.

The constant affirmation and support of Puan Sharifah Alauyah binti Wan Othman, Head of Yayasan Gamuda, in the development of the EA, are great motivators for the EA team to strive for the best. The investment of Yayasan Gamuda has enabled the EA to progress effectively.

The EA team would also like to thank Mr Hong Kok Siong, the Project Leader of Project DA and the EA, for his guidance and support in the development of the EA. His support and encouragement to the team are much appreciated.

We have the privilege of having two professors from abroad to be our advisors and auditors of the EA Employment Transition Programme (ETP). Professor Dan Goodley and his team, Professor Katherine Runswick-Cole and Mr Keith Bates from the University of Sheffield, have conducted several autism awareness sessions for the Gamuda Group. They have also provided consultation to the EA team in the development of the EA ETP.

Professor Hiroshi Ogawa from the Otsuma Women's University, Tokyo, also played an important role in the development of the EA ETP. We appreciate his generosity in sharing his expertise in this field,

being the pioneer of supported employment in Japan. His constructive advice and the exposure opportunities given to the team were crucial at the initial stages of the development of this ETP.

We are thankful for the support we received from our colleagues from the Gamuda English Language Unit (ELU). Dr Ho Sook Wah and the ELU external trainer, Dr Wong Bee Eng, guided the team in designing the structure of the training manual. Dr Ho's assistance in improving the overall presentation and readability of this manual is much appreciated. We would also like to convey our heartfelt thanks to Ms May Wong Ren Mee, who patiently proofread this manual.

We appreciate the consultation and collaboration opportunities with several local agencies such as the Department of Social Welfare, the Japan International Cooperation Agencies of Malaysia, the Department of Human Resource, the Special Education Division and the Youth Skills Development Division of the Ministry of Youth and Sports, which have shaped the development of this manual. We will continue to collaborate with the relevant agencies in the development of the ETP in Malaysia.

Last but not least, we would like to thank each of our EA graduates from Batch 1 to Batch 6 for their participation in and feedback on this programme. We have learnt much from these graduates who willingly shared their life journey, personal challenges and achievements during the training programme, and their progress and experience in full-time employment. We are also in touch with some of them who did not manage to progress into full-time employment in the marketplace due to individual readiness and preferences. Every EA graduate has their own life's journey, and we are privileged to have travelled with them during a small part of that. We wish them all the best in their endeavours.



Course I  
**Personal Development for  
Career Sustainability**

Orientation:  
Course Introduction (CI)

# CI 1 ORIENTATION: INTRODUCTION TO THE TRAINING CENTRE

Sample: Introduction to the Enabling Academy  
Employment Transition Programme

## Objectives

By the end of the session, trainees will be able to:

1. Explain general background information on Gamuda.
2. State basic information on the Enabling Academy and identify facilities available at the Gamuda Learning Centre.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
15 minutes 5 minutes 5 minutes  (Total: 25 minutes)	1. Introduction to Enabling Academy 2. Q & A session 3. Reflection

<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Introduction to Enabling Academy</p> <p>Activity II: Q &amp; A session</p>	<p>Give an introduction about the Enabling Academy:</p> <ul style="list-style-type: none"> <li>• The team</li> <li>• EA general rules and dress code</li> <li>• Office tour</li> <li>• Gamuda Berhad</li> </ul> <p>Ask trainees to ask any questions about the Enabling Academy. Promote participation by giving everyone time to write their questions on a notepad before the Q &amp; A.</p>
<b>Summary</b>	<b>Reflection</b>
	<p>What have you learnt about the Enabling Academy and Gamuda?</p>

# CI 2 ORIENTATION: THE AIMS OF THE PROGRAMME

## Sample: The Aims of the Enabling Academy Employment Transition Programme

### Objectives

By the end of the session, trainees will be able to:

1. Understand the aims of the Enabling Academy Employment Transition Programme.
2. Learn the importance of reflection by journaling their thoughts and experiences.
3. Use the planner for Thought for the Day.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Explanation: The purpose of reflection and journaling Thought for the Day
10 minutes	2. Explanation: How to use a planner for Thought for the Day
30 minutes	3. Explanation: The aims of the EA Employment Transition Programme
5 minutes	4. Q & A
5 minutes	5. Reflection
(Total: 60 minutes)	(Note for trainer: Please refer to Appendix 1 for a sample set of presentation slides.)

<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Explain the purpose of reflection and journaling Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Give trainees time to write their personal information on the planner.</li> <li>2. Explain to trainees the importance of reflection and journaling: <ul style="list-style-type: none"> <li>• Prepare the mind for the topic(s) of the day</li> <li>• Formulate new opinions and perspectives</li> <li>• Improve writing skills</li> </ul> </li> <li>3. Provide a sample format for trainees' daily journaling, such as: <ol style="list-style-type: none"> <li>3 Jan <ol style="list-style-type: none"> <li>1. My aims in joining the Enabling Academy are...</li> <li>2. In the next 3 months, I wish to learn...</li> </ol> </li> </ol> </li> </ol>
<p>Activity II: Explain how to use a planner for Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day and share in their respective groups, e.g. "My aims in joining the Enabling Academy are ...".</li> <li>2. Remind trainees to use the same method to write their Thought for the Day throughout the training.</li> </ol>
<p>Activity III: Explain the aims of Enabling Academy</p>	<ol style="list-style-type: none"> <li>1. Share the aims of the Enabling Academy: <ul style="list-style-type: none"> <li>• Introduce Project DA</li> <li>• Video: "A Day in the Life of Yun Arn"</li> <li>• Introduce the aims of EA</li> </ul> </li> <li>2. Conclude with a video about ergonomics to explain that this training aims to provide customised and individualised support to each trainee to promote sustainable employment.</li> <li>3. Explain the importance of appropriate posture throughout the training for an effective learning experience.</li> </ol>
<p>Activity IV: Q &amp; A</p>	<p>Give trainees time to ask any questions related to the programme. Promote participation by giving time for everyone to write their questions on a notepad before Q &amp; A.</p>
<b>Summary</b>	<b>Reflection</b>
	<p>What are the aims of the Enabling Academy Employment Transition Programme?</p>

# CI 3 ORIENTATION: COURSE REQUIREMENTS

Sample: The Requirements of the Enabling Academy Employment Transition Programme

## Objective

By the end of the session, trainees will learn the key components of the course and the requirements to pass the course.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 25 minutes  5 minutes 5 minutes  (Total: 45 minutes)	1. Thought for the Day 2. Explanation: Programme and the requirements of the EA Employment Transition Programme 3. Q & A 4. Reflection

<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Thought for the Day</p> <p>Activity II: Explanation: Programme and the requirements of the EA Employment Transition Programme</p> <p>Activity III: Q &amp; A</p>	<p>Instruct trainees to write in their planner their Thought for the Day and share in their respective groups: "In the next three months at EA, I wish to learn...".</p> <p>Inform trainees about the programme and requirements of the EA Employment Transition Programme:</p> <ul style="list-style-type: none"> <li>• Course programme</li> <li>• Course schedule</li> <li>• Course requirements</li> <li>• Criteria for successful programme completion</li> <li>• Role of the trainees</li> </ul> <p>Promote participation by giving time for everyone to write their questions on a notepad.</p>
<b>Summary</b>	<b>Reflection</b>
	<p>What do you need to do to meet the course requirements?</p>



# CI 4 ORIENTATION: RULES FOR TRAINEES

Sample: Being a Responsible Trainee

## Objectives

By the end of the session, trainees will be able to:

1. Determine the rules and consequences of not abiding by the rules.
2. Make a commitment to be a responsible team member to other trainees throughout the three months of training.

Suggested Duration	Teaching Approach
10 minutes	1. Thought for the Day
30 minutes	2. Group discussion: Rules for EA Batch (no.)
15 minutes	3. Group presentation: Rules for EA Batch (no.)
15 minutes	4. Team decision: Rules for EA Batch (no.)
10 minutes	5. Individual pledge of commitment
10 minutes	6. Reflection
(Total: 90 minutes)	

<b>Activities</b>	<b>Instructions</b>
Activity I: Thought for the Day	Instruct trainees to write in their planner their Thought for the Day and share in their respective groups: "Rules are necessary for EA Trainees Batch (no.) because ...".
Activity II: Group discussion: Rules for EA Batch (no.)	Divide trainees into groups of 3. Each group is assigned to discuss and list on a flipchart the rules that are important for the EA Trainees Batch (no.). Example: <ul style="list-style-type: none"> <li>• Attend all training sessions</li> <li>• Be punctual</li> <li>• Cooperate and participate in all activities</li> <li>• Show respect to one another - use polite language, ask for permission, do not disturb when others are busy</li> <li>• Work hard - no sleeping or no surfing the Internet during training</li> </ul>
Activity III: Group presentation: Rules for EA Batch (no.)	<ol style="list-style-type: none"> <li>1. Ask each group to select a representative to present the rules they have listed.</li> <li>2. Remind others to pay attention. Display all the rules listed by each group on the wall.</li> </ol>
Activity IV: Team decision: Rules for EA Batch (no.)	Instruct the class to compare the rules listed by each group and together decide on the rules to be selected as rules for the EA Trainees Batch (no.).
Activity V: Individual pledge of commitment	Ask trainees to stand where they are and read the rules together by first pledging: I, [name] agree to follow the rules of EA Trainees Batch (no.) No. 1... No. 2... No. 3... etc.
<b>Summary</b>	<b>Reflection</b>
	What is your responsibility as a trainee of EA?

# CI 5 ORIENTATION

## How to Use a Planner

### Objective

By the end of the session, trainees will learn to keep a planner to cultivate discipline to remember all important due dates, meetings, and appointments.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 20 minutes 10 minutes  (Total: 40 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Explanation: Ideas to use a planner effectively</li><li>3. Reflection</li></ol>

<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Thought for the Day</p> <p>Activity II: Individual pledge of commitment to the rules of the team</p>	<p>Instruct trainees to write in their planner their Thought for the Day and share in their respective groups: "If I do not plan my day...".</p> <p>Guide trainees on how to use the planner effectively:</p> <ul style="list-style-type: none"> <li>• Why do we need to plan?</li> <li>• What is the purpose of using a planner?</li> <li>• How to use a planner - monthly planner?</li> <li>• Write down your daily plan or to-do list</li> <li>• Check your daily plan or to-do list</li> </ul>
<b>Summary</b>	<b>Reflection</b>
	<p>What is the purpose of using a planner?</p>

Personal Development (PD)

# PD 1a

## SELF-AWARENESS

### PEOPLE: SAME BUT DIFFERENT

#### Objectives

By the end of the session, trainees will be able to:

1. Acknowledge that there are similarities as well as differences in the physical characteristics amongst people.
2. Appreciate the uniqueness of each individual and enhance their ability to socialise and work with others.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 40 minutes 10 minutes (Total: 60 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Activity: Observing the similarities and differences amongst team members and group discussion</li><li>3. Reflection</li></ol>

Activities	Instructions
<p>Activity I: Thought for the Day</p> <p>Activity II: Observing the similarities and differences amongst team members and group discussion</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I am different from others in the following ways ...".</p> <ol style="list-style-type: none"> <li>1. Instruct trainees to observe similarities and differences in each other by grouping themselves on opposite sides of the room using the following directions: "Everyone who _____ stand on the right side of the room; those who _____ stand on the left side." Instruct trainees to notice who are in each group. <ul style="list-style-type: none"> <li>Fill in the blanks with the examples provided below: <ul style="list-style-type: none"> <li>• Like durian - Don't like durian</li> <li>• Like light-coloured clothes - Like dark-coloured clothes</li> <li>• Are over 170cm in height - Are under 170cm in height</li> <li>• Like outdoor activities - Like indoor activities</li> <li>• Don't like noise - Don't mind noise</li> <li>• Prefer to have lunch alone - Don't mind having company for lunch</li> <li>• Like to watch Korean series - No interest in Korean series</li> <li>• Tend to talk loudly - Tend to talk softly</li> </ul> </li> </ul> </li> <li>2. Discuss these questions: <ul style="list-style-type: none"> <li>• Did the groups change each time?</li> <li>• Did everyone in the team get into your group at least once?</li> </ul> </li> <li>3. Conclude the activity by affirming that it is okay to be different and we should learn to appreciate one another's differences and uniqueness.</li> </ol>

<b>Summary</b>	<b>Reflection</b>
	<p>Ask trainees to write their reflections on the following questions in Handout <i>PD 1a: People: Same but Different</i>. Encourage trainees to share their reflections with their respective job coaches during their personal sessions with the job coaches:</p> <ol style="list-style-type: none"><li data-bbox="415 430 1200 493">1. How do you feel about having coursemates who are different from you?</li><li data-bbox="415 499 1086 531">2. How do you feel about being different from others?</li><li data-bbox="415 538 1293 600">3. If you have negative feelings about being different from others, what can you do to overcome these feelings?</li></ol>

## Reference

Fulton, L., & Silva, R (2015). *The Transition Curriculum (Vol. 1: Personal Management)* (p. 28). Santa Barbara, California: The James Stanfield Company.



# Handout PD 1a

## People: Same but Different

1. How do you feel about having classmates who are different from you?

2. How do you feel about being different from others?

3. If you have negative feelings about being different from others, what can you do to overcome these feelings?

# PD 1b

## SELF-AWARENESS

## SELF-EMPOWERMENT

### Objectives

By the end of the session, trainees will be able to:

1. Explain the meaning of self-empowerment.
2. Develop awareness that self-empowerment is about making positive choices.
3. Share how they would like to empower themselves.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 20 minutes	1. Thought for the Day 2. Trainees individually work on their PC to search for the definition of self-empowerment
10 minutes 10 minutes 20 minutes	3. Discussion: The meaning of self-empowerment 4. Video on Nick Vujicic: Lessons from Nick on self-empowerment 5. Reflection & sharing
(Total: 70 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I feel good about myself when ...".
Activity II: Trainees individually work on their PC to search for the definition of self-empowerment	Assign trainees to work individually on their PCs to search for the meaning of self-empowerment and choose a statement on self-empowerment that they like and write it on the Handout <i>PD 1b Self-Empowerment</i> - Self-Empowerment Research box.
Activity III: Discuss: The meaning of self-empowerment	<ol style="list-style-type: none"> <li>1. Ask trainees to share their statement on self-empowerment and list each statement on the whiteboard.</li> <li>2. Conclude the discussion by displaying the following statement on a slide on screen. Ask trainees to copy this statement in the Handout <i>PD 1b Self-Empowerment</i> - Self-Empowerment Statement box: <p style="margin-left: 40px;">Self-empowerment is about looking at who I am and taking control of my own life by:</p> <ul style="list-style-type: none"> <li>• Knowing my strengths and challenges</li> <li>• Making positive choices to develop my strengths and overcome my challenges</li> </ul> </li> </ol>
Activity IV: Video on Nick Vujicic: Lessons from Nick on self-empowerment	<ol style="list-style-type: none"> <li>1. Show an inspirational self-empowerment video on Nick Vujicic: "No leg, no hand, no worries!!!!.mp4" (<a href="https://www.youtube.com/watch?v=LOFm50_MygY">https://www.youtube.com/watch?v=LOFm50_MygY</a>).</li> <li>2. Ask trainees to share what they have learnt from Nick Vujicic about self-empowerment by responding to the following questions on Handout <i>PD 1b: Self-Empowerment</i> - Lessons from Nick Vujicic: <ol style="list-style-type: none"> <li>a. What are the challenges Nick had to face because of his condition?</li> <li>b. How did Nick empower himself?</li> <li>c. What have you learnt from Nick?</li> </ol> </li> </ol>

Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Ask trainees to list in the Handout <i>PD 1b: Self-Empowerment - My Self-Empowerment Plans</i>, their personal challenges, and the positive changes they would like to make to empower themselves to overcome their personal challenges.</li> <li>2. Ask trainees to share the positive changes they would like to make to empower themselves.</li> <li>3. Conclude by affirming trainees of their plans for positive change.</li> </ol>

## References

Ankur Agrawal. (2010, April 28). *No leg, no hand, no worries!!!!.mp4* [Video file]. Retrieved from [https://www.youtube.com/watch?v=LOFm50\\_MygY](https://www.youtube.com/watch?v=LOFm50_MygY).

SkillsYouNeed. (2019). *Personal empowerment*. Retrieved from <https://www.skillsyouneed.com/ps/personal-empowerment.html>.

# Handout PD 1b

## Self-Empowerment

### What is Self-Empowerment?

Self-Empowerment Research:

Self-Empowerment Statement:

### Lessons from Nick Vujicic

Challenges faced by Nick:

How Nick empowers himself:

Lessons learnt from Nick:

## My Self-Empowerment Plan

<b>Personal Challenges</b>	<b>Positive Changes</b>

# PD 1c

## SELF-AWARENESS UNDERSTANDING YOUR SELF-ESTEEM

### Objectives

By the end of the session, trainees will be able to:

1. Define the meaning of self-esteem in their own words.
2. Identify their level of self-esteem using Rosenberg's Self-Esteem Scale.

Suggested Duration	Teaching Approach
5 minutes 30 minutes 10 minutes 15 minutes 5 minutes 5 minutes  (Total: 70 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Self-introduction interactive activity: Sentence Completion</li><li>3. Debriefing and reflection on self-esteem</li><li>4. Test administration: Rosenberg's Self-Esteem Scale</li><li>5. Debriefing</li><li>6. Reflection</li></ol> (Note for trainer: Please refer to Appendix 2 for a sample set of presentation slides.)

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day, "What is self-esteem?"</li> <li>2. Encourage each trainee to share their definitions or impressions of "self-esteem" in class.</li> <li>3. Note the trainees' responses on the whiteboard or flipchart; tell them that they will collectively revisit their responses at the end of the session.</li> </ol>
Activity II: Self-introduction interactive activity: Sentence Completion	<ol style="list-style-type: none"> <li>1. Explain and demonstrate the interactive activity using the instructions below:             There are ten (10) cards on the floor with different sentence starters:           <ul style="list-style-type: none"> <li>• I am...</li> <li>• I can...</li> <li>• I believe that...</li> <li>• I enjoy...</li> <li>• I am learning to...</li> <li>• The thing I fear most is...</li> <li>• I feel my future is...</li> <li>• I would never...</li> <li>• I get angry when...</li> <li>• I hope...</li> </ul> <p>Explain to trainees: "Besides the statement starters, the cards are numbered as well. These cards are placed in a circle randomly. When the music starts, all of you will walk outside of the cards and stop when the music stops. I will be generating a random number using a number generator and call out the number accordingly. If you are standing at the number I call out, you will need to complete the sentence stated on the card. Each of you will speak at least once."</p> </li> <li>2. Encourage trainees' participation with words of encouragement and applaud them for sharing.</li> </ol>



Activities	Instructions
<p>Activity III: Debriefing and reflection on self-esteem</p> <p>Activity IV: Test administration: Rosenberg's Self-Esteem Scale</p> <p>Activity V: Debriefing</p>	<ol style="list-style-type: none"> <li>1. Instruct trainees to return to their seats and allow them to calm down after the activity.</li> <li>2. Encourage feedback from the trainees regarding the interactive activity - how they feel after having to think about their own responses and hearing from others.</li> <li>3. Explain that self-esteem is essentially what we think, feel and believe about ourselves.</li> <li>4. Ask trainees to fill in the blanks in Handout <i>PD 1c: Understanding Your Self-Esteem</i> for the definition of self-esteem. Slides will not be distributed to trainees. It will only be used by the trainer to project the answers for Handout <i>PD 1c: Understanding Your Self-Esteem</i> and to present the activity flow.</li> </ol> <ol style="list-style-type: none"> <li>1. Ask trainees to complete the Rosenberg's Self-Esteem Scale in the <i>PD 1c</i> handout and provide explanations accordingly.</li> <li>2. Ask trainees to calculate their total score.</li> </ol> <p>Explain to the trainees that the scores are indicative and not conclusive. (This scale only helps them to gauge where they are in terms of their self-esteem level, it is not meant to gauge whether their self-esteem is right or wrong/good or bad.)</p>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Ask trainees "What is self-esteem?"</li> <li>2. Ask trainees to revisit their responses about self-esteem in Thought for the Day and revise if necessary.</li> <li>3. Remind trainees that self-esteem is: <ul style="list-style-type: none"> <li>• What we think, feel and believe about ourselves</li> <li>• Building self-esteem is the first step towards happiness and a better life</li> </ul> </li> </ol> <p>**Job coaches shall discuss with respective trainees their Rosenberg's self-esteem score for their individualised support plan.</p>

## References

- Crandal, R (1973). *The measurement of self-esteem and related constructs*, pp. 80-82, in J.P. Robinson & P.R Shaver (Eds), *Measures of Social Psychological Attitudes*. Revised edition. Ann Arbor, Michigan: Institute for Social Research, The University of Michigan.
- Rosenberg, M. (1965). *Society and the Adolescent Self-Image*. Princeton, New Jersey: Princeton University Press.
- Rosenberg, M. (1965). *Rosenberg self-esteem scale*. Retrieved from <https://www.yorku.ca/rokada/psycstest/rosenbrg.pdf>.
- Wylie, R.C. (1974). *The Self-Concept*. Revised edition. Lincoln, Nebraska: University of Nebraska Press.

# Handout PD 1c

## Understanding Your Self-Esteem

Self-esteem is what we,



and



about ourselves.

Building self-esteem is the first step towards

and



# Handout PD 1c

## Rosenberg Self-Esteem Scale

### Rosenberg Self-Esteem Scale (Morris Rosenberg, 1965)

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

1.	On the whole, I am satisfied with myself	SA	A	D	SD
2.	At times, I think I am no good at all.	SA	A	D	SD
3.	I feel that I have a number of good qualities.	SA	A	D	SD
4.	I am able to do things as well as most other people.	SA	A	D	SD
*5.	I feel I do not have much to be proud of.	SA	A	D	SD
*6.	I certainly feel useless at times.	SA	A	D	SD
7.	I feel that I'm a person of worth, at least on an equal plane with others.	SA	A	D	SD
*8.	I wish I could have more respect for myself.	SA	A	D	SD
*9.	All in all, I am inclined to feel that I am a failure.	SA	A	D	SD
10.	I take a positive attitude toward myself.	SA	A	D	SD

Instruction: Circle the score accordingly and calculate the total:

	SA	A	D	SD
1.	3	2	1	0
2.	3	2	1	0
3.	3	2	1	0
4.	3	2	1	0
*5.	0	1	2	3
*6.	0	1	2	3
7.	3	2	1	0
*8.	0	1	2	3
*9.	0	1	2	3
10.	3	2	1	0

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self-esteem.

Total score: \_\_\_\_\_

# PD 1d

## SELF-AWARENESS

### BUILDING YOUR

### SELF-ESTEEM

#### Objectives

By the end of the session, trainees will be able to:

1. Identify their healthy self-esteem characteristic(s).
2. Set goals to improve their self-esteem through their preferred method(s).

<b>Suggested Duration</b>	<b>Teaching Approach</b>
5 minutes 45 minutes 15 minutes 10 minutes 5 minutes  (Total: 80 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Interactive group activity: Self-esteem descriptors</li><li>3. Sharing: Improving self-esteem</li><li>4. Completion of handout: Self-esteem growth goal contract</li><li>5. Reflection</li></ol>

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day, "The people I know who have high self-esteem are ...".</li> <li>2. Encourage trainees to share their thoughts of the day and explain why they think the person(s) has/have healthy self-esteem.</li> </ol>
Activity II: Interactive group activity: Self-esteem descriptors	<ol style="list-style-type: none"> <li>1. Ask trainees to identify the words and phrases that describe healthy self-esteem through Menti via <a href="https://www.menti.com/">https://www.menti.com/</a>. (Menti is an interactive presentation software that encourages interaction with an audience in a real-time setting.)</li> <li>2. Engage trainees in an interactive activity, "Say Something Nice", with the following instructions: <ul style="list-style-type: none"> <li>• Sit in a circle</li> <li>• Write your name on the given card</li> <li>• Pass the card to the person on your left</li> <li>• When you get a card, write one strength related to self-esteem that describes the person whose name is on the card</li> <li>• Continue to pass cards until you get your own card</li> </ul> </li> <li>3. End the activity by getting trainees to read the comments on their respective cards.</li> <li>4. Ask trainees to identify their healthy self-esteem characteristics by referring to their respective cards (can be affirmed by the number of times a particular characteristic is mentioned or by how much they can relate to a particular characteristic).</li> </ol>
Activity III: Sharing: Improving self-esteem	<ol style="list-style-type: none"> <li>1. Introduce ways to improve self-esteem by Glenn R Schiraldi (2001): <ul style="list-style-type: none"> <li>• Be mindful</li> <li>• Change the story</li> <li>• Stop comparing</li> <li>• Recognise your strengths</li> <li>• Exercise</li> <li>• Do unto others</li> <li>• Forgive</li> <li>• Remember that you are not your circumstances</li> </ul> </li> <li>2. Ask trainees to fill in the blanks on Handout <i>PD 1d: Building Your Self-Esteem</i> when sharing on each point.</li> </ol>

Activities	Instructions
Activity IV: Completion of handout: Self-esteem growth goal contract	<ol style="list-style-type: none"> <li>1. Encourage trainees to set a goal to improve their self-esteem by having a contract with themselves – Handout <i>PD 1d: Self-Esteem Growth Goal Contract</i>.</li> <li>2. Advise trainees to discuss their growth goal with their respective job coaches.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What do you think is the most effective way to improve self-esteem?</li> <li>2. Remind trainees of the overall learning and assure them that: <ul style="list-style-type: none"> <li>• They can improve themselves</li> <li>• They can get better at what they do</li> <li>• They can reach their goals</li> </ul> </li> </ol> <p>** Individual job coaches to meet with respective trainees to discuss their self-esteem goal(s) for an effective individualised support plan.</p>

## Reference

Schiraldi, G.R (2007). *10 Simple Solutions for Building Self-Esteem: How to End Self-Doubt, Gain Confidence, & Create a Positive Self-Image*. Oakland, California: New Harbinger Publications.

# Handout PD 1d

## Building Your Self-Esteem

A healthy self-esteem characteristic I have is \_\_\_\_\_

### Improving Self-Esteem

#### 1. Be mindful

We can easily fall into the trap of believing our self-limiting talk. As soon as you realise you are criticising yourself, gently note what is happening, be curious about it and remind yourself, "These are thoughts, not \_\_\_\_\_."

#### 2. Change the story

Sometimes negative thoughts like "you're fat" or "you're lazy" can be repeated in your mind so often that you start to believe they are true. These thoughts are learnt, which means they can be unlearnt. What do you wish to believe about yourself? Repeat these phrases to yourself every day.

#### 3. Stop comparing

\_\_\_\_\_ leads to negative self-talk that leads to anxiety and stress. Feelings of low self-worth can negatively affect your mental health as well as other areas in your life such as work, relationships and physical health.

#### 4. Recognise your strengths

Albert Einstein said, "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Recognise what your \_\_\_\_\_ are and the feelings of confidence they produce especially in times of doubt.

#### 5. Exercise

Many studies have shown a correlation between exercise and higher self-esteem as well as improved mental health. Besides physical exercise, proper nutrition and sufficient \_\_\_\_\_ also have positive effects on one's self-perception.



6. Do unto others

The more we do things we can be proud of, the easier for us to recognise our \_\_\_\_\_. Helping at an animal shelter or growing crops at a community farm gives value to not only yourself but to others as well.

7. Forgive

When we hold on to feelings of bitterness or resentment, we keep ourselves stuck in a cycle of negativity. By forgiving ourselves and others, it connects us with our innately loving nature and promotes an \_\_\_\_\_ of people despite their flaws.

8. Remember that you are not your circumstances

We are all born with infinite \_\_\_\_\_ and equal worth as human beings. Failures and mistakes do not define us but help us to be better.

*Handout PD 1d*  
*Self-Esteem Growth Goal Contract*

Self-Esteem Growth Goal Contract

To improve my self-esteem, I will \_\_\_\_\_

\_\_\_\_\_

I will work on this goal during this period of time from \_\_\_\_\_ to

\_\_\_\_\_

I am committed to this growth goal.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# PD 1e

## SELF-AWARENESS

### DESCRIBING YOUR PERSONAL CHARACTERISTICS

#### Objectives

By the end of the session, trainees will be able to:

1. Describe their distinctive personal characteristics.
2. Appreciate themselves as unique individuals.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 5 minutes	1. Thought for the Day
15 minutes	2. Sharing: The importance of the identification of personal characteristics
35 minutes	3. Individual assignment: Personal characteristics identification
5 minutes	4. Typing assignment: About Me
	5. Reflection
(Total: 70 minutes)	

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day, "One way I am unique is ...".</li> <li>2. Encourage trainees to share their uniqueness in the class and affirm their sharing.</li> </ol>
Activity II: Sharing: The importance of the identification of personal characteristics	<ol style="list-style-type: none"> <li>1. Explain the importance of being able to identify personal characteristics: <ul style="list-style-type: none"> <li>• Each person is unique, no one person is exactly the same as you.</li> <li>• By knowing our specific strengths, abilities and personalities, we are better at planning our future (career).</li> <li>• To excel in personal branding, we must first be able to describe ourselves.</li> </ul> </li> <li>2. Ask trainees to fill in their answers on Handout <i>PD 1e: Describing Your Personal Characteristics</i> (Part A).</li> </ol>
Activity III: Individual assignment: Personal characteristics identification	<ol style="list-style-type: none"> <li>1. Instruct trainees to complete Handout <i>PD 1e</i> (Part B – Personal Characteristics). Ask them to write a personal description based on these 4 aspects: Appearance, Personality, Ability and Interests. Examples are provided next to the personal description column as a reference.</li> <li>2. Explain to trainees if they do not understand certain description(s).</li> </ol>
Activity IV: Typing assignment: About Me	<ol style="list-style-type: none"> <li>1. Instruct trainees to write about themselves by using Handout <i>PD 1e: About Me Template</i> based on their personal description in Handout <i>PD 1e: Describing Your Personal Characteristics</i> (Part B). (This exercise is done at their individual desktops.)</li> <li>2. Ask trainees to display their articles on the board in the classroom upon completion.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Ask "Why is it important to identify personal characteristics?"</li> <li>2. Remind trainees on the importance of being able to identify personal characteristics.</li> </ol>

## Reference

Fulton, L., & Silva, R. (2015). *The Transition Curriculum (Vol. 1: Personal Management)* (pp.48-51). Santa Barbara, California: The James Stanfield Company.

# Handout PD 1e

## Describing Your Personal Characteristics

### A) Why are personal characteristics important?

- Each person is \_\_\_\_\_, no one is the same as you.
- By knowing our specific \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, we are better at planning our future (career).
- To excel at personal branding, we must first be able to describe ourselves distinctively.

### B) Personal Characteristics - How do you describe yourself?

#### How I Look - Appearance

Personal Description	Examples
	Young Tall Well-built Fashionable Wear spectacles Neat

#### How I Act/Behave - Personality

Personal Description	Examples
	Friendly Honest Generous Rational Positive Intelligent

## Things I Do Well - Abilities

Personal Description	Examples
	Remember details Organise things Working with people Calculate/do accounts Draw/paint Cook/bake

## Things I Like to Do - Interests

Personal Description	Examples
	Cosplay Play video games Read Spend time alone Listen to music Sports

# Handout PD 1e

## About Me Template

About [your name]

Portrait  
(get your job  
coach to  
take your  
head-shot)

Age :

Status : (single - looking/not looking, attached, married)

Please start your paragraph here.

# PD 2a

## LEARNING STYLE

### UNDERSTANDING YOUR LEARNING STYLE

#### Objectives

By the end of the session, trainees will be able to:

1. Differentiate the various learning styles (auditory, visual and kinesthetic).
2. Identify their learning style(s).
3. Identify ways to make modifications or arrange for specific accommodations when necessary to maximise their learning.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
30 minutes	2. Learning style memory exercise
30 minutes	3. Survey administration: Learning Style Questionnaire
60 minutes	4. Group discussion: Discovering your Learning Style
10 minutes	5. Reflection
(Total: 140 minutes)	



Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day, "I learn best when ...".</li> <li>2. Encourage each trainee to share their thoughts and experiences with the class.</li> <li>3. Note the trainees' responses on the whiteboard or flipchart and categorise them accordingly (without revealing the exact names of the categories).</li> </ol>
Activity II: Learning style memory exercise	<ol style="list-style-type: none"> <li>1. Present 15 items to the trainees and explain the activity using the instructions below:  <p>"I will be showing you 15 different items, one at a time. You will need to pass the item around. Take the opportunity to look at the item, feel it and listen to it. Do not take too long for each item. (For the last person with the item, put the item in the box once you are done.) Your task is to remember all of these items."</p> </li> <li>2. Ask trainees to recall all of the items and instruct them to write them down on the given Handout <i>PD 2a: Learning Style Memory Exercise - Question 1</i>.</li> <li>3. Take the items out of the box and set them on a table to check with what the trainees wrote.</li> <li>4. Gather trainees' feedback on the activity using the questions below, which can be found on Handout <i>PD 2a: Learning Style Memory Exercise</i>: <ul style="list-style-type: none"> <li>• What did you forget and why?</li> <li>• How did you remember certain items?</li> <li>• Did touching, seeing or listening to the items help you remember them?</li> <li>• Was it more difficult to remember unfamiliar items?</li> <li>• How did your culture help you remember the items?</li> </ul> </li> <li>5. Debrief trainees that the purpose of the activity is to help them identify their learning styles, and is not a memory contest.</li> </ol>

Activities	Instructions
Activity III: Survey administration: Learning Style Questionnaire	<ol style="list-style-type: none"> <li>1. Explain to the trainees that the previous activity may not be able to determine a person's learning style, as each of us may have to use certain strategies in doing/remembering some things.</li> <li>2. Guide trainees to complete Handout <i>PD 2a: Learning Style Questionnaire</i> and calculate the total score for each section.</li> <li>3. Ask trainees to share their scores with their respective job coaches to discuss their learning styles.</li> </ol>
Activity IV: Group discussion: Discovering your learning style	<ol style="list-style-type: none"> <li>1. Explain to the trainees that:             <ul style="list-style-type: none"> <li>• Their highest score indicates their preferred learning style; the higher the score, the stronger the preference.</li> <li>• If there are two or more high scores, the person has more than one preferred learning style.</li> <li>• If the score in the sections are about the same, the person does not have a preferred learning style; a multisensory learner.</li> </ul> </li> <li>2. Divide trainees into four (4) groups according to their preferred learning styles.             <ul style="list-style-type: none"> <li>• Auditory</li> <li>• Visual</li> <li>• Kinesthetic</li> <li>• Combination</li> </ul> </li> <li>3. Ask each group to brainstorm the learning techniques according to their preferred learning styles and illustrate their ideas on the flipchart (allow trainees to search the web for this exercise).</li> <li>4. Instruct each group to appoint a representative to share their ideas with the class and encourage trainees to give real-life examples.</li> </ol>

Summary	Reflection
	<ol style="list-style-type: none"><li data-bbox="434 288 1219 352">1. Ask "How do you feel about knowing your preferred learning style?"</li><li data-bbox="434 357 1293 630">2. Remind trainees that knowing their preferred learning style is also useful at the workplace because:<ul style="list-style-type: none"><li data-bbox="479 427 1275 526">• You are aware that your supervisor, buddies and colleagues may have different learning styles and respect that they might have different approaches in doing things.</li><li data-bbox="479 531 1293 630">• By knowing your preferred learning style, you are better at identifying how you can get support at work (e.g. instruction via email for the visual person).</li></ul></li></ol>

## Reference

Vark-Learn Limited. (2019). *The VARK questionnaire (version 8.01)*. Retrieved from <https://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf>.

# *Handout PD 2a*

## *Learning Style Memory Exercise*

### Learning Style Memory Exercise

1. What do you remember?
2. What did you forget and why?
3. How did you remember certain items?
4. Did touching, seeing or listening to the items help you remember them?
5. Was it more difficult to remember unfamiliar items?
6. How did your culture help you remember the items?

# Handout PD 2a

## Learning Style Questionnaire

### The VARK Questionnaire (Version 8.01)

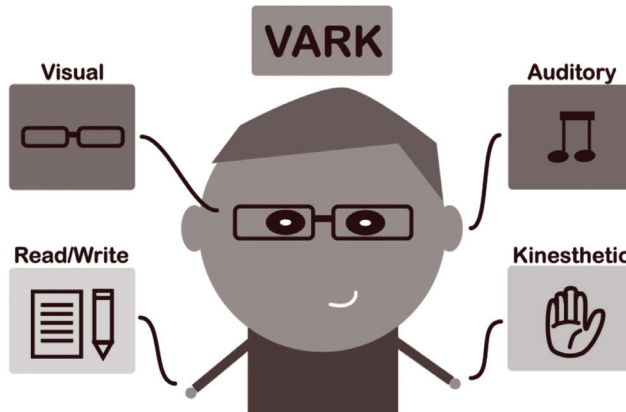
#### *How do I learn best?*

Instructions: Choose the answer that best explains your preference and tick the box next to it. Please tick more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. I need to find the way to a shop that a friend has recommended. I would:
  - a. find out where the shop is in relation to somewhere I know.
  - b. ask my friend to tell me the directions.
  - c. write down the street directions I need to remember.
  - d. use a map.
  
2. A website has a video showing how to create a special graph or chart. There is a person speaking; some lists and words describing what to do and some diagrams. I would learn most from:
  - a. seeing the diagrams.
  - b. listening.
  - c. reading the words.
  - d. watching the actions.
  
3. I want to find out more about a tour that I will be going on. I would:
  - a. look at details about the highlights and activities on the tour.
  - b. use a map to see where the places are.
  - c. read about the tour on the itinerary.
  - d. talk with the person who is planning the tour or others who are going on the tour.
  
4. When choosing a career or area of study, these are important for me:
  - a. applying my knowledge in real situations.
  - b. communicating with others through discussion.
  - c. working with designs, maps or charts.
  - d. using words well in written communications.

5. When I am learning I:
  - a. like to talk things through.
  - b. see patterns in things.
  - c. use examples and applications.
  - d. read books, articles and handouts.
  
6. I want to save more money and to decide between a range of options. I would:
  - a. consider examples of each option using my financial information.
  - b. read a print brochure that describes the options in detail.
  - c. use graphs showing different options for different time periods.
  - d. talk with an expert about the options.
  
7. I want to learn how to play a new board game or card game. I would:
  - a. watch others play the game before joining in.
  - b. listen to somebody explaining it and ask questions.
  - c. use the diagrams that explain the various stages, moves and strategies in the game.
  - d. read the instructions.
  
8. I have a problem with my heart. I would prefer that the doctor:
  - a. gave me something to read to explain what was wrong.
  - b. used a plastic model to show me what was wrong.
  - c. described what was wrong.
  - d. showed me a diagram of what was wrong.
  
9. I want to learn to do something new on a computer. I would:
  - a. read the written instructions that came with the program.
  - b. talk with people who know about the program.
  - c. start using it and learn by trial and error.
  - d. follow the diagrams in a book.
  
10. When learning from the Internet I like:
  - a. videos showing how to do or make things.
  - b. interesting designs and visual features.
  - c. interesting written descriptions, lists and explanations.
  - d. audio channels where I can listen to podcasts or interviews.
  
11. I want to learn about a new project. I would ask for:
  - a. diagrams to show the stages in the project and its benefits and costs.
  - b. a written report describing the main features of the project.
  - c. an opportunity to discuss the project.
  - d. examples where the project has been used successfully.

12. I want to learn how to take better photos. I would:
- ask questions and talk about the camera and its features.
  - use the written instructions about what to do.
  - use diagrams showing the camera and what each part does.
  - use examples of good and poor photos showing how to improve them.
13. I prefer a presenter or a teacher who uses:
- demonstrations, models or practical sessions.
  - question and answer sessions, talks, group discussions, or guest speakers.
  - handouts, books, or readings.
  - diagrams, charts, maps or graphs.
14. I have finished a competition or test and I would like to have feedback:
- using examples from what I have done.
  - using a written description of my results.
  - using graphs showing what I have achieved.
  - from somebody who talks it through with me.
15. I want to find out about a house or an apartment. Before visiting it, I would want:
- a video of the property for viewing.
  - a discussion with the owner.
  - a printed description of the rooms and features.
  - a plan showing the rooms and a map of the area.
16. I want to assemble a wooden table that came in parts (kitset). I would learn best from:
- diagrams showing each stage of the assembly.
  - advice from someone who has done it before.
  - written instructions that came with the parts for the table.
  - watching a video demonstrating how a person assembles a similar table.



# The VARK Questionnaire

## Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers.

E.g. If you answered b and c for question 3, circle V and R in the question 3 row:

Question	A category	B category	C category	D category
3	K	V	R	A

Scoring chart:

Question	A category	B category	C category	D category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Count the number of each of the VARK letters you have circled:

Total number of V's circled = \_\_\_\_\_

Total number of A's circled = \_\_\_\_\_

Total number of R's circled = \_\_\_\_\_

Total number of K's circled = \_\_\_\_\_



# PD 3a

## PERSONAL DEVELOPMENT GOALS GOALS FOR SUCCESS

### Objectives

By the end of the session, trainees will be able to:

1. Identify essential employability skills.
2. Determine personal employability skills goals and strategies to achieve their goals.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
5 minutes 20 minutes 25 minutes 5 minutes  (Total: 55 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Group discussion: Employability skills</li><li>3. Writing: Personal employability skills - goals and strategies</li><li>4. Reflection</li></ol>

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day, "Goals are important because ...".
Activity II: Group discussion: Employability skills	<ol style="list-style-type: none"> <li>1. Explain to trainees that setting goals and keeping track of them increase the chances of achieving them.</li> <li>2. Ask trainees to define employability skills. Explain that employability skills are essential skills, personal qualities and values that enable you to thrive in any workplace (Job Jumpstart, 2019).</li> <li>3. Divide trainees into two groups to identify essential employability skills by writing them down on a flipchart.</li> <li>4. Invite each group to present and to display their responses on the wall.</li> </ol>
Activity III: Writing: Personal employability skills - goals and strategies	<ol style="list-style-type: none"> <li>1. Ask trainees to reflect on their current employment readiness.</li> <li>2. Instruct trainees to complete Handout PD 3a: <i>Goals for Success</i> by considering their current employment readiness and essential employability skills.</li> <li>3. Invite responses from those who are comfortable to share them.</li> <li>4. Encourage trainees to work with their respective job coaches to keep track of their progress.</li> <li>5. Remind trainees that goal setting is: <ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Applicable to all aspects of life (e.g. family, health, friendships, employment, etc.)</li> </ul> </li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is it important to set goals?</li> <li>2. What are your personal goals for employability?</li> </ol>

## Reference

Job Jumpstart. (2019, October 26). *What are employability skills?* Retrieved from <https://www.jobjumpstart.gov.au/article/what-are-employability-or-soft-skills>.

# Handout PD 3a Goals for Success

## Goals for Success

Instructions: Based on your reflection on your current employment readiness and essential employability skills, list down your employability skills goals and strategies in the table below.

	<b>Employability Skills Goals</b>	<b>Strategies to Achieve Goals</b>
	<i>Sample 1</i> Able to do data entry using Microsoft Excel	<i>Sample 1</i> In the next 2 months, I will spend at least two hours a day to improve my skills in using Microsoft Excel
	<i>Sample 2</i> Communicate with others in a professional way	<i>Sample 2</i> In the next 3 months, I will practise speaking to my peers and job coaches professionally
	<i>Sample 3</i> Learn to ask for help from my fellow colleagues	<i>Sample 3</i> In the next 2 months, I will learn to ask for help from fellow colleagues and job coaches whenever I need support
1		
2		
3		
4		
5		

# PD 4a

## PROBLEM-SOLVING

### BEING RESOURCEFUL

#### Objectives

By the end of the session, trainees will be able to:

1. Identify their personal resources.
2. Use their resources to solve their problems.
3. Suggest suitable solutions to their problems.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
20 minutes	2. Individual drawing activity and debriefing using video
15 minutes	3. Handout <i>PD 4a</i> completion: Identification of personal resources
20 minutes	4. Case study and group discussion: Using problem-solving process
15 minutes	5. Individual assignment: Problem-solving process
25 minutes	6. Group activity: Mission Possible
10 minutes	7. Reflection
(Total: 115 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I feel that my problem-solving skill is ... because ...".
Activity II: Individual drawing activity and debriefing using video	<ol style="list-style-type: none"> <li>1. Use Handout <i>PD 4a: Being Resourceful</i> to share on the overview and how trainees can use the handout throughout the lecture.</li> <li>2. Ask trainees to complete Activity A: <i>Think Outside the Box</i> in Handout <i>PD 4a</i> by drawing items using a square.</li> <li>3. Get some trainees to show their drawings.</li> <li>4. Create a set of presentation slides to share additional examples.</li> <li>5. Explain to trainees that there is no perfect answer for everything. Everyone may have different approaches to a particular scenario or problem. It is important to think outside the box; one size doesn't fit all.</li> <li>6. Show a video on Ormie (<a href="https://www.youtube.com/watch?v=EUmvAOMV1o">https://www.youtube.com/watch?v=EUmvAOMV1o</a>) to further debrief trainees. Although there are various ways to solve a problem, it is important to determine whether they are feasible.</li> </ol>
Activity III: Handout <i>PD 4a</i> completion: Identification of personal resources	<ol style="list-style-type: none"> <li>1. Ask trainees to define resources and to list down their current resources in Handout <i>PD 4a Activity B: What Resources Do You Have?</i></li> <li>2. Instruct trainees to share their input upon completion.</li> <li>3. Debrief that the definition for "resource" according to the <i>Merriam-Webster Dictionary</i> (2019) is: <ul style="list-style-type: none"> <li>• A place or thing that provides something useful.</li> <li>• An ability to deal with and find solutions for problems (resourceful).</li> </ul> </li> <li>4. Emphasise that a resourceful person is better at coping with different situations and problems in life.</li> </ol>

Activities	Instructions
Activity IV: Case study and group discussion: Problem-solving process	<ol style="list-style-type: none"> <li>1. Introduce 3<sup>rd</sup> strategies: The problem-solving process (Tarvin, n.d.):               <ul style="list-style-type: none"> <li>• Identify the problem</li> <li>• Explore suitable solutions</li> <li>• Carry out the solution</li> <li>• Evaluate the results</li> </ul> </li> <li>2. Divide trainees into two groups. Ask them to discuss Handout <i>PD 4a Activity C: Case Study</i>. They are required to complete up to “select best solution” if they have yet to carry out their proposed solution.</li> <li>3. Ask trainees to write their responses on the flipchart and select a representative from each group to present their responses.</li> <li>4. Comment on each presentation.</li> </ol>
Activity V: Individual assignment: Problem-solving process	<ol style="list-style-type: none"> <li>1. Ask trainees to refer to Handout <i>PD 4a Activity D: It Can Be Solved</i>.</li> <li>2. Ask trainees to identify a problem they are facing. Use the problem-solving process to identify suitable solutions. Some problems can be related to:               <ul style="list-style-type: none"> <li>• Friendships and social skills</li> <li>• Relationships</li> <li>• Family</li> <li>• Personal self-esteem and mental stress</li> <li>• Employment and future plans</li> <li>• Others</li> </ul> </li> <li>3. Ask trainees to spend 5-10 minutes to identify their problems. Guide them to explore suitable solutions for their problems and select the best solution.</li> <li>4. Advise trainees to work with their respective job coaches during one-to-one session to complete this activity, especially for those who require more time to brainstorm on the solutions.</li> </ol>
Activity VI : Group activity: Mission Possible	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups and ask them to decide their group name.</li> <li>2. Explain that each group is required to complete three missions within the allocated time. The winning team will be able to unlock the mystery box. Trainer will prepare mystery gifts (snacks) and tokens (50 sen coins).</li> </ol>

Activities	Instructions
	<ol style="list-style-type: none"> <li>3. Ask trainees to refer to Handout <i>PD 4a Activity E: Mission Possible</i>. <ul style="list-style-type: none"> <li>• Mission 1: Share your Wisdom <ul style="list-style-type: none"> <li>○ Distribute questions (Handout <i>PD 4a: Mission 1 Questions</i>) to each group.</li> <li>○ Set a timer for three minutes. Each group will have to answer as many questions as possible within three minutes. The winning group will earn two tokens, while the runner-up will earn one token.</li> </ul> </li> <li>• Mission 2: Tower Building <ul style="list-style-type: none"> <li>○ Ask each group to discuss what materials they would like to use to build the highest tower (two minutes).</li> <li>○ Give 3 minutes for each group to gather the materials.</li> <li>○ Give 2 minutes for each group to build the highest tower. The tower is required to remain stable for at least 10 seconds. The winning team will earn a token.</li> </ul> </li> <li>• Mission 3: Spot the Difference <ul style="list-style-type: none"> <li>○ Use this video (<a href="https://www.youtube.com/watch?v=pcR81Rm6Vw0">https://www.youtube.com/watch?v=pcR81Rm6Vw0</a>) for this activity. Trainees are required to find the differences in 10 pictures within 7.07 minutes and each picture consists of a difference. The winning team will earn a token.</li> </ul> </li> </ul> </li> <li>4. Award the winning team with a prize and the runner-up with a consolation prize.</li> <li>5. Ask trainees to share their experiences and comments on the Mission Possible team-building activity: <ul style="list-style-type: none"> <li>• How did you feel during the Mission Possible game?</li> <li>• What resources did you use to complete the mission?</li> <li>• Did you use resources effectively?</li> </ul> </li> <li>6. Explain that the game aims to help everyone discover how each person can be a resource. Conclude the session by emphasizing that using resources effectively can help us to meet goals and solve problems.</li> </ol>

Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What are resources?</li> <li>2. What are some strategies to problem-solve?</li> <li>3. What are the processes in problem-solving?</li> <li>4. Which problem-solving techniques do you find useful?</li> </ol>

## References

Fulton, L., & Silva, R. (2015). *The Transition Curriculum (Vol. 1: Personal Management)* (pp. 210). Santa Barbara, California: The James Stanfield Company.

Jam Filled. (2011, October 3). *Ormie the pig* [Video file]. Retrieved from <https://www.youtube.com/watch?v=EUm-vAOmV1o>.

Merriam-Webster. (2019). *Definition of resource*. Retrieved from <https://www.merriam-webster.com/dictionary/resource>.

Spot It. (2019, September 17). *Bet you can't find the difference / Secret life of pets 2 movie puzzles* [Video file]. Retrieved from <https://www.youtube.com/watch?v=pcR81Rm6Vw0>.

Tarvin, A. (n.d.). *The 5 steps of problem-solving*. Retrieved from <https://www.humorthatworks.com/learning/5-steps-of-problem-solving/>.



# Handout PD 4a

## Being Resourceful

### Being Resourceful

Problem-solving happens on a daily basis; such as when a car breaks down, when there are disagreements or arguments, or when we need to meet deadlines. Therefore, problem-solving is one of the most essential employability skills that can lead to personal and career success. In this session, problem-solving strategies will be discussed.

1. Think \_\_\_\_\_ the box
  - There are always various ways to solve a problem.
  - One size \_\_\_\_\_

#### Activity A: Think Outside the Box

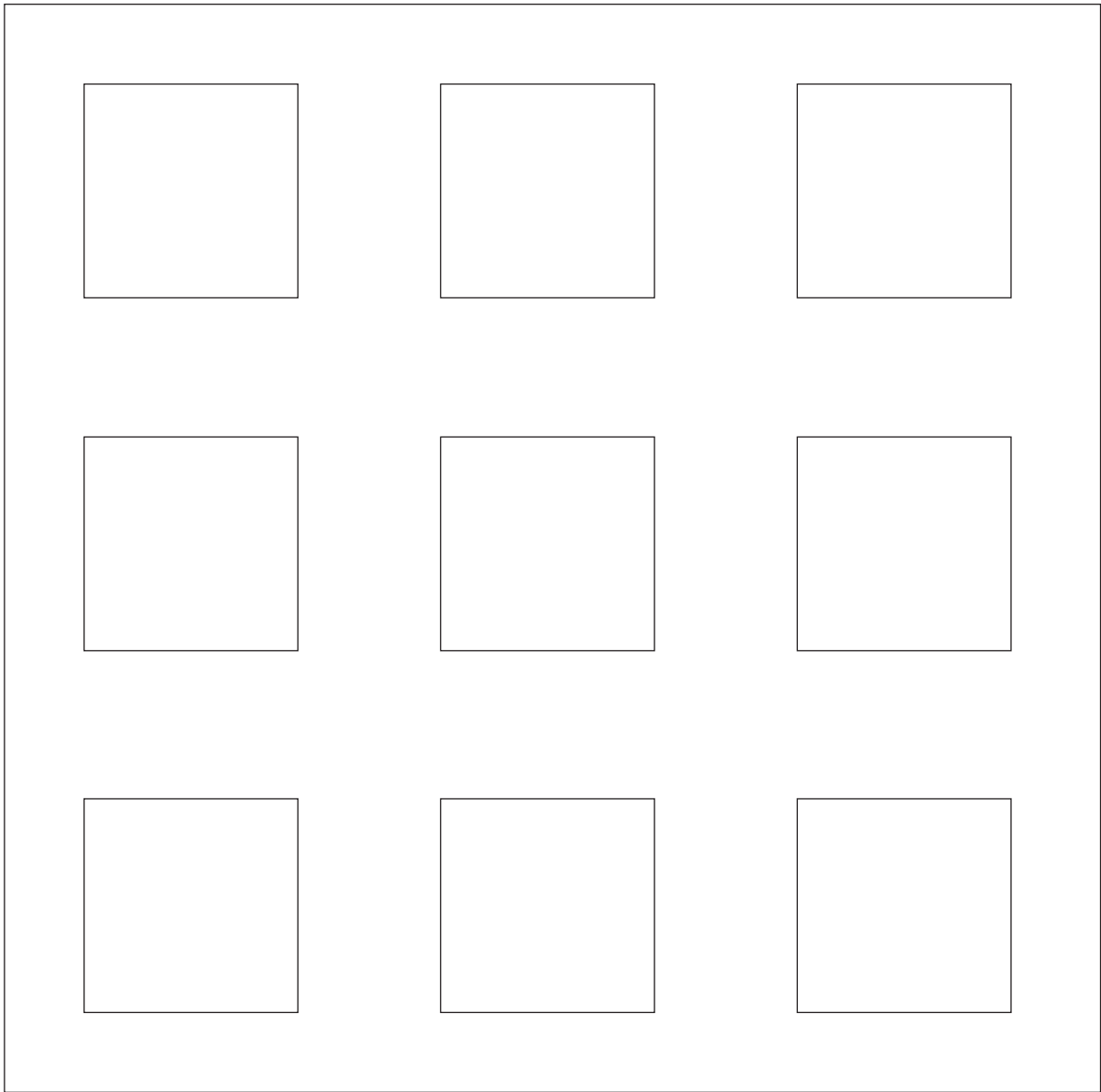
Use your creativity to draw on the 9 squares in the following page, e.g.



Present



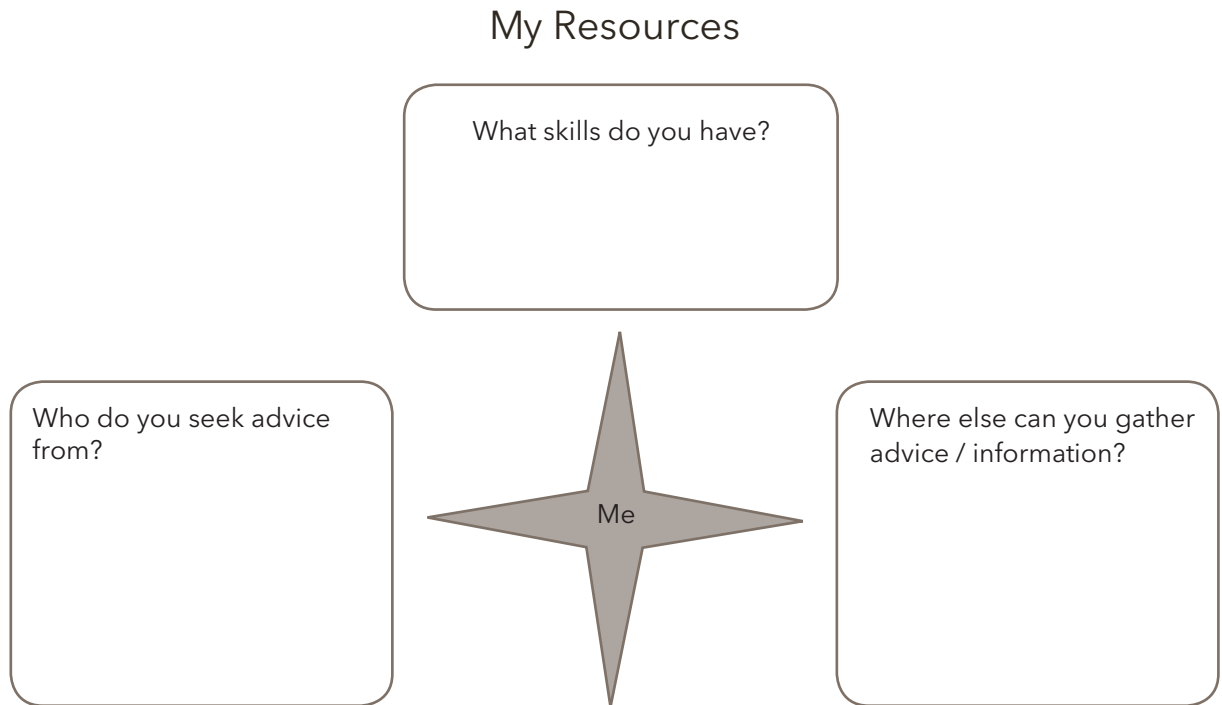
Envelope



2. Identify \_\_\_\_\_ around you.

## Activity B: What Resources Do You Have?

- Resources are \_\_\_\_\_
- List down your resources.



3. Apply the problem-solving process:

- \_\_\_\_\_ the problem
- \_\_\_\_\_ suitable \_\_\_\_\_
- \_\_\_\_\_ best solution
- \_\_\_\_\_ the solution
- \_\_\_\_\_ the results

## Activity C: Case Study (Group Discussion)

Edison is 24 years old. He works as an admin assistant. His responsibility is to scan documents into folders as the company is moving towards e-filing. Earlier this week, he was given huge piles of documents to scan and he felt tired. He decided to shred those documents so that he did not have to scan all of them. Fifty percent of the documents were shredded. If you were Edison, what would you do instead?

*(Use the problem-solving process to come up with a suitable solution.)*

Identify the problem	
Explore solutions	
Select the best solutions	
Carry out the solutions (do they work?)	
Evaluate the results	

## Activity D: It Can Be Solved (Individual Assignment)

Identify 1 problem you are facing at the moment. Use the problem-solving process below to identify suitable solutions. Your problem could be related to:

- o Friendships and social skills
- o Relationships
- o Family
- o Personal self-esteem and mental stress
- o Employment and future plans
- o Others

### **State your problem**

### **List down solutions**

(What are some ways to solve the problem?)

### **Select best idea**

(What is the best idea/option?)

### **Test the idea**

(Does it work?)

### **Evaluate the result**

(Will I still use the same method or try another way?)

# Handout PD 4a

## Being Resourceful

### Activity E: Mission Possible

In your group, there are 3 missions to be accomplished. The ultimate goal is to earn 3 tokens that can unlock the mystery box.

#### Mission 1: Share Your Wisdom

Goal: To correctly answer as many questions as possible within 3 minutes. The winning team will earn 2 tokens, while the runner-up will earn 1 token.

Instructions:

1. Each team will be given a set of questions (Refer to Handout *PD 4a: Mission 1 Questions*).
2. Each team will be given 3 minutes to answer the questions.

#### Mission 2: Tower Building

Goal: To build the highest tower. The winning team will earn a token.

Instructions:

1. Each team will be given 2 minutes to discuss what materials to gather to build the highest tower.
2. Each team will then be given 3 minutes to gather the materials from the Enabling Academy to build the tower.
3. Each team is required to build the highest tower possible within 2 minutes.

#### Mission 3: Spot the Difference

Goal: To spot the differences in 10 pictures within 7.07 minutes. The winning team will earn a token.

Instructions:

1. The trainer will show a video (<https://www.youtube.com/watch?v=pcR81Rm6Vw0>) requiring trainees to spot the difference in 10 pictures. Each picture consists of a difference.
2. The team that points out the difference first will score a point.

# Handout PD 4a

## Mission 1 Questions

### Sports:

- Which sport is Tiger Woods good at?
- Michael Jordan is a \_\_\_\_\_ player.
- Which country won the 2018 FIFA World Cup?
- Which country will host the next Olympic Games?
- Who is the most prominent badminton player in Malaysia?
- Which sport is Michael Phelps famous for?
- Which Chinese badminton player defeated Chong Wei in several matches?

### Entertainment:

- Which award is given to the worst movie of the year?
- Which award is given for achievements and contributions in the film industry?
- Who is Angelina Jolie's former husband?
- Which famous singer is known for her eccentric outfits?
- Who played Harry Potter?

### History:

- Who was the U.S. president after George W. Bush?
- Which country initiated World War II?
- Which Nazi leader orchestrated both World War II and the Holocaust?

### Knowledge:

- Who wrote the Harry Potter series?
- What is the capital of Australia?
- Which is the highest mountain in the world?
- Which sea can you float in?
- The country called the Land of Rising Sun is ...
- Where is The Forbidden City located?
- The largest ocean in the world is ....
- The national flower of Malaysia is ...
- Which is the highest mountain in Malaysia?
- What is the largest flower in the world?

### Gamuda:

- Who is the group managing director of Gamuda Berhad?
- Who initiated Project Differently-Abled in Gamuda?
- What are the core businesses of Gamuda?
- Where is the headquarters of Gamuda?

# PD 4b

## PROBLEM-SOLVING BENEFITS AND ENTITLEMENTS

### Objectives

By the end of the session, trainees will be able to:

1. Identify benefits for persons with disabilities (PWDs) who are registered with the Social Welfare Department.
2. Define general employment entitlements.
3. Indicate benefits and entitlements they would like to enjoy.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 25 minutes 15 minutes 25 minutes 10 minutes  (Total: 85 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Sharing: Welfare benefits and entitlements for PWDs</li><li>3. Group discussion: Benefits for employees</li><li>4. Debriefing: Employment entitlements</li><li>5. Reflection using Handout <i>PD 4b: Benefits and Entitlements</i></li></ol>



Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "One benefit that I would like to enjoy is ...".
Activity II: Sharing: Welfare Benefits and Entitlements for PWDs	<ol style="list-style-type: none"> <li>1. Create a set of presentation slides to talk about the benefits for persons with disabilities (PWDs) who are registered with the Social Welfare Department and general employment entitlements. The trainer will introduce seven categories of PWDs and PWD card (Kad OKU). For those who have PWD cards, ask them what the benefits are before presenting the slides.</li> <li>2. Explain the process of applying for a PWD card.</li> <li>3. Explain the benefits for PWDs: Elaun Pekerja Cacat (EPC), Health Care, Entertainment and Public Transport. Use the interactive approach when explaining.</li> <li>4. Distribute Handout <i>PD 4b: Benefits for PWDs</i>. Ask trainees to refer to the Social Welfare Department's website for additional information: <a href="http://www.jkm.gov.my/">http://www.jkm.gov.my/</a>.</li> </ol>
Activity III: Group discussion: Benefits for employees	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups to discuss the definition for the following employment entitlements: EPF, SOCSO, Promotion &amp; Increment, Bonus, Overtime and Leave Entitlement. Each group has to send a representative to present their discussion outcomes using the flipchart.</li> <li>2. Ask trainees to refer to the EPF and SOCSO website for further information.</li> </ol>
Activity IV: Debriefing on employment entitlements	<ol style="list-style-type: none"> <li>1. Explain the general benefits for employees: EPF, SOCSO, Salary, Promotion &amp; Increment, Bonus, Overtime, Leave Entitlement and Medical Benefits. Use an interactive approach when explaining.</li> <li>2. Explain that having knowledge of all these benefits enables one to become a resourceful person who knows where and how to locate resources when the need arises.</li> </ol>

Summary	Reflection
	<p>Instruct trainees to use Handout <i>PD 4b: Benefits and Entitlements</i> for their reflection on this session.</p> <ol style="list-style-type: none"> <li>1. What are some of the benefits for PWDs?</li> <li>2. Are you interested in applying for a PWD card?</li> <li>3. What are the benefits and entitlements for employees?</li> <li>4. Would applying for leave create a bad impression of the employee?</li> <li>5. What are the benefits you would like to enjoy?</li> </ol>

## References

- Jabatan Kebajikan Masyarakat. (2019, September 5). *Kemudahan dan keistimewaan kepada Orang Kurang Upaya*. Retrieved from <http://www.jkm.gov.my/jkm/index.php?r=portal/left&id=OHFwb3Rmbk1KTUJLbmFiSzkyTElkUT09>.
- Kumpulan Wang Simpanan Pekerja, EPF. (2019, September 11). *Overview*. Retrieved from <https://www.kwsp.gov.my/member/overview>.
- Pertubuhan Keselamatan Sosial. (2019, October 1). *Employer and employee eligibility*. Retrieved from <https://www.perkeso.gov.my/index.php/en/social-security-protection-employer-employee-eligibility#>.

## Handout PD 4b: Benefits for PWDs



### Meningkatkan Peluang Pekerjaan OKU

- Pekeliling Perkhidmatan Bil. 16/2010; Dasar, 1% peluang pekerjaan dalam perkhidmatan awam kepada Orang Kurang Upaya
- Perkhidmatan pendaftaran pekerjaan secara online
- \* Sila layari laman web : <http://www.jtkism.gov.my> untuk maklumat lanjut.



### Skim Bantuan Galakan Perniagaan OKU (SBGPOKU)

- Telah berniaga sekurang-kurangnya 3 bulan
- Usia 18 tahun keatas
- Individu dan berkelompok
- Geran berbentuk one-off
- \* Sila layari laman web : <http://www.jtkism.gov.my> untuk maklumat lanjut.



### Pengecualian Duti Import Impot Alat Ganti Alat Tiruan/Sokongan

- \* Sila layari laman web : <http://www.treasury.gov.my> untuk maklumat lanjut.



### Pengecualian 100% Duti Eksais Kenderaan OKU

- OKU Fizikal, pendengaran dan pertuturan
- Ada lesen memandu
- Kereta keluaran tempatan sahaja (Proton dan Perodua)
- Tidak boleh pindah milik atau jual selama 5 tahun kecualli dengan kebenaran Kerm. Kewangan
- Sebuah kereta setiap 5 tahun
- \* Sila layari laman web : <http://www.treasury.gov.my> untuk maklumat lanjut.



### Pencen Terbitan Seumur Hidup kepada Anak OKU

- Diberikan kepada anak OKU kepada penjawat awam yang telah meninggal dunia
- \* Sila layari laman web : <http://www.jpa.gov.my> untuk maklumat lanjut.



### Waktu Bekerja Anjal

- Kemudahan kepada kakitangan awam untuk menguruskan keabajikan dan keperluan anak OKU
- \* Sila layari laman web : <http://www.jpa.gov.my> untuk maklumat lanjut.



### Kemudahan Telekom Malaysia di Bawah Pakej Penyayang

- Percuma untuk sewa bulanan perkhidmatan talian telefon kediaman sahaja
- Percuma untuk panggilan ke Perkhidmatan Panduan Direktori Telefon (103)
- Percuma untuk perkhidmatan telefon Kemudahan Tambahan samada Panggilan Menunggu atau Pemindahan Panggilan

- \* Sila layari laman web : <http://www.tm.com.my> untuk maklumat lanjut.



### Bantuan Kewangan

- Bantuan Am (bayaran bulanan berbeza mengikut negeri)
- Elaun Pekerja Cacat (EPC)
- Bantuan bagi OKU yang Tidak Berupaya Bekerja (BIB)
- Bantuan Penjagaan OKU Terlarantar/Pesakit Kronik Terlarantar (BPT)
- Geran Pelancaran
- Bantuan Alat Tiruan/Alat Sokongan
- \* Sila layari laman web : <http://www.jtkm.gov.my> untuk maklumat lanjut.



### Produk Perlindungan Takafu - Agro Nurani

- Ditawarkan kepada OKU yang berumur 16 hingga 45 tahun.
- Manfaat yang ditawarkan seperti perlindungan kematian, kematian akibat kemalangan, kematian akibat penyakit biasa dan elaun tunai wad (akibat kemalangan)
- Manfaat perbelanjaan pengkebumian
- \* Sila layari laman web : <http://www.agrobank.com.my> untuk maklumat lanjut.



### Pelan Insurans Hayat - Allianz Ability Life

- Ditawarkan kepada OKU yang berumur 16 hingga 70 tahun
- Kadar premium bermula daripada RM50.00 bagi Jumlah ditinsuranskan RM25,000.00
- \* Sila layari laman web : <http://www.allianz.com.my> untuk maklumat lanjut.



### Khidmat Nasihat dan Kaunseling

- \* Sila layari laman web : <http://www.jtkm.gov.my> untuk maklumat lanjut.



### Hadiah Sukan Negara bagi Atlit Paralimpik

- \* Sila layari laman web : <http://www.nsc.gov.my> untuk maklumat lanjut.



### Pengecualian Bayaran Masuk ke Zoo Negara

- \* Sila layari laman web : <http://www.zoonegaramalaysia.my> untuk maklumat lanjut.



### Diskaun 40% Bayaran Masuk ke Pusat Sains & Kreativiti Terengganu (PSKT)

- \* Sila layari laman web : <http://www.pskt.com.my> untuk maklumat lanjut.



KEHENTERIAN PEMBANGUNAN WANITA  
KELUARGA DAN MASYARAKAT



# KEMUDAHAN & KEISTIMEWAAN

## Kepada OKU BERDAFTAR

[www.jkm.gov.my](http://www.jkm.gov.my)

+603 8323 1656 /

+603 8323 1658



### **Pendaftaran Orang Kurang Upaya (OKU)**

Orang Kurang Upaya adalah mereka yang mempunyai kekurangan jangka panjang fizikal, mental, intelektual atau deria yang apabila berinteraksi dengan pelbagai halangan, boleh menyekat penyertaan penuh dan berkesan dalam masyarakat. OKU yang bertaraf warganegara Malaysia adalah digalakkan untuk mendaftar sebagai OKU secara sukarela. Inisiatif ini dilaksanakan oleh Jabatan Kebajikan Masyarakat. OKU boleh melayari laman web <http://www.jkm.gov.my> atau <http://loku.jkm.gov.my/smoku>

**Kemudahan dan keistimewaan yang akan diterima oleh OKU berdaftar adalah seperti berikut:**

#### **Pengurangan Lesen Kenderaan Motor kepada Kadar RM2.00 bagi Kenderaan Nasional Tanpa Ubahsuai dan RM1.00 bagi Kenderaan yang Diubahsuai**

- Untuk OKU Fizikal sahaja
- Kereta, van, motosikal buatan tempatan sahaja
- Sila layari laman web : <http://www.jpj.gov.my/web/main-site/jpj2u> untuk maklumat lanjut.

#### **Kemudahan Pengangkutan Awam**

- Potongan harga sebanyak 50% diberikan kepada OKU dan warga tua yang berumur 60 tahun ke atas bagi semua pengangkutan awam
- Potongan 50% penerbangan domestik bagi Malaysia Airline (MAS) tidak termasuk pembelian secara online

\* Sila layari laman web : <http://rapidkl.com.my>, <http://www.ktrmb.com.my>, <http://www.malaysiaairline.com> untuk maklumat lanjut.

#### **Program Pendidikan Nasional**

- Sekolah Pendidikan Khas
- Program Pendidikan Khas Integrasi (PPKI)
- Program Pendidikan Inklusif
- Sila layari laman web : <http://www.moe.gov.my> untuk maklumat lanjut.

#### **Bantuan Kewangan Pelajar OKU di Sekolah**

- Elaun RM150.00 sebelum kepada pelajar Sekolah Rendah dan Menengah
- Sila layari laman web : <http://www.moe.gov.my> untuk maklumat lanjut.

#### **Bantuan Kewangan Pelajar OKU di IPT**

- Diberikan kepada pelajar OKU yang mengikuti pengajian peringkat tertier (Diploma ke atas)

secara sepenuh masa di IPTA, IPTS, politeknik dan kolej komuniti

• Bantuan kewangan pelajar OKU IPT tempatan (sepenuh masa) meliputi perbelanjaan bagi yuran pengajian dan kadar saku yang kedua-duanya diberi pada kadar tidak melebihi RM5,000 setahun atau RM20,000 bagi sepanjang tempoh

• Bantuan kewangan pelajar OKU IPT tempatan (separuh masa/pengajian jarak jauh) diberi pada kadar tidak melebihi RM5,000 setahun atau RM20,000 bagi sepanjang tempoh pengajian meliputi perbelanjaan yuran pengajian sahaja

- \* Sila layari laman web : [https://biasiswa.moe.gov.my/bk\\_oku](https://biasiswa.moe.gov.my/bk_oku) untuk maklumat lanjut.

#### **Bantuan Kewangan Program Pendidikan Khas (PPK) di Politeknik/Kolej Komuniti**

• Diberikan kepada pelajar OKU yang mengikuti program pendidikan khas (sijil kemahiran khas) di politeknik terpilih

- Kadar bantuan PPK adalah sebanyak RM3,660.00/semester 1 sahaja dan RM3,360.00/semester 2 hingga 4, mengambil kira bantuan yuran, sara hidup, penginapan dan alat bantuan belajar
- \* Sila layari laman web : [https://biasiswa.moe.gov.my/bk\\_oku](https://biasiswa.moe.gov.my/bk_oku) untuk maklumat lanjut.

#### **Diskawan 50% Yuran Pengajian Universiti Terbuka Malaysia (OUM)**

\* Sila layari laman web : <http://www.oum.edu.my> untuk maklumat lanjut.

#### **Saluran Khas Bagi Pengambilan OKU Di IPTA**

• Pengambilan pelajar OKU dibuat menerusi saluran khas (tanya perlu bersaing dengan kategori biasa) yang hanya berdasarkan kelayakan minima sahaja

- Penempatan universiti disesuaikan dengan kemudahan dan bidang yang disediakan oleh IPTA
- Sila layari laman web : <http://www.portal.moe.gov.my> untuk maklumat lanjut.

#### **Peluang Pemulihan/Latihan di Institusi**

• Pusat Pemulihan Dalam Komuniti (PDK)

- Pusat Latihan Perindustrian dan Pemulihan (PLPP), Bangi
- Taman Sinar Harapan (OKU Pembelajaran)
- Bengkel Terhubung (OKU yang mampu bekerja tetapi tidak dapat bersaing dalam pasaran kerja)
- \* Sila layari laman web : <http://www.jkm.gov.my> untuk maklumat lanjut.

### **Pengecualian Bayaran dan Pembaharuan Daftar Syarikat**

\* Sila layari laman web : <http://www.ssm.com.my> untuk maklumat lanjut.

### **Kod Amalan Akses bagi OKU:**

- Kemudahan awam, kemudahan pengangkutan, kemudahan dalam dan luar premis yang mesra OKU berkonsepkan reka bentuk sejagat
- Sila layari laman web : <http://www.msonline.gov.my> untuk maklumat lanjut.

### **Kemudahan dan Galakan Pelepasan Cukai Pendapatan.**

- Pelepasan cukai berganda kepada majikan yang melatih dan mengambil pekerja OKU
- Pelepasan cukai sebanyak RM6,000.00 kepada pembayar cukai yang mempunyai anak OKU
- Pelepasan cukai sehingga RM6,000 bagi membeli alat-alat khas untuk kegunaan sendiri, anak atau ibuapapa OKU
- Pelepasan cukai diri sebanyak RM6,000 kepada OKU dan RM3,500 kepada pasangan OKU
- \* Sila layari laman web : <http://le.hasil.org.my> untuk maklumat lanjut.

### **Kadar Sewa Rumah yang Rendah (DBKL)**

\* Sila layari laman web : <http://www.dblkl.com.my> untuk maklumat lanjut.

### **Potongan Harga 20% Pembelian Rumah daripada SPNB**

\* Sila layari laman web : <http://www.spnb.com.my> untuk maklumat lanjut.

### **Pengecualian Bayaran Rawatan Perubatan**

- Bayaran wad kelas 3
- Bayaran ubat
- Hanya hospital kerajaan
- Sila layari laman web : <http://www.moh.gov.my> untuk maklumat lanjut.

### **Pengecualian Bayaran Membuat MyKad, Carian Sijil Kelahiran atau Sijil Kematian**

\* Sila layari laman web : <http://www.jpn.gov.my> untuk maklumat lanjut.

### **Pengecualian Bayaran Dokumen Perjalanan (Pasport)**

\* Sila layari laman web : <http://www.imi.gov.my> untuk maklumat lanjut.

## *Handout PD 4b: Benefits & Entitlements*

Based on the session today, please answer the following questions:

1. What are some of the benefits for PWDs?
2. Are you interested to apply for a PWD card?  
 Yes    No    I already have the card
3. What are the benefits and entitlements for employees?
4. Would applying for leave create a bad impression of the employee?
5. What are the benefits you would like to enjoy?

# PD 5a

## BEING AN ADULT DECISION-MAKING

### Objectives

By the end of the session, trainees will be able to:

1. Explain the importance of decision-making.
2. Apply the steps to good decision-making.
3. Develop the confidence to make positive decisions.
4. Identify how to be a responsible adult.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 10 minutes 20 minutes 40 minutes 10 minutes  (Total: 90 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Brainstorming: Situations requiring decision-making</li><li>3. Sharing: Five steps to good decision-making</li><li>4. Group assignment: Decision-making - case study</li><li>5. Reflection</li></ol>

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "An adult is someone who is... ."
Activity II: Brainstorming: Situations requiring decision-making	<ol style="list-style-type: none"> <li>1. Share with the class that one of the key responsibilities of an adult is making responsible decisions.</li> <li>2. Ask trainees to list the situations in which they will need to make decisions. List on the board all the ideas shared.</li> </ol>
Activity III: Sharing: Five steps to good decision-making	<p>Create a set of presentation slides to explain the five steps to make good decisions:</p> <ul style="list-style-type: none"> <li>Step 1: Know your goal</li> <li>Step 2: Gather information</li> <li>Step 3: Consider the consequences</li> <li>Step 4: Make your decision</li> <li>Step 5: Evaluate your decision</li> </ul>
Activity IV: Group assignment: Decision-making - case study	<ol style="list-style-type: none"> <li>1. Print each of the following case studies on separate sheets of paper to be distributed to each group. One group works on one case study.</li> </ol> <p>Case Study 1</p> <p>Hasrul is interested to ask a colleague who has been very friendly towards him to consider being his girlfriend, but he is unsure if he should do so for fear of being rejected. List the steps Hasrul should consider before asking his colleague.</p> <p>Case Study 2</p> <p>Shanti is offered a job at AC Bank as a Global Support Executive, Credit Management Services (Salary: RM4,000/month, night shift). She is also offered a job as a Sales Executive at HSE Properties, Damansara Jaya (Salary: RM3,000/month). She lives in Taman Tun Dr Ismail, KL. What should Shanti consider as she decides on one of these jobs?</p>

Activities	Instructions
	<p>Case Study 3</p> <p>Tek Ho works in a corporate company. He has been struggling to complete his work assignments for the last three months. He is finding it difficult to cope with the tasks given to him by various colleagues. What should Tek Ho do?</p> <ol style="list-style-type: none"> <li>2. Divide the class into three groups.</li> <li>3. Distribute a copy of Handout <i>PD 5a: Decision-making - Case Study</i> to all trainees and instruct them to discuss steps to help the individual mentioned in the case study assigned to them to make a good decision.</li> <li>4. Invite each group to take turns to present their case study.</li> </ol>
Summary	Reflection
	<p>Ask trainees to list the important steps to consider when making a decision:</p> <ul style="list-style-type: none"> <li>Step 1: Know your goal</li> <li>Step 2: Gather information</li> <li>Step 3: Consider the consequences</li> <li>Step 4: Make your decision</li> <li>Step 5: Evaluate your decision</li> </ul>

## Reference

Gray, K.D. (2014). *5 Steps to Good Decision Making*. Retrieved from <https://www.corporatewellnessmagazine.com/article/5-steps-to-good-decision-making>.



# Handout PD 5a Decision-making – Case Study

Case Study No: \_\_\_\_\_

1.	Name: _____'s Goal	
2.	Information Gathering	1. 2. 3. 4.
3.	Consequences (What will happen if _____ (name) decides to _____?)	1. 2. 3.
4.	Decision	Upon consideration, the group decided that _____ (name) should _____ _____
5.	Evaluation Is this a good decision? If yes, why?	

# PD 5b

## BEING AN ADULT SELF-ADVOCACY

### Objectives

By the end of the session, trainees will be able to:

1. Explain the meaning and importance of self-advocacy.
2. Evaluate their personal ability to self-advocate.
3. List the steps to self-advocate.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
10 minutes	2. Brainstorming: The importance of speaking up for oneself
20 minutes	3. Explanation: The meaning of self-advocacy
50 minutes	4. Case studies: Self-advocacy
10 minutes	5. Reflection
(Total: 100 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share their thoughts: "I should learn to speak up for myself because...".
Activity II: Brainstorming: The importance of speaking up for oneself	<ol style="list-style-type: none"> <li>1. Begin with this comment: "One of the important roles of an adult is to be responsible for ourselves and to speak up for ourselves." Ask trainees to brainstorm: Why is it important to speak up for oneself?</li> <li>2. List the trainees' ideas on the board or flipchart.</li> <li>3. Affirm their good ideas.</li> </ol>
Activity III: Explanation: The meaning of self-advocacy	<ol style="list-style-type: none"> <li>1. Ask trainees: "Can someone explain what 'advocacy' means?" Note the suggestions from the trainees. Then, quote the <i>Merriam-Webster Dictionary</i>: Advocacy means "the action of advocating, pleading for, or supporting a cause or proposal". Add that advocacy is speaking up for others or for a cause, such as: <ul style="list-style-type: none"> <li>• Accessible environment for the disabled</li> <li>• Education for all</li> <li>• Equal employment opportunities</li> </ul> </li> <li>2. Introduce the term "self-advocacy". Ask trainees if they have heard of the term and allow them to share their opinions on what they think self-advocacy is.</li> <li>3. Create a set of presentation slides to share the meaning of self-advocacy: <ul style="list-style-type: none"> <li>• Having knowledge about yourself</li> <li>• Speaking up for yourself</li> <li>• Standing up for your rights</li> <li>• Making choices and decisions</li> <li>• Being independent and interdependent</li> <li>• Taking responsibility for oneself</li> </ul> </li> </ol>
Activity IV: Case studies: Self-advocacy	<ol style="list-style-type: none"> <li>1. Print the five case studies on separate sheets of paper to be distributed to each group.</li> <li>2. Assign one case study to each team of two trainees. Give each team 15 minutes to discuss their respective case studies. Advise them to apply the self-advocacy skills shared in Activity III. They have to state the self-advocacy skills they have applied for each case.</li> </ol>

Activities	Instructions
	<p>Case Study 1 Sam is upset that his meal was not delivered, though he had ordered his meal earlier than other customers who are already enjoying theirs. What should Sam do?</p> <p>Case Study 2 Adibah’s supervisor assigned her a job without giving her clear instructions because he was too busy. She is not sure how to carry out the task given. She wasted the whole morning trying to figure out what to do. What is your advice for Adibah?</p> <p>Case Study 3 Ben overslept and got in to work late. He was afraid to inform his boss, so he decided to sneak in quietly to his workstation hoping that his boss would not notice. If you were Ben, what would you do in this situation?</p> <p>Case Study 4 Ee Chia prefers to have lunch on her own as she needs time to unwind after a busy morning at work. Her colleagues usually go for lunch together. She prefers not to join them for lunch, but she doesn’t have the courage to tell them her reasons for not joining them. What is your advice for Ee Chia?</p> <p>Case Study 5 Ravi has been going for lunch with one of his colleagues, John. Of late, John has been borrowing money from Ravi to pay for his lunch. He has done this three times and has yet to return the money borrowed from Ravi. Ravi is upset, but he is unsure how best to handle this situation without causing any tension between him and John. What would you do if you were in Ravi’s shoes?</p> <ol style="list-style-type: none"> <li>3. Give each group 5 minutes to present their solution or advice for their respective case studies. Inform all trainees that they are required to listen to each presentation carefully and to give feedback for each presentation.</li> <li>4. Wrap up this activity by reminding trainees of the importance of self-advocacy and encouraging them to develop self-advocacy skills.</li> </ol>

Summary	Reflection
	<ol style="list-style-type: none"><li data-bbox="415 288 958 317">1. What is the importance of self-advocacy?</li><li data-bbox="415 322 1153 352">2. What are some self-advocacy skills you need to develop?</li></ol>

## References

Merriam-Webster. (2019). *Definition of advocacy*. Retrieved from <https://www.merriam-webster.com/dictionary/advocacy>.

Yeo, S.L. (2007). *Self-Advocacy Movement of Persons with Learning Disabilities: A Case Study in the Malaysian Context*. A Dissertation Submitted to the Faculty of Education, University of Malaya in Partial Fulfilment of the Requirements for the Degree of Master of Education (pp. 13-15). Retrieved from [https://www.unitedvoice.com.my/pdf/ysl\\_dissertation.pdf](https://www.unitedvoice.com.my/pdf/ysl_dissertation.pdf).

# PD 6a

## MAINTAINING A HEALTHY LIFESTYLE MENTAL HEALTH

### Objectives

By the end of the session, trainees will be able to:

1. Explain and define “mental health”.
2. Identify the importance of maintaining good mental health.
3. Determine their current status of mental well-being.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
30 minutes	2. Video observation: Identification of mental health
10 minutes	3. Sharing: Importance of maintaining mental health
30 minutes	4. Basic mental health assessment: DASS-21 Questionnaire
10 minutes	5. Reflection
(Total: 90 minutes)	

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day: "What is mental health?"</li> <li>2. Encourage trainees to share in class their thoughts and jot them down on the board or flipchart. Get them to elaborate when necessary.</li> </ol>
Activity II: Video observation: Identification of mental health	<ol style="list-style-type: none"> <li>1. Play the video "We all have mental health" (<a href="https://www.youtube.com/watch?v=DxIDKZHW3-E">https://www.youtube.com/watch?v=DxIDKZHW3-E</a>) and get trainees to fill in Handout <i>PD 6a: Mental Health</i> while watching the video.</li> <li>2. Go through the handout after the video viewing to make sure the blanks are filled accordingly.</li> <li>3. Ask trainees to identify the things they can do to make themselves feel better.</li> </ol>
Activity III: Sharing: Importance of maintaining mental health	<p>Summarise the definition of mental health and the importance of maintaining good mental health using Handout <i>PD 6a: Mental Health</i> (2<sup>nd</sup> page):</p> <ul style="list-style-type: none"> <li>• Mental health is a person's psychological, emotional and social well-being.</li> <li>• Mental health is important because it affects how we think, feel and act; handle stress; relate to others; and make choices in life.</li> </ul>
Activity IV: Basic mental health assessment: DASS- 21 Questionnaire	<ol style="list-style-type: none"> <li>1. Guide trainees to assess their mental health condition using Handout <i>PD 6a: DASS-21 Questionnaire</i>. (For those who would like to attempt the questionnaire online later on, they can refer to the following link: <a href="https://maic.qld.gov.au/wp-content/uploads/2016/07/DASS-21.pdf">https://maic.qld.gov.au/wp-content/uploads/2016/07/DASS-21.pdf</a>.)</li> <li>2. Ask trainees to write down their mental health goal statement based on the result of the questionnaire.</li> </ol>

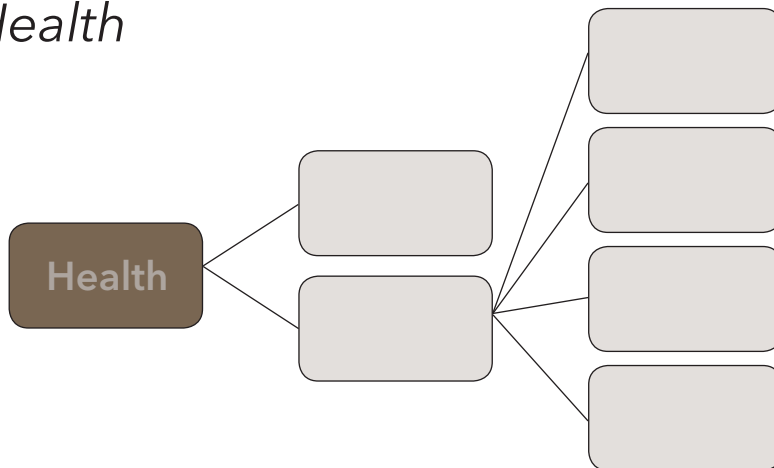
Summary	Reflection
	<p data-bbox="412 288 1110 319">Why is maintaining good mental health important to you?</p> <p data-bbox="412 357 1296 493">Advise trainees that having good mental health is crucial in their working life as it ensures their efficiency and productivity. Individual job coaches shall discuss with their respective trainees the latter's goals in developing or maintaining good mental health.</p>

## References

- Anna Freud National Centre for Children and Families. (2018, October 1). *We all have mental health* [Video file]. Retrieved from <https://www.youtube.com/watch?v=DxIDKZHW3-E>.
- Lovibond, S.H. & Lovibond, P.F. (1995). *Manual for the Depression Anxiety & Stress Scales* (2<sup>nd</sup> Ed). Sydney: Psychology Foundation.
- Motor Accident Insurance Commission, Queensland, Australia. (2019). *DASS21*. Retrieved from <https://maic.qld.gov.au/wp-content/uploads/2016/07/DASS-21.pdf>.



# Handout PD 6a Mental Health



Negative feelings like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_ and they are part of \_\_\_\_\_ just like positive feelings such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

When we are physically unwell, we let others know. It should be the same for \_\_\_\_\_

Ways to make me feel better:

- Talking to someone I trust
- Writing down my feelings
- Taking up a form of sport
- Reading
- Engaging in arts
- Listening to music
- Playing with my pet
- Other: \_\_\_\_\_

If you are the person that someone talks to when they are struggling, \_\_\_\_\_ with no \_\_\_\_\_ and \_\_\_\_\_. You do not have to have the \_\_\_\_\_. If you are unsure about anything, speak to \_\_\_\_\_.

Mental health is a person's \_\_\_\_\_ well-being and \_\_\_\_\_ well-being.

- It affects how we \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- It affects how we handle \_\_\_\_\_
- It affects how we \_\_\_\_\_
- It affects how we make \_\_\_\_\_

## Handout PD 6a DASS-21 Questionnaire

Please read each statement and circle a number, i.e., 0, 1, 2 or 3, which indicates how much the statement applies to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree, or some of the time
- 2 Applied to me to a considerable degree or a good part of time
- 3 Applied to me very much or most of the time

---

1 (s)	I found it hard to wind down (relax)	0	1	2	3
2 (a)	I was aware of dryness of my mouth	0	1	2	3
3 (d)	I couldn't seem to experience any positive feeling at all	0	1	2	3
4 (a)	I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5 (d)	I found it difficult to work up the initiative to do things	0	1	2	3
6 (s)	I tended to over-react to situations	0	1	2	3
7 (a)	I experienced trembling (e.g. in the hands)	0	1	2	3
8 (s)	I felt that I was using a lot of nervous energy	0	1	2	3
9 (a)	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
10 (d)	I felt that I had nothing to look forward to	0	1	2	3
11 (s)	I found myself getting agitated	0	1	2	3
12 (s)	I found it difficult to relax	0	1	2	3
13 (d)	I felt down-hearted and blue	0	1	2	3
14 (s)	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
15 (a)	I felt I was close to panic	0	1	2	3
16 (d)	I was unable to become enthusiastic about anything	0	1	2	3
17 (d)	I felt I wasn't worth much as a person	0	1	2	3
18 (s)	I felt that I was rather touchy (oversensitive)	0	1	2	3
19 (a)	I was aware of the action of my heart in the absence of physical exertion (e.g. sense of heart rate increase, heart missing a beat)	0	1	2	3
20 (a)	I felt scared without any good reason	0	1	2	3
21 (d)	I felt that life was meaningless	0	1	2	3

# DASS Questionnaire (Lovibond, 1995)

## DASS-21 Scoring Instructions

The DASS-21 should not be used to replace a face-to-face clinical interview. If you are experiencing significant emotional difficulties, you should contact your GP for a referral to a qualified professional.

## Depression, Anxiety and Stress Scale - 21 Items (DASS-21)

The Depression, Anxiety and Stress Scale - 21 Items (DASS-21) is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress.

Recommended cut-off scores for conventional severity labels (normal, moderate, severe) are as follows:

Note: Scores on the DASS-21 will need to be multiplied by 2 to calculate the final score.

	<b>Depression</b>	<b>Anxiety</b>	<b>Stress</b>
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely Severe	28+	20+	34+

## Mental Health Goal Statement

E.g.: In the next two months, I will exercise three times a week and sleep before midnight on my training days.

# PD 6b

## MAINTAINING A HEALTHY LIFESTYLE STRESS MANAGEMENT

### Objectives

By the end of the session, trainees will be able to:

1. Define what is stress.
2. Identify the sources of stress and how it affects their lives.
3. Determine the best way to cope with stress.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
5 minutes	2. Sharing: Definition and causes of stress
5 minutes	3. Sharing: Identifying signs of stress
5 minutes	4. Sharing: Eustress
15 minutes	5. Survey administration: Perceived Stress Scale
15 minutes	6. Video analysis: Ways to cope with stress
10 minutes	7. Reflection
(Total: 65 minutes)	

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day: "I find it stressful when..."</li> <li>2. Encourage trainees to share their stressful events using the questions below: <ol style="list-style-type: none"> <li>a. How did you know you were feeling stressed?</li> <li>b. What were the symptoms?</li> <li>c. How did your body react?</li> <li>d. How long did it last?</li> <li>e. How did you get over the stress?</li> </ol> </li> </ol>
Activity II: Sharing: Definition and causes of stress	<ol style="list-style-type: none"> <li>1. Ask trainees to fill in the blanks in Handout <i>PD 6b: Stress Management</i> as trainer shares the definition and causes of stress.</li> <li>2. Explain that the causes of stress can be found in everyday situations and specific events or circumstances.</li> <li>3. Encourage trainees to provide examples of the stressful situations they have experienced.</li> </ol>
Activity III: Sharing: Identifying signs of stress	<ol style="list-style-type: none"> <li>1. Explain the signs of stress on the body, behaviour, feelings and thoughts.</li> <li>2. Ask trainees to refer to Handout <i>PD 6b: Stress Management</i> for examples of signs of stress. Encourage them to share if they have experienced any of them.</li> </ol>
Activity IV: Sharing: Eustress	<ol style="list-style-type: none"> <li>1. Ask trainees to fill in the blanks in Handout <i>PD 6b: Stress Management</i> as trainer shares on eustress.</li> <li>2. Explain that stress can have a positive effect on our thoughts, emotions, behaviours and body reactions if we see it as a challenge or something we can strive to overcome.</li> <li>3. Give examples of how eustress, which is positive stress, can motivate us to work hard, respond to situations with healthy behaviours (that lead to positive outcomes), and get excited (by the possibilities ahead).</li> </ol>
Activity V: Survey administration: Perceived Stress Scale	<ol style="list-style-type: none"> <li>1. Administer the Perceived Stress Scale by Sheldon Cohen in Handout <i>PD 6b: Perceived Stress Scale</i> to the trainees and answer whatever questions that may arise.</li> <li>2. Mention to the trainees that their results from the scale are not conclusive but indicative; the results will change along with their circumstances and environment.</li> </ol>

Activities	Instructions
<p>Activity VI: Video analysis: Ways to cope with stress</p>	<ol style="list-style-type: none"> <li>1. Clarify that we cannot remove stress from our lives but we can respond to it in a way that our bodies are able to handle.</li> <li>2. Show the video clip: "Managing Stress - Brainsmart - BBC" (<a href="https://www.youtube.com/watch?v=hnpQrMqDoqE">https://www.youtube.com/watch?v=hnpQrMqDoqE</a>).</li> <li>3. Get trainees to list down ways to cope with stress as seen in the video in Handout <i>PD 6b: Stress Management</i>. They may add other suggestions that they can think of.</li> <li>4. Introduce the seven ways of coping with stress: <ul style="list-style-type: none"> <li>• Ask - what causes stress?</li> <li>• Exercise - 20-30 minutes every day</li> <li>• Talk - talk about your stress with someone you trust</li> <li>• Accept - accept that you cannot change the situation and manage the emotions</li> <li>• Have a hobby - do something you like</li> <li>• Think - think about positive things</li> <li>• Care for yourself - eat healthy food, do yoga or meditation, get good sleep, and relax</li> </ul> </li> </ol>
Summary	Reflection
	<p>Why is it important to handle stress?</p> <p>Mention to trainees that they have to count on themselves to cope with stress as they would know themselves better. Supervisors and buddies at their workplace may not always be available to help.</p> <p>Individual job coaches shall obtain trainees' scores in the Perceived Stress Scale for an effective individualised support plan.</p>

## References

- BBC. (2010, July 14). *Managing stress - Brainsmart - BBC* [Video file]. Retrieved from <https://www.youtube.com/watch?v=hnpQrMqDoqE>.
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A Global Measure of Perceived Stress. *Journal of Health and Social Behavior*, 24, no. 4, pp. 386-396.
- Cohen, S., & Williamson, G. (1988). Perceived Stress in a Probability Sample of the United States. In Spacapan, S. and Oskamp, S. (Eds), *The Social Psychology of Health* Newbury Park, California: Sage.
- Mind Garden. (1994). *Perceived stress scale by Sheldon Cohen*. Retrieved from <http://www.mindgarden.com/documents/PerceivedStressScale.pdf>.



# Handout PD 6b

## Stress Management

### What causes stress?

1. \_\_\_\_\_ situations:

- Managing demands at work
- Managing long-term health problems
- Dealing with inequalities
- Managing relationships

2. Specific \_\_\_\_\_ or situation:

- Changes in a relationship
- Changes in housing arrangements
- Passing of a family member or friend
- Losing a job or other source of income



### Are you experiencing signs of stress?

<p>1. Changes in your _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tensed muscles</li> <li><input type="checkbox"/> Rapid breathing &amp; heart rate</li> <li><input type="checkbox"/> Headaches</li> <li><input type="checkbox"/> Difficulties in sleeping well</li> <li><input type="checkbox"/> Fatigue</li> </ul>	<p>2. Changes in your _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Withdrawing from others</li> <li><input type="checkbox"/> Fidgeting, feeling restless</li> <li><input type="checkbox"/> Smoking, drinking or using more drugs than usual</li> <li><input type="checkbox"/> Avoiding situations that you think are stressful</li> </ul>
<p>3. Changes in your _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Feeling worried or confused</li> <li><input type="checkbox"/> Feeling angry or irritable</li> <li><input type="checkbox"/> Feeling overwhelmed or helpless</li> <li><input type="checkbox"/> Feeling like you can't cope</li> </ul>	<p>4. Changes in your _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Struggling to concentrate, remember or make decisions</li> <li><input type="checkbox"/> Losing your self-confidence</li> <li><input type="checkbox"/> Having a negative attitude towards yourself and your life</li> </ul>

## Can stress be a good thing?

Positive stress is known as \_\_\_\_\_. Some stress has a positive effect on our thoughts, emotions, behaviour and body reactions if we see it as a challenge or something we can strive to overcome.

Positive stress can motivate us to work hard, respond to situations with \_\_\_\_\_ behaviour (that leads to positive outcomes), and gets us \_\_\_\_\_ by the possibilities ahead.

## How can we cope with stress?

1. \_\_\_\_\_ - Identifying the sources of stress can help you to make yourself aware of the things you can and cannot control. Doing so also helps you to be mindful of the stressors around you.
2. \_\_\_\_\_ - Try to exercise or do something active on a regular basis.
3. \_\_\_\_\_ - Seeking social support from other people is helpful especially when you feel you cannot cope on your own. Family, friends, co-workers and health professionals can all be important sources of support.
4. \_\_\_\_\_ - Managing your distress or grief helps when you cannot change something. Talking to someone who understands may help ease your distress or grief.
5. \_\_\_\_\_ - Engage in your interests when coping with short-term stress you cannot control, to take your mind off problems for a short while. Be mindful that it can also be harmful if this stops you from taking action on things you can control.
6. \_\_\_\_\_ - Avoid dwelling on the negatives as this often is one of the hardest things to do when coping with stress. Dwelling on the negatives often adds to your stress and takes away your motivation to make things better.
7. \_\_\_\_\_ - Eat healthy food, consume sufficient liquids, explore relaxation techniques such as meditation or yoga, get a good night's sleep, and find an opportunity to relax.

# Handout PD 6b

## Perceived Stress Scale

### Perceived Stress Scale (Sheldon Cohen, 1983)

Instruction: The questions in this scale ask you about your feelings and thoughts during the last month. In each case, indicate by circling how often you felt or thought a certain way:  
0 = Never; 1 = Almost Never; 2 = Sometimes; 3 = Fairly Often; and 4 = Very Often

1. In the last month, how often have you been upset because of something that happened unexpectedly? 0 1 2 3 4
2. In the last month, how often have you felt that you were unable to control the important things in your life? 0 1 2 3 4
3. In the last month, how often have you felt nervous and "stressed"? 0 1 2 3 4
4. In the last month, how often have you felt confident about your ability to handle your personal problems? 0 1 2 3 4
5. In the last month, how often have you felt that things were going your way? 0 1 2 3 4
6. In the last month, how often have you found that you could not cope with all the things that you had to do? 0 1 2 3 4
7. In the last month, how often have you been able to control irritations in your life? 0 1 2 3 4
8. In the last month, how often have you felt that you were on top of things? 0 1 2 3 4
9. In the last month, how often have you been angered because of things that were outside of your control? 0 1 2 3 4
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? 0 1 2 3 4

Instruction: Circle the score accordingly and calculate the total.

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	0	1	2	3	4
2	0	1	2	3	4
3	0	1	2	3	4
*4	4	3	2	1	0
*5	4	3	2	1	0
6	0	1	2	3	4
*7	4	3	2	1	0
*8	4	3	2	1	0
9	0	1	2	3	4
10	0	1	2	3	4

Total score: \_\_\_\_\_

- ▶ Scores ranging from 0-13 would be considered low stress.
- ▶ Scores ranging from 14-26 would be considered moderate stress.
- ▶ Scores ranging from 27-40 would be considered high perceived stress.

# PD 6c

## MAINTAINING A HEALTHY LIFESTYLE PERSONAL FITNESS PLAN

### Objectives

By the end of the session, trainees will be able to:

1. Explain the importance of regular exercise.
2. Identify their preferred fitness options and set a goal.

Suggested Duration	Teaching Approach
10 minutes	1. Thought for the Day
10 minutes	2. Discussion: The benefits of walking
20 minutes	3. Explanation: The eight reasons to exercise regularly
25 minutes	4. Group discussion: Fitness options
15 minutes	5. Individual assignment: Fitness preference
10 minutes	6. Reflection
(Total: 90 minutes)	
30 minutes	7. Optional - Workout demonstration (by certified fitness coach)

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Instruct trainees to write in their planner their Thought for the Day: "My favourite exercise is..."</li> <li>2. Encourage trainees to share their exercise regime, if any.</li> </ol>
Activity II: Discussion: The benefits of walking	<ol style="list-style-type: none"> <li>1. Ask trainees if they would consider walking as a form of exercise.</li> <li>2. Explain that walking is a form of a simple exercise that yields great benefits.</li> <li>3. Show trainees a video on the benefits of walking (<a href="https://www.youtube.com/watch?v=h-r4nNSwbQE">https://www.youtube.com/watch?v=h-r4nNSwbQE</a>).</li> <li>4. Ask trainees to share the opportunities when and where they can walk instead of taking the lift, escalator or traveller.</li> </ol>
Activity III: Explanation: The eight reasons to exercise regularly	<p>Explain the eight reasons regular exercises are important:</p> <ol style="list-style-type: none"> <li>a. Better memory</li> <li>b. Better posture</li> <li>c. Confidence boost</li> <li>d. De-stressor</li> <li>e. Better sleep</li> <li>f. More energy</li> <li>g. Healthier</li> <li>h. Happier (generally)</li> </ol>
Activity IV: Group discussion: Fitness options	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups to identify suitable types of exercise based on the different categories listed in Handout <i>PD 6c: Fitness Options</i>. The categories are: Alone, With Others, With Cost, Without Cost.</li> <li>2. Ask each group to present the outcome of their discussion. Invite other groups to give feedback and additional input after each group has presented.</li> <li>3. Discuss and share additional examples. <ul style="list-style-type: none"> <li>• Category Alone: Swimming, jogging, cycling and yoga/pilates.</li> <li>• Category With Others: Martial arts, hiking, basketball and group aerobic dancing.</li> </ul> </li> </ol>

Activities	Instructions
<p>Activity V: Individual assignment: Fitness preference</p> <p>Activity VI: Workout Demonstration</p>	<ol style="list-style-type: none"> <li>1. Discuss the practicality of choosing a fitness goal and explain that even though we prefer a particular type of exercise, it may not be the most practical one, as we may not have the time to commit to it.</li> <li>2. Guide trainees to select their preferred fitness options and to set a goal by completing Handout <i>PD 6c: Fitness Preference</i>.</li> <li>3. Encourage each trainee to choose and commit to a fitness programme.</li> <li>4. Invite trainees to share their goals for completion of the fitness programme.</li> </ol> <ol style="list-style-type: none"> <li>1. Invite a certified fitness coach to conduct a brief workout session for trainees. (The trainer shall teach some basic workouts if the fitness coach is unavailable.)</li> <li>2. Remind trainees to bring suitable clothing for the workout session.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is it important to exercise regularly?</li> <li>2. How can we make our fitness preference goal work?</li> </ol> <p>Advise trainees to be responsible for their health and fitness. Emphasise that engaging in physical exercise is one of the ways to stay fit.</p> <p>Individual job coaches shall obtain the trainees' preferred fitness style and fitness preference for an effective individualised support plan.</p>

## References

- 101MrHealth. (2013, October 16). *Amazing health benefits of walking* [Video file]. Retrieved from <https://www.youtube.com/watch?v=h-r4nNSwbQE>.
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# Handout PD 6c

## Fitness Options

### Fitness Options

In your respective groups, discuss suitable types of exercise based on the categories below.

Alone	With Others
With Cost	Without Cost



# Handout PD 6c Fitness Preference

## Fitness Preference

Name: \_\_\_\_\_

Based on the outcome of the group discussion, complete the table below by selecting your preferred fitness option and setting a goal.

<b>Preferred Options</b>	<b>Cost Involved</b>	<b>Required Equipment</b>	<b>Starting Date &amp; Frequency</b>
E.g. Swimming	RM5	Swimsuits, goggles, cap	This Sunday (once a week)

# PD 6d MAINTAINING A HEALTHY LIFESTYLE HEALTHY DIET

## Objectives

By the end of this session, trainees will be able to:

1. Identify healthy breakfast choices.
2. List healthy plate contents and portions.
3. Read the nutrition facts label.
4. Develop an action plan to maintain good health.

Suggested Duration	Teaching Approach
5 minutes	1. Thought for the Day
20 minutes	2. Group activity: Healthy plate
20 minutes	3. Group activity: Healthy breakfast
25 minutes	4. Group discussion: Reading the nutrition facts label
20 minutes	5. Sharing: "Traffic light food system" and "Eat smart for weight loss"
10 minutes	6. Sharing: Ideas on choosing safe products
60 minutes	7. Basic health check-up
10 minutes	8. Reflection
(Total: 170 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "A healthy diet is important because ...".
Activity II: Group activity: Healthy plate	<ol style="list-style-type: none"> <li>1. Distribute Handout <i>PD 6d: Healthy Diet</i> to trainees and instruct them to refer to it throughout the session.</li> <li>2. Explain the concept of a healthy plate (Questions 1 and 2 in Handout <i>PD 6d: Healthy Diet</i>): <ul style="list-style-type: none"> <li>• Quarter portion of grains</li> <li>• Quarter portion of protein</li> <li>• Half portion of fruits and vegetables</li> <li>• One cup of dairy product</li> </ul> </li> <li>3. Share about the benefits of a healthy plate (guide trainees to answer Question 3 in Handout <i>PD 6d: Healthy Diet</i>). <ul style="list-style-type: none"> <li>• Fruits and vegetables - provide vitamins, minerals and dietary fibre</li> <li>• Grains - provide energy</li> <li>• Dairy - provides calcium</li> <li>• Protein - promotes muscle growth and improves the immune system</li> </ul> </li> <li>4. Divide trainees into two groups and each group will be given a paper plate. Each group has to choose from the food cards displayed on the table (Refer to Handout <i>PD 6d: Healthy Plate Cards</i>) to make their own healthy plate.</li> <li>5. Give trainees 5 to 10 minutes to decide and to share their responses.</li> </ol>
Activity III: Group activity: Healthy breakfast	<ol style="list-style-type: none"> <li>1. Share on the importance of kick-starting the day with a healthy breakfast.</li> <li>2. Demonstrate how to prepare a healthy breakfast. Ingredients will be prepared by the dietician/trainer. (<i>Breakfast choice can be either banana chia seed smoothie, sandwich or others, based on dietician's/trainer's choice.</i>)</li> <li>3. Ask trainees to make a healthy breakfast using ingredients prepared by the trainer/dietician and proceed to taste it.</li> <li>4. Guide trainees to answer Question 4 in Handout <i>PD 6d: Healthy Diet</i>.</li> </ol>

Activities	Instructions
<p>Activity IV: Group discussion: Reading the nutrition facts label</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees how to read the nutrition facts label on food products. Ask them to check the serving size, calories and nutrients percentage and advise them to limit certain nutrients such as sodium, fat and sugars.</li> <li>2. Distribute the food shopping card (Handout <i>PD 6d: Food Shopping Card</i>) to trainees as a reference for them in the future.</li> <li>3. Divide trainees into three groups. Ask them to make a comparison of several items based on the nutrition facts label such as chocolate cookies, butter and drinks. The dietician or trainer will get each group to pick their healthier choice and to comment accordingly.</li> <li>4. Ask trainees to refer to Question 5 in Handout <i>PD 6d: Healthy Diet</i> as a guide.</li> </ol>
<p>Activity V: Sharing: "Traffic light food system" and "Eat smart for weight loss"</p>	<ol style="list-style-type: none"> <li>1. Introduce the "traffic light food system" to trainees as shown in Question 6 in Handout <i>PD 6d: Healthy Diet</i>: <ul style="list-style-type: none"> <li>• Red - Limit (high in sugar, fat, salt and low in dietary fibre)</li> <li>• Amber - Choose carefully (contains added sugar, fat and salt, so should only be eaten in moderation)</li> <li>• Green - Eat well (good source of important nutrients, high in dietary fibre and low in sugar, fat and salt)</li> </ul> </li> <li>2. Guide trainees to give examples for each category: <ul style="list-style-type: none"> <li>• Red: Soft drinks, chocolate, brownies</li> <li>• Amber: Canned food, bread</li> <li>• Green: Vegetables, fruits, fish, water</li> </ul> </li> <li>3. Explain that recommended daily limits for sugar, fat and salt are: <ul style="list-style-type: none"> <li>• Sugar: 6-9 teaspoons</li> <li>• Fat: 7-10 teaspoons</li> <li>• Salt: 1 teaspoon</li> </ul> </li> <li>4. Explain the positive outcome of controlling one's diet (Question 7 in Handout <i>PD 6d: Healthy Diet</i>): <ul style="list-style-type: none"> <li>• To prevent being overweight, unproductive, constant tiredness, constipation, diabetes, high blood pressure and stroke or heart attack</li> </ul> </li> </ol>

Activities	Instructions
<p>Activity VI: Sharing: Ideas on choosing safe products</p>	<p>5. Share tips on eating smart for weight loss (Question 8 in Handout <i>PD 6d: Healthy Diet</i>):</p> <ul style="list-style-type: none"> <li>• Never skip breakfast</li> <li>• Eat regular meals</li> <li>• Drink plenty of water</li> <li>• Eat plenty of fruits and vegetables</li> <li>• Use a smaller plate</li> <li>• Do not store junk food</li> <li>• Plan your meals</li> <li>• Opt for healthy snack options such as fruits, nuts and salads</li> </ul> <p>1. Introduce tips to choose safe health products online (Question 9 in Handout <i>PD 6d: Healthy Diet</i>):</p> <ul style="list-style-type: none"> <li>• Check the product's registration MAL number and Meditag hologram.</li> </ul> <p>2. Conclude the sharing session with three take-home messages: Choose a healthy plate, check the nutrition facts label, and say no to processed food.</p> <p>3. Introduce the Doc2Us phone app to trainees who would like to seek further consultation (Question 10 in Handout <i>PD 6d: Healthy Diet</i>).</p>
<p>Activity VII: Basic health check-up</p>	<p>1. Distribute Handout <i>PD 6d: My Body Weight and Composition Diary</i>.</p> <p>2. Ask trainees to move to the next room for a basic health check-up. The check-up consists of checking BMI, body composition, waistline and blood pressure. The trainer will assist the dietician to record details in Handout <i>PD 6d: My Body Weight and Composition Diary</i> for each trainee.</p> <p>3. Explain to trainees that the sequence of the check-up will be as follows: Checking BMI and body composition with weighing machine → Checking blood pressure and waistline → Consulting with the dietician (who will guide them on their action plans).</p>

Activities	Instructions
	<p>4. Conclude by gathering feedback from trainees on their consultation session with the dietician and to look through their action plans. Individual job coaches will further follow up on trainees' progress in executing their action plans.</p> <p><i>**Consider engaging a dietician or nutritionist for this topic.</i></p>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is it important to maintain a healthy diet?</li> <li>2. What are some strategies shared during the session that you find helpful?</li> </ol>

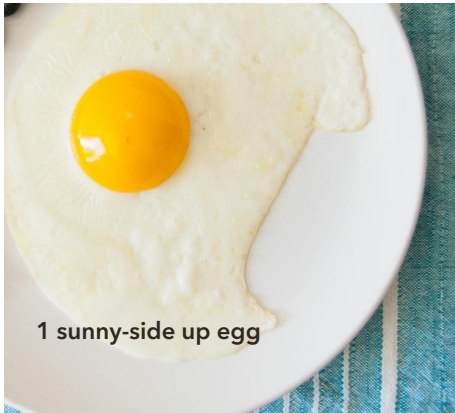
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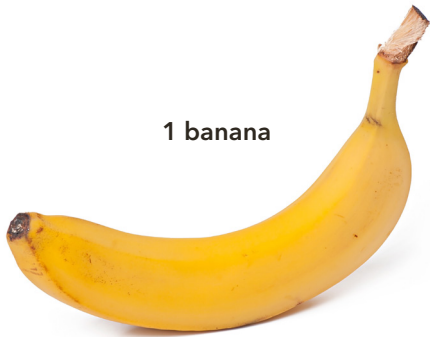
Irish Heart Foundation. (2017, January). *Food shopping card*. Retrieved from <https://irishheart.ie/wp-content/uploads/2017/01/foodshoppingcard2014.pdf>.

Kementerian Kesihatan Malaysia. (2019, October 7). *Pemakanan*. Retrieved from <http://www.moh.gov.my/index.php/pages/view/84?mid=54>.

# PD 6d Healthy Plate Cards







1 banana



1 orange



1 apple



1 kiwi fruit



1 glass of  
plain water



1 glass of  
low-fat milk



Coca-Cola



Chrysanthemum drink



# PD 6d Food Shopping Card

## FOOD SHOPPING CARD

Check how much fat, sugar and salt is in your food

	Sugars	Fat	Saturates	Salt
<b>HIGH</b> per 100g	Over <b>22.5g</b>	Over <b>17.5g</b>	Over <b>5g</b>	Over <b>1.5g</b>
<b>MED</b> per 100g	Between <b>5g</b> and <b>22.5g</b>	Between <b>3g</b> and <b>17.5g</b>	Between <b>1.5g</b> and <b>5g</b>	Between <b>0.3g</b> and <b>1.5g</b>
<b>LOW</b> per 100g	<b>5g</b> and below	<b>3g</b> and below	<b>1.5g</b> and below	<b>0.3g</b> and below



The amount you eat of a particular food affects how much sugars, fat, saturates and salt you will get from it.



## FOOD SHOPPING CARD

Check how much fat, sugar and salt is in your food

	Sugars	Fat	Saturates	Salt
<b>HIGH</b> per 100g	Over <b>22.5g</b>	Over <b>17.5g</b>	Over <b>5g</b>	Over <b>1.5g</b>
<b>MED</b> per 100g	Between <b>5g</b> and <b>22.5g</b>	Between <b>3g</b> and <b>17.5g</b>	Between <b>1.5g</b> and <b>5g</b>	Between <b>0.3g</b> and <b>1.5g</b>
<b>LOW</b> per 100g	<b>5g</b> and below	<b>3g</b> and below	<b>1.5g</b> and below	<b>0.3g</b> and below



The amount you eat of a particular food affects how much sugars, fat, saturates and salt you will get from it.



## FOOD SHOPPING CARD

Check how much fat, sugar and salt is in your food

	Sugars	Fat	Saturates	Salt
<b>HIGH</b> per 100g	Over <b>22.5g</b>	Over <b>17.5g</b>	Over <b>5g</b>	Over <b>1.5g</b>
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<b>LOW</b> per 100g	<b>5g</b> and below	<b>3g</b> and below	<b>1.5g</b> and below	<b>0.3g</b> and below



The amount you eat of a particular food affects how much sugars, fat, saturates and salt you will get from it.



## FOOD SHOPPING CARD

Check how much fat, sugar and salt is in your food

	Sugars	Fat	Saturates	Salt
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<b>LOW</b> per 100g	<b>5g</b> and below	<b>3g</b> and below	<b>1.5g</b> and below	<b>0.3g</b> and below



The amount you eat of a particular food affects how much sugars, fat, saturates and salt you will get from it.



## FOOD SHOPPING CARD

Check how much fat, sugar and salt is in your food

	Sugars	Fat	Saturates	Salt
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<b>LOW</b> per 100g	<b>5g</b> and below	<b>3g</b> and below	<b>1.5g</b> and below	<b>0.3g</b> and below



The amount you eat of a particular food affects how much sugars, fat, saturates and salt you will get from it.



## FOOD SHOPPING CARD

Check how much fat, sugar and salt is in your food

	Sugars	Fat	Saturates	Salt
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<b>MED</b> per 100g	Between <b>5g</b> and <b>22.5g</b>	Between <b>3g</b> and <b>17.5g</b>	Between <b>1.5g</b> and <b>5g</b>	Between <b>0.3g</b> and <b>1.5g</b>
<b>LOW</b> per 100g	<b>5g</b> and below	<b>3g</b> and below	<b>1.5g</b> and below	<b>0.3g</b> and below



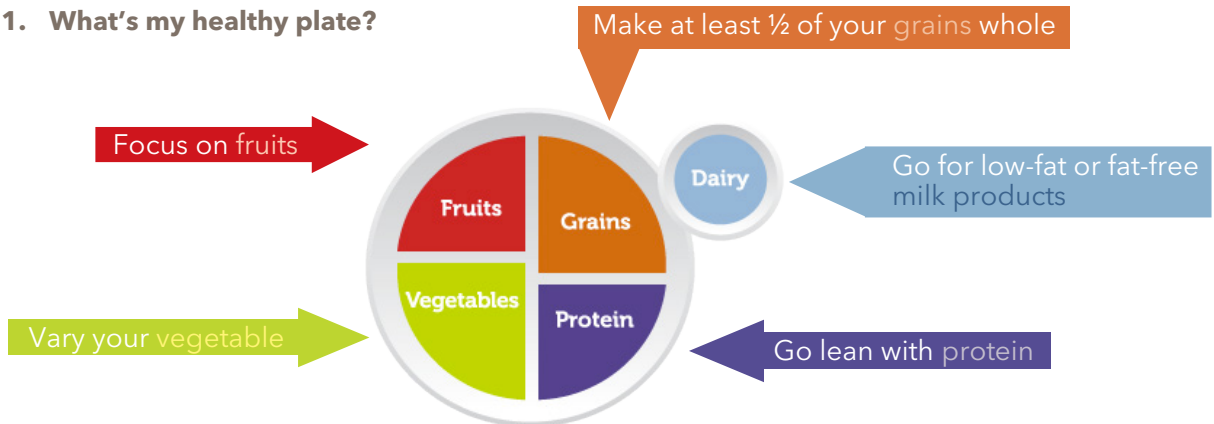
The amount you eat of a particular food affects how much sugars, fat, saturates and salt you will get from it.



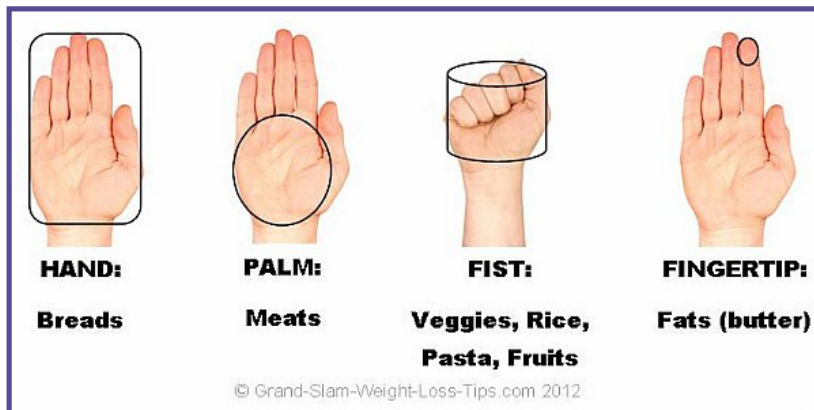
# Handout PD 6d Healthy Diet

Guest Speakers: Dietitians from Alpro Pharmacy - Ms Chiew Ee Vonne and Mr Nicholas Foo  
(The content of this handout is credited to the above-mentioned dietitians.)

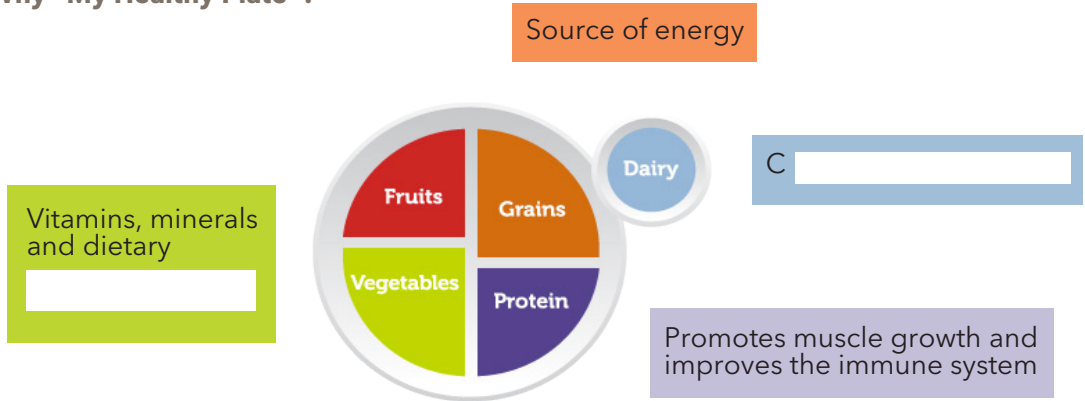
## 1. What's my healthy plate?



## 2. What's the right portion size?



### 3. Why “My Healthy Plate”?



### 4. What are some healthy breakfast choices?

- Simple green smoothies
- Overnight oats
- Hearty sandwich
- \_\_\_\_\_
- \_\_\_\_\_

### 5. How to read the nutrition facts label?

\* Refer to per 100g when comparing different products

**Start Here**  
Check serving size

**Check Calories**

**Limit These Nutrients**

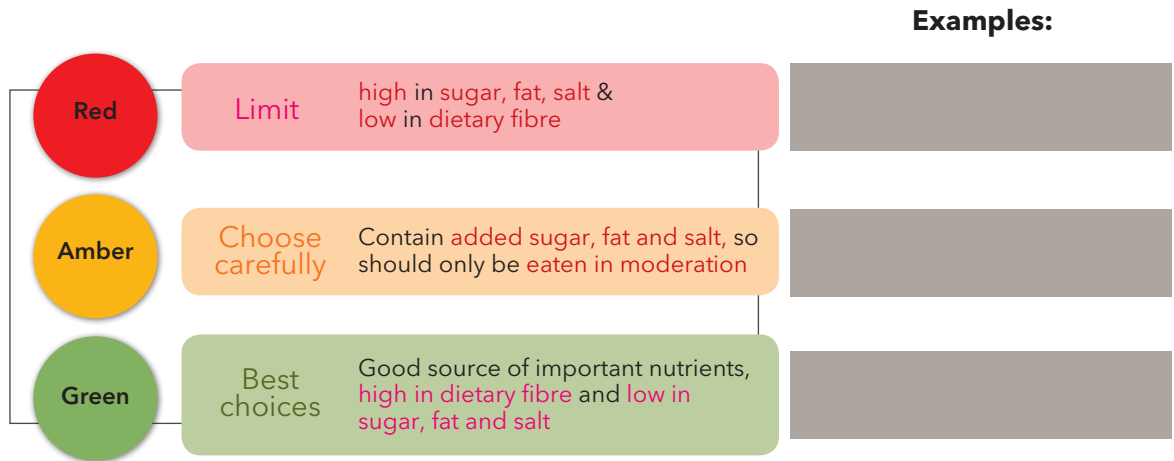
**Get Enough of These Nutrients**

Nutrition Facts	
Serving Size 1/2 cup (114g)	
Servings Per Container 4	
Amount Per Serving	
Calories 90	Calories from Fat 30
	% Daily Value*
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	
Vitamin A 270%	Vitamin C 10%
Calcium 2%	Iron 4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 80g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

**Quick Guide to % Daily Value**  
5% or less is low  
20% or more is high

**Footnotes**

## 6. What is the traffic light food system?



### Recommended daily limit of:

Sugar : \_\_\_\_\_ teaspoons  
 Fat : \_\_\_\_\_ teaspoons  
 Salt : \_\_\_\_\_ teaspoons

## 7. What are the consequences of a poor diet?

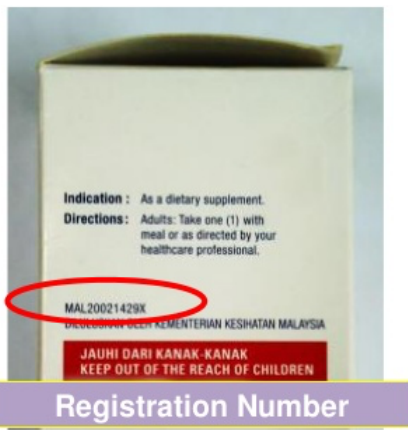
Overweight, low productivity/tiredness, constipation, \_\_\_\_\_, high blood pressure, \_\_\_\_\_ or heart attack

## 8. What are some tips to maintain a healthy weight?

- Never skip your \_\_\_\_\_
- Eat regular meals
- Drink plenty of \_\_\_\_\_
- Eat plenty of fruits and \_\_\_\_\_
- Use a smaller plate
- Do not store junk food
- Plan your meals
- \_\_\_\_\_
- \_\_\_\_\_

## 9. How to choose safe health products online?

### REGISTRATION MAL NUMBER



### HOLOGRAM MEDITAG



**MAL15010010TC**

↑ ↑  
**8-digits Category**

## 10. Where to find additional information on fitness and health?

doc2us - your pocket doctor

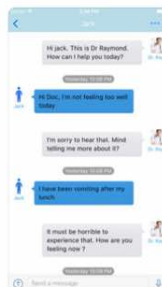
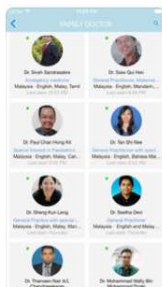


Doc2Us - Your poc...

Health & Fitness

★★★★☆ 5

UPDATE



# Handout PD 6d My Body Weight and Composition Diary

## My Body Weight and Composition Diary

Name:

Age:

Gender:

Date			
Height (cm)			
Weight (kg)			
BMI			
Body fat (%)			
Muscle mass (%)			
Waist circumference (cm)			
Body water (%)			
Body age			
Blood pressure (mmHg)			

### My action plan to be healthy and fit:

Example: I will make sure I eat vegetables and fruits every day.

I will:

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

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

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

# PD 7a

## BUILDING HEALTHY RELATIONSHIPS

### CIRCLE OF RELATIONSHIPS

#### Objectives

By the end of the session, trainees will be able to:

1. Identify their circle of relationships.
2. List down personal boundaries for each circle of relationships.
3. Identify characteristics of healthy relationships.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 20 minutes	1. Thought for the Day
20 minutes	2. Individual assignment and discussion: Circle of relationships and personal boundaries
15 minutes 10 minutes	3. Individual assignment and discussion: Expectation for each circle of relationships
(Total: 75 minutes)	4. Group discussion: Healthy vs unhealthy relationships 5. Reflection

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "The person who is closest to me is...".
Activity II: Individual assignment: Discussion on circle of relationships and personal boundaries	<ol style="list-style-type: none"> <li>1. Ask trainees to suggest the types of relationships according to the level of intimacy from the inner circle to the outer circle using Handout <i>PD 7a (1): Circle of Relationships and Personal Boundaries</i>.</li> <li>2. Ask trainees to share their feedback. Create a set of presentation slides to debrief trainees on the circle of relationships in general, from the inner circle to the outer circle: Couple, husband and wife → Family, parents and siblings → Friends and colleagues → Neighbours and acquaintances → Strangers.</li> <li>3. Instruct trainees to list down the level of intimacy for each circle of relationships using Handout <i>PD 7a: Circle of Relationships and Personal Boundaries</i>.</li> <li>4. Ask trainees to share their feedback. Explain the importance of differentiating the boundaries for each type of relationship (Scoggins, 2014): <ul style="list-style-type: none"> <li>• Colleagues, Friends: Handshake</li> <li>• Husband and Wife, Couple: Cuddle</li> <li>• Parents and Siblings: Hug</li> <li>• Neighbours, Acquaintances: Waving</li> <li>• Strangers: No greetings</li> </ul> </li> </ol>
Activity III: Individual assignment: Expectation for each circle of relationships	<ol style="list-style-type: none"> <li>1. Instruct trainees to rate the importance of each relationship to them and to list down their expectations using Handout <i>PD 7a: My Expectations for Each Circle of Relationships</i>.</li> <li>2. Invite trainees to give their feedback. Explain that such awareness will help trainees build healthy relationships with others.</li> </ol>



Activities	Instructions
Activity IV: Group Discussion: Healthy vs unhealthy Relationships	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups to brainstorm on the differences between healthy and unhealthy relationships.</li> <li>2. Invite feedback from both groups.</li> <li>3. Distribute Handout <i>PD 7a: Healthy vs Unhealthy Relationships</i> (Centers for Disease Control and Prevention, 2005) to discuss differences between healthy and unhealthy relationships.</li> <li>4. Give practical examples for each characteristic of the healthy and unhealthy relationships to help trainees to relate better.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Who are in my inner circle of relationships?</li> <li>2. What are the characteristics of healthy relationships?</li> </ol>

## References

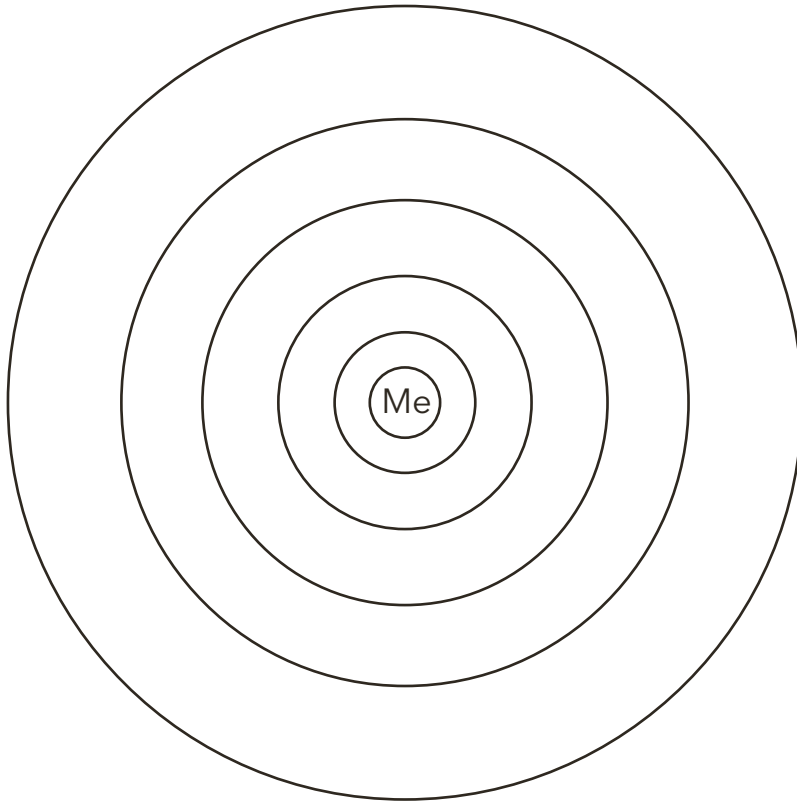
Centers for Disease Control and Prevention. (2005). *Choose respect community action kit: Helping preteens and teens build healthy relationships*. Retrieved from [http://www.aldine.k12.tx.us/cms/file\\_process/download.cfm?docID=BED9BF514B2EAD07](http://www.aldine.k12.tx.us/cms/file_process/download.cfm?docID=BED9BF514B2EAD07).

Scoggins, M. (2014, September 24). *Learn how to say no: Setting personal boundaries*. Retrieved from [https://hubpages.com/relationships/The\\_Basics\\_to\\_Setting\\_Boundaries](https://hubpages.com/relationships/The_Basics_to_Setting_Boundaries).

# Handout PD 7a

## Circle of Relationships and Personal Boundaries

Step 1: List the types of relationships according to the level of intimacy from the inner circle to the outer circle.



Step 2: List down the level of intimacy for each circle of relationship.

Cuddle	Handshake	Hug
Waving	No greetings	Others

# Handout PD 7a

## My Expectations for Each Circle of Relationships



1. Please rate the importance of each relationship to you (1 - 4).
2. List down your expectations for each type of relationship.

<input type="checkbox"/> Family: Parents and Siblings	<input type="checkbox"/> Colleagues / Co-workers
<input type="checkbox"/> Friends	<input type="checkbox"/> Supporting Friend / Job Coach

# Handout PD 7a

## Healthy vs Unhealthy Relationships

Healthy vs Unhealthy Relationships  
(Centers for Disease Control and Prevention, 2005)

<b>Healthy Relationships</b> 	<b>Unhealthy Relationships</b> 
Equality: Share decisions and responsibilities.	Control: Makes all the decisions alone and tells the other person what to do all the time.
Honesty: Share dreams, fears and concerns with one another, express feelings to each other, and share important information.	Dishonesty: Tends to lie, does not share information or steals from the other person.
Physical Safety: Feel physically safe in the relationship and respect each other's space.	Physical Abuse: Tends to use force to get one's way.
Respect: Treat each other with respect and accept each other's opinions, differences and interests; listen to each other.	Disrespect: Tends to make fun of or does not listen to the opinions or interests of the other person.
Comfort: Feel safe and comfortable with each other; respect each other's differences. Not afraid to apologise when a mistake is made.	Intimidation: Tries to control every aspect of the other's life.
Sexual Respectfulness: Never force sexual activity or insist on doing something the other is not comfortable with.	Sexual Abuse: Tends to pressure or force the other into sexual activity against the person's will or permission.
Humour: Enjoy the relationship. Have fun and laughs together.	Hostility: Gets annoyed and upset easily. Stresses the other person.

*\*This can be applied across each circle of relationships.*

# PD 7b

## BUILDING HEALTHY RELATIONSHIPS FRIENDSHIP

### Objectives

By the end of the session, trainees will be able to:

1. State the importance of friendships.
2. Describe characteristics of real friendships.
3. Practise steps to make new friends.
4. Describe ways to maintain friendships.
5. Identify signs of disinterest in friendships.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 15 minutes 30 minutes  10 minutes 10 minutes 10 minutes  (Total: 85 minutes)	<ol style="list-style-type: none"> <li>1. Thought for the Day</li> <li>2. Brainstorming: The importance of friendship</li> <li>3. Group discussion and role play: The differences between a real friend and a toxic friend and steps to make new friends</li> <li>4. Video analysis: A guide to maintaining a friendship</li> <li>5. Group discussion: Special scenario - disinterest in friendships</li> <li>6. Reflection</li> </ol>
<b>Activities</b>	<b>Instructions</b>
Activity I: Thought for the Day  Activity II: Brainstorming: The importance of friendship	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "My best friend is ...".</p> <ol style="list-style-type: none"> <li>1. Define friendship.</li> <li>2. Brainstorm: Why we need friends and provide answers for Question 1 in Handout <i>PD 7b: Why We Need Friends</i>.</li> <li>3. Introduce the seven points on "Why we need friends":               <ul style="list-style-type: none"> <li>• Companionship</li> <li>• Shared interests</li> <li>• Care for one another</li> <li>• Acceptance of one another</li> <li>• Have fun together</li> <li>• Motivate one another</li> <li>• Openness with one another</li> </ul> </li> </ol>

Activities	Instructions																		
<p>Activity III: Discussion and role play: The differences between a real friend and toxic friend and steps to make new friends</p>	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups. Ask them to discuss the characteristics of a real friend and a toxic friend.</li> <li>2. Debrief by sharing the following and explain the importance of choosing friends wisely to prevent negative influences. Ask trainees to fill in the blanks for Question 2 in Handout <i>PD 7b: Why We Need Friends</i>: <table border="1" data-bbox="458 517 1239 859"> <thead> <tr> <th data-bbox="458 517 858 557">Real Friend</th> <th data-bbox="858 517 1239 557">Toxic Friend</th> </tr> </thead> <tbody> <tr> <td data-bbox="458 557 858 597">Cares for you</td> <td data-bbox="858 557 1239 597">Brings bad influence</td> </tr> <tr> <td data-bbox="458 597 858 637">Someone you can trust</td> <td data-bbox="858 597 1239 637">Talks down to you</td> </tr> <tr> <td data-bbox="458 637 858 677">Someone who forgives</td> <td data-bbox="858 637 1239 677">Jealous of you</td> </tr> <tr> <td data-bbox="458 677 858 716">Has good moral standards</td> <td data-bbox="858 677 1239 716">Gossips about you</td> </tr> <tr> <td data-bbox="458 716 858 756">Accepting and understanding</td> <td data-bbox="858 716 1239 756">Spreads their negative mindset</td> </tr> <tr> <td data-bbox="458 756 858 796">Makes you a better person</td> <td data-bbox="858 756 1239 796">Manipulates/uses you</td> </tr> <tr> <td data-bbox="458 796 858 836">Celebrates your success</td> <td data-bbox="858 796 1239 836">Judgmental and aggressive</td> </tr> <tr> <td data-bbox="458 836 858 859">Loyal</td> <td data-bbox="858 836 1239 859"></td> </tr> </tbody> </table> </li> <li>3. Explain the five steps to make new friends and ask trainees to fill in the blanks for Question 3 in Handout <i>PD 7b: Why We Need Friends</i>. Steps to make new friends are as follows: <ul style="list-style-type: none"> <li>• Begin with people you know</li> <li>• Take the first step - introduce yourself</li> <li>• Talk about yourself - be natural</li> <li>• Get to know the person</li> <li>• Keep in touch</li> </ul> </li> <li>4. Ask trainees to role-play the five steps with another trainee they are less familiar with. The role play will take approximately 10 minutes.</li> <li>5. Provide feedback for observations made during the role play.</li> </ol>	Real Friend	Toxic Friend	Cares for you	Brings bad influence	Someone you can trust	Talks down to you	Someone who forgives	Jealous of you	Has good moral standards	Gossips about you	Accepting and understanding	Spreads their negative mindset	Makes you a better person	Manipulates/uses you	Celebrates your success	Judgmental and aggressive	Loyal	
Real Friend	Toxic Friend																		
Cares for you	Brings bad influence																		
Someone you can trust	Talks down to you																		
Someone who forgives	Jealous of you																		
Has good moral standards	Gossips about you																		
Accepting and understanding	Spreads their negative mindset																		
Makes you a better person	Manipulates/uses you																		
Celebrates your success	Judgmental and aggressive																		
Loyal																			
<p>Activity IV: Video analysis: Maintaining friendships</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to share their challenges in maintaining friendships.</li> <li>2. Show a video on a guide to maintaining a friendship (<a href="https://www.youtube.com/watch?v=o9uSfCGMUs">https://www.youtube.com/watch?v=o9uSfCGMUs</a>).</li> </ol>																		

Activities	Instructions
Activity V: Group discussion: Special scenario - disinterest in friendships	<ol style="list-style-type: none"> <li>3. Based on the video, ask trainees to fill in the blanks for Question 1 in Handout <i>PD 7b: Maintaining Friendships</i>. Elaborate on the following points:               <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Take advantage of big events</li> <li>• Send greetings</li> <li>• Be understanding - don't be hard on your friend</li> </ul> </li> <li>1. Ask trainees to discuss in groups of three: What should you do if the person you want to befriend is not interested?</li> <li>2. Introduce the following steps to handle the situation above. Answers for Question 2 in Handout <i>PD 7b: Maintaining Friendships</i>:               <ul style="list-style-type: none"> <li>• Identify signs of the disinterest</li> <li>• Acknowledge that friendship cannot be forced</li> <li>• Be understanding and respect each person's personal choice</li> <li>• Focus on friends you can get along with</li> </ul> </li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why do we need friendships?</li> <li>2. What are the characteristics of true friendships?</li> <li>3. What are the steps to make new friends?</li> <li>4. What are the steps to maintain friendships?</li> <li>5. What do you do when someone is not interested in being your friend?</li> <li>6. Is there any area for improvement in your current friendships with others?</li> </ol>

## Reference

Watchwellcast. (2012, November 2). *Guide to maintaining friendships* [Video file]. Retrieved from <https://www.youtube.com/watch?v=o9uISfCGMUs>.



# Handout PD 7b

## Why We Need Friends

1. Why do we need friends?

2. What are the differences between a real friend and a toxic friend?

Real Friend	Toxic Friend

3. How do we make a new friend?



# Handout PD 7b

## Maintaining Friendships

1. How do you maintain friendships?



2. What should you do if the person you want to befriend is not interested?

# PD 7c

## BUILDING HEALTHY RELATIONSHIPS

### FAMILY LIFE

#### Objectives

By the end of this session, trainees will be able to:

1. Define their roles in the family.
2. State the importance of family.
3. Recognise areas for improvement in their relationships within the family.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 20 minutes	1. Thought for the Day 2. Video analysis and discussion: The meaning of family and importance of family
20 minutes	3. Video analysis and discussion: Ways to develop healthy family relationships
10 minutes 10 minutes	4. Survey: Dating and Marriage 5. Reflection
(Total: 70 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Family is important to me because ...".
Activity II: Video analysis and discussion: The meaning of family and importance of family	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Questions 1 and 2 in Handout <i>PD 7c: My Roles and Responsibilities at Home</i>.</li> <li>2. Show a video on "What is family?" to define the term "family" (<a href="https://www.youtube.com/watch?v=DzlxG2B2neU">https://www.youtube.com/watch?v=DzlxG2B2neU</a>).</li> <li>3. Explain the importance of knowing our roles in our families and the importance of family in developing healthy relationships.</li> <li>4. Invite trainees to share their thoughts about the importance of family.</li> <li>5. Show a video to illustrate how families cater to our physiological, psychological and educational needs (<a href="https://www.youtube.com/watch?v=e5TFAC_Je1w">https://www.youtube.com/watch?v=e5TFAC_Je1w</a>).</li> <li>6. Ask trainees to attempt Question 3 in Handout <i>PD 7c: My Roles and Responsibilities at Home</i> as they watch the video.</li> <li>7. Debrief trainees on the importance of family: <ul style="list-style-type: none"> <li>• Biological needs - basic needs such as food, shelter, clothes and safety</li> <li>• Psychological needs - sense of belonging, love, care and support</li> <li>• Educational needs - knowledge, skills and values</li> </ul> </li> </ol>
Activity III: Video analysis: Discussion on approaches to develop healthy family relationships	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups to discuss ways to develop healthy family relationships.</li> <li>2. Invite each group to present the outcome of their discussion.</li> <li>3. Introduce the ways to develop healthy family relationships and get trainees to write them down in <i>Handout PD 7c: My Roles and Responsibilities at Home</i> - Question 4: <ul style="list-style-type: none"> <li>• Carry out a self-assessment (ask trainees to complete Question 5 in <i>Handout PD 7c</i>).</li> <li>• Set Priority (show a video: <a href="https://www.youtube.com/watch?v=6zBMAYS26Eg">https://www.youtube.com/watch?v=6zBMAYS26Eg</a>).</li> <li>• Do your part and know your roles.</li> <li>• Apply positive and respectful communication.</li> </ul> </li> </ol>

Activities	Instructions
Activity IV: Survey: Dating and Marriage (preparation for next topic - PD 7d)	<ol style="list-style-type: none"> <li>4. Ask trainees to write their action plan in Handout <i>PD 7c: My Roles and Responsibilities at Home</i> (Question 6).</li> <li>5. Conclude that healthy relationships at home are beneficial to one's well-being and quality of life.</li> </ol> <ol style="list-style-type: none"> <li>1. Distribute Handout <i>PD 7c: Dating and Marriage Survey</i>. (This is to evaluate trainees' current viewpoints on dating and marriage in preparation for the next session on singleness and marriage.)</li> <li>2. Ask trainees to complete the survey and provide explanations for those who have difficulties in understanding the questions.</li> <li>3. Collect the completed handouts from trainees and pass them to the next session's trainer for further discussion.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Are the relationships within your family healthy?</li> <li>2. Have you been fulfilling your roles and responsibilities at home?</li> <li>3. What can you do to improve your relationship with your family?</li> </ol>

## References

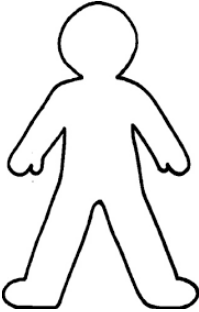
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# Handout PD 7c

## My Roles and Responsibilities at Home

1. Family is \_\_\_\_\_

2. List down your roles at home.

3. Family is important because ...


4. What are some ways to develop healthy family relationships?

- Carry out a self- \_\_\_\_\_
- Set \_\_\_\_\_
- Do \_\_\_\_\_
- Apply \_\_\_\_\_

5. Have I been fulfilling my responsibilities at home?

- I often spend time with my family.
- I seek advice from my family when necessary.
- I share my concerns and needs with my family.
- I respect my family.
- I am able to help when my family needs me.
- I never use harsh words or actions on my family.
- I can accept being corrected.
- I communicate my frustrations towards family members in a calm manner.
- I am honest with my family.
- I remember the birthdays of my family members.
- I know my family well (e.g. character, job, etc).
- I keep my promises.
- I apologise for my mistakes.

6. My pledge

What action will you take to improve your relationship with your family members and make your family a "healthy" family?

# Handout PD 7c

## Dating and Marriage Survey

### Dating and Marriage Survey

Please tick  next to the statement that is true about you.

- I am interested in finding a boyfriend or girlfriend.
- I feel I am ready to be in a relationship.
- I don't think I am ready to be in a relationship.
- I prefer to be single.
- I prefer to get married.

What are the important criteria and attitudes to have to be ready for relationships?

For someone who is in a relationship, what is the commitment?

For someone who is married, what is the commitment?

For those who are interested in finding a partner, why do you want to be in a relationship? What kind of partner are you looking for?



# PD 7d BUILDING HEALTHY RELATIONSHIPS SINGLENES AND MARRIAGE

## Objectives

By the end of the session, trainees will be able to:

1. Define the three stages of courtship.
2. Identify three processes of accepting rejection.
3. Compare between being married and being single.
4. Consider decisions either to be married or single.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
3 minutes 10 minutes 25 minutes 25 minutes 15 minutes 10 minutes 20 minutes 10 minutes  (Total: 118 minutes)	<ol style="list-style-type: none"> <li>1. Quick survey through pictures</li> <li>2. Thought for the Day</li> <li>3. Discussion: Phase 1: Friendship</li> <li>4. Discussion: Phase 2: Relationship</li> <li>5. Discussion: Phase 3: Engagement</li> <li>6. Discussion: Managing rejection</li> <li>7. Sharing and group discussion: Marriage and singleness</li> <li>8. Reflection</li> </ol>
<b>Activities</b>	<b>Instructions</b>
Activity I: Quick survey through pictures  Activity II: Thought for the Day	<p>Ask trainees: Which picture will portray their life in 10 years? Ask if it would be A (have a family of their own) or B (exploring and enjoying life as a single person).</p> <ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Do you want to be single or married?"</li> <li>2. Trainer to briefly share his/her life's journey (in singlehood/marriage) to illustrate that being married or staying single is a choice.</li> <li>3. Ask trainees to brainstorm on the following questions:               <ol style="list-style-type: none"> <li>a. Why do you think some people want to be married?</li> <li>b. Why do you think some people prefer to be single?</li> </ol> </li> <li>4. Emphasise that it is a life choice to be married or remain single. Each choice comes with expectations and commitments, and one needs to embrace the challenges as well as the joys and beauty of whichever path one chooses.</li> </ol>

Activities	Instructions
Activity III: Discussion: Phase 1: Friendship	<ol style="list-style-type: none"> <li>1. Create a set of presentation slides to explain courtship and its stages: Friendship, Relationship and Engagement.</li> <li>2. Use the slides to describe friendship as a foundation of relationships and ways to talk to someone with the aim of building a friendship.</li> <li>3. Ask two volunteers to role-play. Instruct the volunteers to pretend that the trainer is someone he/she is interested in and wants to befriend. Ask trainees to act out how to build a friendship with the trainer. At the end of the conversation, volunteers are encouraged to ask for means to contact the person again.</li> <li>4. Give feedback on each role-playing and suggest ways to improve how one builds a friendship.</li> <li>5. Show a scene from the movie, <i>The Notebook</i>, to illustrate the don'ts when trying to build a friendship with somebody (<a href="https://www.youtube.com/watch?v=3Up9NA6YLNA">https://www.youtube.com/watch?v=3Up9NA6YLNA</a>).</li> </ol>
Activity IV: Discussion: Phase 2: Relationship	<ol style="list-style-type: none"> <li>1. Ask trainees to brainstorm on the following question: When do you ask someone to be in a relationship with you?</li> <li>2. Explain the characteristics of a healthy relationship:             <ul style="list-style-type: none"> <li>• Open and honest communication</li> <li>• Respect each other's boundaries</li> </ul> </li> <li>3. Instruct trainees to work in pairs/groups to discuss answers for Handout <i>PD 7d: Relationship Scenarios</i>. Each pair or group will need to choose only two scenarios to role-play. They can choose to share their responses if they are uncomfortable with role-playing.</li> <li>4. Provide feedback after each role-playing or sharing.</li> </ol>
Activity V: Discussion: Phase 3: Engagement	<p>Discuss the last phase of courtship (engagement) with trainees.</p>
Activity VI: Discussion: Requirements for all three phases of courtship	<p>Explain to trainees what is required in all three phases of courtship.</p>

<b>Activities</b>	<b>Instructions</b>
<p>Activity VII: Discussion: Managing Rejection</p> <p>Activity VIII: Sharing and discussion: Marriage and singleness</p>	<p>Create a set of presentation slides to provide trainees some perspective on “why he/she rejected me” vs “why was I rejected”, responses when rejected and the expected behaviour from the person who rejected and the rejected party.</p> <ol style="list-style-type: none"> <li>1. Explain the definition, expectations and commitments of marriage and singleness.</li> <li>2. Ask trainees to discuss in groups of 3-4 on how marriage and singleness affect different aspects of life including finances, career, time management, emotions, health and social well-being.</li> <li>3. Provide answers to the exercise using Handout <i>PD 7d: Marriage vs Singleness</i>, which contains differences/contrasts between marriage and singleness in different aspects of life.</li> <li>4. Ask trainees to answer in Handout <i>PD 7d: Marriage vs Singleness</i> whether they want to be married or remain single and reflect on the reasons.</li> </ol>
<b>Summary</b>	<b>Reflection</b>
	<ol style="list-style-type: none"> <li>1. What are the 3 phases of courtship?</li> <li>2. What are the expectations and commitments of being married?</li> <li>3. Revisit trainees’ responses about their choice at the beginning of the session (Thought for the Day) and clarify if necessary.</li> <li>4. Remind trainees that being married or single is a personal choice and state that one needs to consider the pros and cons before committing to either choice as it will be a lifelong decision.</li> </ol>

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# Handout PD 7d

## Relationship Scenarios

Scenarios	Response
Your boyfriend/girlfriend had a bad day at work and he/she complains to you. How should you react to his/her complaints?	
You want to have your preferred food for lunch but your boyfriend/girlfriend wants to have something different. What should you do?	
Your boyfriend/girlfriend asks you to do something that you do not like. How do you express that to him/her?	
You plan to meet your boyfriend/girlfriend this Friday but he/she needs to go for a family gathering. What should you do?	
While walking in the mall, you feel like holding your boyfriend's/girlfriend's hand. How do you approach him/her with the request?	
You are getting uncomfortable with your boyfriend's/girlfriend's hands on you. How should you tell him/her?	

## Handout PD 7d Marriage vs Singleness

Aspects	Marriage	Singlehood
Finance	Earned and managed by both parties for family building - children	Earned and spent for yourself or immediate family commitments
Career	Some people may sacrifice or "slow down" with their career after having children	Able to spare more time for career and personal interest
Time management	Have to juggle between work and family; may not have spare time for leisure	Besides work and friends, there is more time for leisure
Emotion	Love and care from husband/wife with occasional frustrations	May feel lonely at times
Health	May have less time to do sports and exercise; occupied by life's demands	More time for sports and exercises; may be able to cook healthy meals on your own
Social Well-being	Spend most of the time with family, fewer social activities	Social activities mainly with friends and family (parents, siblings and extended family)

Do you prefer to be single or married?

Why?

# PD 8a BEING A RESPONSIBLE CITIZEN RIGHT TO VOTE

## Objectives

By the end of this session, trainees will be able to:

1. Restate ways to register as a voter.
2. Explain the voting process during a general election.
3. List down rules during the voting process.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 45 minutes 5 minutes  (Total: 60 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Sharing: The importance of voting, voting process and rules</li><li>3. Reflection</li></ol>



Activities	Instructions
<p>Activity I: Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "It is important to vote because...".</li> <li>2. Wrap up Thought for the Day by saying, "As a responsible citizen, it is important to know our right to vote and to elect the right leaders for the country."</li> </ol>
<p>Activity II: Sharing: The importance of voting, voting process and rules</p>	<ol style="list-style-type: none"> <li>1. Explain that everyone has the right to vote including those with disabilities. Define rights using the <i>Merriam-Webster Dictionary</i>.</li> <li>2. Explain the reasons for voting: <ul style="list-style-type: none"> <li>• Practise your right as a citizen of Malaysia</li> <li>• Choose the right government for a better country</li> <li>• Act concretely; merely saying something will not change anything</li> </ul> </li> <li>3. State the criteria for valid voters, i.e., Malaysian citizens aged 18 years old and above (since 2019).</li> <li>4. Share ways to register as a voter: Register at a post office or any SPR office and advise trainees to check their registration status via the following link: <a href="https://pengundi.spr.gov.my">https://pengundi.spr.gov.my</a>.</li> <li>5. Explain the flow of the voting process on polling day: <ul style="list-style-type: none"> <li>• SPR clerk 1 - checks voter's hands, verifies the voter's IC &amp; face identification, reads out voter's number, IC number and name</li> <li>• SPR clerk 2 - marks indelible ink on voter's left index finger</li> <li>• SPR clerk 3 - tears ballot paper from the ballot book, stamps ballot paper, folds it, and hands it over to the voter</li> <li>• Voter - goes into the polling booth to cast his/her vote (<i>to mark X for the party he/she would like to vote for</i>), drops his/her marked ballot paper into the ballot box and exits the room</li> </ul> </li> <li>6. Introduce some political parties in Malaysia such as Pakatan Harapan and Perikatan Nasional.</li> <li>7. Share additional facts about elections in Malaysia such as by-elections and the different practices in Sarawak for their state elections.</li> </ol>

<b>Activities</b>	<b>Instructions</b>
	<p>8. Conclude by emphasising that talking will not change anything. Each citizen’s vote plays an important role in bringing changes to the nation.</p> <p>Alternatively, consider inviting an external speaker who has extensive experience in the voting process to share on this topic.</p>
<b>Summary</b>	<b>Reflection</b>
	<ol style="list-style-type: none"> <li>1. Why do you need to vote?</li> <li>2. What is the voting process?</li> <li>3. Are you ready to vote in the next general election?</li> </ol>

## Reference

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# PD 8b BEING A RESPONSIBLE CITIZEN UNDERSTANDING THE TAX SYSTEM IN MALAYSIA

## Objectives

By the end of this session, trainees will be able to:

1. List down the importance of paying taxes.
2. Determine whether they are eligible to pay taxes and state the important steps to take when they are.
3. Share the key differences between SST and GST.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 30 minutes 15 minutes 5 minutes 5 minutes  (Total: 65 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Sharing: The tax system in Malaysia</li><li>3. Video viewing and debriefing: GST and SST</li><li>4. Sharing: The implementation of the sugar tax</li><li>5. Reflection</li></ol>

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "It is important for the government to collect taxes because ...".
Activity II: Sharing: The tax system in Malaysia	<ol style="list-style-type: none"> <li>1. Explain that every country has a different tax system, which serves different purposes. Show the following link to demonstrate one of the examples: <a href="https://turbotax.intuit.com/tax-tips/fun-facts/7-crazy-taxes-from-the-us-and-abroad/L503QNBEO">https://turbotax.intuit.com/tax-tips/fun-facts/7-crazy-taxes-from-the-us-and-abroad/L503QNBEO</a>.</li> <li>2. Introduce the reasons for paying taxes: <ul style="list-style-type: none"> <li>• To develop our country and to improve health facilities, education, infrastructure and standard of living</li> <li>• To pay the salaries of government workers</li> <li>• To fund public libraries and parks</li> </ul> </li> <li>3. Explain who is taxable, i.e., an individual who earns an annual employment income of RM34,000 (after EPF deduction) has to register a tax file. Refer to the following website for further information: <a href="http://www.hasil.gov.my/bt_goindex.php?bt_kump=5&amp;bt_skum=1&amp;bt_posi=2&amp;bt_unit=5000&amp;bt_sequ=2&amp;bt_lgv=2">http://www.hasil.gov.my/bt_goindex.php?bt_kump=5&amp;bt_skum=1&amp;bt_posi=2&amp;bt_unit=5000&amp;bt_sequ=2&amp;bt_lgv=2</a>.</li> <li>4. Introduce the online software (<a href="http://payroll.my/">http://payroll.my/</a>) for calculating monthly tax deduction. The software is meant to serve as a reference and to provide some estimates.</li> <li>5. Advise trainees to keep receipts and records of the following to maximise their tax refund: <ul style="list-style-type: none"> <li>• Medical insurance, life insurance, purchase of books, magazines, computers and sports equipment, education fees, and donations.</li> </ul> <p>Ask trainees to check the following website for a comprehensive list: <a href="https://www.imoney.my/articles/income-tax-guide-malaysia/tax-relief-for-year-of-assessment-2016">https://www.imoney.my/articles/income-tax-guide-malaysia/tax-relief-for-year-of-assessment-2016</a> for full tax-relief list.</p> </li> <li>6. Share some important reminders such as keeping the EA Form (annual income statement) for e-filing and submitting the income tax return form through e-filing by May 15.</li> </ol>

Activities	Instructions
<p>Activity III: Video viewing and debriefing: GST and SST</p> <p>Activity IV: Sharing: The implementation of the sugar tax</p>	<ol style="list-style-type: none"> <li>1. Show a video that compares SST with GST to help trainees better understand SST (<a href="https://www.youtube.com/watch?v=LXCZTp-6yQ">https://www.youtube.com/watch?v=LXCZTp-6yQ</a>).</li> <li>2. Ask trainees to complete Question 1 in Handout <i>PD 8b: Why Do We Need to Pay Taxes?</i> as they watch the video.</li> </ol> <ol style="list-style-type: none"> <li>1. Explain to trainees that the sugar tax encourages manufacturers to explore low-sugar alternatives for their products and compels consumers into making healthier choices. Refer to <a href="https://www.nst.com.my/news/nation/2019/07/501076/sugar-tax-not-so-bad-after-all-says-customs">https://www.nst.com.my/news/nation/2019/07/501076/sugar-tax-not-so-bad-after-all-says-customs</a> for further information.</li> <li>2. Ask trainees to attempt Questions 2 to 4 in Handout <i>PD 8b: Why Do We Need to Pay Taxes?</i> to check their understanding on this topic.</li> <li>3. Conclude with "As a responsible citizen, it is important to pay taxes to improve the standard of living in Malaysia, and it is also crucial for the government to use resources appropriately and effectively."</li> </ol> <p><i>*Note for trainer: Keep abreast of the latest tax system in Malaysia and revise the content accordingly.</i></p>
<b>Summary</b>	<b>Reflection</b>
	Why do we need to pay taxes?

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# Handout PD 8b

## Why Do We Need to Pay Taxes?

1. What is the difference between GST and SST?

GST	SST

2. How do you check whether you are eligible to pay taxes?
3. What is the relevant form that you need to keep for e-filing?
4. Why does the Malaysian government impose the sugar tax?

# PD 8c BEING A RESPONSIBLE CITIZEN ENVIRONMENTAL CARE

## Objectives

By the end of the session, trainees will be able to:

1. Identify current environmental issues in Malaysia.
2. List down their action plans to care for the environment.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
10 minutes	2. "Earth Day" video viewing and sharing: Caring for the environment
30 minutes	3. Group discussion: Environmental care
20 minutes	4. Video viewing and sharing: Zero waste and current initiatives in Malaysia
5 minutes	5. Reflection
(Total: 75 minutes)	



Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "It is important to care for our environment because ...".
Activity II: "Earth Day" video viewing and sharing: Caring for the environment	<ol style="list-style-type: none"> <li>1. Ask trainees to fill out Question 1 in Handout <i>PD 8c: Environmental Care</i>. The following are the answers for Question 1: <ul style="list-style-type: none"> <li>• Our earth is getting sick</li> <li>• Global warming</li> <li>• To have a clean and healthy place to stay</li> <li>• For future generations</li> </ul> </li> <li>2. Show a video on "Earth Day" to emphasise the importance of environmental care (<a href="https://www.youtube.com/watch?v=huu4QGhMfXE">https://www.youtube.com/watch?v=huu4QGhMfXE</a>).</li> <li>3. Create a set of presentation slides to show three pictures that depict current environmental issues. For instance, a picture for each of the following: a polar bear standing on a melting iceberg, rubbish by the roadside, and a polluted river. Ask trainees to identify the main issue in each picture.</li> <li>4. Invite trainees to share their feedback on the current environmental issues in Malaysia.</li> </ol>
Activity III: Group discussion: Environmental care	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups. Trainees are required to come up with three suggestions that can help to protect the environment and to brainstorm ideas on a campaign to educate the public and current initiatives in Malaysia for environmental care.</li> <li>2. Get each group to present their responses.</li> </ol>
Activity IV: Video viewing and sharing: Zero waste and current initiatives in Malaysia	<ol style="list-style-type: none"> <li>1. Introduce the following current initiatives in Malaysia: <ul style="list-style-type: none"> <li>• Recycling and waste separation</li> <li>• Zero waste Malaysia</li> <li>• "No Plastic Day" in certain retail outlets</li> <li>• No straws</li> <li>• Polystyrene and plastic bag ban by the Selangor state government</li> <li>• Future road map to zero single-use plastic (Sim, 2018)</li> </ul> </li> </ol>

Activities	Instructions
	<ol style="list-style-type: none"> <li>2. Distribute Handout <i>PD 8c: Waste Separation Programme in Malaysia</i>. Elaborate on waste separation in Malaysia, i.e., waste is to be divided into a few categories such as paper, plastic and others.</li> <li>3. Share the definition of zero waste (aim to send nothing to landfills) and the 5R strategies: Refuse, Reduce, Reuse, Recycle and Rot (Zero Waste Home, 2011). Ask trainees to answer Questions 2 and 3 in Handout <i>PD 8a: Environmental Care</i>.</li> <li>4. Show video on zero waste: <a href="https://www.youtube.com/watch?v=eym10GGidQU">https://www.youtube.com/watch?v=eym10GGidQU</a>.</li> <li>5. Instruct trainees to complete Question 4 in Handout <i>PD 8c: Environmental Care</i> to list down their action plans on environmental care.</li> <li>6. Conclude with a pledge to be more environmentally conscious at the Enabling Academy: <ul style="list-style-type: none"> <li>• Start from today.</li> <li>• Do waste separation at the Enabling Academy and at home.</li> <li>• Turn off the lights and air conditioners when not in use.</li> </ul> </li> <li>7. End with the following concluding remarks: "As a responsible citizen, it is important for us to work towards a clean, beautiful and prosperous Malaysia."</li> </ol> <p>Alternatively, consider inviting an external speaker who has experience in environmental care to share on this topic.</p>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Are you making any effort to care for our environment?</li> <li>2. What are you planning to do to care for our environment?</li> </ol>

## References

- Dreamcatcher1022. (2013, April 20). *Earth day 2017 / Save Earth - save ourselves* [Video file]. Retrieved from <https://www.youtube.com/watch?v=huu4QGhMfXE>.
- Sim, L.L. (2018, October 18). *M'sia to do away with single-use plastics*. Retrieved from <https://www.thestar.com.my/news/nation/2018/10/18/msia-to-do-away-with-singleuse-plastics-country-set-to-ban-straws-and-carrier-bags-by-2030/>.
- Stories. (2015, December 8). *How this town produces no trash* [Video file]. Retrieved from <https://www.youtube.com/watch?v=eym10GGidQU>.
- The Malaysian Insider. (2015, August 31). *Waste separation*. Retrieved from <https://www.facebook.com/themalaysianinsider/photos/a.456889199632/10153249321924633/?type=1&theater>.
- Zero Waste Home. (2011, September 28). *How to get started*. Retrieved from <https://zerowastehome.com/2011/09/28/how-to-get-started/>.

# Handout PD 8c

## Environmental Care

1. Why do we need to care for the environment?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. What is zero waste?

\_\_\_\_\_

3. What are the 5R strategies in zero waste?

• R \_\_\_\_\_

• R \_\_\_\_\_

• R \_\_\_\_\_

• R \_\_\_\_\_

• R \_\_\_\_\_

4. How are you going to care for the environment?




# Handout PD 8c Waste Separation Programme in Malaysia


THE MALAYSIAN  
**Insider**

## WASTE SEPARATION

Beginning September 1, over 2 million households in Putrajaya, Kuala Lumpur, Pahang, Malacca, Negri Sembilan, Perlis, Kedah and Johor will have to sort their waste at source.



**Waste sorted to be divided into three different bags and placed beside the garbage bin.**

PAPER	PLASTICS	OTHERS
		
Bills, receipts, magazines, cardboard, packet drinks, newspapers.	Plastic bags, plastic pails, softener bottles, soap bottles, drinking bottles.	Aluminium tins, metal, glass, ceramic, fabric, rubber, shoes, electronic waste.

 **General household waste (cannot be recycled)**

- a) kitchen waste
- b) food waste
- c) soiled items
- d) used disposable diapers

**Waste collection schedule**

2X	1X
 Collection of general household waste	 Collection for recyclable items

SOURCE: SWCorp

INFOGRAPHIC BY: KAMARUL ARIF HUSAIN / THE MALAYSIAN INSIDER



### DO YOU KNOW?

Please tie up your old newspapers into tidy and organised bundles before placing them into the recycle bin.



You may also dispose your malfunctioned electrical appliances to recycling centres which collect electronic waste.



Rinse and dry your beverage containers, plastic containers, glass containers, or aluminium cans that contain waste before placing them into the recycle bin.



The Packaging for food and beverages with the ♻️ logo is recyclable.



Every Penangite disposes about **11 kg** of waste.

**EVERY DAY**

**1700 - 1800 tonnes of waste** are dumped at the Pulau Burung landfill.

### RECYCLING RATE

Country	Malaysia (Target 2020)	Penang	Switzerland	German
Recycling Rate	22%	32%	52%	87%

We have conducted a questionnaire survey from 29 July 2015 to 29 September 2015 to identify how Penangites respond towards waste segregation at source and the 3R practice. A total of 1,484 respondents took part in the survey.



of the respondents took part in waste segregation



of the respondents believe that more people will segregate their waste if they are forced to do so

For a comprehensive report, kindly visit: [www.pgc.com.my](http://www.pgc.com.my)

# SEGREGATE YOUR WASTE



**HOTLINE:**  
MBPP : 04-263 7637  
MPSP : 04-549 7555  
Penang Green Council :  
04-250 3322



# PD 9a

## UNDERSTANDING AUTISM EMBRACING MY CONDITION

### Objectives

By the end of the session, trainees will be able to:

1. Describe autism and its key challenges.
2. List the challenges of having autism.
3. Understand ways to cope with the challenges faced.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 40 minutes 40 minutes  (Total: 90 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Discussion: Understanding autism and the adjustments needed</li><li>3. Discussion: Achievements and difficulties in coping with challenges</li></ol>

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Autism is ...".
Activity II: Discussion: Understanding autism and the adjustments needed	<ol style="list-style-type: none"> <li>1. Show a visual of a human figure and ask trainees to explain what autism is by labelling the figure and sharing how autism affects people.</li> <li>2. Create a set of presentation slides to explain the definition of autism and the triad of impairments (National Autistic Society, 2018).</li> <li>3. Show two videos of gifted individuals with autism: Stephen Wiltshire (<a href="https://www.youtube.com/watch?v=bsJbApZ5GF0">https://www.youtube.com/watch?v=bsJbApZ5GF0</a>) and Guang (<a href="https://www.youtube.com/watch?v=bsJbApZ5GF0">https://www.youtube.com/watch?v=bsJbApZ5GF0</a>).</li> <li>4. Discuss with trainees the triad of impairments based on the videos watched and how those two stories relate to their personal experiences.</li> <li>5. Discuss with trainees some of the key challenges they have faced at work or college/university.</li> <li>6. Explain some of the key challenges at work faced by professionals with autism (Scheiner &amp; Bogden, 2017): <ul style="list-style-type: none"> <li>• Social Skills</li> <li>• Executive Functioning Skills</li> <li>• Sensory Issues</li> </ul> </li> <li>7. Discuss ways to overcome the three key challenges at work.</li> </ol>
Activity III: Discussion: Achievements and difficulties coping with challenges	<ol style="list-style-type: none"> <li>1. Distribute the Handout <i>PD 9a: My Achievements and Challenges in Coping with My Condition</i>.</li> <li>2. Explain to trainees that it is important to identify both their achievements and challenges in order to cope with their challenges better. Give trainees time to think about their own situation and to write down their achievements, challenges and ways they cope with their challenges.</li> <li>3. Encourage trainees to share with their respective job coaches their written responses on the handout, about how they personally cope with their challenges and their autistic condition.</li> </ol>



Activities	Instructions
	<p>Additional Notes for the Trainer:</p> <ul style="list-style-type: none"> <li>* Trainer to use his/her discretion on the contents of the presentations based on the readiness of trainees to discuss their autistic condition.</li> <li>* Trainer should be sensitive to those who are unable to accept their own condition and hence not ready for open discussion. In such a situation, trainer should have a one-to-one session to address the issues the individual is facing.</li> <li>* Trainer may also invite a psychologist/psychiatrist who is knowledgeable about autism to enhance the awareness and learning.</li> </ul>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What are the challenges you face with your condition?</li> <li>2. How do you overcome those challenges?</li> </ol> <p>Ask trainees to meet with their respective job coaches, if they would like to have a personal discussion about their condition.</p>

## References

- 4heraldsq. (2011, July 14). *Stephen Wiltshire draws NYC for UBS* [Video file]. Retrieved from <https://www.youtube.com/watch?v=bsJbApZ5GF0>.
- Amaze. (2019). *About autism*. Retrieved from <https://www.amaze.org.au/understand-autism/about-autism/>.
- National Autistic Society. (2018). *What is autism?* Retrieved from <https://www.autism.org.uk/about/what-is/asd.aspx>.
- Scheiner, M. & Bogden, J. (2017). *An Employer's Guide to Managing Professionals on the Autism Spectrum*. London: Jessica Kingsley Publishers.
- Viddsee. (2014, April 2). *Guang (光) - A musical tale about autism, based on a true story.* // Viddsee [Video file]. Retrieved from <https://www.youtube.com/watch?v=gxIsfKauTBQ>.

*Handout PD 9a  
My Achievements and Challenges in Coping  
with My Condition*

1.	My Achievements	1. _____ 2. _____ 3. _____ 4. _____
2.	My Challenges	1. _____ 2. _____ 3. _____ 4. _____
3.	Ways to Overcome My Challenges	1. _____ 2. _____ 3. _____ 4. _____

Career Development (CD)

# CD 1a

## VALUE OF WORK LIFE ASPIRATIONS

### Objectives

By the end of the session, trainees will be able to:

1. List down their desires in four aspects: future home environment, social life and relationships, career, and hobbies.
2. List down their action plan to fulfil their desires in all four aspects.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 40 minutes 10 minutes  (Total: 60 minutes)	1. Thought for the Day 2. Individual assignment and sharing: Explore personal dreams 3. Reflection  (Note for trainer: Please refer to Appendix 3 for a sample set of presentation slides.)

<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Thought for the Day</p> <p>Activity II: Individual assignment and sharing: Explore personal dreams</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "One of my dreams for the future is ...".</p> <p>Wrap up Thought for the Day with the following remarks: "It is important to have dreams for the future because they give us hope, aspiration and something to look forward to."</p> <ol style="list-style-type: none"> <li>1. Distribute Handout <i>CD 1a: My Dreams</i>.</li> <li>2. Go through each question with the trainees to facilitate understanding.</li> <li>3. Ask trainees to draw or write their answers for each question on the worksheet and to rank their dreams in order of importance.</li> <li>4. Ask them to write down their action plan on the worksheet.</li> <li>5. Get everyone to sit in a circle and take turns to share.</li> <li>6. Trainer to conclude by sharing his/her personal experience on how this process enabled him/her to achieve his/her goals (e.g. <i>having a strong desire to contribute to society and help the needy has encouraged her to take up a psychology course and to get a job in a relevant field</i>). Explain that having a dream helps us to set realistic goals to achieve it.</li> </ol>
<b>Summary</b>	<b>Reflection</b>
	<p>Why is it important to have dreams?</p>

### Reference

Fulton, L., & Silva, R (2015). *The Transition Curriculum (Vol. 1: Personal Management)* (pp. 80-81). Santa Barbara, California: The James Stanfield Company.

# Handout CD 1a

## My Dreams

Introduction: Having a dream motivates one to set realistic goals and take action to make the dream come true.

### My Dreams

1. Write or draw answers for the following questions.
2. Rank your dreams in order of importance in the checkbox (e.g. 1 - most important).

#### Five years from now:

<input type="checkbox"/> Home Environment (Where will I be staying?)	
<input type="checkbox"/> Social life and Relationships (Who will I be spending time with?)	
<input type="checkbox"/> Career (What kind of job will I have?)	
<input type="checkbox"/> Hobbies (What will I be doing for fun or leisure?)	

In order to achieve my dreams, I need to:

--

# CD 1b

## VALUE OF WORK

## PURPOSE OF WORK

### Objectives

By the end of the session, trainees will be able to:

1. Identify what motivates them to work.
2. Indicate their interest to work.
3. Identify values that shape their career decision.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
15 minutes	2. Discussion: Career definition and individual's motivation to work
10 minutes	3. Sharing: Consequences of not working
10 minutes	4. Video viewing and sharing: How one's values affect one's career decision
20 minutes	5. Individual assignment: Explore one's values
10 minutes	6. Reflection
(Total: 75 minutes)	

Activities	Instructions
Activity I: Thought for the Day	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Work is important to me because ...".</li> <li>2. Wrap up Thought for the Day with the following remarks: "In order to secure sustainable and meaningful employment, we need to understand work concept and the importance of work."</li> </ol>
Activity II: Discussion: Career definition and individual's motivation to work	<ol style="list-style-type: none"> <li>1. Ask trainees to share the differences between a career and a job.</li> <li>2. Distribute Handout <i>CD 1b: Purpose of Work</i>. Ask trainees to fill in the blanks for Questions 1 and 2.  Differences between a career and a job: a career is lifelong, related to interest, and gain experience for better prospects; a job is short-term and purely to earn money.  It is important to have clear career goals from the start and to aim to pursue a career.</li> <li>3. Ask trainees to select what motivates them to work (Question 3 in Handout <i>CD 1b: Purpose of Work</i>).</li> <li>4. Affirm trainees for their interest and motivation to work.</li> </ol>
Activity III: Sharing: Consequences of not working	<ol style="list-style-type: none"> <li>1. Ask trainees to share some examples of the consequences of not working.</li> <li>2. Highlight the following consequences of not working: boredom, no income, depression, dependence on others. Trainer to elaborate further using real-life examples on how some adults refuse to work despite being in their forties.</li> </ol>
Activity IV: Video viewing and sharing: How values affect one's career decision	<ol style="list-style-type: none"> <li>1. Explain to trainees the definition of values.</li> <li>2. Show trainees pictures of a gym instructor, an athlete, a doctor, a baker, and a lawyer, and ask them what values are held by each one.</li> <li>3. Trainer to share his/her personal experience on how his/her values affect his/her career choice.</li> <li>4. Show the video "I love my job: Skydive instructor" (<a href="https://www.youtube.com/watch?v=-yCnZsJVdBg">https://www.youtube.com/watch?v=-yCnZsJVdBg</a>) to summarise how values shape one's career choice.</li> </ol>



Activities	Instructions
Activity V: Individual assignment: Explore one's values	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Handout <i>CD 1b: What I Value</i>. Provide support to trainees who have problems understanding the statement.</li> <li>2. Invite trainees to share their input.</li> <li>3. End with closing remarks: "Our values affect our career choice. It is important to have realistic expectations. It means there is a match between a person's values, ability and job requirement."</li> </ol> <p>**In the next session, trainees will have to reflect on their values again and explore their career choice in depth.</p>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is work important to you?</li> <li>2. How is life without work?</li> <li>3. Do values affect our career decision?</li> </ol>

## References

Fulton, L., & Silva, R. (2015). *The Transition Curriculum (Vol. 1: Personal Management)* (pp. 84-85). Santa Barbara, California: The James Stanfield Company.

Heather Sahr. (2013, July 31). *I love my job: Skydive instructor* [Video file]. Retrieved from <https://www.youtube.com/watch?v=-yCnZsJVdBg>.

# Handout CD 1b

## Purpose of Work

### Purpose of Work

1. Differences between a career and a job:

Career	Job

2. Are you pursuing a job or a career? Tick your answer.

Job                       Career

3. What motivates you to work?

- Money
- Security & benefits (e.g. medical benefits, EPF, etc.)
- New knowledge
- New friendship
- Sense of usefulness
- Interesting job
- Others: \_\_\_\_\_

# *Handout CD 1b*

## *What I Value*

### What I Value

Introduction: Your values represent your beliefs and principles. It determines your behaviour and actions, especially when it comes to decision-making, such as career decisions. It is important to have realistic expectations in which there is a match between one's ability and job requirements.

1. Who is your idol?
2. Why do you like him/her?
3. List down factors that may influence your career choice. (e.g. family's opinion, personal interest, work culture, friends' opinions, work environment).

# CD 1c

## VALUE OF WORK

### CAREER EXPLORATION

#### Objectives

By the end of the session, trainees will be able to:

1. Examine their personal preferences in choosing a career.
2. Identify a career choice.

Item	Teaching Approach
10 minutes	1. Thought for the Day
15 minutes	2. Discussion: Two key processes to explore suitable career choices
25 minutes	3. Self-assessment activity
15 minutes	4. Career preference survey
5 minutes	5. Reflection
(Total: 70 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day, "Given a choice, I would like to work as ...".
Activity II: Discussion: Two key processes to explore suitable career choice	<ol style="list-style-type: none"> <li>1. Ask trainees to share ways to explore suitable career choices.</li> <li>2. Create a set of presentation slides to discuss two key processes to explore a suitable career for oneself: <ul style="list-style-type: none"> <li>• Assessment of self and career preferences</li> <li>• Job market research (will be discussed further in the next topic)</li> </ul> </li> <li>3. Explain to trainees the importance of self-assessment to help us gather information needed to make a suitable career choice.</li> </ol>
Activity III: Self-assessment activity	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Handout <i>CD 1c: Self-Assessment</i>.</li> <li>2. Guide trainees to complete Holland Code test (Studymalaysia Research Team, 2019) for the section on personality. The result will indicate the following types of personalities: Realistic, Investigative, Artistic, Social, Enterprising or Conventional. Link: <a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a>.</li> <li>3. Provide support to trainees who need assistance to complete Handout <i>CD 1c: Self-Assessment</i>.</li> </ol>
Activity IV: Career Preference Survey	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Handout <i>CD 1c: Career Preferences Survey</i>.</li> <li>2. Provide support to trainees who need assistance to complete Handout <i>CD 1c: Career Preferences Survey</i>.</li> <li>3. Ask trainees to share with the class the job they have chosen for their career. Explain to trainees that they will be given the opportunity to research further on their careers in the next session - <i>CD 1d</i>.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is it important to conduct an assessment of oneself and one's career preferences?</li> <li>2. What are some suitable career options for you?</li> </ol>

## References

McKay, D.R (2019, June 25). *Self-assessment: An overview*. Retrieved from <https://www.thebalancecareers.com/self-assessment-524753>.

My Next Move. (2019, October 15). *O\*Net interest profiler*. Retrieved from <https://www.mynextmove.org/explore/ip>.

Studymalaysia Research Team. (2017, June 9). *Exploring a happy and fulfilling career*. Retrieved from <https://www.studymalaysia.com/career-guide/part-1-exploring-a-happy-and-fulfilling-career>.

# Handout CD 1c

## Self-Assessment

### Self-Assessment

Self-assessment enables one to know more about oneself and it helps one make a better career decision.

Personality: a) Self-description:  b) Holland Code test result:	Interests (Things I enjoy doing):
Abilities (Things I do well):	Values (Things I regard as important):
Areas for improvement (Things I do less well):	Support/Assistance that I will need in the workplace:

**The section below is for those who have work experience**

Tasks that I enjoyed doing in my previous job(s):

Tasks that I liked least in my previous job(s):

Skills I learnt from my previous job(s):



# Handout CD 1c Career Preferences Survey

## Career Preferences Survey

Please tick the boxes that apply to you.

<p>My 1<sup>st</sup> Career Choice:</p> <p>_____</p> <p>My 2<sup>nd</sup> Career Choice:</p> <p>_____</p> <p>Career Decision is Based on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent(s)' choice</li> <li><input type="checkbox"/> Friends' choice</li> <li><input type="checkbox"/> Personal interest</li> <li><input type="checkbox"/> Others: _____</li> </ul>	<p>Physical Environment:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Office</li> <li><input type="checkbox"/> Outdoor</li> <li><input type="checkbox"/> Both office and outdoor</li> <li><input type="checkbox"/> Noisy and busy</li> <li><input type="checkbox"/> Quiet</li> <li><input type="checkbox"/> Small company</li> <li><input type="checkbox"/> Big company</li> <li><input type="checkbox"/> Easy access to public transport</li> <li><input type="checkbox"/> Easy access to food stalls/ restaurants</li> </ul>	<p>Human Environment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not important</li> <li><input type="checkbox"/> Diversified culture</li> <li><input type="checkbox"/> Specific language group</li> <li><input type="checkbox"/> More males</li> <li><input type="checkbox"/> More females</li> </ul>
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<p>Field of Work:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Administrative</li> <li><input type="checkbox"/> Information Technology (IT)</li> <li><input type="checkbox"/> Art and Design</li> <li><input type="checkbox"/> Engineering</li> <li><input type="checkbox"/> Business</li> <li><input type="checkbox"/> Customer Service</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Accounting and Finance</li> <li><input type="checkbox"/> Animation</li> <li><input type="checkbox"/> Others: _____</li> </ul> <p>Nature of Task:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Desk work</li> <li><input type="checkbox"/> Physical work</li> <li><input type="checkbox"/> Don't mind</li> </ul>	<p>Working Hours:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Part-time Basis: (Half day or less with no break): Time: _____ - _____</li> <li><input type="checkbox"/> Full-time Basis: (8.30/9 a.m. to 5.30/6 p.m., from Monday to Friday with a one-hour lunch break) Time: _____ - _____</li> <li><input type="checkbox"/> 5-day week</li> <li><input type="checkbox"/> Don't mind working on a 6-day work week</li> <li><input type="checkbox"/> Don't mind working noon or night shift</li> </ul>	<p>Expected Monthly Salary:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RM 800-1200</li> <li><input type="checkbox"/> RM 1500-2000</li> <li><input type="checkbox"/> RM 2100-3000</li> <li><input type="checkbox"/> RM 3000-4000</li> <li><input type="checkbox"/> RM 4000-4500</li> <li><input type="checkbox"/> RM 4500-5000</li> <li><input type="checkbox"/> Not sure</li> </ul>
<p>Attire:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formal (e.g. Button-down collar shirt &amp; pants)</li> <li><input type="checkbox"/> Casual (e.g. T-shirt, jeans)</li> <li><input type="checkbox"/> Uniform</li> <li><input type="checkbox"/> No preference</li> </ul>	<p>Co-workers' Age Group:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 20-30 years old</li> <li><input type="checkbox"/> 30-40 years old</li> <li><input type="checkbox"/> 40 and above</li> <li><input type="checkbox"/> Any age group</li> </ul>	<p>Distance from Home:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 30 minutes</li> <li><input type="checkbox"/> 30 minutes</li> <li><input type="checkbox"/> 1 hour</li> <li><input type="checkbox"/> No preference</li> </ul>

# CD 1d

## VALUE OF WORK

### MAKING A REALISTIC CAREER CHOICE

#### Objectives

By the end of the session, trainees will be able to:

1. Conduct research on their career choice.
2. Decide on a realistic career choice.
3. Set goals to acquire their career choice.

Item	Teaching Approach
10 minutes	1. Thought for the Day
45 minutes	2. Online research: Career choice
10 minutes	3. Reflection: Realistic career options
20 minutes	4. Personal career discussion with job coaches
5 minutes	5. Reflection
(Total: 90 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I chose to work as a _____ because ...".
Activity II: Online research: Career choice	<ol style="list-style-type: none"> <li>1. Explain to trainees that this topic aims to focus on the second key process for career exploration, which is to research the job market.</li> <li>2. Divide trainees by their career choice. For instance, those who prefer to work as administrative clerks are to be placed in the same group.</li> <li>3. Ask trainees to conduct an online research on their respective career choices. Refer to Handout <i>CD 1d: Research on My Career Choice</i>. They are required to research the following aspects: <ul style="list-style-type: none"> <li>• Job description</li> <li>• Skills required</li> <li>• Minimum qualifications</li> <li>• Average salary</li> <li>• Working hours and conditions</li> </ul> </li> <li>4. Provide the following links for trainees to conduct their research online and encourage them to explore other links too as long as it is helpful for them to gain insight: <ul style="list-style-type: none"> <li>• <a href="https://www.jobstreet.com.my/en/career-insights">https://www.jobstreet.com.my/en/career-insights</a></li> <li>• <a href="https://afterschool.my/career">https://afterschool.my/career</a></li> </ul> </li> <li>5. Invite each group to present the outcome of their research using the flipchart.</li> </ol>
Activity III: Reflection: Realistic career options	<ol style="list-style-type: none"> <li>1. Ask trainees to refer to Handout <i>CD 1d: Research on My Career Choice</i> to complete Part B.</li> <li>2. Guide them to reflect on the questions in Part B to decide on a realistic career choice.</li> </ol>
Activity IV: Personal career discussion with job coaches	Explain to trainees that their job coaches will be having personal career discussions with them to further explore their career choices and to work with them on their action plans.

Summary	Reflection
	<ol style="list-style-type: none"><li data-bbox="401 286 886 321">1. Do you think you are ready to work?</li><li data-bbox="401 322 1219 357">2. What do you need to improve to acquire your choice of career?</li></ol>

## References

Afterschool. (n.d.). *Choose the right career in Malaysia*. Retrieved from <https://afterschool.my/career>.

JobStreet. (n.d.). *How much should I be earning?* Retrieved from <https://www.jobstreet.com.my/en/career-insights>.

# Handout CD 1d

## Research on My Career Choice

### Research on My Career Choice

#### Part A: Group Work - Research

My Career Choice: \_\_\_\_\_

Job Description:	Skills Required:
Minimum Qualifications:	Average Salary:
Working Hours and Conditions:	

## Part B: Individual Work

Based on your research findings, please answer following questions:

1. Do I meet the entry requirements for my career choice?

- Yes       No (*Why/Why not?*)

---

2. Does the job description match my interest and abilities?

- Yes       No (*Why/Why not?*)

---

3. What do I need to improve to pursue this career?

4. What is another suitable career option for me? (*For those who find the current option not suitable.*)

# CD 2a

## UNDERSTANDING COMMUNICATION PURPOSE OF COMMUNICATION

### Objectives

By the end of the session, trainees will be able to:

1. Define communication.
2. Know and understand the purpose and importance of communication.

Item	Teaching Approach
10 minutes	1. Thought for the Day
10 minutes	2. Game: Every living creature has different ways of communicating
15 minutes	3. Brainstorming and role-playing: Why do people communicate?
25 minutes	4. Explanation: The purpose and importance of communication
10 minutes	5. Reflection
(Total: 70 minutes)	



Activities	Instructions
<p>Activity I: Thought for the Day</p>	<p>Ask trainees to write in their planner their Thought for the Day: "Communication is ...".</p>
<p>Activity II: Game: Every living creature has different ways of communicating</p>	<ol style="list-style-type: none"> <li>1. Explain that communication is a part of life: "We communicate with family, colleagues and friends in our daily activities. Today we will learn the reasons people communicate."</li> <li>2. Ask trainees to each pick a piece of paper prepared by the trainer that has a type of animal written on it (e.g. cat, dog, sheep). Trainees are not allowed to show their friends what is written on their piece of paper.  When the trainer says "Start", trainees will imitate the sound that their animal makes and find other trainees who make the same kind of sound and form a group. Ask trainees to sit according to their groups.</li> <li>3. Explain that all living creatures communicate in their own ways. Animals have their own ways of communicating too.</li> <li>4. Show a video on animals communicating (<a href="https://www.youtube.com/watch?v=yqbORWI35Xg">https://www.youtube.com/watch?v=yqbORWI35Xg</a>).</li> </ol>
<p>Activity III: Brainstorming and role-playing: Why do people communicate?</p>	<ol style="list-style-type: none"> <li>1. Allocate five minutes for trainees to brainstorm in their group five reasons people communicate. Then, each group selects one reason to be acted out (e.g. Reason: To express needs. To act out a scene on expressing needs). The trainer provides support for groups having difficulties coming up with the scenario.</li> <li>2. Create a set of presentation slides to conclude the session above by explaining the reasons people communicate: <ul style="list-style-type: none"> <li>• To express feelings and needs</li> <li>• To share opinions and information</li> <li>• To socialise</li> <li>• To ask questions</li> <li>• To encourage</li> <li>• To show appreciation</li> </ul> Trainers may include pictures in the slides to illustrate the points. </li> </ol>

Activities	Instructions
<p>Activity IV: Explanation: The purpose and importance of communication</p>	<ol style="list-style-type: none"> <li>1. Use the following scenarios to stress the importance of communication.               <p>Scenario 1: Mary and Sue are John’s supervisors. Mary gave John a task and briefed him on what to do. An hour later, Sue checked John’s work, told him that he did it wrong, and taught him another way of doing it. When John showed Mary the finished task, he was scolded by Mary for not following her instructions.</p> <p>Scenario 2: Angela bought a nice cake for tomorrow’s after-dinner dessert. She kept it in the fridge. But on the next day, Angela discovered that her housemate had eaten it. This is not the first time this happened but she has not said anything for fear of offending her housemate.</p> </li> <li>2. Get trainees to share the potential problems in the two scenarios and suggest ideas on how to avoid these problems. Explain that if we do not communicate when necessary, there will be:               <ul style="list-style-type: none"> <li>• Misunderstanding or lack of comprehension</li> <li>• Anger and frustration</li> <li>• Conflict</li> <li>• Hurt</li> <li>• Broken relationships</li> </ul> </li> <li>3. Conclude by emphasising that it is important to communicate so that:               <ul style="list-style-type: none"> <li>• People understand what we need and what we are thinking</li> <li>• Misunderstandings can be avoided</li> <li>• Relationships are preserved and strengthened</li> </ul> </li> </ol>
Summary	Reflection
	<p>Why is it important to communicate?</p>

## References

Communication Theory. (n.d.). *Why do we communicate?* Retrieved on 15/8/2019 from <https://www.communicationtheory.org/why-do-we-communicate/>.

Lexico. (2019). *Definition of communication in English*. Retrieved from <https://www.lexico.com/en/definition/communication>.

Unveiled. (2019, January 25). *The weirdest ways animals communicate | Unveiled* [Video File]. Retrieved from <https://www.youtube.com/watch?v=yqbORWI35Xg>.

# CD 2b

## UNDERSTANDING COMMUNICATION VERBAL AND NON-VERBAL COMMUNICATION

### Objectives

By the end of the session, trainees will be able to:

1. Learn that everyone uses verbal and non-verbal communication.
2. Identify what verbal communication is.
3. Identify what non-verbal communication is.
4. Explain the importance of non-verbal communication.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 15 minutes 35 minutes	1. Thought for the Day 2. Group Activity: Examples of non-verbal communication 3. Explanation: The difference between verbal and non-verbal communication
10 minutes  (Total: 70 minutes)	4. Reflection

Activities	Instructions
<p>Activity I: Thought for the Day</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I prefer to communicate with people by ...".</p>
<p>Activity II: Group Activity: List examples of non-verbal communication</p>	<ol style="list-style-type: none"> <li>1. Explain that 65% of communication is expressed non-verbally.</li> <li>2. Watch a video on body language and magic tricks and how body language can reveal what we are thinking (<a href="https://www.youtube.com/watch?v=ae3tWnu0VAw">https://www.youtube.com/watch?v=ae3tWnu0VAw</a>).</li> <li>3. Divide trainees into groups of 3. Trainees have to list 6 examples of non-verbal communication. Trainer needs to provide support for groups that need help.</li> <li>4. Ask groups to take turns to share by displaying their list on the board.</li> </ol>
<p>Activity III: Explanation: The difference between verbal and non-verbal communication</p>	<ol style="list-style-type: none"> <li>1. Create a set of presentation slides to share with trainees the different types of non-verbal communication (Segal, Smith, Robinson &amp; Boose, 2019): <ul style="list-style-type: none"> <li>• Facial Expression</li> <li>• Tone of Voice</li> <li>• Appearance</li> <li>• Eye Contact</li> <li>• Personal Space</li> <li>• Gestures and Movement</li> <li>• Posture</li> </ul> <p>Use visuals, video and role play to assess trainees' ability to understand certain non-verbal communication cues, such as the following videos:</p> <ul style="list-style-type: none"> <li>• Tone of voice: <a href="https://www.youtube.com/watch?v=B6OSel5naA0">https://www.youtube.com/watch?v=B6OSel5naA0</a></li> <li>• Eye contact: <a href="https://www.youtube.com/watch?v=qqfBDWyaEO4">https://www.youtube.com/watch?v=qqfBDWyaEO4</a></li> </ul> </li> <li>2. Create awareness that trainees can gradually learn to understand the various ways of non-verbal communication.</li> </ol>

Activities	Instructions
	<p>3. Explain the importance of knowing non-verbal communication (body language):</p> <ul style="list-style-type: none"> <li>• Able to read unspoken messages</li> <li>• Know what others are thinking</li> <li>• Able to respond appropriately to any situation</li> <li>• Create a good impression</li> <li>• Achieve success at work and in relationships with others</li> </ul> <p>Trainees should also be aware that people can read their thoughts and emotions through their non-verbal expressions. For instance, one may lie, but his/her actions or body language may reveal whether he/she is telling the truth. By knowing about non-verbal communication, trainees will know how to respond appropriately to leave a good impression on others.</p> <p>4. Conclude by affirming to trainees that they will gradually learn to understand non-verbal communication when they start to be more conscious of it. The ability to apply non-verbal communication skills will contribute to success at work and in relationships.</p>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What are the main types of non-verbal communication?</li> <li>2. Why is it important to learn about non-verbal communication?</li> </ol>

## References

- Julianna Parks. (2015, May 17). *DTA: Tone of voice* [Video file]. Retrieved from <https://www.youtube.com/watch?v=B6OSel5naA0>.
- One Place for Special Needs. (2012, February 16). *Hidden rules revealed #3 making eye contact* [Video file]. Retrieved from <https://www.youtube.com/watch?v=qqfBDWyaEO4>.
- Rich Ferguson. (2012, January 22). *Body language and money magic trick* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ae3tWnu0VAw>.
- Segal, J., Smith, M., Robinson, L., & Boose, G. (2019). *Nonverbal communication*. Retrieved from <https://www.helpguide.org/articles/relationships-communication-nonverbal-communication.htm>.

# CD 2c UNDERSTANDING COMMUNICATION MY COMMUNICATION PROFILE

## Objectives

By the end of the session, trainees will be able to:

1. Identify areas for improvement in their communication from the self-assessment tool.
2. Practise effective ways of communicating in everyday life situations.
3. Identify four important communication skills.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 25 minutes	1. Thought for the Day
25 minutes 5 minutes	2. Interactive approaches: Awareness of the impact of communication skills
(Total: 65 minutes)	3. Individual assignment: Communication Skills Self-Assessment
	4. Reflection

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day: "One of the communication skills that I need to improve is ...".
Activity II: Interactive approaches: Awareness of the impact of communication skills	<ol style="list-style-type: none"> <li>1. Explain to trainees that to become an effective communicator, one has to first understand one's communication style.</li> <li>2. Ask trainees how they would like others to talk to them. Trainer to list their suggestions on the board.</li> <li>3. Explain to trainees how to use the following aspects to evaluate their communication skills: body language, the way one talks, conversation and assertiveness. Explain each point in depth. Use an interactive approach and role play to help trainees understand better.</li> <li>4. Get trainees to read aloud "Who did this?" to explain the differences in volume, pace, clarity, intonation and fluency and how they can create a different impact for "the way you talk".</li> <li>5. Assign several scenarios for the trainees to demonstrate how they will carry out conversations for the aspect of "conversations". Example scenarios: Meeting each other for the first time, deciding where to have lunch, or having a conversation during lunch.</li> <li>6. Assign several scenarios for the trainees to demonstrate how they will carry out conversations for the aspect of "assertiveness". Example scenarios: Buddies are unable to have lunch together with trainees, being caught surfing on YouTube during working hours, turning down a lunch invitation, or being falsely accused of stealing.</li> </ol>
Activity III: Individual assignment: Communication Skills Self- Assignment	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Handout <i>CD 2c: Communication Skills Self-Assessment</i> (Kelly, 2017) in 15 minutes. Trainer provides assistance to trainees who require help.</li> <li>2. Invite trainees to share their assessment outcome.</li> <li>3. Provide debriefing, i.e., trainer reminds everyone to be sensitive to their peers' condition and to help each other to improve their communication skills.</li> </ol>



Summary	Reflection
	<ol style="list-style-type: none"><li data-bbox="411 286 1068 321">1. What are the four important communication skills?</li><li data-bbox="411 321 1011 355">2. What are the areas that you need to improve?</li></ol>

## References

Kelly, A. (2017). *Talkabout: A Social Communication Skills Package*. London: Taylor and Francis Ltd.

SkillsYouNeed. (n.d.). *Assertiveness - An introduction*. Retrieved from <https://www.skillsyouneed.com/ps/assertiveness.html>.

# Handout CD 2c Communication Skills Self-Assessment

## Communication Skills Self-Assessment (Kelly, 2017)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Consider your everyday conversations when completing the assessment form. There are no right or wrong answers to each statement. Tick your rating by using the rating scale below:

5 = High level of competence - extensive use in the skill area

4 = Moderately high level of competence - good use in the skill area

3 = Average level of competence - some use in the skill area

2 = Low level of competence - little use in the skill area

1 = No level of competence - no use in the skill area

Skills Area	5	4	3	2	1
Body Language					
1. Eye Contact					
2. Facial Expression					
3. Gestures and Movement					
4. Distance/Personal Space					
5. Touch					
6. Posture					
7. Personal Appearance					
The Way I Talk					
1. Volume					
2. Rate					
3. Clarity					
4. Intonation					
5. Fluency					

Conversation					
1. Listening					
2. Starting a Conversation					
3. Taking Turns					
4. Asking Questions					
5. Answering Questions					
6. Being Relevant					
7. Correcting Mistakes					
8. Ending a Conversation					
Assertiveness					
1. Expressing Feelings					
2. Standing Up for Yourself					
3. Making Suggestions					
4. Refusing					
5. Disagreeing					
6. Complaining					
7. Apologising					
8. Requesting Explanations					

# CD 3a

## DEVELOPING POSITIVE COMMUNICATION SKILLS

### POSITIVE SELF-TALK

#### Objectives

By the end of the session, trainees will be able to:

1. Recognise and identify negative and positive self-talk statements.
2. Convert negative self-talk statements into positive ones.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
20 minutes	2. Recap and activity: Healthy self-esteem and positive self-talk
40 minutes	3. Interactive activity: Negative Ned Meets Positive Pat
15 minutes	4. Individual assignment: Building positive self-talk
15 minutes	5. Reflection
(Total: 100 minutes)	

Activities	Instructions
<p>Activity I: Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day: "My thoughts about myself are usually...".</li> <li>2. Encourage trainees to write their responses on the sticky note(s) and paste them on the board.</li> <li>3. Discuss and categorise trainees' responses into "Positive", "Negative" or "Neutral" if any.</li> </ol>
<p>Activity II: Recap and activity: Healthy self-esteem and positive self-talk</p>	<ol style="list-style-type: none"> <li>1. Instruct trainees to fill in the blanks in Handout <i>CD 3a: Positive Self-Talk</i> as trainer shares on this topic. Slides will not be distributed to trainees as the points have been incorporated into Handout <i>CD 3a: Positive Self-Talk</i>.</li> <li>2. Explain to trainees that people with healthy self-esteem: <ul style="list-style-type: none"> <li>• Communicate positively with themselves and others; learn and use positive thinking and positive self-talk.</li> <li>• Make conscious efforts to remind themselves that negative encounters are inevitable.</li> </ul> </li> <li>3. Identify positive self-talk as a way to bring the positive out of the negative to help us to do better, go further, or just keep moving forward (Jantz, 2016).</li> <li>4. Get trainees to identify the positive self-talk statements from the list of possible daily self-talk statements.</li> </ol>
<p>Activity III: Interactive activity: Negative Ned Meets Positive Pat</p>	<ol style="list-style-type: none"> <li>1. Introduce the interactive activity, "Negative Ned Meets Positive Pat" (Castlewell Therapeutic Play, 2015).   Instructions: You will sit in a circle and the youngest among you will start and the game will continue counter clockwise. The first player begins by turning over the top cards from two decks of cards (Scenario deck and Negative Ned (NN) /Positive Pat (PP) deck). The player reads the scenario written on the Scenario card out aloud to others. If the player gets an NN card, the player will give an example of negative self-talk based on the scenario on the Scenario card. For example, your Scenario card reads, "You are on a roller coaster and the ride is about to take you on the first big drop." At the same time, you get a "Negative Ned" card, you would use negative self-talk (i.e., "What if the rail breaks?"). If you turn over the same Scenario card with a "Positive Pat" card, you would use positive self-talk (i.e., "I'm going to be OK, many people have been on this ride before me.").</li> </ol>

Activities	Instructions
	<p>Following the negative or positive self-talk statement, the player will describe how the self-talk would make him/her feel and behave in the situation. Thereafter, the player keeps the NN/PP card with him/her and ends his/her turn by placing the used Scenario card at the bottom of the Scenario card deck.</p> <p>If the player gets "Pick-a-Side" from the NN/PP deck, the player will need to choose to collect all the accumulated NN/PP cards from either the NN or PP deck - smart players will select the tube that contains the most NN/PP cards! Depending on which side was chosen, the player must state either a benefit of using positive self-talk (Positive Pat) or a consequence of using negative self-talk (Negative Ned). The player will end his/her turn by placing the unused Scenario card at the bottom of the Scenario deck.</p> <p>The game continues until no NN/PP card remains in the deck or for a predetermined length of time. At the conclusion of the game, each player counts the number of NN/PP cards that he/she has collected. The player with the most NN/PP cards wins the game.</p> <p>(Please refer to pages 191-193 for sample cards.)</p> <ol style="list-style-type: none"> <li>2. Jot down the feelings and behaviour of positive/negative self-talk, benefits of positive self-talk and the consequences of negative self-talk on the board.</li> <li>3. Instruct trainees to fill in the blanks in Handout <i>CD 3a: Positive Self-Talk Activity</i> Part A. Debrief trainees that the activity is meant to help us to: <ul style="list-style-type: none"> <li>• Recognise and identify the possible negative and positive statements that we might utter in our daily encounters.</li> <li>• Discover that we have the ability to see the positive in all situations.</li> <li>• Identify the feelings and behaviours that follow after our negative or positive self-talk.</li> <li>• Identify the benefits of using positive self-talk and the consequences of using negative self-talk.</li> </ul> </li> </ol>

Activities	Instructions
Activity IV: Individual assignment: Building positive self-talk	<ol style="list-style-type: none"> <li>4. Go through the responses given from the activity as jotted on the board and clarify whenever necessary.</li> <li>1. Ask trainees to complete the same handout <i>CD 3a: Positive Self-Talk Activity Part B</i> by writing three negative self-talk statements in the negative self-talk statement column, followed by positive self-talk statements to counter the negative ones.</li> <li>2. Support trainees who need help in identifying the negative and positive statements they have for themselves.</li> </ol>
Summary	Reflection
	<p>What is positive self-talk?</p> <p>Mention to the trainees that cultivating positive self-talk:</p> <ul style="list-style-type: none"> <li>• Takes practice</li> <li>• Takes time</li> <li>• Takes courage</li> </ul> <p>Motivate trainees to work on their positive self-talk and assure them of potential success if they continue to be persistent.</p> <p><b>**Individual job coaches to understand trainees' personal self-talk tendencies (be it positive or negative) for an effective individualised support plan.</b></p>

## References

- Castle-Well Therapeutic Play. (2015). *Negative ned meets positive pat: A game of positive self-talk*. Retrieved from <http://counselorscabinet.pbworks.com/w/file/fetch/82919410/negative%20ned%20meets%20positive%20pat.pdf>.
- Jantz, G.L. (2016, May 16). *The power of positive self-talk*. Retrieved from <https://www.psychologytoday.com/intl/blog/hope-relationships/201605/the-power-positive-self-talk>.

## Sample Cards

<p>You are in an interview and you don't know how to answer the interviewer's questions.</p>	<p>Your supervisor asks you for an update of the assignment he/she has given you.</p>
<p>You sent an email to the wrong recipient.</p>	<p>You walk by a group of colleagues at work and they laugh.</p>
<p>You wake up in the morning and realise that your alarm did not go off at the right time. You are going to be late for work.</p>	<p>You are in a meeting and your supervisor asks everyone to give feedback about a subject matter. It is your turn soon.</p>
<p>You want to ask a colleague to have lunch with you but you are worried that he/she will say no.</p>	<p>Your supervisor tells you that he/she wants to see you in his/her office.</p>
<p>You are sad because your best friend in your office has resigned.</p>	<p>You get a new haircut and it does not look like what you wanted.</p>
<p>You are going to work at a new workplace and you do not know anyone.</p>	<p>You are walking through the pantry and you trip and fall down in front of everyone.</p>
<p>You just found out that the person you like is married/attached.</p>	<p>You just found out that your group of friends has been hanging out without you.</p>
<p>Your colleague asks you to put a file at the top shelf but you are afraid of heights.</p>	<p>Your buddy at work is sick and has been absent for three days consecutively.</p>
<p>You join your colleagues for lunch and they suggest going to a place you have never been before.</p>	<p>You always meet your buddy at a certain spot for lunch but he/she did not show up today.</p>



<p>You realise that one of your colleagues is always waiting for you at the lift in the morning.</p>	<p>You just realised that you are wearing two different shoes at work.</p>
<p>You thought you did well on the job assigned but your supervisor asks you to redo as it did not meet his/her expectation.</p>	<p>You are invited to your colleague's birthday dinner celebration on a Friday night but you do not feel like it.</p>
<p>You are getting ready to go white-water rafting for the first time. You keep thinking about drowning.</p>	<p>You accidentally spilled red juice on your colleague's white top.</p>
<p>You are going to the dentist to get a cavity filled. You are afraid of the sound of the drill.</p>	<p>You just realised you forgot to bring your lunch money when you are about to pay.</p>
<p>You can't seem to find your mobile phone before leaving for work in the morning.</p>	<p>You are collecting your documents from the printer and accidentally collected your colleague's P&amp;C document.</p>
<p>Someone at work commented that your hair looks "interesting".</p>	<p>You are asked to perform together with other departmental colleagues for the company's annual dinner.</p>
<p>You are trying to focus on completing the work assigned to you but you are feeling tired.</p>	<p>Your supervisor verbally gives you a new task that you need to complete within three days.</p>
<p>Someone at the workplace calls you by a different name.</p>	<p>Your buddy reminds you about the same thing over and over again.</p>
<p>Someone yawned when you were telling a joke.</p>	<p>You were not able to complete your claims form in time; this means you will not be able to get your claims this month.</p>
<p>When you come back from delivering documents, you realised your colleagues have all gone out for lunch without you.</p>	<p>You misplaced your work tag. To get a new tag, you will need to pay a fine.</p>

Negative Ned Meets Positive Pat	Negative Ned Meets Positive Pat
Negative Ned Meets Positive Pat	Negative Ned Meets Positive Pat
Negative Ned	Negative Ned
Negative Ned	Negative Ned
Positive Pat	Positive Pat
Positive Pat	Positive Pat
Pick-a-Side	Pick-a-Side
Pick-a-Side	Pick-a-Side

# Handout CD 3a

## Positive Self-Talk

### People with healthy self-esteem:

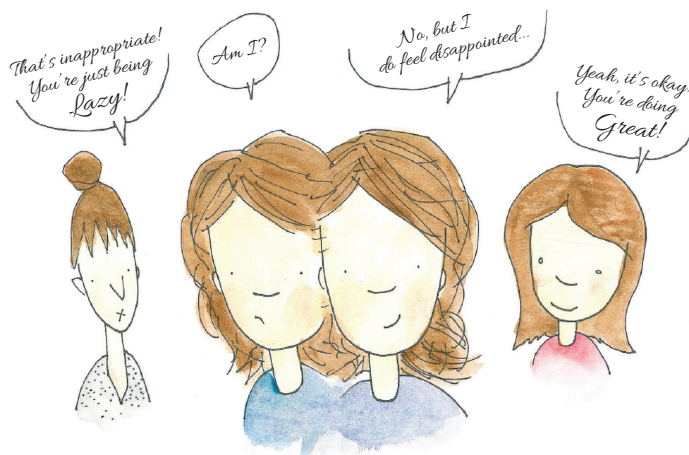
- Communicate \_\_\_\_\_ with themselves and others by using positive thinking and positive self-talk.
- Make \_\_\_\_\_ effort as negative encounters are inevitable.

### What is positive self-talk?

When negative events or mistakes happen, \_\_\_\_\_ seeks to bring the positive out of the negative to help you do better, go further, or just keep \_\_\_\_\_. The practice of positive self-talk is often the process that allows you to discover the obscured \_\_\_\_\_, hope, and joy in any given situation.

### Which of these statements are positive self-talk statements?

- I think I look smart in the formal wear.
- I knew it! I should have done more.
- I always make mistakes.
- I am definitely valued for what I am good at.
- It is important to me that I do a good job. I will work hard next time.
- If I don't do a good job on that report, I'm going to get fired.



# Handout CD 3a

## Positive Self-Talk Activity

### Part A: Negative Ned Meets Positive Pat

What have you learnt from the interactive activity?

- Recognise and identify the possible negative and positive statements that we utter in our daily encounters.
- Discover that we have the ability to see \_\_\_\_\_ in all situations.
- Identify the feelings and behaviours that follow after our negative or positive self-talk.
- Identify the \_\_\_\_\_ of using positive self-talk and \_\_\_\_\_ of using negative self-talk.

### Part B: Building Positive Self-Talk

What are some of your negative self-talk statements that you would like to correct?

No.	Negative Self-Talk Statements	Positive Self-Talk Statements
1.		
2.		
3.		

# CD 3b

## DEVELOPING POSITIVE COMMUNICATION SKILLS

### EFFECTIVE LISTENING SKILLS

#### Objectives

By the end of the session, trainees will be able to:

1. Recognise the importance of listening skills.
2. Identify the behaviours of a good listener.
3. Identify areas for improvement in their listening skills.

Suggested Duration	Teaching Approach
10 minutes 30 minutes	1. Thought for the Day 2. Reflection and video analysis: Treat others like how you want to be treated
30 minutes 10 minutes	3. Role play and discussion: The behaviours of a good listener 4. Reflection
(Total: 80 minutes)	

Activities	Instructions
<p>Activity I: Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day: "One way I can tell someone is not listening is when they ...".</li> <li>2. Encourage trainees to share their responses with the class and probe for examples if possible.</li> </ol>
<p>Activity II: Reflection and video analysis: Treat others like how you want to be treated</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to reflect on the following questions: <ul style="list-style-type: none"> <li>• How would you want others to listen to you?</li> <li>• How do you feel when others are not listening to you?</li> <li>• How do you show that you are listening to someone?</li> </ul> </li> <li>2. Show trainees a video of two friends fighting to be heard (<a href="https://www.youtube.com/watch?v=6TeOGJP5vGA">https://www.youtube.com/watch?v=6TeOGJP5vGA</a>).</li> <li>3. Ask trainees the same questions that they reflected on earlier but in another person's shoes in the video: <ul style="list-style-type: none"> <li>• How did Sheldon want to be listened to by Leonard?</li> <li>• How did Sheldon feel when Leonard is not listening to him?</li> <li>• How did Leonard want to be listened to by Sheldon?</li> <li>• How did Leonard feel when Sheldon is not listening to him?</li> </ul> </li> </ol>
<p>Activity III: Role play and discussion: The behaviours of a good listener</p>	<ol style="list-style-type: none"> <li>1. Explain the behaviours of a good listener (Fulton &amp; Silva, 2015): <ul style="list-style-type: none"> <li>• Make eye contact</li> <li>• Show interest in the person</li> <li>• Give encouraging facial expressions</li> <li>• Keep an open posture</li> <li>• Use appropriate voice tone</li> </ul> </li> <li>2. Get two trainees or trainers to role-play for two situations: one is a speaker and the other a listener. (Refer to Handout <i>CD 3b: Instructions for Speaker and Listener</i> for further details.)</li> <li>3. Get each trainee to complete Handout <i>CD 3b: How Am I Listening?</i> for Situations 1 and 2.</li> <li>4. Discuss with the class and clarify whenever necessary.</li> </ol>

Activities	Instructions
	<p>5. Emphasise that being a good listener helps us to:</p> <ul style="list-style-type: none"> <li>• Understand the social context</li> <li>• Determine what others are trying to say</li> <li>• Determine how we should respond to the person we speak with</li> <li>• Improve our work performance</li> <li>• Avoid misunderstandings</li> <li>• Develop better relationships</li> </ul> <p>6. Conclude with a workplace scenario and ask trainees to reflect on the three questions:</p> <p>Scenario: Jean was teaching Edmund to photocopy 10 sets of purchase orders (PO) and to sort them in ascending order of PO number. Before Jean could finish her instructions, Edmund kept saying, “Yes, I know” impatiently. In the end, he made some mistakes in photocopying and messed up the documents while sorting them.</p> <ul style="list-style-type: none"> <li>• What is the problem here?</li> <li>• Can Edmund still keep the job if he keeps behaving in such a way?</li> <li>• What should he have done instead?</li> </ul>
Summary	Reflection
	<p>Which listening skills do you need to improve on?</p> <p>Assure trainees that listening skills can be learnt and practised over time.</p>

## References

Cf11611. (2012, November 16). *Bad listeners* [Video file]. Retrieved from <https://www.youtube.com/watch?v=6TeOGJP5vGA>.

Fulton, L., & Silva, R (2015). *The Transition Curriculum (Vol. 2: Career Management)* (pp. 162-163). Santa Barbara, California: The James Stanfield Company.

# *Handout CD 3b*

## *Instructions for Speaker and Listener*

Duration: Approximately 3 minutes for each scenario

Setting: During lunch

Suggested topics for the speaker:

- Experiences during a recent trip
- An exciting situation that happened recently
- Future direction
- Upcoming plans for the weekend

Situation 1: The speaker talking to a passive listener:

- Listener says very little.
- Listener's body is often turned away from the speaker.
- Listener doesn't seem to be paying full attention to the speaker.
- Listener is distracted by something else, such as a handphone, or is multitasking.

Situation 2: The speaker talking to an active listener:

- Listener has good eye contact.
- Listener shows interest in the speaker and asks questions to find out more.
- Listener has encouraging facial expressions.
- Listener uses an appropriate tone of voice.
- Listener has an open posture.
- Listener focuses on the speaker and is not distracted or multitasking.



# Handout CD 3b

## How Am I Listening?

### How Am I Listening?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Tick [✓] the box if listener demonstrates the following:

Scenario 1	Scenario 2	Listening Skills
<input type="checkbox"/>	<input type="checkbox"/>	Has eye contact: looking at the person while listening
<input type="checkbox"/>	<input type="checkbox"/>	Shows interest in the person: facing the person who is talking
<input type="checkbox"/>	<input type="checkbox"/>	Gives encouraging facial expressions: nodding, smiling or looking interested
<input type="checkbox"/>	<input type="checkbox"/>	Uses correct tone of voice: pleasant or serious, appropriate volume
<input type="checkbox"/>	<input type="checkbox"/>	Uses open posture: hands and arms
<input type="checkbox"/>	<input type="checkbox"/>	Focuses on the speaker: not distracted or multitasking
<input type="checkbox"/>	<input type="checkbox"/>	Shows respect: not interrupting

Listening skills that I need to improve are:

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# CD 3c

## DEVELOPING POSITIVE COMMUNICATION SKILLS

### ASSERTIVE COMMUNICATION

#### Objectives

By the end of the session, trainees will be able to:

1. Identify passive, aggressive and assertive communication.
2. Use assertive communication effectively.

Suggested Duration	Teaching Approach
10 minutes	1. Thought for the Day
30 minutes	2. Video analysis: Passive, aggressive and assertive communication
30 minutes	3. Role play: The three types of communication
30 minutes	4. Identification and application activity: The impact of "I" and "You" messages in different scenarios
10 minutes	5. Reflection
(Total: 110 minutes)	

Activities	Instructions
<p>Activity I: Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day: "Is it easy for me to say no?"</li> <li>2. Encourage trainees to share their responses with the class and probe for examples if possible.</li> </ol>
<p>Activity II: Video analysis: Passive, aggressive and assertive communication</p>	<ol style="list-style-type: none"> <li>1. Show trainees three videos that depict different types of communication (UK Violence Intervention and Prevention Center, n.d.): <ul style="list-style-type: none"> <li>• Passive - <a href="https://www.youtube.com/watch?v=W_QtFXDgjQQ">https://www.youtube.com/watch?v=W_QtFXDgjQQ</a></li> <li>• Aggressive - <a href="https://www.youtube.com/watch?v=nn3l6-DBLJM">https://www.youtube.com/watch?v=nn3l6-DBLJM</a></li> <li>• Assertive - <a href="https://www.youtube.com/watch?v=uvspSFJqjBU&amp;t=2s">https://www.youtube.com/watch?v=uvspSFJqjBU&amp;t=2s</a></li> </ul> </li> <li>2. Ask trainees to identify the specific behaviours in the videos that demonstrate the different types of communication.</li> <li>3. Guide trainees to fill out Handout CD 3c: <i>Passive, Aggressive and Assertive Communication</i> based on the video analysis.</li> </ol>
<p>Activity III: Role play: The three types of communication</p>	<p>Group trainees in groups of two or three, and act out the scenarios listed in Handout CD 3c: <i>Role-Play Scenarios</i>. Members of the group must demonstrate the three communication styles pertaining to the scenario assigned to them.</p>
<p>Activity IV: Identification and application activity: The impact of "I" and "You" messages in different scenarios</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to read a list of statements and emphasise the "you" and "I". At the end of each statement, ask trainees to identify statements that could lead to a fight and those that show respect and maturity.</li> <li>2. Explain to the trainees that (Utah Education Network, n.d.): <ul style="list-style-type: none"> <li>• "You" messages are like a big finger pointing and poking at another person. It is natural for people to try to defend themselves from these.</li> <li>• "I" messages will help to identify your feelings about a certain issue instead of potentially attacking or hurting the other person.</li> <li>• "I" messages make the listener feel more willing to try to solve the problem.</li> </ul> </li> </ol>

Activities	Instructions
	3. Introduce the three parts of “I” messages (Fulton & Silva, 2015) to the trainees and provide examples: <ul style="list-style-type: none"> <li>• I feel... .</li> <li>• When... .</li> <li>• I appreciate it if... .</li> </ul> 4. Ask trainees to work on the “I” messages based on the scenarios in the handout. Then, discuss as a group thereafter.
Summary	Reflection
	How should you communicate?  Assure trainees that being assertive is about respecting oneself and others.

## References

- CanesFan88. (2010, May 4). *Remember The Titans - Boone Introduced to Yoast* [Video File]. Retrieved from <https://www.youtube.com/watch?v=uvspsfjqujBU&t=2s>.
- Fulton, L., & Silva, R (2015). *The Transition Curriculum (Vol. 2: Career Management)* (pp. 164–165). Santa Barbara, California: The James Stanfield Company.
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- Scifier939. (2014, August 15). *Back to the Future - After Biff wrecked the family car* [Video File]. Retrieved from [https://www.youtube.com/watch?v=W\\_QtFXDgjQQ](https://www.youtube.com/watch?v=W_QtFXDgjQQ).
- UK Violence Intervention and Prevention Center. (n.d). *The four basic styles of communication*. Retrieved from [https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/imagesConf14\\_FourCommStyles.pdf](https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/imagesConf14_FourCommStyles.pdf).
- Utah Education Network. (n.d.). *“I” messages*. Retrieved from <https://www.uen.org/preventiondimensions/downloads/lessons/fourth/Lesson1-IMessages.pdf>.

# Handout CD 3c

## Passive, Aggressive and Assertive Communication

Video #1: \_\_\_\_\_ Communication

When we are communicating \_\_\_\_\_, we

- do not stand up for what is best for us.
- do not let other people know what we need or want.
- let other people decide what is best for us.

When we are \_\_\_\_\_,

- we stand or sit slumped down.
- we look at the floor and our feet.
- we mumble.

After being \_\_\_\_\_, we feel

- controlled by other people.
- little.
- helpless.

When we are \_\_\_\_\_, other people see us as

- little.
- not able to make decisions.
- always needing help.

Being \_\_\_\_\_ is a \_\_\_\_\_ to communicate.



Video #2: \_\_\_\_\_ Communication

We are \_\_\_\_\_ when we

- want to win at any cost.
- are pushy.
- put down other people.
- do not listen to or respect other people's feeling or ideas.

When we are aggressive, we

- stand too close to others.
- clench our fists.
- talk too loudly or shout.

After being \_\_\_\_\_, we feel

- angry.
- alone.
- people do not like us.
- people avoid us.

When we are \_\_\_\_\_, other people see us as

- a loudmouth.
- a troublemaker.
- childish and immature.

Being \_\_\_\_\_ is a \_\_\_\_\_ to communicate.



Video #3: \_\_\_\_\_ Communication

We are \_\_\_\_\_ when we

- stand up for what is best for us.
- make sure other people understand what we need or want.
- openly and honestly express our ideas and feelings.
- respect other people's rights and ideas.
- listen to other people.

When we are \_\_\_\_\_, we

- stand tall.
- look people in the eyes.
- speak clearly.
- listen with interest.

After being \_\_\_\_\_, we feel

- honest and respected.
- proud.

When we are \_\_\_\_\_, other people see us as

- an adult.
- able to make decisions.
- able to do things.
- independent.
- honest.

Being \_\_\_\_\_ is a \_\_\_\_\_ to communicate.



# *Handout CD 3c*

## *Role-Play Scenarios*

### Passive, Aggressive and Assertive Communication - Role-Play Scenarios

Instructions: In groups of two or three, act out the three communication styles in response to the scenario assigned to you.

1. Your supervisor asks you to stay back to complete another task at 5.25 p.m., five minutes before the end of the working day. You have a dinner appointment at 6 p.m.
2. You realise that your colleague has been trying discreetly to look at your computer screen by standing behind you. You feel distracted whenever she does that.
3. Your colleague's mobile phone rings so loudly that it disturbs your concentration.
4. Your supervisor wants you to participate in the employee engagement activity this weekend but you have no interest in doing so.



# Handout CD 3c

## Using "I" Messages

### Being Assertive Using "I" Messages

Part A: Read the statements below aloud and emphasise the "you" and "I" while you do so.

1. You always forget to put the documents back to the tray! Why can't you be more organised?
2. How many times do I need to tell you to switch off the lights before you leave?
3. I feel annoyed when you failed to meet the deadline.
4. It's frustrating when you interrupt me while I am in the midst of a phone call.

Part B: Use "I-messages" for the following scenarios.

Scenario	I feel...	When...	I appreciate it if...
You notice your work desk is messed up in the mornings.			
A colleague teased you about your new glasses. He/she did not mean to hurt you but it bothers you.			
Your supervisor raised his/her voice at you after knowing that you did something wrong.			

<b>Scenario</b>	<b>I feel...</b>	<b>When...</b>	<b>I appreciate it if...</b>
<p>A colleague of yours is typing loudly on his/her keyboard and it is very distracting for you.</p>			
<p>You do not speak Mandarin. A few of your colleagues got into the lift speaking in Mandarin and it makes you uncomfortable.</p>			

# CD 4a

## ANGER MANAGEMENT

### IDENTIFY THE MEANING AND CAUSES OF ANGER

#### Objectives

By the end of the session, trainees will be able to:

1. Define anger.
2. Identify the causes of their own anger.

Suggested Duration	Teaching Approach
10 minutes 15 minutes 10 minutes 20 minutes 5 minutes  (Total: 60 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Online research and sharing: The definition of anger</li><li>3. Individual assignment: Identify causes of anger</li><li>4. Individual assignment: Identify different levels of anger</li><li>5. Reflection</li></ol>

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I feel angry when...".
Activity II: Online research and sharing: The definition of anger	<ol style="list-style-type: none"> <li>1. Instruct trainees to do an online search on the definition of anger.</li> <li>2. Ask trainees to compare the similarities and differences in all of the definitions.</li> <li>3. Give trainees 2 minutes each to share their personal experiences of anger in their respective groups.</li> </ol>
Activity III: Individual assignment: Identify causes of anger	<ol style="list-style-type: none"> <li>1. Ask trainees to refer to Handout <i>CD 4a: Identifying Anger</i>. Instruct them to mark "yes" if the experience described in the statement qualifies as an anger-provoking experience and "no" if it is something other than anger.</li> <li>2. Invite trainees to share their responses.</li> </ol>
Activity IV: Individual assignment: Identify different levels of anger	<ol style="list-style-type: none"> <li>1. Ask trainees to identify the level of their anger by using Handout <i>CD 4a: Identifying the Level of Your Anger</i>. Based on the volcano analogy, trainees have to identify the level of their anger by analysing a past incident. They have to find out the Antecedent, Behaviour and Consequences (ABC) of each level. Ask trainees to read the instructions on the first page of the handout and write down their responses on the next page.</li> <li>2. Create a set of presentation slides or a visual to show trainees an example of how to complete Handout <i>CD 4a: Identifying the Level of Your Anger</i>, according to the ABC approach. <ul style="list-style-type: none"> <li>Level 4: Explosive</li> <li>Antecedent: A classmate called me a funny name.</li> <li>Behaviour: I shouted at the person using foul language and threw a bottle.</li> <li>Consequence: I was called to the principal's office and my parents were upset.</li> </ul> </li> </ol>

<b>Activities</b>	<b>Instructions</b>
	<p>Level 3: Angry  Antecedent: I have a deadline to photocopy a few documents but the photocopy machine suddenly stopped working.  Behaviour: I kicked the photocopy machine.  Consequence: My supervisor was upset that I was not using office equipment with care.</p> <p>Level 2: Frustrated  Antecedent: I wanted to go out with my friends but my parents asked me to follow them to somewhere else.  Behaviour: I followed them but with a disappointed face.  Consequence: I did not talk to them the whole time we were out.</p> <p>Level 1: Annoyed  Antecedent: A colleague is talking very loudly while I am on a business call.  Behaviour: I asked the colleague to keep quiet, with an annoyed expression.  Consequence: The colleague confronted me for my annoyed behaviour.</p> <ol style="list-style-type: none"> <li>3. Approach each trainee individually to check if they understand the instructions. Once everyone has completed their tasks, invite feedback from the trainees.</li> <li>4. Conclude by sharing that it is important for us to identify our anger so that we can learn to manage it. Inform trainees that they will learn about anger management in the next lesson.</li> </ol>
<b>Summary</b>	<b>Reflection</b>
	<ol style="list-style-type: none"> <li>1. What are the causes of your anger?</li> <li>2. Why is it important to know what makes us angry?</li> </ol>

# Handout CD 4a

## Identifying Anger

### Identifying Anger

Instruction: Read each scenario and answer whether the scenario will make you angry:

Scenario	Will you be angry?
1. Someone gives you a new task while you're doing another task.	Yes / No
2. Someone speaks to you in a language you don't understand.	Yes / No
3. You need to use the photocopier machine but someone is taking too long.	Yes / No
4. The electricity suddenly goes off and you forgot to save your work.	Yes / No
5. Someone is talking non-stop while you are trying to do work.	Yes / No
6. Someone interrupts you while you are talking.	Yes / No
7. You want to go to your preferred restaurant but it is closed.	Yes / No
8. You finished your work but your supervisor asks you to make some corrections.	Yes / No
9. You are late for work and your bus/train is late or your car would not start.	Yes / No
10. Your colleague asked you more than 3 times when you will finish a task assigned to you.	Yes / No
11. You want to print/photocopy your work but the printer/photocopy machine does not work.	Yes / No
12. Somebody said a word that reminded you of a bad memory.	Yes / No
13. Your work time ends at 5.30 p.m. but your supervisor asks you to stay back to finish a task.	Yes / No

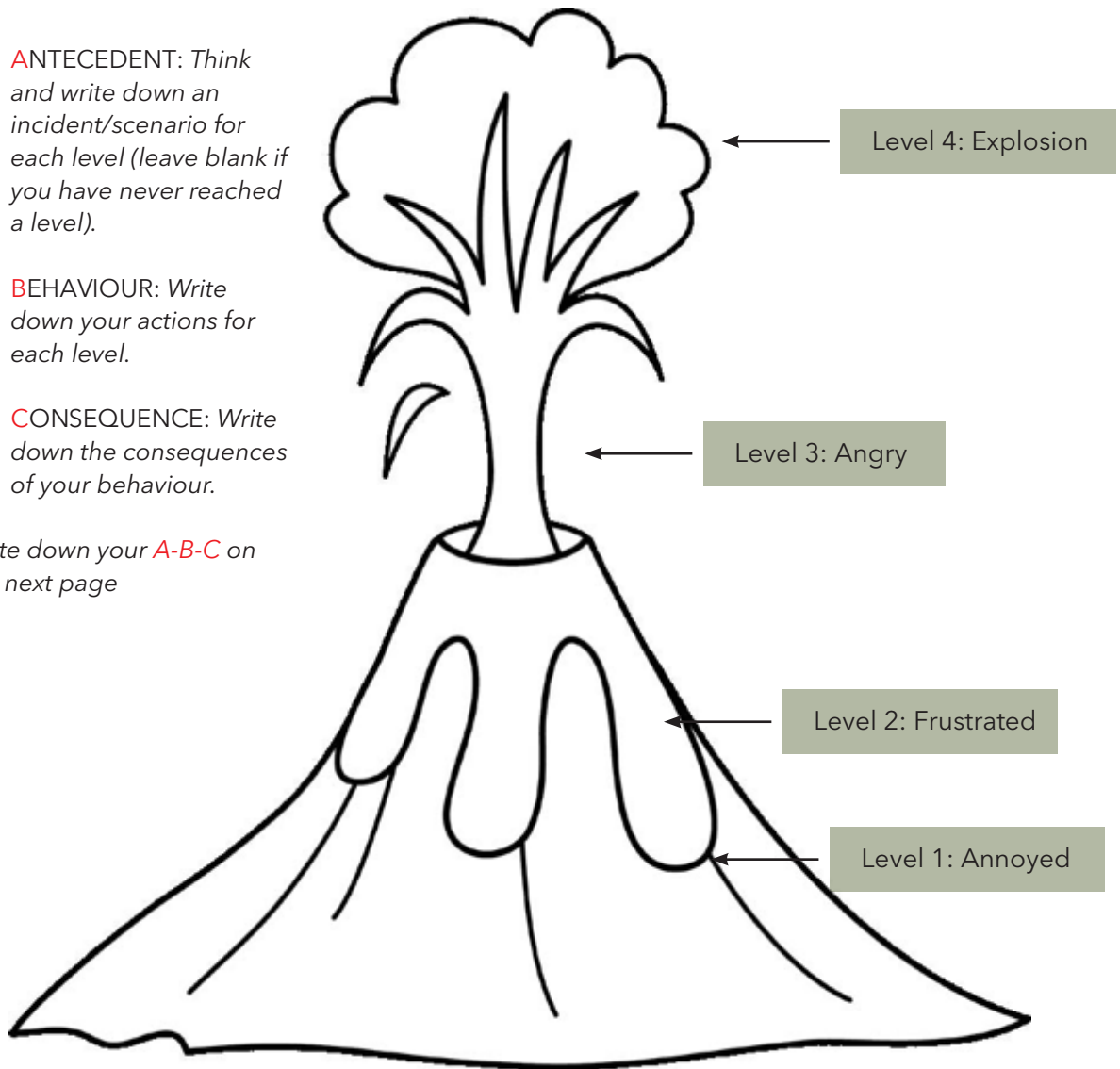
# Handout CD 4a

## Identifying the Level of Your Anger

### Identifying the Level of Your Anger

- A) **ANTECEDENT:** *Think and write down an incident/scenario for each level (leave blank if you have never reached a level).*
- B) **BEHAVIOUR:** *Write down your actions for each level.*
- C) **CONSEQUENCE:** *Write down the consequences of your behaviour.*

\* Write down your **A-B-C** on the next page



# Handout CD 4a

## Identifying the Level of Your Anger

### Identifying the Level of your Anger

Instructions: Analyse the incident in which you have experienced these different levels. Please refer to the previous page for reference.

<p style="text-align: center;">Level 1: Annoyed</p> <p>Antecedent:</p> <p>Behaviour:</p> <p>Consequences:</p>	<p style="text-align: center;">Level 2: Frustrated</p> <p>Antecedent:</p> <p>Behaviour:</p> <p>Consequences:</p>
<p style="text-align: center;">Level 3: Angry</p> <p>Antecedent:</p> <p>Behaviour:</p> <p>Consequences:</p>	<p style="text-align: center;">Level 4: Explosion</p> <p>Antecedent:</p> <p>Behaviour:</p> <p>Consequences:</p>



# CD 4b

## ANGER MANAGEMENT

### STRATEGIES TO MANAGE ANGER

#### Objectives

By the end of the session, trainees will be able to:

1. Identify examples of anger that is out of control.
2. Identify consequences of uncontrolled anger.
3. Implement strategies to manage anger.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	1. Thought for the Day
15 minutes	2. Discussion: Anger that is out of control and its impact
15 minutes	3. Balloon analogy and deep-breathing exercise: Managing anger
10 minutes	4. Elaboration and role play: Effective communication
15 minutes	5. Individual assignment: Strategies to manage anger
5 minutes	6. Reflection
(Total: 70 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "When I am angry, I...".
Activity II: Discussion: Anger that is out of control and its impact	<ol style="list-style-type: none"> <li>1. Request a few trainees to share with the class some examples of anger that is out of control.</li> <li>2. Create a set of presentation slides to share examples of anger that is out of control (e.g. screaming at someone, using threats or physical aggression, throwing things, calling other people names).</li> <li>3. Ask trainees to discuss the impact of those incidents (e.g. harmed someone, damaged property, destroyed their reputation).</li> <li>4. Caution the trainees on the severe results of uncontrolled anger, e.g. prison, loss of life, fines, penalties, damaged relationships, damage of future opportunities such as employment and friendship.</li> <li>5. Remind trainees that we have to face the consequences of out-of-control anger.</li> </ol>
Activity III: Balloon analogy and deep-breathing exercise: Managing anger	<ol style="list-style-type: none"> <li>1. Introduce two strategies to manage anger: Proactive procedures and effective communication skills.</li> <li>2. Illustrate venting anger by asking trainees to imagine popping a balloon with a needle. Inform them that it is not a healthy way to manage anger. Anger needs to be released in a constructive manner, such as releasing the air from the balloon slowly.</li> <li>3. Share a basic proactive procedure: deep breathing (SkillsYouNeed, n.d.). Emphasise that the correct breathing technique can help with anger management and lead to relaxation.</li> </ol>

Activities	Instructions
<p>Activity IV: Elaboration and role play: Effective communication</p>	<ol style="list-style-type: none"> <li>1. Create a set of presentation slides to elaborate on using effective communication (Fulton &amp; Silva, 2015) to manage one’s anger: <ul style="list-style-type: none"> <li>• Schedule a time to talk with the person you are feeling “unhappy” with.</li> <li>• Write down beforehand what you want to discuss with the person.</li> <li>• Inform him/her how you are feeling about that situation, e.g. “I felt annoyed when you ...”.</li> <li>• Discuss strategies that can help you better manage your anger.</li> </ul> <p style="margin-left: 40px;">*If talking to the person directly is not effective, seek advice from somebody you trust or a professional.</p> </li> <li>2. Invite trainees to volunteer to do a role play on the following scenario on how to communicate with another person using effective communication.</li> </ol> <p style="margin-left: 40px;">Scenario: You are feeling annoyed because your colleague is talking loudly while you are trying to focus on your work.</p>
<p>Activity V: Individual assignment: Strategies to manage anger</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Handout <i>CD 4b: Identifying Strategies to Manage Anger</i>. Trainees have to refer to the previous handout <i>CD 4a: Identifying the Level of Your Anger</i> to write down some strategies to manage the situations they have identified for each level of anger.</li> <li>2. Invite responses from those who are comfortable to share them.</li> <li>3. Conclude that it is important for us to reflect on past experiences that make us angry in order to come up with better strategies to manage anger. Trainer emphasises that the process will take time and to keep up the effort to manage anger.</li> <li>4. Encourage trainees to work with individual job coaches to follow up on their anger management strategies.</li> </ol>

<b>Summary</b>	<b>Reflection</b>
	<ol style="list-style-type: none"><li data-bbox="412 302 1215 366">1. Why is it important to reflect on past experiences that made us angry?</li><li data-bbox="412 371 1119 401">2. What strategies would you use to manage your anger?</li></ol>

## References

Fulton, L., & Silva, R. (2015). *The Transition Curriculum (Vol. 2: Career Management)* (pp. 54-55). Santa Barbara, California: The James Stanfield Company.

SkillsYouNeed. (n.d.). *Anger Management*. Retrieved from <https://www.skillsyouneed.com/ps/anger-management.html>.

# Handout CD 4b

## Identifying Strategies to Manage Anger

### Identifying Strategies to Manage Anger

Instructions: Refer to Handout CD 4a: *Identifying the Level of Your Anger*. Write down some strategies to manage the situations you have written for each level.

<p style="text-align: center;">Level 1: Annoyed</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>	<p style="text-align: center;">Level 2: Frustrated</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>
<p style="text-align: center;">Level 3: Angry</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>	<p style="text-align: center;">Level 4: Explosion</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>•</li> <li>•</li> <li>•</li></ul>

# CD 5a

## PROFESSIONAL GROOMING PERSONAL HYGIENE AND CLEANLINESS

### Objectives

By the end of the session, trainees will be able to:

1. Recognise the importance of personal hygiene and cleanliness.
2. Identify areas that they need to improve on cleanliness and hygiene.
3. Identify ways to maintain personal hygiene and cleanliness.
4. List down the rules in common toilet etiquette.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 15 minutes 45 minutes 10 minutes 5 minutes  (Total: 85 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Definition: Personal hygiene and cleanliness</li><li>3. Introduction: Tips on personal hygiene and cleanliness</li><li>4. Discussion: Toilet etiquette</li><li>5. Reflection</li></ol>

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Personal hygiene is ...".
Activity II: Definition: Personal hygiene and cleanliness	<ol style="list-style-type: none"> <li>1. Explain to trainees that hygiene refers to clean living habits that keep us healthy.</li> <li>2. Explain to trainees some of the ways to take care of personal hygiene: To brush their teeth at least twice a day, shower daily, wash their hair and hands regularly, shave daily and use deodorant (Vaidya, 2016)</li> <li>3. Show trainees visuals of the physical differences between a person who takes care of his/her personal hygiene and someone who doesn't. Share the benefits of good personal hygiene.</li> </ol>
Activity III: Introduction: Tips on personal hygiene and cleanliness	<p>Create a set of presentation slides to introduce the negative impact of poor hygiene and tips to maintain good personal hygiene.</p> <ol style="list-style-type: none"> <li>a) Oral Hygiene <ul style="list-style-type: none"> <li>• Negative impact: Tooth decay (Sulastri, 2015)</li> <li>• Ways to take care: Top 10 oral hygiene tips shown on the slides; tooth-brushing tips (Arudhra Dental Care, n.d.); flossing tips; changing the toothbrush when the bristles are frayed</li> </ul> </li> <li>b) Hair Care <ul style="list-style-type: none"> <li>• Negative impact: Greasy, dandruff, itchy, smelly, hair fall</li> <li>• Ways to take care: Using the right shampoo, tips on caring for your hair, cleaning your hair brush (Jill, 2018)</li> </ul> </li> <li>c) Hand Care <ul style="list-style-type: none"> <li>• Negative impact: Dirt and germs, fall sick</li> <li>• Ways to take care: Tips to wash hands (World Health Organisation, n.d.), nail cutting</li> </ul> </li> <li>d) Face Care <ul style="list-style-type: none"> <li>• Negative impact: Pimple growth, acne, blackheads and other skin problems</li> <li>• Ways to take care: Types of facial wash, shaving, tips to clean spectacles (Hunt, 2019)</li> </ul> </li> </ol>

Activities	Instructions
<p>Activity IV: Discussion: Toilet etiquette</p>	<p>e) Body Care</p> <ul style="list-style-type: none"> <li>• Negative impact: Smelly, feel uncomfortable, itchy skin, skin problem</li> <li>• Ways to take care: Use deodorant, shower daily</li> </ul> <ol style="list-style-type: none"> <li>1. Emphasise the importance of toilet etiquette whether at home or at public toilets (including the office).</li> <li>2. Ask trainees to discuss in pairs important toilet etiquette and share their responses in class.</li> <li>3. Put together a list of rules in toilet etiquette in a set of presentation slides to share with trainees. Here are some rules: <ul style="list-style-type: none"> <li>• Never leave the washroom dirty.</li> <li>• Lock the door carefully when you are inside.</li> <li>• If someone is inside, don't peep under the doors or knock endlessly. Wait for the other person to come out.</li> <li>• Make sure you do not wet the toilet seat.</li> <li>• Never forget to use flush once you are done.</li> <li>• Wash your hands with soap every time you use the washroom.</li> <li>• Don't take too much time inside the washroom.</li> <li>• Avoid using handphones inside the washroom.</li> </ul> </li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is personal hygiene and cleanliness important?</li> <li>2. What are the areas of personal hygiene and cleanliness that you need to improve on?</li> <li>3. What are some ways to maintain good personal hygiene and cleanliness?</li> <li>4. What are the common aspects of proper toilet etiquette?</li> </ol>



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# CD 5b

## PROFESSIONAL GROOMING PROFESSIONAL DRESSING FOR WORK

### Objectives

By the end of the session, trainees will be able to:

1. Identify appropriate attire and dressing for work.
2. State the important considerations when selecting appropriate attire for work.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Sharing: Ideas on professional attire</li><li>3. Class activity: Identify appropriate and inappropriate attire for work</li><li>4. Reflection</li></ol>
15 minutes	
15 minutes	
5 minutes	
(Total: 45 minutes)	

<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Thought for the Day</p> <p>Activity II: Sharing: Ideas on professional attire</p> <p>Activity III: Class activity: Identify appropriate and inappropriate attire for work</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "It is important to dress appropriately to work because ...".</p> <p>Create a set of presentation slides with visuals to describe some examples of professional attire:</p> <ul style="list-style-type: none"> <li>• Examples of male and female dress code for work</li> <li>• Appropriate ties to wear for work</li> <li>• Appropriate accessories for work</li> <li>• Appropriate socks for work</li> <li>• Appropriate hairstyles for work</li> </ul> <ol style="list-style-type: none"> <li>1. Prepare visual cards that depict different types of clothing, ties, shoes, accessories and socks.</li> <li>2. Display these cards on the table.</li> <li>3. Ask trainees to sort out the cards into two categories, i.e., appropriate attire and inappropriate attire for work.</li> <li>4. Debrief trainees on the activity by explaining the important considerations when selecting appropriate attire for work: Industry standards, organisational standards, work culture, job requirements and personal preferences.</li> <li>5. Conclude by asking trainees to review their current office outfits and to identify areas for improvement.</li> </ol>
<b>Summary</b>	<b>Reflection</b>
	<ol style="list-style-type: none"> <li>1. Why is it important to dress appropriately for work?</li> <li>2. What are the important considerations when selecting appropriate attire for work?</li> </ol>

# CD 6a

## SUCCESSING AT WORK

### FORMAL WORKPLACE RULES

#### Objectives

By the end of the session, trainees will be able to:

1. Identify common formal workplace rules.
2. Recognise the importance of following formal workplace rules.
3. Identify the consequences of breaking formal workplace rules.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 15 minutes 35 minutes 10 minutes  (Total: 70 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Introduction: Formal workplace rules</li><li>3. Individual assignment: Analyse formal workplace scenarios</li><li>4. Reflection</li></ol>

Activities	Instructions
<p>Activity I: Thought for the Day</p> <p>Activity II: Introduction: Formal workplace rules</p> <p>Activity III: Individual assignment: Analyse formal workplace scenarios</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Workplace rules are necessary ...".</p> <ol style="list-style-type: none"> <li>1. Ask for a show of hands to identify trainees who have had internship or job experiences.</li> <li>2. Ask trainees with work experience to share about formal workplace rules and the importance of following them. Trainer shall write down some of the answers given by the trainees on a flipchart.</li> <li>3. Create a set of presentation slides to share some formal workplace rules, and the consequences when those rules are broken. Examples of formal workplace rules include: <ul style="list-style-type: none"> <li>• Work performance</li> <li>• Attendance and punctuality</li> <li>• Social media policy</li> <li>• Honesty and integrity</li> <li>• Health and safety policies</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1. Ask trainees to refer to Handout <i>CD 6a: Formal Workplace Scenarios</i>. Each trainee will be assigned a scenario to analyse. <p>The workplace scenarios are related to the following aspects: Taking leave, work performance, working hours, punctuality and attendance, social media and work, responsibility and teamwork, health and safety, professionalism, workplace bullying and sexual harassment.</p> <p>Each trainee has to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is/are the workplace rule(s) that has/have been broken?</li> <li>• What can be done differently in order for the rules not to be broken?</li> </ul> </li> <li>2. Allocate five minutes to each trainee to analyse their scenario. Once completed, invite feedback from each trainee. The trainer will provide additional explanations for each scenario. Refer to the slides on workplace rules.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Where can you access your company's workplace rules?</li> <li>2. Why is following formal workplace rules important?</li> <li>3. What are the consequences when formal workplace rules are broken?</li> </ol>

# Handout CD 6a

## Formal Workplace Scenarios

### Analysis: Formal Workplace Scenarios

Instruction: Analyse your assigned scenario:

- a) What is/are the workplace rule(s) that has/have been broken?
- b) What can be done differently in order for the rules not to be broken?

<p>1. Sarah works as a sales assistant in a clothing store. On Tuesday, she is not feeling well. She has a fever and is suffering painful headaches. Therefore, she decides to stay at home to rest.</p>	<p>2. Mei's supervisor wants her to complete a task as fast as possible. However, Mei is not sure what to do because her supervisor did not give her clear instructions. So, she decides to work on other not-so-urgent tasks first.</p>
<p>3. Nelson's working hours are from 8 a.m. to 5 p.m. One day, he finishes all his work at 4 p.m. Since there's no more work, Nelson goes to a meeting room and sleeps until 5 p.m.</p>	<p>4. Amy has an urgent task that needs to be completed by tomorrow morning. Since her office hours end at 5 p.m., she decides to go home promptly at 5 p.m., leaving her work unfinished. The next day, she couldn't finish her work on time. Her supervisor is disappointed with her.</p>
<p>5. Margaret is frequently late for work, sometimes by as much as 20 minutes. Her manager's office is located far from the corridor, so he seldom sees Margaret come in late. Only her co-workers know if she is late.</p>	<p>6. Cecilia loves to browse social media apps such as Facebook and Twitter. When she received a job offer, she is very excited and wants to share her joy with her friends. So, she posts a photo of her offer letter, which states her salary details, on Facebook.</p>

<p>7. One day, one of Justin’s co-workers knocked over a product display. Boxes were scattered all over the floor. At the time, Justin was working nearby. He ignored the scattered boxes and left his workstation to gossip with others about what had happened.</p>	<p>8. Mike works in an office as an administration assistant. He has always been a playful person. One day, he was playing around with the paper cutter machine and ended up cutting his fingertips. The other day, he was running along the office corridor when he slipped and injured his leg.</p>
<p>9. Ian doesn’t normally have to deal with customers but the receptionist is in hospital, so all the incoming calls have been diverted to Ian’s phone. He is not happy about being constantly interrupted by the telephone. It is hindering his work progress. As a result, he is in a very bad mood and has been overheard being rude and sarcastic to customers making telephone enquiries.</p>	<p>10. Mary’s co-workers are making fun of her and calling her names. Because of this, she is unhappy and is having a difficult time concentrating at work.</p> <p>11. Steven met a new colleague - Samantha - at work recently. He is comfortable talking to her. There was a time when they were conversing with each other, and Steven put his hand on Samantha’s shoulder. It made her feel uncomfortable.</p>

# CD 6b

## SUCCESSING AT WORK

### SOCIAL RULES AT THE WORKPLACE

#### Objectives

By the end of the session, trainees will be able to:

1. Identify common social rules at the workplace.
2. Recognise the importance of following social rules at the workplace.

Suggested Duration	Teaching Approach
10 minutes	1. Thought for the Day
15 minutes	2. Introduction: Social rules at the workplace
20 minutes	3. Analysis: Social rules at the workplace: Scenarios
20 minutes	4. Discussion: Conversational topics at work, workplace gossip, email communication and relationships with co-workers
10 minutes	5. Reflection
(Total: 75 minutes)	



Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "One thing I know about social rules is ...".
Activity II: Introduction: Social rules at the workplace	<ol style="list-style-type: none"> <li>1. Explain to trainees how important it is to adjust well to a new job environment. Inform them that besides formal rules at the workplace, which was explained in module <i>CD 6a</i>, they also need to follow social rules at the workplace.</li> <li>2. Ask trainees to share some social rules at the workplace that they are familiar with.</li> <li>3. Ask trainees to differentiate between behaviours at home and at work. Trainer writes down some of the answers given by the trainees on a flipchart.</li> </ol>
Activity III: Analysis: Social rules at the workplace: Scenarios	<ol style="list-style-type: none"> <li>1. Create a set of presentation slides to show a series of pictures or videos of different scenarios that reflect different workplace social rules. The scenarios include: <ul style="list-style-type: none"> <li>• Dress code and body postures</li> <li>• General tidiness</li> <li>• Phone etiquette</li> <li>• Personal space</li> <li>• Pantry and office lunch etiquette</li> <li>• Hygiene and consideration for others</li> <li>• Interacting with colleagues</li> </ul> </li> <li>2. Ask trainees to analyse each scenario and express whether the social behaviour shown is appropriate at work. Ask trainees to identify why the behaviour is inappropriate and write them down on Handout <i>CD 6b: Workplace Social Rules - Scenarios</i>.</li> </ol>
Activity IV: Discussion: Conversational topic at work, workplace gossip, email communications and relationships with co-workers	<ol style="list-style-type: none"> <li>1. Create a set of presentation slides on conversational topics at work. Ask trainees whether the following topics are suitable to be discussed at work: Traffic, hobbies/interest, salary, negative comments about co-workers, breakfast, gossip, personal, weekend/holiday plans, religions and politics.</li> <li>2. Elaborate on workplace gossip and what trainees should do when they hear it.</li> <li>3. Advise trainees to remain professional in their email communications.</li> </ol>

Activities	Instructions
	<ol style="list-style-type: none"> <li>4. Share with trainees ways to maintain positive relationships with co-workers, i.e., communicate, respect personal space and boundaries and deal with disappointments calmly.</li> <li>5. Conclude by sharing that succeeding at the workplace requires us as employees to: <ul style="list-style-type: none"> <li>• Obey formal rules and unspoken rules.</li> <li>• Display appropriate workplace behaviour.</li> <li>• Refer to the employer’s policies and to consult their supervisor, co-workers or job coach if unsure of the workplace rules.</li> </ul> </li> </ol>
Summary	Reflection
	<p>What are some common social rules at the workplace?</p>

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# Handout CD 6b

## Workplace Social Rules – Scenarios

### Analysis: Workplace Social Rules – Scenarios

Instruction: List down the inappropriate behaviours shown in the image or video.

<b>Social Scenario</b>	<b>Inappropriate Behaviour</b>
Dress Code/Body Posture	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
General Tidiness	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
Phone Etiquette	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>

Social Scenario	Inappropriate Behaviour
Personal Space	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Pantry & Office Lunch Etiquette	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Hygiene and Consideration for Others	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
Interacting with Colleagues	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

# CD 6c

## SUCCESSING AT WORK

### INTERPERSONAL SKILLS AT THE WORKPLACE

#### Objectives

By the end of the session, trainees will be able to:

1. Identify the different levels of relationships at the workplace.
2. Identify positive and inappropriate behaviour at the workplace.
3. Classify appropriate behaviour with co-workers and supervisors.
4. Identify appropriate behaviour for social activities at the workplace.
5. Reflect on how to have healthy workplace relationships.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 15 minutes 15 minutes 10 minutes 5 minutes (Total: 55 minutes)	<ol style="list-style-type: none"> <li>1. Thought of the Day</li> <li>2. Discussion: The different levels of relationships at the workplace and positive behaviour at the workplace</li> <li>3. Group work: Video analysis and discussion on workplace scenarios with colleagues and supervisors</li> <li>4. Discussion: Inappropriate behaviour at the workplace and appropriate behaviour for social activities at the workplace</li> <li>5. Reflection</li> </ol>
<b>Activities</b>	<b>Instructions</b>
<p>Activity I: Thought for the Day</p> <p>Activity II: Discussion: The different levels of relationship at work and identify some positive behaviours at the workplace</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Relating to colleagues ...".</p> <ol style="list-style-type: none"> <li>1. Define interpersonal skills.             <ul style="list-style-type: none"> <li>• Interpersonal skills are also known as people skills or soft skills. These skills are related to the way you communicate and interact with others (SkillsYouNeed. 2019).</li> </ul> </li> <li>2. Create a set of presentation slides about interpersonal skills at the workplace to discuss the following:             <ol style="list-style-type: none"> <li>a. Different circles of relationships at the workplace                 <ul style="list-style-type: none"> <li>• Supervisor/Senior management</li> <li>• Colleagues who you rarely communicate with</li> <li>• Colleagues who you work closely with</li> </ul> </li> <li>b. Important attitude                 <ul style="list-style-type: none"> <li>• Politeness and friendliness</li> <li>• Appropriate communication</li> </ul> </li> <li>c. Positive behaviour at work (Doyle, 2019)                 <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Caring</li> <li>• Leadership</li> <li>• Motivation</li> <li>• Responsibility</li> <li>• Teamwork</li> </ul> </li> </ol> </li> </ol>

Activities	Instructions
<p>Activity III: Group work: Video analysis and discussion on workplace scenarios with colleagues and supervisors</p> <p>Activity IV: Discussion: Inappropriate behaviours at work and appropriate behaviours for social activities at the workplace</p>	<ol style="list-style-type: none"> <li>1. Inform trainees that they are expected to analyse the characters in a video. Then, play the video "How to relate to co-workers" (<a href="https://www.youtube.com/watch?v=1kOn8vWA4fU">https://www.youtube.com/watch?v=1kOn8vWA4fU</a>).</li> <li>2. Ask trainees to discuss in groups of 3 or 4 on what the characters did positively and negatively.</li> <li>3. Use the following video to discuss: "How to relate to supervisors patiently?" (<a href="https://www.youtube.com/watch?v=JgRTEhbiTnM">https://www.youtube.com/watch?v=JgRTEhbiTnM</a>).</li> <li>4. Ask trainees to analyse what are the appropriate and inappropriate behaviours they have observed in the two videos.</li> </ol> <ol style="list-style-type: none"> <li>1. Create a set of presentation slides to discuss the following: <ol style="list-style-type: none"> <li>a. Inappropriate behaviour at the workplace <ul style="list-style-type: none"> <li>• Talking loudly</li> <li>• Chatting with colleagues when you should be working</li> <li>• Taking breaks for too long</li> <li>• Gossiping</li> <li>• Being rude and using bad language</li> <li>• Simply cracking jokes or acting silly</li> <li>• Interrupting while others are talking</li> </ul> </li> <li>b. Appropriate behaviour for social activities at the workplace <ul style="list-style-type: none"> <li>• Joining other colleagues for lunch, but learning to manage your own expectations</li> <li>• Joining office activities upon invitation</li> <li>• Can be casual, yet be aware of your boundaries</li> <li>• Being professional</li> </ul> </li> </ol> </li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What is appropriate behaviour with co-workers and supervisors?</li> <li>2. What is appropriate behaviour for social activities at the workplace?</li> <li>3. How to develop healthy workplace relationships?</li> </ol>

## References

- Doyle, A. (2019, November 26). *Important interpersonal skills that employers value*. Retrieved from <https://www.thebalancecareers.com/interpersonal-skills-list-2063724>.
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# CD 7a

## TIME MANAGEMENT

## TIME MANAGEMENT

## AT THE WORKPLACE

### Objectives

By the end of the session, trainees will be able to:

1. Apply tips on time management.
2. Use structured strategies to manage time at the workplace.
3. Identify areas of personal development that need to be improved to manage time better.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 1 minute 15 minutes 15 minutes 10 minutes 5 minutes 15 minutes 10 minutes 25 minutes 10 minutes 5 minutes 5 minutes 10 minutes  (Total: 136 minutes)	<ol style="list-style-type: none"> <li>1. Thought for the Day</li> <li>2. 1-minute time awareness exercise</li> <li>3. Brainstorm: Why is time management important?</li> <li>4. Explanation: The importance of time management at the workplace</li> <li>5. Introduction: 5 tips for effective time management at the workplace</li> <li>6. Briefing: "To-do list" assignment</li> <li>7. Case study: Learn to prioritise</li> <li>8. Individual assignment: How to avoid distractions</li> <li>9. Video analysis: <i>MasterChef US</i> Season 8, Episode 20: The Finale 1</li> <li>10. Game: Where is the Ace of Spades?</li> <li>11. Briefing: Planning your schedule</li> <li>12. Ribbon-cutting illustration</li> <li>13. Reflection</li> </ol>
<b>Activities</b>	<b>Instructions</b>
Activity I: Thought for the Day  Activity II: 1-minute time awareness exercise	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Managing my time at work can help me to ...".</p> <ol style="list-style-type: none"> <li>1. Ask trainees to put away their phones or watches. Tell them to close their eyes and the trainer will start the timer at the count of 3. Then whenever they feel that 1 minute is up, they should raise their hands.</li> <li>2. Debrief: Trainees will raise their hands at various times. This shows how trainees view time differently. At the end of this activity, trainees will have a better idea of their own awareness of time.</li> </ol>

Activities	Instructions
<p>Activity III: Brainstorming: Why is time management important?</p>	<ol style="list-style-type: none"> <li>1. Facilitate a brainstorming session with the trainees on the importance of time management. Trainer could ask trainees to discuss in pairs first.</li> <li>2. List all suggestions on the whiteboard.</li> </ol>
<p>Activity IV: Explanation: The importance of time management at the workplace</p>	<p>Discuss the importance of time management (AppointmentPlus, 2015):</p> <ul style="list-style-type: none"> <li>• Time is limited.</li> <li>• Allows us to accomplish more with less effort.</li> <li>• Reduces stress.</li> <li>• Higher quality of work.</li> <li>• Cultivates discipline.</li> </ul>
<p>Activity V: Introduction: Five tips for effective time management at the workplace</p>	<p>Introduce five tips for effective time management at the workplace:</p> <ol style="list-style-type: none"> <li>a. Start with the right attitude.</li> <li>b. Understand your responsibilities at work (Fulton &amp; Silva, 2015).</li> <li>c. Set priorities: <ol style="list-style-type: none"> <li>i. Plan your day using a “to-do list” (Activity VI).</li> <li>ii. Decide on urgency and importance (Activity VII).</li> <li>iii. Avoid distractions (Activity VIII).</li> </ol> </li> <li>d. Be organised (Activity IX &amp; X).</li> <li>e. Plan your schedule (Activity XI).</li> </ol>
<p>Activity VI: Briefing: “To-do list” assignment</p>	<ol style="list-style-type: none"> <li>1. Show Handout <i>CD 7a: To-do List</i> to explain further on Tip C (i): <i>Plan your day using a “to-do list”</i>.</li> <li>2. Inform trainees that Tip C (i) has been emailed to them. Instruct them to use this list to keep track of their work during practical training. Trainer demonstrates how they can use the “to-do list”.</li> </ol>

Activities	Instructions
<p>Activity VII: Case study: Learn to prioritise</p>	<ol style="list-style-type: none"> <li>1. Use the following scenario to discuss Tip C (ii): <i>Decide on urgency and importance.</i> <p style="margin-left: 40px;">Upon arriving at the office, Jason found out that his handphone is not working and he has to attend a full-day training that day. What should be his priority?</p> </li> <li>2. Use the Eisenhower Matrix available online to explain how to determine the urgency and importance of tasks.</li> <li>3. Ask trainees to work individually to help Sarah be organised and complete her task on time. Refer to Handout <i>CD 7a: Case Study: Learn to Prioritise.</i></li> </ol>
<p>Activity VIII: Individual assignment: Avoid distractions</p>	<ol style="list-style-type: none"> <li>1. Instruct trainees to complete Handout <i>CD 7a: Avoid Distractions</i> for Tip C (iii) <i>Avoid distractions:</i> <ul style="list-style-type: none"> <li>• What are some potential distractions you may face at the workplace?</li> <li>• What are the consequences of these potential distractions?</li> <li>• What should you do to avoid these distractions?</li> </ul> </li> <li>2. Share with trainees some common Internet distractions at work and the steps to overcome them (WikiHow &amp; Rube, 2019) after completing Handout <i>CD 7a: Avoid Distractions.</i> <p style="margin-left: 40px;">Some steps to overcome Internet distractions:</p> <ul style="list-style-type: none"> <li>• Block the websites that attract you</li> <li>• Schedule your Internet time</li> <li>• Disable the Internet connection if your work doesn't require it</li> <li>• Get assistance from your supervisor/buddies</li> <li>• Keep your phone out of sight during work</li> </ul> </li> <li>3. Conclude with, "Setting priorities enables one to be efficient not only at work, but also in life, to help one live purposefully and meaningfully."</li> </ol>

Activities	Instructions
<p>Activity IX: Video analysis: <i>MasterChef US</i> Season 8, Episode 20: The Finale 1</p>	<ol style="list-style-type: none"> <li>1. Play the first part of the video (<a href="https://www.youtube.com/watch?v=WNVyi0hLJ_k">https://www.youtube.com/watch?v=WNVyi0hLJ_k</a>), from 9:30 - 30:00 minutes for Tip D: <i>Be Organised</i>.</li> <li>2. Ask trainees to analyse the video by answering the following questions: <ul style="list-style-type: none"> <li>• How did Jason, Dino and Eboni perform in this finale?</li> <li>• How do you keep calm and organised in such a stressful situation?</li> </ul> </li> <li>3. Conclude the video analysis by emphasising the importance of good time management and organisational skills to help us keep calm and complete our mission within a short time frame.</li> </ol>
<p>Activity X: Game: Where is the Ace of Spades?</p>	<p>Ask two trainees to volunteer for this game. Inform the whole class that these two volunteers will be racing to look for the Ace of Spades from their own pile. They will have to flip the deck over to see who gets the ace first. What they don't know is that trainer had pre-arranged the decks accordingly. One deck will have all of the cards organised from aces to kings. The other deck will be mixed up. This correlates to organisation and time management. Both trainees have the same cards and resources, but the trainee with organisational skills will get the required card faster. This game is to remind trainees of the importance of being organised.</p>
<p>Activity XI: Briefing: Plan your schedule</p>	<p>Inform trainees that from time to time, they have to learn to record important events in their planner for Tip E: <i>Plan your schedule</i>. Trainer shows examples of how he/she has been using the planner and provides some important dates for trainees to mark on their planners.</p>
<p>Activity XII: Ribbon-cutting illustration</p>	<ol style="list-style-type: none"> <li>1. Gather trainees and show them a ribbon that is 100 centimetres long. Each centimetre represents a year. Cut it until the length equals the average lifespan. Then, trim away the group's average age to show the time remaining in that lifespan.</li> <li>2. Repeat the cutting process for things like family time, sleep, and other non-work obligations. At the end of the time management activity, you will have a short ribbon left. This provides the perspective that there is very little time left for work, and how time should be maximised.</li> </ol>

Activities	Instructions
	<ol style="list-style-type: none"> <li>3. Conclude by sharing that time is precious, and it is our responsibility to spend our time wisely in completing assigned tasks. This will make us productive and valuable employees.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What are the five tips for effective time management at the workplace?</li> <li>2. How do you set priorities?</li> <li>3. Which areas do you need to improve in time management?</li> </ol>

## References

- AppointmentPlus. (2015, October 15). *Why time management is important*. Retrieved from <https://www.appointmentplus.com/blog/why-time-management-is-important/>.
- Cambridge Dictionary. (2017). *Meaning of prioritize in English*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/prioritize?q=prioritise>.
- Fulton, L., & Silva, R. (2015). *The Transition Curriculum (Vol. 3: Life Management)* (pp. 110-111). Santa Barbara, California: The James Stanfield Company.
- WikiHow & Rube, T. (2019, September 19). *How to overcome Internet addiction*. Retrieved from <https://www.wikihow.com/Overcome-Internet-Addiction>.

# Handout CD 7a: To-do List

## To-do List

Date	Tasks	Due Date	Done?
Example: 15/11/19	<ol style="list-style-type: none"><li>1. Compile monthly report &amp; send out to the team</li><li>2. File purchase order</li><li>3. Check email</li><li>4. Enter data for purchase order</li></ol>	By 4.30 p.m. By Lunch Ongoing By Today	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Handout CD 7a

## Case Study: Learn to Prioritise

### Case Study: Learn to Prioritise

Prioritise means to decide which of a group of things is the most important so that you can deal with them first. (*Cambridge Dictionary*, 2017)

Sarah has a problem! She has many tasks to be done by today. Her working hours are from 8.30 a.m. to 5.30 p.m.

She always cannot complete her work as she takes frequent breaks and chats with her colleagues. Sometimes, she can chat for 20 minutes. Please help her to organise her tasks so that she can get them done in time.

Her tasks are:

- Check and reply emails (must be done twice a day: when she arrives at work and before she goes home)
- Enter data for Purchase Order (PO) (by 12.30 p.m.)
- Enter data for Newspaper Archive (by 5.30 p.m.)
- File 10 sets of Purchase Order (by 10 a.m.)
- Scan reports (50 pages) (by 2 p.m.)
- Type minutes of meeting and email it to the team (by 4 p.m.)

Please arrange the tasks in order:

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



What are the things that she shouldn't do to save time?

---

If the task needs to be done by today and she hasn't finished by 5.30 p.m., what should she do?

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# Handout CD 7a

## Avoid Distractions

### Avoid Distractions

What are some potential distractions you may face at the workplace?

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

What are the consequences of these potential distractions?

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

What should you do to avoid these distractions?

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

# CD 8a

## MAINTAINING WORK-LIFE BALANCE PLAN YOUR FREE TIME

### Objectives

By the end of the session, trainees will be able to:

1. Examine the way they use their free time currently.
2. Consider a range of things they can do during their free time.

Suggested Duration	Teaching Approach
10 minutes 20 minutes	1. Thought for the Day 2. Sharing: The benefits of work-life balance and ideas on planning your free time
15 minutes 15 minutes 10 minutes	3. Individual assignment: My life schedule 4. Group discussion: Planning my free time 5. Reflection
(Total: 70 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "I like to spend my free time ...".
Activity II: Sharing: The benefits of work-life balance and ideas on planning your free time	<ol style="list-style-type: none"> <li>1. Explain the following: What is work-life balance and why is it important?  Work-life balance is proper prioritising between "work" (career and ambition) and "lifestyle" (health, pleasure, leisure, family and spiritual development/meditation) (Wang, 2015).  Importance of work-life balance (Wedgwood, 2019): <ul style="list-style-type: none"> <li>• Reduce chances of job burnout</li> <li>• Increase focus at home and at work</li> <li>• Experience fewer health problems</li> </ul> </li> <li>2. Gather feedback from trainees on the following questions: <ul style="list-style-type: none"> <li>• How much free time do I have per day?</li> <li>• How many activities I can or want to do during my free time?</li> <li>• Do I use my free time wisely?</li> </ul> </li> <li>3. Play a video to provide some ideas on how to plan your free time (<a href="https://www.youtube.com/watch?v=d9W2GO1LhP4">https://www.youtube.com/watch?v=d9W2GO1LhP4</a>).</li> </ol>
Activity III: Individual assignment: My life schedule	<ol style="list-style-type: none"> <li>1. Get trainees to complete Handout <i>CD 8a: My Life Schedule</i> by recording the average time they spend on eating, sleeping, working and personal time on weekdays and weekend using a pie chart. Trainer to share an example before trainees begin the assignment on their own.</li> <li>2. Get trainees to share their life schedule.</li> </ol>
Activity IV: Group discussion: Planning my free time	<ol style="list-style-type: none"> <li>1. Divide trainees into two groups. Ask them to list down activities or things they can do during their free time.</li> <li>2. Invite feedback from each group.</li> <li>3. Ask trainees to refer to Handout <i>CD 8a: Planning My Free Time</i> (Fulton &amp; Silva, 2015) for additional tips and to complete the handout by selecting their preferred choices.</li> </ol>

Activities	Instructions
	4. Conclude by sharing a tragedy that happened in 2013 as a result of computer addiction, to convey the message that we must have a balance in life. (Link to article: <a href="https://www.thestar.com.my/news/nation/2013/11/06/computer-addiction-ends-in-tragedy-23yearold-found-slumped-over-the-keyboard-in-front-of-his-compute/">https://www.thestar.com.my/news/nation/2013/11/06/computer-addiction-ends-in-tragedy-23yearold-found-slumped-over-the-keyboard-in-front-of-his-compute/</a> .)
Summary	Reflection
	1. Why is planning personal free time important? 2. How do you maintain work-life balance?

## References

- Fulton, L., & Silva, R. (2015). *The Transition Curriculum (Vol. 3: Life Management)* (pp. 76-77, 80). Santa Barbara, California: The James Stanfield Company.
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- Yeoh, W. (2013, November 6). *Computer addiction ends in tragedy*. Retrieved from <http://www.thestar.com.my/news/nation/2013/11/06/computer-addiction-ends-in-tragedy-23yearold-found-slumped-over-the-keyboard-in-front-of-his-compute/#E0erECV2yEhTgZJ4.99>.

# Handout CD 8a

## My Life Schedule

### My Life Schedule

List down the average time you spend on eating, sleeping, working and leisure activities.

1. Weekdays (Monday - Friday)

2. Weekends (Saturday and Sunday)

3. Have you spent your time wisely? Is there any time wasted?

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# Handout CD 8a

## Planning My Free Time

### Activities I Can Do During Free Time

Instruction: Tick all your preferred choices.

#### Fun & Play Activities

- |   |  |
|---|--|
| <input type="checkbox"/> Shopping                         | <input type="checkbox"/> Going to the cinema           |
| <input type="checkbox"/> Walking around the shopping mall | <input type="checkbox"/> Going for a train ride        |
| <input type="checkbox"/> Going out to eat                 | <input type="checkbox"/> Playing video games           |
| <input type="checkbox"/> Listening to music               | <input type="checkbox"/> Watching TV, YouTube or anime |
| <input type="checkbox"/> Going to karaoke                 | <input type="checkbox"/> Hanging out with friends      |
| <input type="checkbox"/> Surfing the Internet             | <input type="checkbox"/> Bowling                       |

#### Exercise & Physical Activities

- |  |   |
|--|---|
| <input type="checkbox"/> Swimming      | <input type="checkbox"/> Playing badminton  |
| <input type="checkbox"/> Going for gym | <input type="checkbox"/> Jogging or walking |
| <input type="checkbox"/> Cycling       | <input type="checkbox"/> Playing soccer     |
| <input type="checkbox"/> Hiking        | <input type="checkbox"/> Gardening          |

#### Solitude & Reflection

- |  |   |
|--|---|
| <input type="checkbox"/> Writing a journal                         | <input type="checkbox"/> Spending time in nature        |
| <input type="checkbox"/> Praying and developing personal spiritual | <input type="checkbox"/> Attending religious activities |

#### Learning & Productive Activities

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Attending music class      | <input type="checkbox"/> Reading books                    | <input type="checkbox"/> Baking                       |
| <input type="checkbox"/> Attending language classes | <input type="checkbox"/> Playing musical instrument       | <input type="checkbox"/> Attending motivational talks |
| <input type="checkbox"/> Collecting favourite items | <input type="checkbox"/> Doing arts and crafts            | <input type="checkbox"/> Cooking                      |
| <input type="checkbox"/> Drawing                    | <input type="checkbox"/> Visiting a museum or art gallery |   |

Other activities that I can do during my free time:

---

# CD 8b

## MAINTAINING WORK-LIFE BALANCE QUALITY LEISURE ACTIVITIES

### Objectives

By the end of the session, trainees will be able to:

1. Understand the benefits of quality leisure activity.
2. Selectively plan their leisure activities.
3. Practise healthy creative ideas in planning family-friendly leisure activities.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 10 minutes 20 minutes 10 minutes  (Total: 50 minutes)	<ol style="list-style-type: none"><li>1. Thought for the Day</li><li>2. Discussion: The qualities of leisure activities</li><li>3. Group discussion: Planning family-friendly leisure activities</li><li>4. Reflection</li></ol>



Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Leisure activities will...".
Activity II: Discussion: The qualities of leisure activities	<p>Discuss the following: Benefits of quality leisure activities, accessing more information on leisure activities, and considerations when planning for leisure activities.</p> <p>Benefits of quality leisure activities:</p> <ul style="list-style-type: none"> <li>• Enhanced immune system</li> <li>• Improved flexibility</li> <li>• Improved memory</li> <li>• Reduced stress</li> <li>• Improved self-esteem</li> <li>• Improved sleep quality</li> </ul> <p>Additional information on leisure activities:</p> <ul style="list-style-type: none"> <li>• <a href="http://eatdrinkkl.blogspot.com/">http://eatdrinkkl.blogspot.com/</a></li> <li>• <a href="https://www.timeout.com/kuala-lumpur/kids/12-free-things-to-do-in-kl-with-your-family">https://www.timeout.com/kuala-lumpur/kids/12-free-things-to-do-in-kl-with-your-family</a></li> </ul> <p>Things to consider:</p> <ul style="list-style-type: none"> <li>• Everyone's interest</li> <li>• Budget</li> <li>• Transportation arrangement</li> </ul>
Activity III: Group discussion: Planning family-friendly leisure activities	<ol style="list-style-type: none"> <li>1. Divide trainees into groups of three or four. Ask them to plan a family-friendly leisure activity for a weekend.</li> <li>2. Remind trainees to consider the following aspects when planning a family friendly leisure activity: Everyone's interest, budget and transportation arrangement.</li> <li>3. Invite each group to present their using the flipchart.</li> </ol>

Summary	Reflection
	<ol style="list-style-type: none"><li data-bbox="412 302 982 331">1. Why are quality leisure activities important?</li><li data-bbox="412 335 1058 364">2. Do you know how to spend your free time wisely?</li></ol>

## References

Eat Drink KL. (n.d.). *Eat Drink KL: Kuala Lumpur's essential restaurant reviews*. Retrieved from <http://eatdrinkkl.blogspot.com/>.

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# CD 9a

## MONEY MANAGEMENT

### BUDGET PLANNING

#### Objectives

By the end of the session, trainees will be able to:

1. Plan their monthly budget.
2. Set achievable savings goals.
3. Restate strategies to keep their money safe.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 5 minutes	1. Thought for the Day 2. Survey: Current money management strategies and understanding budgeting
10 minutes 20 minutes 10 minutes 15 minutes 10 minutes	3. Discussion: 1 <sup>st</sup> step of budgeting - identify needs vs wants 4. Discussion: 2 <sup>nd</sup> step of budgeting - set goals 5. Discussion: 3 <sup>rd</sup> step of budgeting - track spending 6. Discussion: The 3 steps to keep your money safe 7. Reflection
(Total: 80 minutes)	

Activities	Instructions
<p>Activity I: Thought for the Day</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Money management is important because...".</li> <li>2. Discuss that money management helps to avoid overspending, reduces anxiety, prepares one for emergencies, achieves goals and manages one's finances.</li> </ol>
<p>Activity II: Survey: Current money management strategies and understanding on budgeting</p>	<ol style="list-style-type: none"> <li>1. Invite trainees to share their responses to the following questions: <ul style="list-style-type: none"> <li>• What are your current money management strategies?</li> <li>• Who has problems with money management?</li> <li>• What is budgeting?</li> </ul> </li> <li>2. Ask trainees to refer to Handout <i>CD 9a: Budget Planning</i> to debrief them on the definition of budgeting (quoted from Merriam-Webster, 2019).</li> </ol>
<p>Activity III: Discussion: 1<sup>st</sup> step of budgeting - needs vs wants</p>	<ol style="list-style-type: none"> <li>1. Introduce the three steps of budgeting: <ul style="list-style-type: none"> <li>• Differentiate between needs and wants</li> <li>• Set goals</li> <li>• Track spending</li> </ul> </li> <li>2. Ask trainees to complete Activity 1 in Handout <i>CD 9a: Budget Planning</i>, which requires them to list down or draw their needs and wants in the table provided.</li> <li>3. Invite responses from the trainees upon completion of Activity 1.</li> <li>4. Explain that it is important to prioritise needs first.</li> </ol>
<p>Activity IV: Discussion: 2<sup>nd</sup> step of budgeting - setting goals</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the importance of spending within one's means.</li> <li>2. Use Handout <i>CD 9a: Budget Planning</i> - the steps to setting goals: <ul style="list-style-type: none"> <li>• Identify income and allowance</li> <li>• Identify monthly expenses and savings goals</li> <li>• Make adjustment to spending habits</li> </ul> </li> <li>3. Instruct trainees to apply the steps by completing Activity 2 in Handout <i>CD 9a: Budget Planning</i>. Create a set of presentation slides to provide a sample as a reference for trainees.</li> <li>4. Ask trainees to complete the 2<sup>nd</sup> part of the activity in which they have to make their wish list for the year.</li> </ol>

Activities	Instructions
<p>Activity V: Discussion: 3<sup>rd</sup> step of budgeting – track spending</p>	<p>5. Guide trainees to determine their saving goals and to list down their action plan to achieve those goals.</p> <p>1. Explain to trainees the importance of keeping a record of one’s expenses.</p> <p>2. Invite each trainee to share his/her personal experiences in tracking their spending; list down their responses on a whiteboard.</p> <p>3. Ask trainees to complete Activity 3 in Handout <i>CD 9a: Budget Planning</i> when everyone has done their sharing. They have to list down methods that they are going to use to keep track of their expenses.</p>
<p>Activity VI: Discussion: Three steps to keep your money safe</p>	<p>1. Introduce three strategies to keep money safe using Handout <i>CD 9a: Budget Planning</i>. Ask trainees to refer to Handout <i>CD 9a</i> for Activities 4a–4c mentioned below:</p> <ul style="list-style-type: none"> <li>• Protect your private information.</li> <li>• Create a strong password.</li> <li>• Beware of scams.</li> </ul> <p>2. Ask trainees to list down some important private information to be kept safe for the 1<sup>st</sup> strategy (Activity 4a).</p> <p>3. Get trainees to share their input in class.</p> <p>4. Present a case study using Activity 4b for the 2<sup>nd</sup> strategy.</p> <p>5. Explain that a scam is an illegal trick, usually with the purpose of getting money from people (<i>Collins Dictionary, 2018</i>). Show a video on common scams in Malaysia (<a href="https://www.youtube.com/watch?v=rINeLpkDNVY">https://www.youtube.com/watch?v=rINeLpkDNVY</a>).</p> <p>6. Discuss strategies to handle scam using Activity 4c. For example, the usual approach to handle a lottery scam is to ignore the person and to leave the place immediately.</p> <p>7. Conclude that it is important to learn how to budget and to save up for the future.</p>

Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why is money management important?</li> <li>2. What are the steps involved in budgeting?</li> <li>3. How do you keep your money safe?</li> <li>4. Have you been spending your money wisely?</li> </ol>

## References

- Collins. (2018). *Definition of 'scam'*. Retrieved from <https://www.collinsdictionary.com/dictionary/english/scam>.
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# Handout CD 9a: Budget Planning

## Introduction

Poor money management often results in overspending, stress and anxiety over not having sufficient money to survive, broken relationships, and many other consequences. Sometimes, unexpected expenses can be incurred, such as when your car breaks down or your phone is stolen.

Thus, it is crucial to learn budgeting to save for emergencies and important goals.

## What is Budgeting?

A plan used to decide the amount of money that can be spent and how it will be spent (*Merriam-Webster, 2018*)

## How do You Start?

1. Differentiate between Needs and Wants

Activity 1: Needs vs Wants

List down or draw your needs and wants in the table below.

Needs	Wants

It is strongly recommended to spend on your NEEDS first, then your WANTS. Then, you can think about how you can achieve other short-term and long-term goals.

## 2. Set Goals

It is always advisable to spend within your means. These are the steps to set your goals.

- a. Identify how much you have, which is usually either from your income or allowance.
- b. Identify your monthly expenses and saving goals. When you subtract your monthly expenses from your monthly income, you will know the total amount you have left for savings.
- c. Use your savings to meet your goals, whether short-term or long-term, such as buying a laptop. You can always further adjust your spending habits (expenses) to achieve your set goals, for instance, to reduce frequency of eating out. (*Note: Always consider your NEEDS first.*)

### Activity 2: My Budget

List down your budget based on your current situation.

Date: \_\_\_\_\_

<b>Monthly Income</b>	<b>RM</b>
Salary	
Allowance	
Others	
<b>Total Income (A)</b>	
<b>Monthly Expenses</b>	
Food	
Transportation	
Entertainment (e.g. movies, sports, outings, etc.)	
<b>Total Expenses (B)</b>	
<b>Total Savings (A - B)</b>	



What do you plan to spend your savings on this year?

Items	Estimated Cost (RM)	Needs / Wants

How much money do you want to save per month? RM \_\_\_\_\_

What will you do to meet your savings goals? (List at least two ways)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

### 3. Track Spending

Once you have set your budget, it is important to review it from time to time as your life circumstances might change, such as changing to a new job. One good practice is to record your expenses. This step will bring you closer to meeting your goals and avoid overspending.

There are various methods and tools to help you record your expenditure, such as spending tracker apps, Excel worksheets, notebooks, and others. Choose the method you are most comfortable with.

Activity 3:

Everyone takes a turn to share how he/she has been tracking his/her spending. Based on what your peers shared, write down a method that you find interesting and would like to try out.

# How to Keep Your Money Safe?

With your budget in place, it is also important to work on keeping your money safe, as there are many reported cases of people losing their money.

## 1. Protect Your Private Information

Activity 4a:

List down important private information to be kept safe.

## 2. Create a Strong Password

A strong password should include a combination of upper-case and lower-case letters, numbers and symbols. Ensure your password is not easily identified by others.

Activity 4b:

What should you do if you forget to log out of your online banking account when using a public computer?

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## 3. Beware of Scams

Activity 4c:

A scam is \_\_\_\_\_

What are the usual approaches used by scammers?

Usual approaches	How to handle?

# CD 9b

## MONEY MANAGEMENT

### BEING A SMART CONSUMER

#### Objectives

By the end of the session, trainees will be able to:

1. Differentiate between affordable and non-affordable spending.
2. Make comparisons before spending.
3. Suggest ways to save money.

Suggested Duration	Teaching Approach
10 minutes 20 minutes 30 minutes	1. Thought for the Day 2. Discussion: The first technique of a smart consumer - reality check 3. Discussion: The second technique of a smart consumer - comparison shopping
20 minutes	4. Discussion: The third technique of a smart consumer - survey on discounts and privileges
10 minutes 10 minutes	5. Action plan development: money management 6. Reflection
(Total: 100 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "My favourite free time activity is ...".
Activity II: Discussion: First technique of a smart consumer - reality check	<ol style="list-style-type: none"> <li>1. Use Handout <i>CD 9b: Being a Smart Consumer</i> to share the three techniques to make a wise spending decision. <ul style="list-style-type: none"> <li>• Reality check</li> <li>• Comparison shopping</li> <li>• Survey of discounts and privileges</li> </ul> <p>There are activities for each technique to enhance trainees' understanding. Refer to Handout <i>CD 9b: Being a Smart Consumer</i>, Activity 1a.</p> </li> <li>2. Ask trainees to reflect on basic questions asked to make better spending decisions (Activity 1a). Some of these questions include: <ul style="list-style-type: none"> <li>• Do I really need it?</li> <li>• Is it worth it and affordable?</li> <li>• Where else could I use this money?</li> </ul> </li> <li>3. Ask trainees to complete Activity 1b by listing down their usual free-time activities and to analyse which activities can be reduced.</li> </ol>
Activity III: Discussion: Second technique of a smart consumer - comparison shopping	<ol style="list-style-type: none"> <li>1. Ask trainees to write down factors to be considered when shopping for Activity 2a.</li> <li>2. Invite feedback from everyone.</li> <li>3. Debrief trainees that key factors to be considered are cost, brands, quality, functions or features.</li> <li>4. Divide trainees into two groups. Ask them to plan their grocery list based on the budget given within 20 minutes. Refer to Activity 2b in Handout <i>CD 9b</i>.</li> <li>5. Invite each group to present their grocery list, menu and total amount spent. Affirm trainees for being able to spend within the budget.</li> <li>6. Explain that it is important to consider needs first and to learn to make comparisons.</li> </ol>

Activities	Instructions
<p>Activity IV: Discussion: Third technique of a smart consumer – survey of discounts and privileges</p> <p>Activity V: Action plan development: Money management</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to list down common discounts and privileges and to work on Christine’s case study (Activity 3 in Handout <i>CD 9b</i>).</li> <li>2. Encourage everyone to share their input.</li> <li>3. Create a set of presentation slides to explain some common discounts and privileges, i.e., membership card, loyalty card, cash or gift vouchers, gift cards, promotions, birthday month privileges and movie discounts.</li> <li>4. Explain to trainees the importance of understanding the terms and conditions of these promotions and discounts. Not all vouchers and promotions are beneficial to them.</li> </ol> <ol style="list-style-type: none"> <li>1. Distribute handout <i>CD 9b: Action Plan on Money Management</i>. Ask trainees to identify their areas for improvement based on what they have learnt from <i>CD 9a</i> and <i>CD 9b</i>.</li> <li>2. Guide them to develop their action plan.</li> <li>3. Encourage trainees to discuss their action plan with their respective job coaches and to monitor their progress for the next two months.</li> <li>4. Conclude with this statement: Think before spending and it will help you to spend wisely and to save for the future.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What are affordable and non-affordable items to you?</li> <li>2. What should you do when you go shopping next time?</li> <li>3. What can you do to save more money?</li> </ol>

## Reference

Visa (2017). *Your money, your future: A practical money guide for students*. Retrieved from [https://www.practicalmoneyskills.com/assets/downloads/pdfs/Your\\_Money\\_Your\\_Future.pdf](https://www.practicalmoneyskills.com/assets/downloads/pdfs/Your_Money_Your_Future.pdf).

# Handout CD 9b

## Being a Smart Consumer

### Introduction

Many would agree that they have spent money on something, which they regretted later. It is important to apply some techniques to make a wise spending decision. Three techniques will be discussed in this session: reality check, comparison shopping, and survey of discounts and privileges.

#### 1. Reality Check

##### Activity 1a: Reality-Check Questions

What questions should you ask yourself to make better spending decisions?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

##### Activity 1b: Is it Affordable?

List down free-time activities you usually engage in, and how much money and how regularly you spend on each.

Free-time activities	Cost (RM)	Frequency (How often?)

Are there any activities that you will try to reduce to avoid overspending?

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## 2. Comparison Shopping

It is important to consider several factors when shopping.

### Activity 2a: Comparison Shopping

What are some factors to consider when shopping?



### Activity 2b: Grocery Shopping for Christmas Dinner Gathering

Each group will be given RM250 to do grocery shopping for a Christmas dinner gathering for 10 pax.

Each group is required to decide on their grocery list by referring to Tesco Online Malaysia: <https://eshop.tesco.com.my/groceries/en-GB/>.

Trainees will have 20 minutes to finalise the list and each group will take turns to present their discussion outcome.

Budget: RM250

Grocery List	Cost (RM)
Total amount spent	

Always consider needs first. Be a smart consumer by comparing the manufacturer, product brand, quality, cost and quantity.

### 3. Survey of Discounts and Privileges

Retailers have been using discounts and privileges as one of the strategies to attract customers. This is often observed during festive seasons or year-end. Before spending on something, it is always good to check whether there are discounts or privileges.



#### Activity 3: Discounts and Privileges

What are some common discounts and privileges?

Christine loves watching movies and she has a Citibank credit card. What is your recommendation to her?

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*Note: Please do not spend on something just for the sake of the discount. Ask yourself reality-check questions before spending.*



# *Handout CD 9b*

## *Action Plan on Money Management*

### Action Plan on Money Management

I need to improve in the following areas:

- Differentiating between needs and wants
- Budgeting
- Keeping my money safe
- Comparison shopping
- Surveying on discounts and privileges
- Keeping track of my expenses
- Using the ATM
- Using Internet banking
- Others: \_\_\_\_\_

My action plan is:

# CD 10a

## TRAVELLING INDEPENDENTLY PUBLIC TRANSPORT AND PERSONAL SAFETY

### Objectives

By the end of the session, trainees will be able to:

1. List down rules for safety and etiquette when travelling.
2. Plan their journey using public transport.
3. Determine the most suitable and cost-effective public transport option for a field trip.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
10 minutes 15 minutes 15 minutes	1. Thought for the Day 2. Introduction: Public transport system in Malaysia and personal safety 3. Group discussion: Getting to main attractions, rules for safety and etiquette
40 minutes 5 minutes	4. Group discussion and presentation: Field trip proposal 5. Reflection
(Total: 85 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: “My experience of taking public transport in Malaysia is ...”.
Activity II: Introduce public transport system in Malaysia and personal safety	<ol style="list-style-type: none"> <li>1. Ask trainees to share what types of public transport are available in Malaysia and which one(s) they are most familiar with.</li> <li>2. Create a set of presentation slides to introduce the following: <ul style="list-style-type: none"> <li>• Public transport options</li> <li>• Benefits of taking public transport</li> <li>• Rapid KL concession card for persons with disabilities (PWDs/ OKU)</li> <li>• Deals and promotions</li> <li>• Useful websites on public transport in the Klang Valley</li> <li>• Personal safety in public environment</li> </ul> </li> <li>3. Explain further on the important features of the MyRapid website: <ul style="list-style-type: none"> <li>• My Journey Planner</li> <li>• Klang Valley Integrated Transit Map</li> <li>• Etiquette while travelling</li> <li>• Fares and payment</li> </ul> </li> <li>4. Introduce the Moovit app to access information on bus and train schedules as well as route maps.</li> </ol>
Activity III: Group discussion: Getting to main KL attractions, rules for safety and etiquette	<ol style="list-style-type: none"> <li>1. Distribute a train map (refer to the appendix) to every trainee. Explain the different routes by using the map and the main interchange stations.</li> <li>2. Based on the map given, ask trainees to identify how to get to the following main KL attractions in their group: Mid Valley, Pavilion, Berjaya Times Square, and KLCC.</li> <li>3. Ask trainees to discuss rules for safety and etiquette while travelling by public transport.</li> <li>4. Invite each group to present the outcome of their discussion.</li> <li>5. Create a set of presentation slides on information of main interchange stations: Masjid Jamek, KL Sentral, Hang Tuah and Bandar Tasik Selatan. Debrief trainees using the slides.</li> </ol>

Activities	Instructions
Activity IV: Group discussion and presentation: Field trip proposal	<ol style="list-style-type: none"> <li>1. Distribute Handout <i>CD 10a: Field Trip Proposal</i>.</li> <li>2. Ask trainees to discuss the field trip proposal for the following day based on the guidelines given in Handout <i>CD 10a</i>.</li> <li>3. Invite each group to present their proposal and ask everyone to vote for the best one.</li> <li>4. Create a set of presentation slides for the public transportation outing checklist:               <ul style="list-style-type: none"> <li>• Transportation card (e.g. Touch 'n Go, Rapid PWD/OKU concession card) and cash</li> <li>• Attire: Smart casual (no shorts and slippers), comfortable shoes</li> <li>• To get down at the right station</li> <li>• Stay with your group</li> <li>• Follow all safety rules</li> </ul> </li> <li>5. Distribute the disclaimer form (pages 277-278) to trainees to sign and for their parents to acknowledge. They are required to return the form to the trainer before leaving for the outing the following day.</li> </ol> <p><b>Additional Notes:</b>  <i>*Field trip approach to be designed according to trainees' needs. Refer to Handout CD 10b for further details.</i></p>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What are the benefits of taking public transport?</li> <li>2. What are the safety rules and etiquette while travelling by public transport?</li> </ol>

## References

- Moovit. (n.d.). *Kuala Lumpur, Malaysia*. Retrieved from [https://moovitapp.com/index/en/public\\_transit-Kuala\\_Lumpur-1082](https://moovitapp.com/index/en/public_transit-Kuala_Lumpur-1082).
- MyRapid. (n.d.). *How to travel with us?* Retrieved from <https://www.myrapid.com.my/traveling-with-us/how-to-travel-with-us>.

# Handout CD 10a

## Field Trip Proposal

### Field Trip Proposal

A field trip has been scheduled tomorrow. The purpose of the field trip is as follows:

1. To gain exposure in taking public transport in Kuala Lumpur
2. To enhance friendship amongst EA trainees through the field trip

In your respective groups, you are required to discuss a field trip proposal to meet the objectives above. In your proposal, please include the following:

- Destination
- Purpose
- Public transport option
- Cost (RM)
- Lunch venue
- Time spent in each destination

*\*Please remember to include the Pasar Seni station. Depart from the Enabling Academy at 9.30 a.m.*

Sample Proposal:

No.	Destination	Purpose	Public Transport Option	Cost (RM)	Suggested Time Spent
<b>Total</b>					

Note: This Is a Sample Disclaimer Form

## Disclaimer Form

The Enabling Academy (EA), as part of its programme to broaden the exposure of the trainees to public transport in conjunction with Course 1 topic *CD 10 - Travelling Independently*, will be arranging a field trip for the EA trainees to (Name of place) on ... (Date) from **9 a.m.** to **4 p.m.** By signing this form, you have agreed to the following:

1. You shall comply with all safety rules and be responsible for your own conduct at all times.
2. You are fully aware that you are participating in this field trip at your own risk.
3. The Enabling Academy, Yayasan Gamuda and/or Gamuda Berhad and/or any of the trainers and/or its employees shall not be liable for any accidents happening, injuries, loss (including loss of life), liability and/or damages which may be suffered by you whether by reason or as a consequence of or howsoever arising from or in connection with your participation in the field trip.
4. You shall indemnify the Enabling Academy, Yayasan Gamuda and/or Gamuda Berhad and/or any of the trainers and/or employees against any actions, suits proceedings, claims, demands, fines, penalties, costs and expenses (including but not limited to legal costs on solicitor and client basis) which may be brought or made against or incurred by the Enabling Academy, Yayasan Gamuda and/or Gamuda Berhad and/or any of the trainers and/or employees in any way whatsoever arising or as a result of you breaching any of the terms herein.
5. These terms shall be construed, governed and interpreted in accordance with the laws of Malaysia and shall be subjected to the exclusive jurisdiction of the courts in Malaysia.
6. If any part of these terms is determined by any court or other competent authority to be unlawful and/or unenforceable, the other parts of these terms shall continue in effect.
7. These terms shall be binding on your successors, heirs and personal representatives and permitted assigns.

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I hereby accept and confirm the terms and conditions as set out above and agree to participate in the field trip.

Signature: \_\_\_\_\_

Trainee's Name: \_\_\_\_\_

Trainee's NRIC No: \_\_\_\_\_

### Parent/Guardian's Consent and Waiver

I/We declare having carefully read and understood the above terms and conditions in its entirety and grant permission for my child/ward to participate in this field trip under the above terms and conditions. I/We hereby agree to waive any claims for liability against the Enabling Academy, Yayasan Gamuda and/or Gamuda Berhad and/or any of the trainers and/or employees for any accidents happening, injuries, loss (including loss of life), liability and/or damages which may be suffered by our child/ward whether by reason or as a consequence of or howsoever arising from or in connection with his/her participation in the field trip. I/We hereby confirm that we give our consent for our child/ward to sign this Disclaimer Form.

Name of Parent/Guardian : \_\_\_\_\_

NRIC No. : \_\_\_\_\_

Tel. No. in Case of Emergency : \_\_\_\_\_

Signature : \_\_\_\_\_

Date : \_\_\_\_\_





# CD 10b

## TRAVELLING INDEPENDENTLY

### FIELD TRIP

#### Objectives

By the end of the session, trainees will be able to:

1. Apply safety rules and etiquette while travelling by public transport.
2. Choose suitable and cost-effective public transportation options to get to a destination.
3. Identify their own areas for improvement while travelling by public transport.

<b>Suggested Duration</b>	<b>Teaching Approach</b>
5 minutes 400 minutes 15 minutes (next day) 15 minutes (next day) 5 minutes (next day)  (Total: 440 minutes)	<ol style="list-style-type: none"><li>1. Short briefing of field trip</li><li>2. Field trip for trainees with support from job coaches</li><li>3. Field trip reflection</li><li>4. Field trip debriefing</li><li>5. Reflection</li></ol>

Activities	Instructions
<p>Activity I: Short briefing of field trip</p>	<ol style="list-style-type: none"> <li>1. Collect signed disclaimer forms from the trainees. Ensure every trainee has brought all the necessary items for the field trip, such as transportation card(s) and cash.</li> <li>2. Brief trainees on the field trip plan again. Remind them to keep track of their travelling expenses.</li> <li>3. Remind trainees to stay in their groups and to follow their respective trainers.</li> </ol>
<p>Activity II: Field trip for trainees with support from job coaches</p>	<ol style="list-style-type: none"> <li>1. Proceed to the bus stop to begin the field trip. Refer to the proposal of the winning group on the day before for the field trip plan. (Trainer to prepare field trip plan based on the proposal for trainer’s reference; refer to Handout <i>CD 10b: Sample Field Trip Plan</i>.)</li> <li>2. Provide guidance to trainees who are applying for Rapid PWD/OKU concession cards at the Pasar Seni LRT station.</li> <li>3. Observe trainees’ behaviours and interactions during the field trip. Give them feedback during debriefing on the following day.</li> <li>4. Suggest assigning 2 or 3 job coaches to a group of 10 trainees, depending on the trainees’ functioning level and needs.</li> </ol>
<p>Activity III: Field trip reflection</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to complete Handout <i>CD 10b: My Reflections on Taking Public Transport</i>.</li> <li>2. Invite responses from every trainee.</li> </ol>
<p>Activity IV: Field trip debriefing</p>	<ol style="list-style-type: none"> <li>1. Debrief trainees on the observations made during the field trip.</li> <li>2. Share important reminders on travelling by public transport: <ul style="list-style-type: none"> <li>• Tap your card when boarding and alighting from a bus.</li> <li>• Show the PWD/OKU card to get a discount, for those with PWD/OKU card.</li> <li>• Always keep track of the balance in your transportation card and reload when necessary.</li> <li>• Learn to travel smart (check MyRapid website or apps).</li> <li>• Do not rush into the train when the door is closing.</li> <li>• Stand on the left side of the escalator (Malaysia).</li> <li>• Give way to passengers to exit the train.</li> </ul> </li> </ol>
	<p>Concluding remarks: The ability to take public transport is one of the keys to independence and job retention.</p>

<b>Summary</b>	<b>Reflection</b>
	<ol style="list-style-type: none"><li data-bbox="455 302 1196 366">1. What are your current concerns when travelling by public transport?</li><li data-bbox="455 371 1033 401">2. What have you learnt through this field trip?</li><li data-bbox="455 406 1179 435">3. Are you confident to take public transport on your own?</li></ol>

# Handout CD 10b

## Sample Field Trip Plan

Depart to TTDI MRT Station (Duration: 10 min)

- Take Bus T813 to MRT TTDI (Option 1: 9.21 a.m., Option 2: 9.31 a.m.).
- Remind trainees to tap their cards when boarding and alighting from the bus.

1<sup>st</sup> Stop: Pasar Seni (Duration: 19 min)

How: Take MRT from TTDI to Pasar Seni

Things to do at Pasar Seni:

- Assist trainees to apply for the concession card if they do not have it. Remind them to use this concession card throughout the trip instead of their usual transportation cards.
- Assist other trainees to check the status of their concession cards.
- Visit Central Market if they are interested.

2<sup>nd</sup> Stop: KLCC (Duration: 12 min)

How: Take LRT from Pasar Seni to KLCC

Things to do at KLCC:

- Lunch at Level 2 Food Court (target before 12 p.m. to avoid lunch crowd)
  - Other suggestions: Fast food (Subway, McDonald's, Texas Chicken), Little Penang, Madam Kwan, Nando's, etc.
- Watch movies (RM12 per ticket)
- Other free activities
  - Kinokuniya (Level 4)
  - Suria KLCC Park (Ground Floor)
  - Petronas Art Gallery (Level 3)

End of Field Trip

Target to finish by 3.30 p.m. Trainees could either go straight home or go back to EA.

How to return to EA from KLCC:

- Take LRT from KLCC to Taman Bahagia station.
- Take either Bus T784 or free Bus PJ05 to EA.

Duration from Suria KLCC to Taman Bahagia LRT: 32 minutes

Duration from Taman Bahagia to EA: 7 minutes (by Bus T784)

Refer to following the website for Bus PJ05 schedule: [https://moovitapp.com/kuala\\_lumpur-1082/lines/pj05/730225/3861020/en?customerId=4908&ref=2&poiType=line](https://moovitapp.com/kuala_lumpur-1082/lines/pj05/730225/3861020/en?customerId=4908&ref=2&poiType=line).

# *Handout CD 10b*

## *My Reflections on Taking Public Transport*

### My Reflections on Taking Public Transport

1. Describe your experience of taking public transport during the field trip. What was it like?
2. What did you learn during the field trip?
3. Were there any challenges or difficulties during the field trip?
4. What were the important safety rules during the field trip?
5. How much did you spend during the field trip?
6. Will you choose to take public transport again?

# CD 11a

## PREPARING FOR AN INTERVIEW

### RESUME PREPARATION

#### Objectives

By the end of this session, trainees will be able to:

1. Prepare a resume for their upcoming job application.
2. Complete a basic job application form.

Item	Teaching Approach
10 minutes	1. Thought for the Day
5 minutes	2. Introduction: Important considerations for a job interview
10 minutes	3. Group work: Brainstorming on the contents of a resume
15 minutes	4. Discussion: Contents of a resume
60 minutes	5. Resume preparation: Using a PC and in consultation with respective job coaches
15 minutes	6. Filling out job application forms
5 minutes	7. Reflection
(Total: 120 minutes)	

Activities	Instructions
Activity I: Thought for the Day	Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "During a job interview, it is important to ...".
Activity II: Introduction: Important considerations for a job interview	<ol style="list-style-type: none"> <li>1. Share important considerations for job interviews: <ul style="list-style-type: none"> <li>• A good resume</li> <li>• Attitudes and performance during the interview</li> </ul> </li> <li>2. Explain to trainees that this topic aims to focus on the first requirement, which is to prepare a good resume.</li> </ol>
Activity III: Group work: Brainstorm ideas on the contents of a resume	<ol style="list-style-type: none"> <li>1. Divide trainees into groups of 3 to brainstorm ideas on what a resume is and the important contents to be included in it.</li> <li>2. Invite feedback from each group.</li> </ol>
Activity IV: Discussion: Contents of a resume	<p>Explain what a resume is, its contents and its importance.</p> <ol style="list-style-type: none"> <li>a. What is a resume? (Doyle, 2019) <ul style="list-style-type: none"> <li>• Written compilation of your education, work experience, and achievements for job application.</li> </ul> </li> <li>b. Contents of a resume (Seek, n.d.) <ul style="list-style-type: none"> <li>• Personal details</li> <li>• Photograph</li> <li>• Career objectives</li> <li>• Education</li> <li>• Work experiences</li> <li>• Skills and competencies</li> <li>• Other achievements</li> <li>• References</li> </ul> </li> <li>c. Importance of a resume <ul style="list-style-type: none"> <li>• First impression to the employer - it decides whether you get to be interviewed; no interview = no job.</li> </ul> </li> </ol>



Activities	Instructions
<p>Activity V: Resume preparation: Using PC and in consultation with job coach</p> <p>Activity VI: Filling out job application forms</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to check their email accounts to download the resume template sent to them.</li> <li>2. Ask trainees to prepare their resumes on the PC by using the template given (Handout <i>CD 11a: Resume Template</i>).</li> <li>3. Encourage trainees to consult their respective job coaches for advice and feedback.</li> <li>4. Instruct trainees to email their resumes to their respective job coaches upon completion.</li> <li>5. Gather everyone in the classroom again to reflect on resume preparation. Explain to the trainees that their respective job coaches will arrange one-to-one sessions with them to follow up and finalise their resumes.</li> </ol> <ol style="list-style-type: none"> <li>1. Explain to the trainees that filling out a job application form is one of the crucial parts during the interview to leave a good impression and to stimulate further discussion during the interview.</li> <li>2. Instruct trainees to complete Handout <i>CD 11a: Sample Job Application Form</i>.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. What is a resume?</li> <li>2. What contents should be included in the resume?</li> <li>3. Do you face any challenges in developing your own resume?</li> <li>4. Do you face any challenges in completing a job application form?</li> </ol>

## References

Doyle, A. (2019, May 14). *What is a resume?* Retrieved from <https://www.thebalancecareers.com/job-resumes-4161923>.

Seek. (n.d.). *What is a resume? The essentials you need to know.* Retrieved from <https://www.seek.com.au/career-advice/article/what-is-a-resume>.

# Handout CD 11a Resume Template

## RESUME

*On the Format tab,  
select Shape  
Fill and fill this  
box with trainee's  
photo*

## EDUCATION

Year	Institution	Qualification	Grade
2018	University of Malaya	MSc. (Science, Technology & Sustainability)	CGPA: 3.31
2016	University of Malaya	BCS (Software Engineering)	CGPA: 3.07
2012	SMK Sri Melaka	STPM (Science stream)	3A, 1B-
2010	SMK Sri Melaka	SPM (Science stream)	9A, 1B

NAME:

## PROFILE

Gender: Male  
Date of Birth:  
Address:  
Phone:  
Email:

## ATTENDED TRAINING/SKILLS QUALIFICATION/OTHERS

Year	Name	Achievement
Jan - Mar 2019	Yayasan Gamuda, Enabling Academy (EA) Employment Transition Programme	In progress

## WORK EXPERIENCE

Period	Company	Position
Oct-Nov 2018	SJK (C) Choong Wen	Temporary teacher
Responsibilities:	<ul style="list-style-type: none"> <li>• Provide lessons in English for Primary 2 and 3 students.</li> <li>• Prepare teaching materials.</li> </ul>	
Aug-Dec 2018	AC Printing Centre	Shop Assistant
Responsibilities:	<ul style="list-style-type: none"> <li>• Assist with photocopy and scanning.</li> <li>• Binding books.</li> </ul>	

## LANGUAGE

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Mandarin & Bahasa  
Malaysia: Fluent in  
writing, speaking and  
reading

English: Fair in writing,  
speaking and reading

## COMPUTER LITERACY

### Skills

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Programming Languages:	Java, Fortran, Julia, Python, SciLab
Markup Languages:	HTML, JavaScript, JSP, PHP
DB Management System:	SQL
Microsoft Office:	Word, Excel, PowerPoint, Outlook

## ADDITIONAL INFORMATION

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### IT Skills:

- o Self-learning for running new software, using new programming languages

### Administrative Skills Learnt at Enabling Academy:

- o Scanning, filing, typing letters, data entry and creating basic charts

### Personal Interests:

- o Research and development of Solar PV in Malaysia
- o Research on public policy knowledge (Arts & Science)

### Personal Attributes:

- o Hard-working, helpful, and resilient

## REFERENCES

Name	Contact Details	Occupation	Relationship	Period Known
Syafika P.	011-xxx xxxx	Job coach	Job coach from EA	Jan 2019-present
Samuel	012-xxx xxxx	Manager	Project supervisor	Sept 2016-present

# Handout CD 11a

## Sample Job Application Form

Position Applied for		
<b>Personal Details</b>		
First Name:		Last Name:
NRIC:		
Address:		
House Phone:		Mobile Phone:
Email Address		
Marital Status:		Gender:
Religion:		
Nationality:		
<b>Academic Qualifications</b>		
Name of School/Institution/ Training Provider	Year Started & Completed	Certificate/Qualification Obtained

**Additional Professional Qualification (Attended or currently pursuing)**

Year Attended and Completed	Course Title	Achievement Level	Name of Organisation

**Previous Employment (Start with most recent job)**

Name of Company	Dates From/To	Position Held	Salary	Reason for Leaving

**References**

Name of Referee	Contact Number	Position Held	Relationship	Period Known

**Other Information**

What is your expected salary?	
When will you be available to start work?	



# CD 11b PREPARING FOR AN INTERVIEW COMMON INTERVIEW QUESTIONS

## Objective

By the end of this session, trainees will be able to provide relevant answers to common interview questions.

Item	Teaching Approach
10 minutes	1. Thought for the Day
60 minutes	2. Videos and role play: Answering common interview questions
15 minutes	3. Group activity: Questions to ask during an interview
10 minutes	4. The importance of preparation and important reminders
5 minutes	5. Concluding video: Interview preparation and best practices
10 minutes	6. Reflection
(Total: 110 minutes)	

Activities	Instructions
<p>Activity I: Thought for the Day</p>	<p>Ask trainees to write in their planner their Thought for the Day and share in their respective groups: "Being prepared to answer interview questions will help me to ...".</p>
<p>Activity II: Videos and role play: Answering common interview questions</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to share common interview questions that they are familiar with.</li> <li>2. List some common interview questions according to the following categories: <ul style="list-style-type: none"> <li>• About the candidate</li> <li>• Reasons candidate applied for this job</li> <li>• Related job skills</li> </ul> </li> <li>3. Emphasise to trainees that preparation is critical in answering interview questions with confidence and to leave a good impression.</li> <li>4. Ask trainees to complete the questions in Handout <i>CD 11b: Answering Common Interview Questions</i> within 20 to 25 minutes.</li> <li>5. Assign questions to respective trainees for role play later. As there are only 6 questions, some questions will be assigned twice. After each role-play session, trainer will ask for feedback on the sessions and provide comments.</li> <li>6. Show videos on some good practices for the following discussions: <ul style="list-style-type: none"> <li>• Tell me about yourself. <a href="https://www.youtube.com/watch?v=m5kR7TPAkSw">https://www.youtube.com/watch?v=m5kR7TPAkSw</a></li> <li>• What are your weaknesses? <a href="https://www.youtube.com/watch?v=i4LKoegE8P0">https://www.youtube.com/watch?v=i4LKoegE8P0</a></li> <li>• What are your strengths? <a href="https://www.youtube.com/watch?v=QiLDMXOH8bl">https://www.youtube.com/watch?v=QiLDMXOH8bl</a></li> </ul> </li> </ol>
<p>Activity III: Group activity: Questions to ask during interview</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees that they may ask questions during an interview. Often, an interviewer may ask the job seeker if they have any questions before they end the interview.</li> <li>2. Ask trainees to share appropriate questions to ask during an interview.</li> </ol>



Activities	Instructions
<p>Activity IV: The importance of preparation and important reminders</p>	<p>3. Distribute Handout <i>CD 11b: Questions to Ask</i> (Fulton &amp; Silva, 2015) to debrief. Encourage trainees to fill out Nos. 10 and 11 if they have any suggestions to add.</p> <p>1. Emphasise the importance of being prepared:</p> <ul style="list-style-type: none"> <li>• Stay calm</li> <li>• Be confident</li> <li>• Deliver messages clearly</li> </ul> <p>2. Share important reminders as follows:</p> <ul style="list-style-type: none"> <li>• Be confident</li> <li>• Provide accurate information during the interview</li> <li>• Provide relevant and appropriate responses</li> <li>• Ensure details in the resume are correct</li> <li>• Clarify if unsure of interview question(s)</li> <li>• Understand the company's background and culture</li> <li>• Understand the position applied for</li> </ul>
<p>Activity V: Concluding video: Interview preparation and best practices</p>	<p>1. Conclude this topic with a video: "Interview Preparation and Best Practices" (<a href="https://www.youtube.com/watch?v=7D1RcWS0ce0&amp;list=PLYRaBKoa1kaqr4iCP5w5BTOM22KZO-gQ3">https://www.youtube.com/watch?v=7D1RcWS0ce0&amp;list=PLYRaBKoa1kaqr4iCP5w5BTOM22KZO-gQ3</a>).</p> <p>2. Ask trainees to share their learning points from the video. Summarise some key points in the video:</p> <ul style="list-style-type: none"> <li>• Dress appropriately</li> <li>• Clean up online presence</li> <li>• Be punctual</li> <li>• Be respectful</li> <li>• Mind one's body language</li> <li>• Practise</li> <li>• Be familiar with the job description</li> <li>• Research the company</li> <li>• Give the impression that you want a career</li> </ul>

Summary	Reflection
	How should I prepare myself for an interview?

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# *Handout CD 11b*

## *Answering Common Interview Questions*

### Common Interview Questions

1. Can you tell me about yourself?
2. Why are you applying for this job?
3. What are your skills and strengths? (Consider job skills related to the position applied for.)
4. Can you tell me more about your past work experience?
5. What are some of your challenges?
6. What did you do and learn at the Enabling Academy?

# Handout CD 11b

## Questions to Ask

### Questions to Ask

1. May I know what my expected job scope would be if I am offered a job?
2. Is there training provided?
3. How many people work in this department?
4. What are the working hours?
5. How long is the probation period before confirmation?
6. May I know the culture of this company?
7. What kind of candidates are you looking for?
8. If I am offered the job, how soon would you like me to start?
9. In case I do not hear from you, can I contact you to follow up?
10. \_\_\_\_\_
11. \_\_\_\_\_

# CD 11c

## PREPARING FOR AN INTERVIEW

### MOCK INTERVIEW

#### Objectives

By the end of the session, trainees will be able to:

1. Apply important interviewing skills in upcoming interviews.
2. Answer commonly asked questions in upcoming interviews.
3. Apply feedback on areas that need to be improved.

Item	Teaching Approach
5 minutes	1. Briefing: Mock interview
10 minutes	2. Prepare mock interviewers with Handout <i>CD 11c: Guidelines for Mock Interviewers</i>
100 minutes	3. Mock interview
10 minutes	4. Debriefing by mock interviewers with a facilitator
5 minutes	5. Reflection
(Total: 130 minutes)	

Activities	Instructions
Activity I: Briefing: Mock interview	<ol style="list-style-type: none"> <li>1. Brief trainees on the flow of the mock interview.</li> <li>2. Remind trainees to continue with their practical training while waiting for their turn.</li> </ol>
Activity II: Prepare mock interviewers with Handout <i>CD 11c: Guidelines for Mock Interviewers</i>	<ol style="list-style-type: none"> <li>1. Invite two mock interviewers to interview the trainees. Trainees will be interviewed twice by the two different interviewers.</li> <li>2. Brief the mock interviewers and give them a copy of Handout <i>CD 11c: Guidelines for Mock Interviewers</i>.</li> <li>3. Remind mock interviewers to fill out Handout <i>CD 11c: Interview Evaluation Form</i> for each trainee.</li> </ol>
Activity III: Mock interview	<ol style="list-style-type: none"> <li>1. Ask trainees to go into their assigned rooms for the mock interview. Each interview will take approximately 10-15 minutes.</li> <li>2. Remind trainees that they will have to go through two interviews by different mock interviewers.</li> <li>3. Prepare two video recorders to record the concurrent mock interview sessions. The videos will be used for the job coaches' individual sessions with their respective trainees later.</li> </ol>
Activity IV: Debriefing by mock interviewers with a facilitator	<ol style="list-style-type: none"> <li>1. Invite the mock interviewer to give 10 or 15 minutes of feedback and tips to succeed in an interview.</li> <li>2. Ask trainees to do a self-evaluation of their interview and compare it with the mock interviewers' rating.</li> <li>3. Distribute Handout <i>CD 11c: Interview Evaluation Form</i> filled by the mock interviewers to each trainee as a comparison.</li> <li>4. Explain to trainees that the job coaches will show the videos to their respective trainees during the one-to-one sessions to improve their interview skills further and to apply good interview practices.</li> </ol>
Summary	Reflection
	<ol style="list-style-type: none"> <li>1. Why do we need to attend job interviews?</li> <li>2. Are you confident to attend interviews?</li> <li>3. What areas do you need to improve further?</li> </ol>

# Handout CD 11c

## Guidelines for Mock Interviewers

### Guidelines for Mock Interviewers

- Date :  
Time Slot : 9.30 a.m. - 12.30 p.m.  
\* Interviewers will be interviewing all candidates in two different rooms.  
Job Position : State the job position and the industry that each trainee may be placed for employment.

No.	Name	Job Position and Industry
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## Tips for interviewing trainees:

- Keep the mock interview as similar as possible to a real interview. If necessary, rephrase sentences or give examples to enhance their understanding.
- If a trainee speaks unclearly, ask him/her to repeat (those who have speech delay or information processing delay).
- Give some time for the trainees to respond but not too long (especially for those who have speech delay or information processing delay).
- If a trainee gets off topic, restate the main focus.
- The average interview time with each trainee is approximately 5-10 minutes.
- Fill out the attached evaluation form for each trainee. It will be printed for you on the day of the mock interview.

## Debriefing Session

After all the interview sessions are completed, all trainees will gather in the classroom and interviewers will debrief on:

- General feedback of the interview
- Areas that trainees can improve on
- Tips



# Handout CD 11c

## Interview Evaluation Form

### Evaluation Form

Name : \_\_\_\_\_

Date : \_\_\_\_\_

Indicator:

5	4	3	2	1
Very Good	Good	Fair	Poor	Very Poor

Criteria	Rating
<p>1. <i>Manners</i></p> <ul style="list-style-type: none"> <li>• Greetings, knocking the door</li> <li>• Self-introduction, handshake, eye contact</li> <li>• Saying "Thank you"</li> </ul>	1 2 3 4 5
<p>2. <i>Personal Grooming</i></p> <ul style="list-style-type: none"> <li>• Dress code, hairstyle, personal appearance</li> </ul>	1 2 3 4 5
<p>3. <i>Communication</i></p> <ul style="list-style-type: none"> <li>• Is he/she able to speak clearly?</li> <li>• Is he/she well prepared?</li> <li>• Is he/she able to give relevant responses to the questions?</li> <li>• Does he/she take long to respond?</li> <li>• Does he/she ask questions?</li> </ul>	1 2 3 4 5
<p>4. <i>Behaviour</i></p> <ul style="list-style-type: none"> <li>• Calm or nervous?</li> <li>• Attentive or inattentive?</li> <li>• Honest or boasting?</li> </ul>	1 2 3 4 5

<p>5. <i>Body Language</i></p> <ul style="list-style-type: none"> <li>• Eye contact, body posture, gesture</li> <li>• Tone of voice</li> <li>• Movement (fidgeting/calm)</li> </ul>	<p>1   2   3   4   5</p>
<p>6. <i>Employability Skills</i></p> <ul style="list-style-type: none"> <li>• Possesses relevant experience or skills that match the job vacancy</li> <li>• Has basic interpersonal skills</li> <li>• Able to handle stress and accept corrections</li> <li>• Able to work in teams</li> <li>• Demonstrates time management and organisational skills</li> <li>• Is adaptable and independent, e.g. settle own lunch and transportation arrangements; able to accept new instructions</li> </ul>	<p>1   2   3   4   5</p>
<p>7. <i>General Comments</i></p>	

Interview Result:    Hired                       To be considered                       Not ready yet

Interviewer: \_\_\_\_\_                      Date: \_\_\_\_\_

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Course II  
**Job Skills Development**  
*Training Manual*

# COURSE II

# JOB SKILLS DEVELOPMENT

**T**he Enabling Academy Job Skills Development Course is designed to develop trainees' skills for employment. A mock office with a simulation-based approach is set up at the Enabling Academy to provide trainees the experience of a corporate environment, administrative duties, as well as IT-related roles. Practical training will be arranged for trainees during the second or third month of training. Besides practical job training, basic work etiquette such as communication skills, accountability, teamwork and time management are taught in practical ways.

## An Overview of the Content

### *Task Analysis*

Task analysis is a teaching tool that involves dividing a task into smaller units of actions to enable the person with autism to understand and follow the work procedure for each task with minimal error. It is essential for the trainee with autism and the trainer/job coach to achieve maximum productivity.

A task analysis will help the trainee with autism to:

- Learn more easily
- Work with clear procedures
- Reduce the risk of making mistakes
- Be more independent

A task analysis will help the trainer to:

- Identify processes that trainees find difficult
- Be consistent with teaching methods
- Develop manuals and jigs, if necessary

## Duration of Training

In the training plan for each task, a suggested duration is given for the initial training lesson. The following duration states the time frame for the number of practice sessions conducted for the trainee to master the skills under the supervision of the trainer during his/her training at the Enabling Academy.

The time frame for the practice sessions stated is just a guide for the trainer; it can be adjusted based on the trainee's pace/speed.

## Skill Mastery

This training module is developed for individualised training. The number of practice sessions to master each skill varies from trainee to trainee as it depends on each individual's working pace and prior experience of computer skills. In each of these task analyses, the section on "skills obtained" can be a guide for the trainer to assess a trainee's readiness to move on to another new task.

The trainer can use the suggested number of practice sessions as a basic guide. However, if trainees are able to master the task earlier than the suggested time, the trainer may amend their progress tracking where it fits or move on to other tasks.

## Accuracy

Mastery of a skill is gauged based on the trainee's ability to reach the desired outcome with minimal error and within a reasonable amount of time. It is important to emphasise the trainee's work accuracy in preparation for the trainee to transit into open employment.

Computer Skills (CS)

# CS 1

## BASIC COMPUTER SKILLS STARTING AND SHUTTING DOWN A COMPUTER

### Objectives

By the end of the training, trainees will be able to:

1. Understand the functions of the different parts of a computer.
2. Turn on a computer.
3. Shut down a computer.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor</li><li>2. Central processing unit (CPU)</li><li>3. Mouse</li><li>4. Keyboard</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Understanding the different parts of the computer</p> <p>Activity II: Turn on the computer</p> <p>Activity III: Shut down the computer</p>	<p>Explain to trainees the basic external parts of a computer and their basic functions.</p> <ul style="list-style-type: none"> <li>• Monitor</li> <li>• CPU</li> <li>• Keyboard</li> <li>• Mouse</li> </ul> <ol style="list-style-type: none"> <li>1. Instruct trainees to locate the “Power On” button on the CPU and press the button.</li> <li>2. Instruct trainees to wait until a blue screen appears on the monitor; then, press “Ctrl+Alt+Delete”. Trainer can demonstrate to trainees who have challenges pressing “Ctrl+Alt+Delete”.</li> <li>3. Instruct trainees to type in their username and password, and click “Enter”.</li> </ol> <ol style="list-style-type: none"> <li>1. Instruct trainees to locate the Windows icon on the monitor or press the Windows key on the keyboard. When the “Start” menu appears, click “Shut Down” at the bottom-right corner.</li> <li>2. Instruct trainees that another way to shut down the computer is by pressing “Ctrl+Alt+Delete” and click “Shut Down” at the bottom right of the screen.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Effectively using the correct functions to turn on and shut down the computer.</li> <li>2. Following the steps correctly to prevent the computer from malfunctioning.</li> </ol>



# CS 1

## BASIC COMPUTER SKILLS

### SAVING DOCUMENTS

#### Objectives

By the end of the training, trainees will be able to:

1. Understand the importance of saving documents.
2. Save the document in a specific folder.
3. Open the document from the saved location.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor</li><li>2. CPU</li><li>3. Mouse</li><li>4. Keyboard</li><li>5. Documents that need to be saved</li></ol>

## Activities

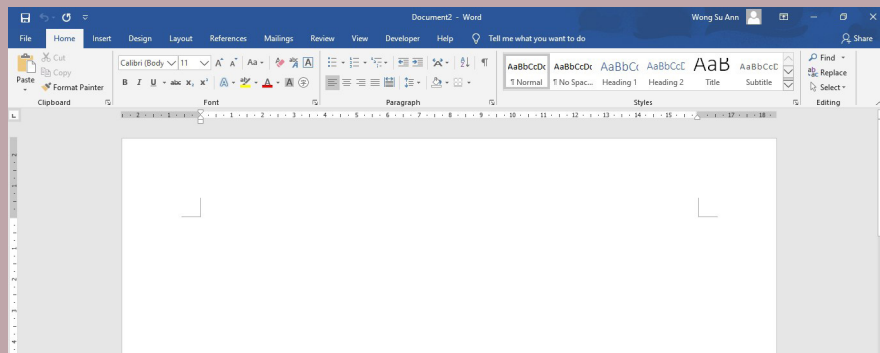
Activity I:  
Introduction

Activity II:  
Saving a document  
in a specific folder


## Training Approach and Instructions

1. Inform trainees of the importance of saving a document:
  - To retrieve the document for reference
  - To continue working on the document in the future
  - To avoid losing the document
2. Inform trainees that the following type of documents can be saved using the same procedure:
  - Microsoft Word
  - Microsoft Excel
  - Microsoft PowerPoint
  - Pictures

1. Instruct trainees to open a blank document on Microsoft Word as an example of a task.
2. Instruct trainees to click on "File" on the window of the document they intend to save.



3. Instruct trainees to click on "Save As" and the window will change to "Save As" on the right.
4. Instruct trainees to click "Browse" and select which folder (e.g. "Desktop", "Documents", "Pictures") they want their document to be saved in.
5. Ask trainee to type in the name of the document in the "File Name" box after selecting the folder.
6. Instruct trainees to click the "Save" button and the window will automatically be closed.

Activities	Training Approach and Instructions
<p>Activity III: Open a file from the saved location</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to locate the Windows icon  on the monitor or press the Windows key on the keyboard. The "Start" menu will appear.</li> <li>2. Instruct trainees to click on the tab "Computer".</li> <li>3. Instruct trainees to open the folder where the document was saved on the left side of the window. Inform trainees that the folder can be opened in two ways: <ul style="list-style-type: none"> <li>• double-click on the selected folder</li> <li>or</li> <li>• right-click the folder and click "Open"</li> </ul>           Inform trainees to select the wanted document if more than one document exists in the specific folder. </li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Understanding the importance of saving a document.</li> <li>2. Applying the steps to save a document in a specific folder.</li> <li>3. Applying the steps to open the saved document from a specific folder.</li> </ol>

# CS 2

## MICROSOFT EXCEL (MS EXCEL)

### BASIC MS EXCEL FORMATTING USING DIRECTORY LISTS

#### Objectives

By the end of the training, trainees will be able to:

1. Use basic MS Excel functions.
2. Transfer data accurately from a hard copy to soft copy.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Directory Lists 1, 2, 3, 4</li><li>3. MS Excel</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Recreating a hardcopy directory list using MS Excel</p> <p>Activity II: Saving work file</p>	<ol style="list-style-type: none"> <li>1. Hand out a hard copy of Directory List 1 to trainees. (Trainer may replace Directory List 1 with materials that meet the objectives of this lesson.)</li> <li>2. Instruct trainees to create a softcopy version of the printed handout. Emphasise that there is a need to be accurate and to follow the data on the hard copy.</li> <li>3. Emphasise to trainees to focus on alignment, shading, borders, font type, font size, spacing, text wrapping and cell merging.</li> <li>4. Repeat the same for Directory Lists 2, 3, and 4 (Create several copies of practice documents for trainees to familiarise themselves with the functions of MS Excel.)</li> </ol> <p>Ask trainees to save the document under the Directory List folder and save as the document title accordingly. Example:</p> <ul style="list-style-type: none"> <li>• Directory 1</li> <li>• Directory 2</li> <li>• Directory 3</li> <li>• Directory 4</li> </ul>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Transferring hardcopy information to soft copy by using MS Excel.</li> <li>2. Applying borders.</li> <li>3. Selecting font sizes, colours and types of fonts.</li> <li>4. Filling cells with colours.</li> <li>5. Aligning text (left, centre, right).</li> <li>6. Adjusting cell height and width.</li> <li>7. Selecting font formats (bold).</li> <li>8. Merging cells and aligning text in them (centre).</li> <li>9. Underlining text.</li> <li>10. Select text-wrapping format.</li> <li>11. Being accurate.</li> <li>12. Saving a document to the correct location or folder.</li> </ol>

# CS 2

## MICROSOFT EXCEL (MS EXCEL)

### NEWSPAPER ARCHIVING

#### Objectives

By the end of the training, trainees will be able to:

1. Upload files to SharePoint.
2. Scan newspaper articles according to requirements.
3. Complete data entry for newspaper articles according to requirements.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 45 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. 10 newspaper articles</li><li>3. Scanner</li><li>4. MS Excel</li><li>5. Newspaper archive - master list</li><li>6. Internet and SharePoint access (alternatives to SharePoint are Google Drive and OpenOffice)</li></ol>



Activities	Training Approach and Instructions
<p>Activity III: Data entry for newspaper archive</p>	<ul style="list-style-type: none"> <li>e. Select "Next original" for newspaper articles with more than one page. Click "Send (last original)" upon completion. (It will automatically be saved as one file.)</li> <li>f. Open "Xeroxscan folder", which is on the desktop, upon completion.</li> <li>g. Cut and paste all scanned files into the "Newspaper Archive" folder.</li> <li>h. Create and name a new folder under the current date (date on which the newspaper articles are scanned).</li> <li>i. Rename each scanned file according to the article's title or headline.</li> </ul> <p>* There are two ways of scanning, that is, either through the document feeder or by placing the document on the copier glass. Begin with the copier glass method for the first few attempts. Then, expose the trainees to the more efficient method, which is through the document feeder.</p> <ul style="list-style-type: none"> <li>1. Open the master list for newspaper archiving (in MS Excel format) on SharePoint.</li> <li>2. Refer to the scanned file and key in the information for the following sections: <ul style="list-style-type: none"> <li>• Article published date</li> <li>• Media title</li> <li>• Title/Headline</li> <li>• Section</li> <li>• Journalist</li> <li>• Language of article</li> <li>• Page</li> <li>• Category / Project</li> </ul> </li> <li>3. Create a new tab each time for entries on another entry date.</li> </ul>



	<b>Skills Obtained</b>
	<ol style="list-style-type: none"><li>1. Basic analytical skills (e.g. to identify the right information to be keyed in).</li><li>2. Data entry skills.</li><li>3. Soft skills such as accuracy and being meticulous.</li><li>4. Matching information.</li><li>5. Scanning skills.</li><li>6. Proper handling of a scanner.</li><li>7. Computer skills such as creating and renaming folders, copying and pasting scanned files from the Xeroxscan folder to the newspaper archive folder.</li><li>8. Basic formatting in MS Excel such as aligning text, creating new tabs, renaming the tabs, wrapping text, and applying borders.</li></ol>

# CS 2 MICROSOFT EXCEL (MS EXCEL) PURCHASE ORDER DATA ENTRY

## Objectives

By the end of the session, trainees will be able to:

1. Upload a file to SharePoint.
2. Complete data entry for a Purchase Order (PO) according to requirements.

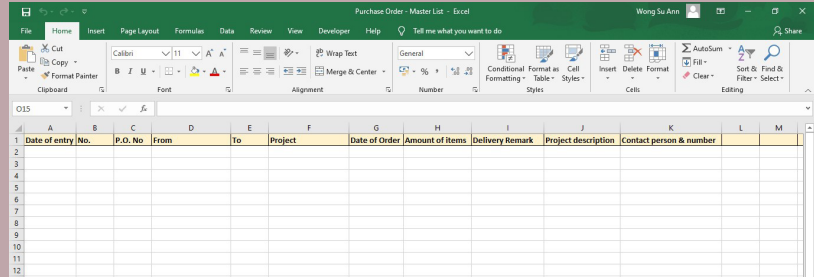
<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. MS Excel</li><li>3. 20 sets of purchase orders</li><li>4. Internet and SharePoint access</li><li>5. PO Master List</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Uploading purchase order master list to SharePoint</p>	<ol style="list-style-type: none"> <li>1. Email the file "PO - Master List" and the SharePoint link to trainees.</li> <li>2. Ask trainees to save the master list into the "Purchase Order" folder.</li> <li>3. Ask trainees to upload the master list to SharePoint for trainer's tracking purposes.</li> <li>4. Guide trainees on the steps to upload files to SharePoint: <ol style="list-style-type: none"> <li>a. Enter their username and password to sign in.</li> <li>b. Go to their designated folder.</li> <li>c. Click "Upload" to upload the file into SharePoint.</li> </ol> </li> </ol>
<p>Activity II: Entering data for purchase order</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to complete the data entry on their master list in SharePoint. Explain that the document will be autosaved after every new data is keyed in.</li> <li>2. Distribute POs to trainees. Begin with 10 sets first for the first few attempts. Increase the volume eventually to 20 sets.</li> <li>3. Use one PO as a sample to teach trainees on what to key in. Highlight the key areas for the trainees' initial reference.</li> <li>4. Highlight to trainees the information to be keyed into the master list: <ul style="list-style-type: none"> <li>• Date of entry</li> <li>• No.</li> <li>• PO number</li> <li>• From</li> <li>• To</li> <li>• Project</li> <li>• Date of order</li> <li>• Amount of items</li> <li>• Delivery remark</li> <li>• Project description</li> <li>• Contact person and number</li> </ul> </li> <li>5. Instruct trainees to key in new company information under the newly created company worksheet.</li> <li>6. Key in information according to the company's tab. For instance, go to the "ABC Construction" tab if it is a ABC purchase order. Create a new tab for each new company.</li> </ol>

## Activities

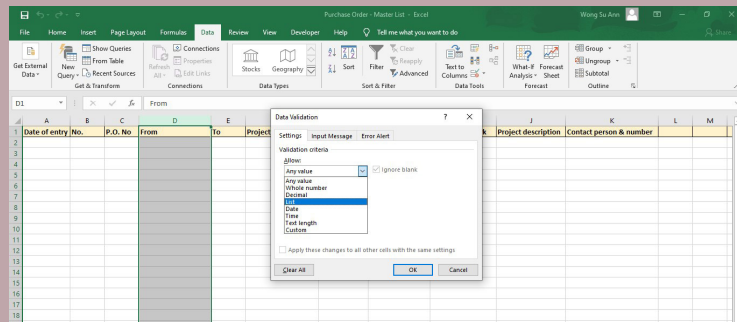
## Training Approach and Instructions

7. Instruct trainees to file the PO upon completion (refer to filing of PO for task analysis).

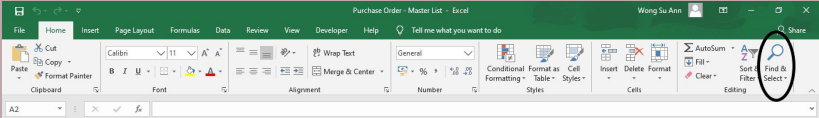


Activity III:  
Create list/  
drop-down menu

1. Demonstrate to trainees how to create a list for the "From" and "To" columns so that they do not have to repeat the typing.
2. Remind trainees to update the company's details into the company's tab for the new company.
3. Guide trainees by using the following steps:
  - a. Select column D ("From").
  - b. Go to the "Data" tab and select "Data Validation".
  - c. Under the settings, choose "List" under the "Allow:" drop-down list.
  - d. Click the arrow button next to "Source".
  - e. Go to the newly created company worksheet.
  - f. Select all the companies, then press "Enter".
  - g. Repeat steps (a) to (f) for column E ("To").



4. Inform trainees to repeat step 3 when there is a new company to be added to the list.

Activities	Training Approach and Instructions
<p>Activity IV: Creating a new tab for a new company</p> <p>Activity V: Find &amp; Select</p>	<ol style="list-style-type: none"> <li>Instruct trainees to copy and paste row 1 from the other company tab into the new tab.</li> <li>Explain how to rename the tab under company tab.</li> </ol> <ol style="list-style-type: none"> <li>Instruct trainees to click "Find &amp; Select", which is located at top-right corner of the "Home" tab to locate the entries.            </li> <li>Ask trainees to type the PO number they are looking for.</li> <li>Instruct trainees to choose "Within workbook".</li> <li>Ask trainees to select "Find all".</li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>Knowledge of the contents of a PO.</li> <li>Data entry skills.</li> <li>Soft skills such as being meticulous and accurate.</li> <li>Analytical skills (e.g. identifying which information to key in).</li> <li>Formatting in MS Excel such as cell alignment, text wrapping, and borders; using data validation features; copying and pasting; and finding items in a worksheet.</li> </ol>

# CS 2 MICROSOFT EXCEL (MS EXCEL) DELIVERY ORDER DATA ENTRY

## Objectives

By the end of the session, trainees will be able to:

1. Upload file to SharePoint.
2. Sort and match Delivery Order (DO) receipts.
3. Complete data entry for a DO according to requirements.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. MS Excel</li><li>3. Three sets of DOs</li><li>4. Internet and SharePoint access</li><li>5. DO - Master List</li></ol>

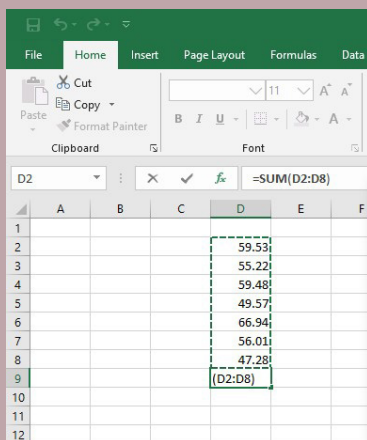
Activities	Training Approach and Instructions
<p>Activity I: Uploading delivery order master list to SharePoint</p>	<ol style="list-style-type: none"> <li>1. Email the file "DO - Master List" and the SharePoint link to trainees.</li> <li>2. Ask trainees to save the master list into the "DO" folder.</li> <li>3. Ask trainees to upload the master list to SharePoint for trainer's tracking purposes.</li> <li>4. Guide trainees on steps to upload files to SharePoint: <ol style="list-style-type: none"> <li>a. Enter their username and password to sign in.</li> <li>b. Go to their designated folder.</li> <li>c. Click "Upload" to upload the file to SharePoint.</li> </ol> </li> </ol>
<p>Activity II: Sorting delivery orders</p>	<ol style="list-style-type: none"> <li>1. Distribute the DOs to trainees. Begin with two sets for the first few attempts. Increase the volume eventually to three sets.</li> <li>2. Guide trainees to sort and match the list of receipts with the DO list. Refer to the DO number.</li> <li>3. Ask trainees to staple the matched list of receipts with the DO list.</li> </ol>
<p>Activity III: Data entry for delivery orders</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to complete the data entry on their master list in SharePoint. Explain that the document will be autosaved after every new data has been keyed in.</li> <li>2. Ask trainees to fill in the company information under the company tab. Trainees are to update their tabs as they come across a new company.</li> <li>3. Instruct trainees to go to the tab with the current date and key in the following information: <ul style="list-style-type: none"> <li>• Document number</li> <li>• From</li> <li>• To</li> <li>• Invoice issue date</li> <li>• Ship to (Address)</li> <li>• Due date</li> <li>• Item</li> <li>• Quantity</li> <li>• Unit</li> <li>• DO No.</li> <li>• Yes / No (Presence of receipt issued)</li> <li>• Date of issue</li> <li>• Lorry No.</li> </ul> </li> </ol>

## Activities

Activity IV:  
Calculation of GST  
amount and total  
amount including GST  
(RM)

## Training Approach and Instructions

4. Create a new tab each time for entries of a new date.
  5. Guide trainees to merge cells for entries within the same DO.
  6. Direct trainees to the summary folder.
  7. Instruct trainees to key in the following information:
    - Date of entry
    - Total items
    - Total GST amount (RM) - refer to the next activity for instructions on calculations
    - Total amount including GST (RM) - refer to the next activity for instructions on calculations
  8. Guide trainees to file the DO (refer to DO filing task analysis for further details).
1. Inform trainees on two methods of calculation, i.e., the calculator and the Excel Auto Sum function.
  2. For those who prefer the calculator, guide them to use the calculator to tabulate the amount.
  3. For those who prefer the Excel Auto Sum function, ask them to type the amount into the Excel sheet and follow these steps:
    - a. Click on the space in which they want the answer to appear.
    - b. Click the *fx* symbol on top and select "Sum".
    - c. Select the cells that need to be summed up.





<b>Activities</b>	<b>Training Approach and Instructions</b>
Activity V: Find & Select	<ol style="list-style-type: none"> <li>1. Ask trainees to click "Find &amp; Select", which is located at the top-right corner to find the entries.</li> <li>2. Ask trainees to type the DO number they are looking for.</li> <li>3. Instruct trainees to choose "Within workbook".</li> <li>4. Ask trainees to select "Find All" to search for a specific DO entry.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Knowledge on the contents of a DO.</li> <li>2. Sorting and matching skills.</li> <li>3. Data entry skills.</li> <li>4. Soft skills such as being meticulous and accurate.</li> <li>5. Analytical skills (e.g. to identify and determine which information to key in).</li> <li>6. Formatting and using functions in MS Excel such as cell alignment, merge cells, wrap text, apply borders, copy and paste, Find &amp; Select and the Auto Sum function.</li> <li>7. Using the calculator.</li> </ol>

# CS 2 MICROSOFT EXCEL (MS EXCEL) IFCA MASTER LIST DATA ENTRY

## Objectives

By the end of the training, trainees will be able to:

1. Learn how to operate IFCA functions.
2. Learn steps to generate a Purchase Order (PO) from the Requisition Order (RO).
3. Select the required information to enter into IFCA PO Master List.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. RO</li><li>3. IFCA software</li><li>4. MS Excel</li><li>5. IFCA PO - Master List</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity: Entering data for IFCA Purchase Order Master List</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to perform data entry for "IFCA PO - Master List" in MS Excel after issuing a PO in the IFCA software (refer to page 356).</li> <li>2. On IFCA, select "PO Form".</li> <li>3. Key in the PO number to preview the PO.</li> <li>4. Enter data from the PO to the IFCA Purchase Order Master List.</li> <li>5. Key in data according to the sequence of the following information: <ul style="list-style-type: none"> <li>• Purchase order number</li> <li>• Date of order</li> <li>• Item code</li> <li>• Delivery date</li> <li>• Requisition order number</li> <li>• Total amount</li> </ul> </li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Using the IFCA software.</li> <li>2. Transferring data accurately to the IFCA PO master list in MS Excel.</li> </ol>

# CS 2 MICROSOFT EXCEL (MS EXCEL) COURSE EVALUATION QUESTIONNAIRE (CEQ) TABULATION

## Objective

By the end of the training, trainees will learn to accurately extract data from a soft copy questionnaire to an Excel sheet for tabulation.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Course Evaluation Questionnaire (CEQ)</li><li>3. MS Excel</li><li>4. Evaluation Form Template</li><li>5. Internet and SharePoint access</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Downloading CEQs from SharePoint and save template in the course evaluation folder</p>	<ol style="list-style-type: none"> <li>1. Email the evaluation form template and SharePoint link to trainees.</li> <li>2. Trainees have to save the evaluation form template in the course evaluation folder.</li> <li>3. Ask trainees to open the SharePoint link. The link opens up all the CEQ records from different training sessions.</li> <li>4. Ask trainees to search for the set of CEQs assigned and download it.</li> <li>5. Once downloaded, instruct trainees to rename each set of CEQs according to the course title.</li> <li>6. Advise trainees to keep track of their own progress, i.e., which they have completed and not completed.</li> </ol>
<p>Activity II: Locating downloaded file from PC and saving into personal files</p>	<ol style="list-style-type: none"> <li>1. Create a new folder in the course evaluation folder each time a new CEQ task is created and rename it according to the date.</li> <li>2. Transfer the downloaded CEQ from the download folder to the new folder.</li> <li>3. Ensure downloaded CEQ to be named according to Course Title (stated on the CEQ).</li> <li>4. Remind trainees to copy the original MS Excel-Evaluation Form template to the new folder and rename the MS Excel file to the same title as the CEQ.</li> <li>5. Inform the trainer to check on the accuracy of the tabulation.</li> </ol>
<p>Activity III: Tabulating scores</p>	<ol style="list-style-type: none"> <li>1. Open the downloaded CEQ and evaluation form template.</li> <li>2. In the MS Excel-Evaluation Form template, trainees have to work on two tabs: (1) CEQ, (2) Tabulation.</li> <li>3. In tab (1) CEQ, trainees are only required to enter information on course title, date, facilitator, number of participants and number responded. Trainees also need to calculate for question cell A5, cell D4, transfer participant's additional comments on the course, and to fill up the "prepared by" and "date" sections.</li> <li>4. In tab (2) Tabulation, trainees need to insert the rating by course participants for the following sections: <ul style="list-style-type: none"> <li>• Course</li> <li>• Design</li> <li>• Facilitator</li> <li>• Administration</li> <li>• Overall course</li> </ul> </li> </ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
	<ol style="list-style-type: none"> <li>5. Ask trainees to add or delete columns according to the number of participants. Remind them to add/delete by clicking on the column before the "sum column" to prevent the formula from being disrupted.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Keeping track of one's personal work progress.</li> <li>2. Downloading and locating files from SharePoint and a personal computer.</li> <li>3. Extracting data from a softcopy document and transferring it into another softcopy file.</li> <li>4. Tabulating scores.</li> </ol>

# CS 2 MICROSOFT EXCEL (MS EXCEL) BUSINESS CARD RECORDING

## Objectives

By the end of the session, trainees will be able to:

1. Upload files to SharePoint.
2. Complete data entry of business cards on a formatted MS Excel master list on SharePoint.
3. Insert and sort completed business cards into a business card holder.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. MS Excel</li><li>3. 50 business cards</li><li>4. Internet and SharePoint access</li><li>5. Business card master list - soft copy</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Uploading business card master list to SharePoint</p>	<ol style="list-style-type: none"> <li>1. Email the business card master list and SharePoint link to trainees.</li> <li>2. Ask trainees to save the master list in the business card folder in their computers.</li> <li>3. Ask trainees to upload the master list to SharePoint for trainer's tracking purposes.</li> <li>4. Guide trainees on steps to upload files to SharePoint:               <ol style="list-style-type: none"> <li>a. Enter their username and password to sign in.</li> <li>b. Go to their designated folder.</li> <li>c. Click "Upload" to upload the file to SharePoint.</li> </ol> </li> </ol>
<p>Activity II: Entering data for business cards</p>	<ol style="list-style-type: none"> <li>1. Assign a pack of 50 business cards in alphabetical order to trainees for data entry.</li> <li>2. Ask trainees to complete the data entry on their master list in SharePoint. Explain that the master list will be autosaved after every new data has been keyed in.</li> <li>3. Specify the data entry requirement, which is to key in data according to categories: Malaysia or Overseas.</li> <li>4. Ask trainees to key in data according to the sequence of the following information:               <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Contact person</li> <li>• Position</li> <li>• Phone number</li> <li>• Email address</li> <li>• Organisation address</li> </ul> </li> <li>5. Sort in alphabetical order using the "Sort &amp; Filter" function.</li> </ol>
<p>Activity III: Insert business cards into business card holder</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to insert completed the business cards into the business card holder.</li> <li>2. Remind trainees to sort the cards alphabetically by company name.</li> <li>3. Ask trainees to return the business card holder to the trainer upon completion.</li> </ol>



	<b>Skills Obtained</b>
	<ol style="list-style-type: none"><li>1. MS Excel data entry skills.</li><li>2. Soft skills (e.g. accuracy, being meticulous.)</li><li>3. Sorting business cards alphabetically by company name.</li><li>4. Inserting sorted business cards into a business card holder.</li></ol>

# CS 3

## MICROSOFT WORD (MS WORD)

### LETTER TYPING

#### Objectives

By the end of the training, trainees will be able to:

1. Use MS Word and identify various functions in Windows.
2. Create a new document.
3. Save a document using the "Save" and "Save As" commands.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Letter document</li><li>3. MS Word</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Learning MS Word formatting through letter typing</p> <p>Activity II: Saving documents</p>	<ol style="list-style-type: none"> <li>1. Give trainees a hard copy of a letter.</li> <li>2. Ask trainees to look through the letter and observe the page setup such as text formatting, table formatting, and picture and shape formatting.</li> <li>3. Instruct trainees to use MS Word to type the contents of the letter and follow the alignment and formatting accurately as they work on the document.</li> </ol> <ol style="list-style-type: none"> <li>1. Ask trainees to save the document in the designated folder with the document name.</li> <li>2. Remind trainees to save the document at the initial stage and upon task completion.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Identifying and using the various functions of MS Word.</li> <li>2. Using the Ribbon in Word.</li> <li>3. Creating a new document.</li> <li>4. Inserting text in a document using various methods.</li> <li>5. Saving a document using the "Save" and "Save As" commands.</li> </ol>

# CS 3

## MICROSOFT WORD (MS WORD) INFOGRAPHICS

### Objectives

By the end of the training, trainees will be able to:

1. Combine various shapes and SmartArt objects.
2. Insert information into shapes and SmartArt objects.
3. Align shapes and SmartArt objects in order.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Sample infographic</li><li>3. MS Word</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Recreating a hardcopy infographic to a soft copy</p> <p>Activity II: Saving documents</p>	<ol style="list-style-type: none"> <li>1. Give trainees a hard copy of an infographic.</li> <li>2. Instruct trainees to look through the hard copy and observe the format and page setup of the infographic, such as text formatting, table formatting, picture and shape formatting and SmartArt objects.</li> <li>3. Ask trainees to use MS Word to transfer the hardcopy infographic into a soft copy.</li> <li>4. Guide trainees to select "Insert" on the MS Word Ribbon and look for SmartArt objects and/or shapes.</li> <li>5. Select the right SmartArt objects and/or shapes that reflect the one on the hard copy and click "OK".</li> <li>6. Insert the information into the selected SmartArt objects and/or shapes.</li> <li>7. Remind trainees to change the font type, font size and colour of the SmartArt objects and/or shapes upon completion.</li> </ol> <ol style="list-style-type: none"> <li>1. Instruct trainees to save the document in the designated folder and document name.</li> <li>2. Remind trainees to save the document at the initial stage and upon task completion.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Transferring a hardcopy infographic to a soft copy using MS Word.</li> <li>2. Using SmartArt objects.</li> <li>3. Inserting information into SmartArt objects.</li> <li>4. Using shapes.</li> <li>5. Inserting information into shapes.</li> <li>6. Aligning shapes and SmartArt objects.</li> </ol>

# CS 3

## MICROSOFT WORD (MS WORD)

### CHARTS

#### Objectives

By the end of the training, trainees will be able to:

1. Use information given on a hardcopy chart and transfer it accurately into MS Word.
2. Create a chart.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Chart Document</li><li>3. MS Word</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Learning chart functions</p> <p>Activity II: Saving documents</p>	<ol style="list-style-type: none"> <li>1. Give trainees a hardcopy chart. Begin with simple charts such as a clustered column, line or pie chart. For advanced learners, the level of difficulty can be increased to include combo charts.</li> <li>2. Instruct trainees to look through the hard copy of the chart and observe the format and page setup such as text formatting, table formatting, picture and shape formatting and SmartArt objects.</li> <li>3. Guide trainees to select "Insert" on the MS Word Ribbon and look for the chart.</li> <li>4. Select the chart that is similar to the one on the hard copy and click "OK".</li> <li>5. Ask trainees to insert the data into the MS Excel window.</li> <li>6. Change the colours and design based on the hardcopy version upon completion.</li> </ol> <ol style="list-style-type: none"> <li>1. Instruct trainees to save the document under the designated folder and name.</li> <li>2. Remind trainees to save the document at the initial stage and upon task completion.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Inserting information in an MS Word window to create a chart.</li> <li>2. Identifying the right chart.</li> <li>3. Changing a chart's colours and designs.</li> </ol>

# CS 4

## MICROSOFT POWERPOINT (MS POWERPOINT) CREATING SLIDES

### Objectives

By the end of the training, trainees will be able to:

1. Create slides using MS PowerPoint.
2. Search for relevant visuals online.
3. Translate the given content using MS PowerPoint.

<b>Duration of training</b>	<b>Materials and Equipment</b>
Training: 1 hour  Three practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. MS PowerPoint</li><li>3. Internet browser, e.g. Google Chrome or Microsoft Edge</li><li>4. Internet connection</li></ol>



## Activities

Activity I:  
The use of MS  
PowerPoint


Activity II:  
Launch MS  
PowerPoint

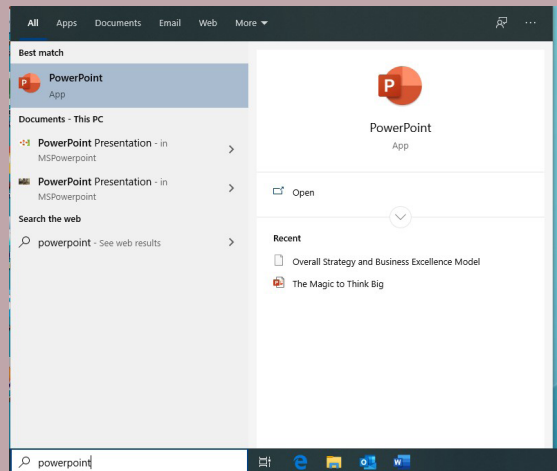
Activity III:  
Understanding the  
functions of MS  
PowerPoint

## Training Approach and Instructions

Explain to trainee the general use of MS PowerPoint in the workplace:

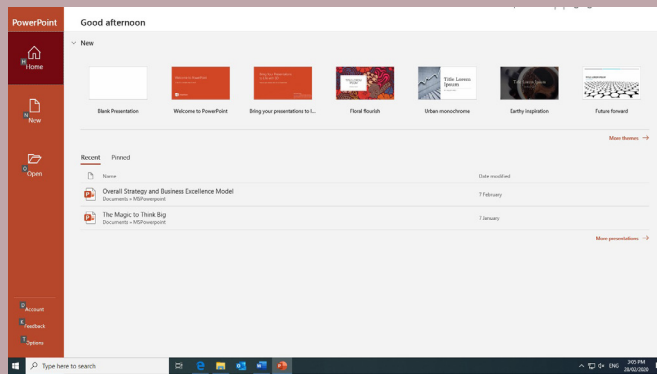
- to present data or reports
- to propose ideas and suggestions

1. Locate MS PowerPoint from the "Start Menu" or click  – manually look for the software or type "PowerPoint" from the search bar.



2. Click on the program to launch it.

1. Select "Blank Presentation" by double-clicking it.



Activities	Training Approach and Instructions
	<p>2. Explain the basic functions of the MS PowerPoint by demonstrating it on the screen:</p> <ol style="list-style-type: none"> <li>a. File           <ol style="list-style-type: none"> <li>i. Open</li> <li>ii. Save</li> <li>iii. Save As</li> <li>iv. Print</li> </ol> </li> <li>b. Home           <ol style="list-style-type: none"> <li>i. New Slide</li> <li>ii. Font type</li> <li>iii. Font size</li> <li>iv. Bold</li> <li>v. Italic</li> <li>vi. Underline</li> <li>vii. Shadow</li> <li>viii. Strikethrough</li> <li>ix. Font colour</li> <li>x. Bullets</li> <li>xi. Numbering</li> <li>xii. Alignment (left, middle and right)</li> <li>xiii. Columns</li> <li>xiv. Line spacing</li> <li>xv. Text Direction</li> <li>xvi. Align Text</li> </ol> </li> <li>c. Insert           <ol style="list-style-type: none"> <li>i. Table</li> <li>ii. Pictures</li> <li>iii. Shapes</li> <li>iv. SmartArt</li> <li>v. Chart</li> <li>vi. Text Box</li> <li>vii. Header &amp; Footer</li> <li>viii. Date &amp; Time</li> <li>ix. Slide Number</li> <li>x. Symbol</li> </ol> </li> </ol>

Activities	Training Approach and Instructions
<p>Activity IV: Practise using MS PowerPoint</p>	<ul style="list-style-type: none"> <li>d. Design <ul style="list-style-type: none"> <li>i. Theme</li> <li>ii. Color options</li> </ul> </li> <li>e. Transitions <ul style="list-style-type: none"> <li>i. Transition options</li> </ul> </li> <li>f. Animations <ul style="list-style-type: none"> <li>i. Animations options</li> </ul> </li> <li>g. Slideshow <ul style="list-style-type: none"> <li>i. From Beginning</li> <li>ii. From Current Slide</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>1. Instruct trainees to reproduce the same slides using the same text but different pictures (yet relevant to the text) from a given document.</li> <li>2. Guide trainees to do a web search for the relevant visuals by using the following steps: <ol style="list-style-type: none"> <li>a. Go to <a href="http://www.google.com">www.google.com</a>.</li> <li>b. Type the relevant keyword(s) in the search bar.</li> <li>c. Click once to select the picture.</li> <li>d. Right-click and select "Copy".</li> <li>e. Go back to the slide where the image is supposed to be pasted.</li> <li>f. Enter Ctrl+V to paste the picture on the slide.</li> <li>g. Crop and/or adjust the picture location and size accordingly.</li> </ol> </li> <li>3. Guide trainees to check the text size and colour to ensure the presentation is clear.</li> <li>4. For trainees who have experience in using MS PowerPoint, instruct them to create slides with a given content.</li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Using the basic MS PowerPoint functions effectively to create slides.</li> <li>2. Identifying suitable visuals according to the content.</li> </ol>

# CS 5

## IFCA - ACCOUNTING SOFTWARE

### BASIC IFCA ACCOUNTING FUNCTIONS

#### Objectives

By the end of the training, trainees will be able to:

1. Learn the basic functions of the IFCA accounting software.
2. Follow instructions on how to issue a Purchase Order (PO) with Requisition Order (RO).

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 1 hour  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. IFCA Software</li><li>2. Task Analysis for issuing a PO using IFCA Software (see pages 357-358)</li><li>3. RO</li><li>4. IFCA PO - Master List</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Download the IFCA PO master list file from an email</p>	<ol style="list-style-type: none"> <li>1. Email the file "IFCA PO - Master List" (in MS Excel format) to trainees.</li> <li>2. Ask trainees to save the attached master list from their emails into the document folder in the PC.</li> </ol>
<p>Activity II: Launch the IFCA Accounting Software and use it to issue PO</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to locate the IFCA Accounting Software icon on their desktop.</li> <li>2. Distribute copies of the "IFCA Purchase Order - Task Analysis" and RO to trainees.</li> <li>3. Guide trainees to log in to the software by following step 2 in the task analysis.</li> <li>4. Ask trainees to open the file "IFCA PO - Master List".</li> <li>5. Remind trainees to record the PO number for each entry onto the IFCA PO master list.</li> <li>6. Repeat steps 3 to 7 in the task analysis for the remaining RO.</li> </ol>
<p>Activity III: Entering data for the IFCA PO master list</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees that steps 8 and 9 in the instructions are for entering data into the IFCA PO master list.</li> <li>2. Refer to "CS 2 Microsoft Excel (MS Excel): IFCA Master List Data Entry" (pages 337-338) for further instructions.</li> </ol>
Skills Obtained	
	<ol style="list-style-type: none"> <li>1. Being familiar with basic IFCA functions (Purchase Order module).</li> <li>2. Using basic IFCA software features.</li> <li>3. Following the task analysis to issue a PO in IFCA.</li> </ol>

## IFCA Purchase Order - Task Analysis

Key	Function
F6	Retrieve
F7	Add another item
F8	Delete
F9	Save
F12	Search

1. Log in to GLC Training (IFCA).
2. Key in your user ID and password (12345678).
3. ENTITY: Select GEKJ  
PROJECT: Either select KJ - KJ Phase 1 / KJ Phase 2
4. Select Purchase Order (PO).
5. Select Purchase Orders again.
6. Click Purchase Order Entry  
Beside PO NO, press F12, select PORD and double-click on it to select.  
PO DATE, select date stated on the Requisition Order (RO) given to you.  
PURCHASER: Enter the name stated under "Requested by" in the RO.  
REFERENCE: Enter the RO No.  
SUPPLIER: Press F12 and select the supplier as reflected in the RO.  
LOCATION: Press F12, select MY and double-click on it to select.  
REMARKS: Key in the comment under "Remark" (Example: Please call an hour before delivery...).  
If there is more than one remark, key in the comments under FOOTER REMARKS.  
Once everything is completed, press F9 (save) and click the space below.
7. Click on ITEM CODE, press F12 and select the item that is stated in RO\*  
A Window will pop up and under the description section, use symbol "}" before and after your intended key word search to look for the item from the list.  
For example, If your item is "Dorma DA3 Series Entrance Cylinder Knobset", instead of searching with the long description, you may type "}Dorma DA3}" followed by the disc icon to search.

SHIP TO: Press F12 and select KJHP and double-click on it to select.  
SCHEDULE: Select the item delivery date in the RO (change the year to 2020).  
CHARGE TO, select what is stated under *budget code on your RO*.  
QUANTITY, type in quantity that is reflected in the RO.  
REMARKS, if there are additional remarks in the RO, key them in.  
Press F7 if RO has more than one item and repeat step 7.  
Once everything is completed, press F9 to save.

8. Important: *Take down the PO number* and minimise the window.  
Select PURCHASE ORDER FORM (GST).  
Key in your PO no in PO Review.
9. Key in the necessary information into the Purchase Order (IFCA) Excel list.

# CS 6

## OUTLOOK 365

### WRITING EMAILS

#### Objectives

By the end of the session, trainees will be able to:

1. Create a new email.
2. Attach a document to the email.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Three practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Outlook 365 (other alternatives to Outlook 365 include Gmail and Yahoo! Mail)</li></ol>



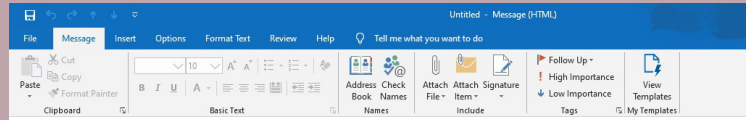
Activities	Training Approach and Instructions
<p>Activity I: Logging in to Outlook</p>	<ol style="list-style-type: none"> <li>1. Ask trainees to click on the "Outlook" icon to key in the password to sign in to their personal Outlook email.</li> <li>2. Ask trainees to log in with their assigned email addresses and passwords.</li> </ol>
<p>Activity II: Understanding basic Outlook 365 features</p>	<p>Introduce the basic features to trainees such as "Home" tab, "Message" tab, and the differences between "Inbox", "Drafts", "Sent" and "Outbox" folders.</p>
<p>Activity III: Writing an email</p>	<ol style="list-style-type: none"> <li>1. Instruct trainees to select "New Email" on the "Home" tab to launch a new window.</li> <li>2. Ask trainees to type a message they want to send to a recipient.</li> <li>3. Guide trainees to fill in the following before sending the emails. <ol style="list-style-type: none"> <li>a. The recipient's email address at "To:". (Remind trainees that no blank spacing is allowed for email addresses.)</li> <li>b. Fill in the "Subject" space, to give the recipient an idea of what the email contains.</li> <li>c. Explain that the "Cc" is for the email addresses of other recipients to whom you would like to send a copy of this message.</li> <li>d. Explain that "Bcc" is for the email addresses of other recipients to whom you would like to send a copy of this message without informing the main recipient.</li> <li>e. Click on the blank space below the "Subject" to type the email message. Provide a sample message to those who are unfamiliar with writing emails.</li> </ol> </li> <li>4. Click "Send" once the above steps have been completed.</li> <li>5. Inform trainees that they can find successfully delivered emails in the "Sent" folder.</li> </ol>

## Activities

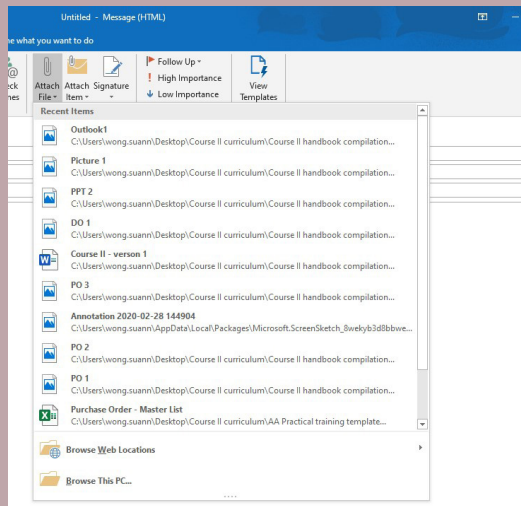
Activity IV:  
Attach a file or  
document

## Training Approach and Instructions

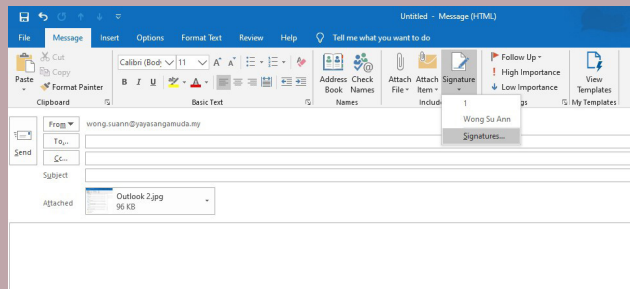
1. If you need to send an additional file to your recipient, follow the steps below:
  - a. Click the paper clip image on the toolbar.



- b. Click "Browse this PC" for the document in the relevant location or folder.



- c. Click on the document and it will appear at "Attached".

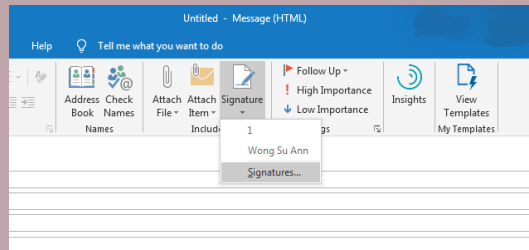


## Activities

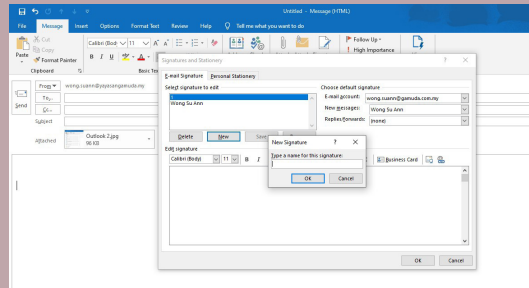
Activity V:  
Adding a signature

## Training Approach and Instructions

1. Inform trainees to follow the steps below if they wish to add a signature to an outgoing email message. Explain to the trainees that the signature will be automatically added each time they compose a new email.
  - a. Select "Signature" under the "Message" tab to launch the signature window.



- b. Select "New" and type in a name for the signature.



- c. Go to the blank space below "Edit" signature to type the information they intend to include such as name and link.
- d. Click "OK" once it is completed.

## Skills Obtained

1. Writing an email.
2. Attaching a file or document to be sent with the email.
3. Creating and applying a new email signature.

# CS 6

## OUTLOOK 365

### RECEIVING EMAILS

#### Objective

By the end of the training, trainees will be able to retrieve emails from the MS Outlook inbox.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Outlook 365</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Logging in to a personal email account</p> <p>Activity II: Locating an email</p>	<p>Instruct trainees to key in their passwords to sign in.</p> <ol style="list-style-type: none"> <li>1. Inform trainees a list of messages will appear in the “Inbox” on the left of the window. New messages are those in bold.</li> <li>2. Instruct trainees to click on the message they would like to open and it will be displayed on the right. They will be able to know who the sender is, who the other recipients are, and the email delivery date and time.</li> <li>3. Instruct the trainees to look at the top of the window to locate available options. They can reply, reply to all recipients, forward the message to someone else, print it, file it, or delete the message.</li> <li>4. Explain to the trainees the ways to respond to an email: <ol style="list-style-type: none"> <li>a. Select “Reply” if they intend to reply to the sender only.</li> <li>b. Select “Reply all” they intend to reply to everyone in the email.</li> <li>c. Select “Forward” if they intend to send it to other recipients who are not included in the email.</li> </ol> </li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Logging in to a personal email account.</li> <li>2. Receiving emails.</li> </ol>

# CS 6

## OUTLOOK 365

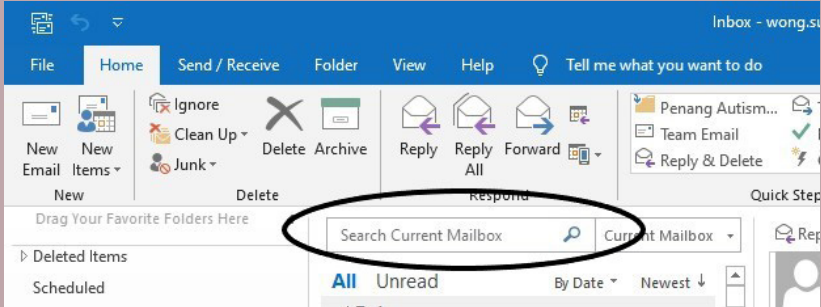
### SAVE ATTACHED DOCUMENTS FROM EMAILS

#### Objectives

By the end of the training, trainees will be able to:

1. Save all documents attached in emails.
2. Save attachments to a specific folder.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Three practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Outlook 365</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Logging in to personal email</p> <p>Activity II: Locating emails and saving attachments</p>	<p>Instruct trainees to key in their passwords to sign in.</p> <ol style="list-style-type: none"> <li>1. Ask trainees to select the email that contains the attachment they want to save to the computer.</li> <li>2. Guide trainees to find a previous email in Outlook by entering the key text in the "Search Current Mailbox" search bar if they cannot find it.</li> </ol>  <p>The screenshot shows the Outlook ribbon with the 'Home' tab selected. The 'Search Current Mailbox' search bar is highlighted with a black circle. The search bar contains the text 'Search Current Mailbox' and a magnifying glass icon. To the right of the search bar is a dropdown menu labeled 'Current Mailbox'. Below the search bar, there are filters for 'All' and 'Unread', and a sorting option 'By Date' with a 'Newest' dropdown arrow.</p> <ol style="list-style-type: none"> <li>3. Instruct trainees to click on the arrow next to the attached document and select "Save As" to save the document with a relevant file name.</li> <li>4. Ask trainees to select the right folder to save the document.</li> <li>5. Remind trainees to click "Save" once they have selected the right folder.</li> <li>6. Explain to trainees that the saved files can be located in the folder they have selected earlier.</li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Searching for an email that contains required attachments.</li> <li>2. Saving an email attachment into the correct folder.</li> <li>3. Locating a saved email attachment.</li> </ol>

# CS 6

## OUTLOOK 365

### SETTING AN APPOINTMENT

#### Objectives

By the end of the training, trainees will be able to:

1. Set an appointment for a meeting.
2. Invite attendees to attend the meeting.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Three practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Outlook 365</li></ol>



Activities	Training Approach and Instructions
<p>Activity I: Logging in to personal email</p> <p>Activity II: Setting an appointment</p>	<p>Ask trainees to key in their passwords to sign in to Outlook.</p> <ol style="list-style-type: none"> <li>1. Introduce to trainees the following steps to create an appointment: <ol style="list-style-type: none"> <li>a. On the left panel in Outlook, click the "Calendar" icon.</li> <li>b. Click on the said date and key in the necessary details (i.e., title of the event/meeting, required attendees). Select the date and duration of the meeting, select the type of meeting room, and state the reason for the meeting.</li> <li>c. Check if the required attendees are available during the selected time and date.</li> <li>d. If yes, click "Send".</li> <li>e. If not, change the meeting date and time then repeat steps (c) and (d).</li> </ol> </li> <li>2. Ask trainees to practise by setting an appointment with their respective job coaches to discuss their progress.</li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Setting an appointment.</li> <li>2. Inviting required attendees to an appointment.</li> </ol>

# CS 6 OUTLOOK 365 ACCEPTING OR DECLINING AN APPOINTMENT INVITATION

## Objective

By the end of the training, trainees will be able to accept or decline an appointment sent by others via MS Outlook.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. Outlook 365</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Logging in to personal email</p> <p>Activity II: Accepting or declining an appointment</p>	<p>Ask trainees to key in their passwords to sign in to Outlook.</p> <ol style="list-style-type: none"> <li>1. Introduce to trainees the following steps to accept or decline an appointment: <ol style="list-style-type: none"> <li>a. Open the email sent by the person setting up the appointment.</li> <li>b. Under "RSVP this event", click "Yes" (will attend), "Maybe" (might attend), or "No" (will not attend).</li> </ol> </li> <li>2. Ask trainees to practise by responding to the appointment sent by the trainer.</li> </ol>
	<b>Skills Obtained</b>
	Accepting or declining an appointment.

Operating Machines  
and Facilities (OM)

# OM 1 PAPER SHREDDER DISCARDING UNWANTED PRIVATE AND CONFIDENTIAL DOCUMENTS

## Objectives

By the end of the training, trainees will be able to:

1. Identify documents that contain private and confidential information.
2. Operate a basic paper shredder efficiently.
3. Clean a basic paper shredder.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Basic paper shredder</li><li>2. Documents that need to be shredded</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Using a basic paper shredder</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the use of a basic paper shredder, i.e., to destroy unwanted documents that contain private and confidential information.</li> <li>2. Give examples of such documents: <ol style="list-style-type: none"> <li>a. Customer lists</li> <li>b. Financial statements</li> <li>c. Supplier lists</li> <li>d. Operations manuals</li> <li>e. Contracts</li> <li>f. Business plans</li> <li>g. Employees' personal and employment records</li> </ol> </li> <li>3. Ask trainees to differentiate between private and confidential documents from a stack of given samples. Advise trainees to clarify with the job coach whenever they are uncertain of the contents of the document.</li> </ol>
<p>Activity II: Operating a basic paper shredder</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the steps in operating the paper shredder: <ol style="list-style-type: none"> <li>a. Switch on the shredder.</li> <li>b. Place the documents at the teeth (make sure trainees keep their fingers away from the teeth): <ol style="list-style-type: none"> <li>i. Make sure the documents are straight to prevent paper jam.</li> <li>ii. Be patient and avoid putting too many documents into the shredder at the same time.</li> </ol> </li> <li>c. Ensure the shredder has finished shredding before loading more paper.</li> <li>d. Switch off the shredder and its power switch when not in use.</li> </ol> </li> <li>2. Guide trainees to practise shredding documents.</li> <li>3. Assist trainees who display difficulties using the machine.</li> </ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity III: Cleaning a basic paper shredder</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the steps in cleaning the paper shredder:               <ol style="list-style-type: none"> <li>a. Make sure the shredder is switched off.</li> <li>b. Locate the lever and pull it up to open the waste compartment.</li> <li>c. Empty the compartment and recycle the shredded paper.</li> <li>d. Put the compartment back into the machine and ensure it is inserted into the shredder firmly.</li> </ol> </li> <li>2. Guide trainees to practise cleaning the shredder.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Identifying private and confidential documents.</li> <li>2. Operating a shredder.</li> <li>3. Cleaning a shredder.</li> <li>4. Observing the necessary safety measures when operating and cleaning a shredder.</li> </ol>

# OM 2 OPERATING A LAMINATING MACHINE

## Objective

By the end of the training, trainees will be able to laminate documents according to requirements.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 45 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Laminating film</li><li>2. Laminating machine</li><li>3. Scissors</li><li>4. Documents or visual cards to be laminated</li></ol>



Activities	Training Approach and Instructions
<p>Activity I: Understanding the functions of a laminating machine</p> <p>Activity II: Laminating documents</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the purpose of laminating documents, i.e., to increase the durability of print documents or visual cards to withstand frequent use.</li> <li>2. Show trainees the equipment and materials required to laminate documents.</li> </ol> <ol style="list-style-type: none"> <li>1. Guide trainees to set up a laminating machine and some preset requirements (refer to step 4 for further details).</li> <li>2. Assign trainees some documents or visuals to be laminated.</li> <li>3. Ask trainees to cut or trim the border of the documents or visual cards based on requirements using a paper cutter or scissors.</li> <li>4. Upon completion, demonstrate to the trainees the following laminating steps: <ol style="list-style-type: none"> <li>a. Place a document or visual card to be laminated on the machine.</li> <li>b. Arrange the documents or visual cards accordingly to fit within the laminating film.</li> <li>c. Switch on the power for the laminating machine.</li> <li>d. Refer to the laminating film for paper thickness.</li> <li>e. Select the paper thickness setting (80, 100 or 125).</li> <li>f. Insert the laminating film into the machine after the BEEP sound and when the light has stopped blinking.</li> <li>g. Align with the A4 marking on the left when inserting the laminating film.</li> <li>h. Switch off the power and allow the laminating machine to cool down after use.</li> <li>i. Cut or trim the laminated documents or visual cards according to requirements.</li> <li>j. Return the laminating machine to its original location.</li> </ol> </li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Cutting or trimming skills (e.g. to trim sharp edges).</li> <li>2. Organisational skills (e.g. how to make best use of space to fit a document or visual card within the laminating film).</li> <li>3. Laminating skills.</li> <li>4. Soft skills such as being meticulous.</li> <li>5. Proper handling of documents.</li> <li>6. Proper handling of a laminating machine.</li> </ol>

# OM 3 OPERATING A COMB-BINDING MACHINE

## Objectives

By the end of the training, trainees will be able to bind documents according to requirements.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 45 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Binding comb</li><li>2. Comb-binding machine</li><li>3. Documents</li><li>4. Front and back binding covers</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: Understand the functions of a binding machine</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the purpose of binding documents, i.e., to improve presentation and to keep documents organised.</li> <li>2. Introduce key parts of a binding machine to the trainees. <ul style="list-style-type: none"> <li>• Hole-punching section</li> <li>• Comb-binding section</li> </ul> </li> </ol>
<p>Activity II: Binding documents</p>	<ol style="list-style-type: none"> <li>1. Assign documents to trainees for binding. Begin with 10 sheets, then increase to more sheets gradually for the next attempt.</li> <li>2. Guide trainees to identify the right comb to bind documents.</li> <li>3. Demonstrate the following binding steps to the trainees: <ol style="list-style-type: none"> <li>a. Ensure all pages of documents are sorted correctly.</li> <li>b. Confirm binding requirements.</li> <li>c. Open the binding machine cover.</li> <li>d. Prepare two binding covers (one will serve as front cover, while the other will serve as the back cover).</li> <li>e. Punch the binding cover one by one by inserting it into the hole-punching section.</li> </ol> </li> </ol> <div data-bbox="505 907 801 1182" data-label="Image"> </div> <ol style="list-style-type: none"> <li>f. Pull down the lever to punch holes into the binding cover.</li> </ol> <div data-bbox="505 1260 801 1555" data-label="Image"> </div>

Activities	Training Approach and Instructions
	<ul style="list-style-type: none"> <li>g. Take out the punched binding cover.</li> <li>h. Insert documents into the hole-punching section; align them to the left (maximum 10 sheets of paper each time).</li> <li>i. Pull down the lever to punch holes into the documents.</li> <li>j. Take out the punched documents.</li> <li>k. Repeat steps (h) to (j) until all the documents have been punched.</li> <li>l. Place the comb on the machine's comb opener.</li> <li>m. Pull the lever to open the comb.</li> <li>n. Insert the punched front binding cover into the comb by matching the holes.</li> <li>o. Take punched documents (max: 25 sheets) and realign the edges.</li> <li>p. Insert punched documents into the comb by matching the holes.</li> <li>q. Repeat steps (o) and (p) until all documents have been inserted.</li> <li>r. Insert the back binding cover into the comb by matching the holes.</li> <li>s. Push the comb-opening lever to its original location to release the comb upon completion.</li> </ul>
	<p><b>Skills Obtained</b></p>
	<ul style="list-style-type: none"> <li>1. Comb-binding skills.</li> <li>2. Basic analytical skills to identify the right binding comb, count the number of papers to be punched and insert them in the right order.</li> <li>3. Soft skills such as being meticulous.</li> <li>4. Proper handling of documents.</li> <li>5. Proper handling of a binding machine.</li> </ul>

# OM 4 OPERATING THE OFFICE TELEPHONE MAKING AND ANSWERING TELEPHONE CALLS

## Objectives

By the end of the training, trainees will be able to:

1. Make telephone calls to clarify, obtain information and make requests.
2. Answer telephone calls directed to self and others (supervisor and colleagues).

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Desk phone</li><li>2. Notepad/sticky note</li><li>3. Pen/pencil</li></ol>

Activities	Training Approach and Instructions
<p>Activity I: The significance of business telephone calls</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the significance of a business telephone call:               <ol style="list-style-type: none"> <li>a. To communicate with employees of the same company for business operation purposes.</li> <li>b. To interact with customers for professional and/or business transactions.</li> </ol> </li> <li>2. Emphasise to the trainees the value of equipping themselves with the skills of making and answering telephone calls:               <ol style="list-style-type: none"> <li>a. Using the telephone is one of the basic and essential communication skills in the office and professional environment.</li> <li>b. Allowing others to reach us besides business emails and face-to-face meetings.</li> </ol> </li> <li>3. Ask trainees whether they have any queries.</li> </ol>
<p>Activity II: Making telephone calls</p>	<ol style="list-style-type: none"> <li>1. Introduce the steps in making telephone calls:               <ol style="list-style-type: none"> <li>a. Identify the main purpose and the expected outcome for making a telephone call.</li> <li>b. Identify the receiver, the person we want to speak to and their salutations, e.g. Mr, Mrs, Miss, <i>Encik</i> and <i>Puan</i> (if the receiver is a person of authority or management, consult the buddy or colleagues to ensure if it is appropriate to make a direct call to that person).</li> <li>c. Identify the number to call, i.e., general number, extension, direct line.</li> <li>d. Draft the contents of the call that consists of:                   <ol style="list-style-type: none"> <li>i. Introduction of the caller - name and team/department (internal) or company name (external)</li> <li>ii. The request to speak to the intended receiver</li> <li>iii. Reason for the telephone call</li> <li>iv. Ending, i.e., thanking the person you spoke to and mentioning your next step (if applicable).</li> </ol> </li> </ol> </li> </ol>

Activities	Training Approach and Instructions
<p>Activity III: Answering phone calls</p>	<p>Sample: (Introduction) "Good morning. My name is Catherine from the Finance Department. May I speak to Terry, please?"</p> <p>(Intention) "Hi, Terry. May I know how long the average payment processing time is?"</p> <p>(Ending) "Thank you for the clarification. I will inform the vendor accordingly. Have a good day!"</p> <ol style="list-style-type: none"> <li>e. Rehearse the lines if necessary.</li> </ol> <ol style="list-style-type: none"> <li>2. Get trainees to draft the content of the telephone calls according to the scenarios given. Refer below for some examples of scenarios: <ul style="list-style-type: none"> <li>• To clarify an assigned task</li> <li>• To inform about task completion</li> <li>• To ask for equipment or materials</li> </ul> </li> <li>3. Encourage trainees to role-play the scenarios and clarify and/or correct their drafts accordingly.</li> </ol> <ol style="list-style-type: none"> <li>1. Introduce the steps in answering telephone calls: <ol style="list-style-type: none"> <li>a. When you answer the telephone, say "hello" or greet the person, and mention your name (if it is someone else's telephone call, mention that person's extension). For example, "Hello, Catherine speaking" or "Hello, this is Syafika's extension".</li> <li>b. Get the name of the caller: "Who am I speaking to?"</li> <li>c. Listen attentively to the caller and identify the purpose of the call.</li> <li>d. Respond accordingly if you have the answers/information or ask the caller if you can call back when you have the appropriate response (remember to get the caller's telephone number).</li> <li>e. If you are answering on behalf of someone else, write down the caller's message on a notepad/sticky note and place it on the intended receiver's desk.</li> </ol> </li> </ol>

Activities	Training Approach and Instructions
	<p>f. End the call by asking if there is anything that you can assist/clarify (if applicable) and then say "Thank you and goodbye."</p> <p>Sample: (Introduction) "Hi, this is Catherine speaking. Who's on the line?"</p> <p>(Respond to the caller) "Yes, the payment process will take about two weeks."</p> <p>(End) "Is there anything else that I can help you with? Bye!"</p> <p>2. Get trainees to role-play some scenarios and provide clarifications when necessary. Refer below for some examples of scenarios:</p> <ul style="list-style-type: none"> <li>• Caller would like to make an appointment with the trainee.</li> <li>• Caller would like to speak to trainee's colleague who is on leave to reschedule the meeting next week.</li> <li>• Caller (supervisor) would like the trainee to attend to an urgent task first. The supervisor will send further instructions through email.</li> </ul>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Paying attention during telephone calls and responding appropriately.</li> <li>2. Problem-solving skills such as determining the right action when the intended recipient is not around.</li> <li>3. Writing down clear messages and passing them to the intended recipient.</li> </ol>

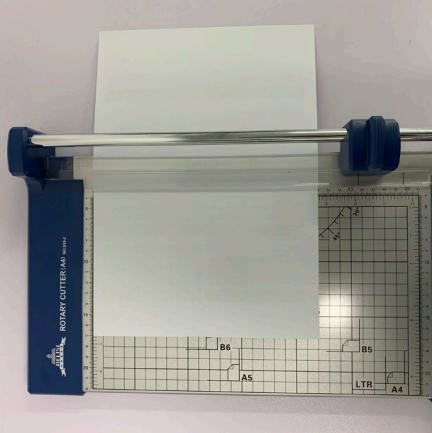


# OM 5 PAPER CUTTER

## Objective

By the end of the training, trainees will be able to cut documents using a paper cutter according to requirements

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Three practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Paper cutter</li><li>2. Paper</li></ol>

Activities	Training Approach and Instructions
<p>Activity: Cutting documents</p>	<ol style="list-style-type: none"> <li>1. Show trainees the documents and paper cutter.</li> <li>2. Give trainees the documents to be cut and specify requirements, such as to cut the paper into half.</li> <li>3. Demonstrate to trainees the following steps: <ol style="list-style-type: none"> <li>a. Place the paper on the cutting board according to the required measurements.</li> </ol> </li> </ol>  <ol style="list-style-type: none"> <li>b. Use the measurement guide on cutting board to ensure the paper is aligned correctly.</li> <li>c. Push the cutter blade from one end to the other end to cut the paper (maximum 2 pieces of paper at a time).</li> <li>d. Repeat steps (a) to (c) until all papers have been cut.</li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Cutting skills using a paper cutter.</li> <li>2. Basic analytical skills such as determining the number of papers to be cut at any one time and which measurements to use.</li> <li>3. Soft skills such as being meticulous and accurate.</li> <li>4. Proper handling of documents.</li> <li>5. Proper handling of a paper cutter.</li> </ol>

# OM 6

## MULTIFUNCTION PHOTOCOPIER REFILLING PAPER

### Objective

By the end of the training, trainees will be able to:

1. Understand when to refill papers in the photocopier.
2. Identify two types of papers (A3 and A4) and what they are for.
3. Refill A3 and A4 papers in the trays of a photocopier.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. A3-sized papers</li><li>2. A4-sized papers</li><li>3. Photocopier machine</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Introduction</p> <p>Activity II: Refilling paper (A3 &amp; A4)</p>	<ol style="list-style-type: none"> <li>1. Inform trainees when it is an appropriate time to refill papers in the photocopier tray, i.e.: <ul style="list-style-type: none"> <li>• when the amount of paper is running low (e.g.: less than 10 copies)</li> <li>• when the photocopier shows a notification on the screen to refill paper</li> </ul> </li> <li>2. Inform trainees that instructions to refill papers can vary, depending on the model of the photocopier. Emphasise to trainees that the following steps are for a Fuji-Xerox DocuCentre-VI C4471.</li> <li>3. Inform trainees that instructions to refill A3- and A4-sized papers will be explained in Activity II.</li> <li>4. Inform trainees that A4-sized papers are typically used in most printed documents (e.g. letters, PowerPoint slides, and more). A3-sized papers are used to print documents in large sizes such as posters, charts or schedules.</li> </ol> <ol style="list-style-type: none"> <li>1. Show trainees where the A4 and A3 papers are stored (e.g. storeroom or cabinet).</li> <li>2. Instruct trainees to take one ream of A4 papers and open the wrapper. Remind trainees to recycle the wrapper.</li> <li>3. Instruct trainees to open tray number 1 or 2 to refill A4 papers and/or open tray numbers 3 or 5 to refill A3 papers.</li> <li>4. Emphasise to trainees that the papers need to be inserted properly or the photocopier would not be able to print.</li> <li>5. Ask trainees to close the trays properly once the papers are inserted.</li> <li>6. Explain to trainees that the printing job will resume automatically once the papers are refilled successfully.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Refilling papers in the appropriate paper tray of a photocopier.</li> <li>2. Ways of refilling papers, depending on the model of the photocopier.</li> <li>3. Refilling two types of paper, i.e., A4 and A3 papers.</li> </ol>

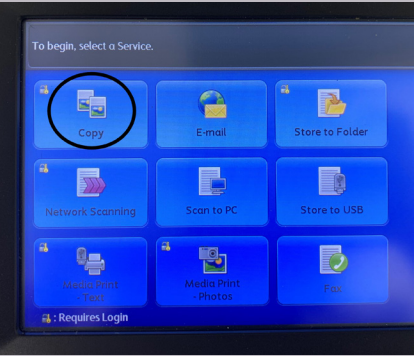
# OM 6 MULTIFUNCTION PHOTOCOPIER PRINTING AND PHOTOCOPYING DOCUMENTS

## Objectives

By the end of the training, trainees will be able to:

1. Print one-sided documents.
2. Print two-sided documents.
3. Print on A3 papers.
4. Photocopy one-sided documents.
5. Photocopy two-sided documents.

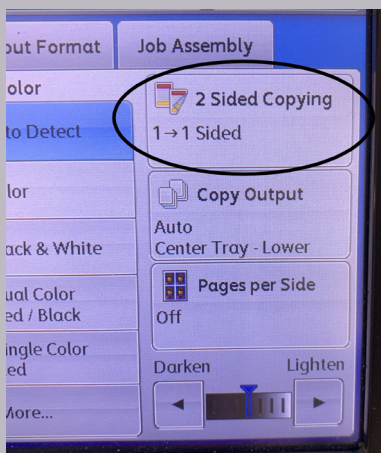
<b>Suggested Duration</b>	<b>Materials and Equipment</b>
<p>Training: 45 minutes</p> <p>Five practice sessions over a week, with supervision</p>	<ol style="list-style-type: none"> <li>1. Monitor, CPU, mouse, keyboard</li> <li>2. Multifunction photocopier</li> <li>3. A3- and A4-sized papers</li> </ol>
<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Printing a one-sided document</p> <p>Activity II: Printing a two-sided document</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the definition of printing a one-sided document.</li> <li>2. Introduce the steps to print a one-sided document: <ol style="list-style-type: none"> <li>a. Select the document to be printed.</li> <li>b. Click "File" on the screen.</li> <li>c. Click "Print" on the left blue tab.</li> <li>d. Check if the correct printer name is selected.</li> <li>e. Under settings, select "Print One-Sided".</li> <li>f. Under printer properties, select the option to print document in colour or black and white.</li> <li>g. Click "Print" on top of the page.</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>1. Explain to trainees the definition of printing a two-sided document.</li> <li>2. Introduce the steps to print a two-sided document: <ol style="list-style-type: none"> <li>a. Select the document to be printed.</li> <li>b. Click "File" on the screen.</li> <li>c. Click "Print" on the left blue tab.</li> <li>d. Check if the correct printer name is selected.</li> <li>e. Under settings, select "Print on Both Sides" (second option).</li> <li>f. Under the printer properties' Output Colour option, select your choice of "Colour" or "Black and white" to print your documents.</li> <li>g. Click "Print" on top of the page.</li> </ol> </li> </ol>

Activities	Training Approach and Instructions
<p>Activity III: Printing on A3 papers</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees there are various paper sizes used for printing. A4 and A3 papers are the most commonly used. Inform trainees that the selection of paper is based on the contents of the documents.</li> <li>2. Introduce to trainees the steps to print on A3 papers:               <ol style="list-style-type: none"> <li>a. Insert A3 papers into the photocopier paper tray.</li> <li>b. Close the photocopier paper tray.</li> <li>c. Select the document to be printed.</li> <li>d. Click "Print" on the left blue tab.</li> <li>e. Check if the correct printer name is selected.</li> <li>f. Under settings, select "A3 (297 x 420mm)" for the type of paper.</li> <li>g. Click "Print" on top of the page.</li> </ol> </li> </ol>
<p>Activity IV: Photocopying one-sided and two-sided documents</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the definition of photocopying a document.</li> <li>2. Introduce the steps to photocopy a one-sided document:           <p>* There are two ways of photocopying, that is, either through the document feeder or to place the document on the copier glass. Start trainees on the copier glass method for the first few attempts. Then, expose them to a more efficient method, i.e., through the document feeder.</p> <ol style="list-style-type: none"> <li>a. Insert document(s) to be printed on the feeder.</li> <li>b. Press "Copy" on the screen.</li> </ol> </li> </ol> 

## Activities

## Training Approach and Instructions

- c. Press "2 Sided Copying" for other options for printing like "1 sided to 1 sided", "1 sided to 2 sided", "2 sided to 2 sided", or "2 sided to 1 sided".



- d. Guide trainees to differentiate between one-sided and two-sided documents.
  - e. Select "1→1 sided" to print a one-sided document and select "2→2 sided" to print a two-sided document.
3. Remind trainees to remove any staples from the documents, if necessary.

## Skills Obtained

1. Using a multifunction photocopier to print a one-sided document.
2. Using a multifunction photocopier to print a two-sided document.
3. Using a multifunction photocopier to print on A3 paper(s).
4. Using a multifunction photocopier to photocopy a one-sided document.
5. Using a multifunction photocopier to photocopy a two-sided document.



# OM 6 MULTIFUNCTION PHOTOCOPIER CHANGING AN INK CARTRIDGE

## Objectives

By the end of the training, trainees will be able to:

1. Understand the procedure to change the ink cartridge of a multifunction photocopier.
2. Remove an old ink cartridge.
3. Install a new ink cartridge.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Multifunction photocopier</li><li>2. Old ink cartridge</li><li>3. New ink cartridge</li><li>4. Recycled papers or old newspapers</li></ol>

Activities	Training Approach
Activity I: Introduction	<ol style="list-style-type: none"> <li>1. Inform trainees that old ink cartridges need to be replaced when the ink has run out.</li> <li>2. Inform trainees that certain printers will have notifications when ink cartridges are running low. You will need to change the ink cartridge when colour prints are not clear or not visible.</li> <li>3. Emphasise to trainees that different machines have different steps to change ink cartridges. Remind trainees that the following steps are for the Fuji-Xerox ApeosPort-IV C5575 PCL 6 (printer model may be different). Inform trainees that they may refer to the manual of the machine they are assigned to.</li> </ol>
Activity II: Removing ink cartridge from the machine	<ol style="list-style-type: none"> <li>1. Instruct trainees to open the front cover on the machine by pulling the cover towards them.</li> <li>2. Show trainees that there are four ink cartridges. Instruct trainees to only pull out the ink cartridge that needs to be replaced. Pull it out gently by holding below the ink cartridge.</li> <li>3. Instruct trainees to remove the old ink cartridge from the machine.</li> </ol>
Activity III: Installing a new ink cartridge	<ol style="list-style-type: none"> <li>1. Inform trainees to put recycled papers or old newspapers on the carpet before installing the new ink cartridge. This is to prevent the ink from spilling onto the carpet or floor.</li> <li>2. Instruct trainees to remove the new ink cartridge from the box.</li> <li>3. Instruct trainees to shake the new ink cartridge gently from side to side four to five times. Ask trainees to be careful not to spill the ink on the carpet or their clothes.</li> <li>4. Position the ink cartridge correctly with the arrow facing up (black first) and slide it into the machine until it clicks and is firmly placed.</li> <li>5. Close the front cover.</li> <li>6. Inform trainees that they can access the instructions visually by going to: <a href="https://www.manualslib.com/manual/1063690/Fuji-Xerox-Apeosport-iv-C5575.html?page=66#manual">https://www.manualslib.com/manual/1063690/Fuji-Xerox-Apeosport-iv-C5575.html?page=66#manual</a> or trainees can watch instructions on YouTube: <a href="https://www.youtube.com/watch?v=k4d1aKP2Y9k&amp;feature=youtu.be">https://www.youtube.com/watch?v=k4d1aKP2Y9k&amp;feature=youtu.be</a></li> </ol>

	<b>Skills Obtained</b>
	<ol style="list-style-type: none"><li data-bbox="436 302 1225 364">1. Understanding the purpose of changing the ink cartridge of a photocopier and when to change it.</li><li data-bbox="436 371 853 399">2. Removing an old ink cartridge.</li><li data-bbox="436 406 833 434">3. Installing a new ink cartridge.</li></ol>

# General Administrative Tasks (GAT)

# GAT 1 FILING PURCHASE ORDER

## Objective

By the end of the training, trainees will be able to file a purchase order (PO) according to requirements.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. PO</li><li>3. Hole puncher</li><li>4. Arch file</li><li>5. Scripti page marker or label</li><li>6. PO index</li></ol>

Activities	Training Approach and Instructions
Activity: Filing a PO	<ol style="list-style-type: none"> <li>1. Show trainees the materials required to file a PO.</li> <li>2. Email the document with file labels and indexes to trainees.</li> <li>3. Ask trainees to save the file label and index document into their PO folder.</li> <li>4. Guide trainees to set up a PO file and to print labels for the files. <ul style="list-style-type: none"> <li>• 1 file for George Enterprise and Carrow Enterprise</li> <li>• 1 file for Opex Sdn Bhd, Xavier Constructions, Excel Trading and others</li> </ul> </li> <li>5. Ask trainees to print out an index for each of the following companies: George Enterprise, Carrow Enterprise, Opex Sdn Bhd, Xavier Constructions and Excel Trading. (Refer to "Appendix - Index Sample".)</li> <li>6. File the respective indexes in their files.</li> <li>7. Ask trainees to file completed POs according to these steps: <ol style="list-style-type: none"> <li>a. Retrieve the relevant file from the cabinet.</li> <li>b. Record completed entries into the index list according to the respective companies.</li> <li>c. Punch holes using the ruler attached to the hole puncher for consistency. (Guide trainees to fold documents into half before punching if using a hole puncher without a ruler.)</li> <li>d. File POs by company and in ascending order of PO number.</li> <li>e. Use the Scripti page marker or labels to categorise each company.</li> <li>f. Ask the trainer to check and sign completed entries for the day in the respective index lists.</li> <li>g. Return the file to the cabinet upon completion.</li> </ol> </li> </ol> <p>* Print additional index lists upon finishing.</p> <p>* Open a new file if the file is full.</p>

	<b>Skills Obtained</b>
	<ol style="list-style-type: none"><li>1. Filing skills, e.g. able to punch holes according to alignment.</li><li>2. Numeric skills, e.g. sorting by ascending order and counting the number of entries completed.</li><li>3. Soft skills such as being meticulous and accurate.</li><li>4. Basic analytical skills, e.g. discerning when to open a new file.</li><li>5. Proper handling of documents.</li></ol>

# Appendix - Index Sample

GEORGE ENTERPRISE

Date	No. of Purchase Order done	Signature	Date	No. of Purchase Order done	Signature



EMPLOYMENT TRANSITION PROGRAMME

Date	No. of Purchase Order done	Signature	Date	No. of Purchase Order done	Signature

# GAT 1 FILING DELIVERY ORDER

## Objective

By the end of the training, trainees will be able to file a delivery order (DO) according to requirements.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 30 minutes  Five practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Monitor, CPU, mouse, keyboard</li><li>2. DO</li><li>3. Hole puncher</li><li>4. Arch file</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
Activity: Filing a DO	<ol style="list-style-type: none"> <li>1. Show trainees the materials required to file a DO.</li> <li>2. Email the document with file labels to trainees.</li> <li>3. Ask trainees to save the file label document into their DO folder.</li> <li>4. Guide trainees to set up a DO file and print a label for their file.</li> <li>5. Ask trainees to file completed DOs in descending order of DO number.</li> <li>6. Punch holes using the ruler attached to the hole puncher for consistency. (Guide trainees to fold the document into half before punching holes when using a hole puncher without a ruler.)</li> <li>7. Return the file to the cabinet upon completion.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Filing skills, e.g. punching holes according to alignment.</li> <li>2. Numeric skills, e.g. sorting by descending order.</li> <li>3. Soft skills such as being meticulous accurate.</li> <li>4. Basic analytical skills, e.g. discerning when to open a new file.</li> <li>5. Proper handling of documents.</li> </ol>

# GAT 2 STAMPING

## Objectives

By the end of the training, trainees will be able to:

1. Understand the purpose of stamping.
2. Identify two types of stamping.
3. Implement the process to stamp with a separate ink pad.
4. Implement the process to stamp with an integrated ink pad.

<b>Duration of training</b>	<b>Materials and Equipment</b>
Training: 10 minutes  Three practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. A stamp with a separate ink pad</li><li>2. A stamp with an integrated ink pad</li><li>3. Recycled paper</li><li>4. Original documents to stamp</li></ol>
<b>Activities</b>	<b>Training Approach and Instructions</b>
Activity I: Introduction	<ol style="list-style-type: none"><li>1. Explain to trainees the purpose of stamping:<ul style="list-style-type: none"><li>• To endorse a document along with a signature</li><li>• To identify a company on a document</li><li>• To prove that the receiver has received the document (e.g. invoices)</li></ul></li><li>2. Explain to trainees the types of documents that require stamping. These include:<ul style="list-style-type: none"><li>• Contracts</li><li>• Invoices</li><li>• Official letters</li></ul></li><li>3. Explain and show trainees the two basic types of stamping:<ul style="list-style-type: none"><li>• Stamping with separate ink pad</li><li>• Stamping with an integrated ink pad</li></ul></li></ol>
Activity II: Stamping with a separate ink pad	<ol style="list-style-type: none"><li>1. Instruct trainees to follow the following steps closely to stamp documents with a separate ink pad:<ol style="list-style-type: none"><li>a. Prepare a piece of recycled paper for a trial run.</li><li>b. Ensure that the stamp is positioned correctly to ensure that the lettering or logo is not upside down.</li><li>c. Press the stamp onto the ink pad firmly in order for the stamp to absorb ink from the ink pad.</li><li>d. Position the inked stamp on the recycled paper accurately and stamp firmly.</li><li>e. When ready to stamp on the actual document, follow all the steps closely to stamp successfully.</li></ol></li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity III: Stamping with an integrated ink pad</p>	<ol style="list-style-type: none"> <li>1. Instruct trainees to follow the following steps closely to stamp documents with an integrated ink pad:               <ol style="list-style-type: none"> <li>a. Prepare a piece of recycled paper for a trial run.</li> <li>b. If the stamp has a cover, remove the cover.</li> <li>c. Ensure that the stamp is positioned correctly, making sure that the lettering or logo is not upside down.</li> <li>d. Position the stamp on the prepared recycled paper accurately and stamp firmly.</li> <li>e. When ready to stamp on the actual document, follow all the steps closely to stamp successfully.</li> </ol> </li> </ol>
	<p><b>Skills Obtained</b></p>
	<ol style="list-style-type: none"> <li>1. Understanding the purpose of stamping.</li> <li>2. Understanding the types of stamping.</li> <li>3. Stamping with a separate ink pad.</li> <li>4. Stamping with an integrated ink pad.</li> </ol>

# GAT 3

## INVENTORY CHECK

### COUNTING THE NUMBER OF INVENTORY ITEMS

#### Objectives

By the end of the training, trainees will be able to:

1. Count the number of inventory items.
2. Produce the inventory check report using the given format.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 20 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. List of inventories</li><li>2. Inventory check sheet</li><li>3. Pen/pencil</li></ol>

Activities	Training Approach and Instructions
Activity I: Checking inventory                       Activity II: Counting inventory items	<ol style="list-style-type: none"> <li>1. Explain to trainees the purpose of checking the inventory:               <ol style="list-style-type: none"> <li>a. To ensure that the remaining items and items that have been used matches the last inventory check; this is to determine if there are missing or unrecorded items.</li> <li>b. To make suggestions to restock if the items counted are running out.</li> </ol> </li> <li>2. Inform trainees that they have to ask questions, if they have any, or seek clarification. For example, what to do if items are missing.</li> </ol> <ol style="list-style-type: none"> <li>1. Introduce the steps in counting inventory items:               <ol style="list-style-type: none"> <li>a. Identify location(s) where the inventory items are stored.</li> <li>b. Obtain the inventory check sheet (if available).</li> <li>c. Count the number of inventory items by type and be mindful of the brands, colours, sizes and other forms of variations.</li> <li>d. Highlight in the check sheet if certain items are running out (the baseline is dependent on the necessity of the items).</li> </ol> </li> <li>2. Demonstrate the activity of inventory checking and allow trainees to practise to ensure that they are able to carry out the task successfully.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Counting items accurately.</li> <li>2. Identifying items that need to be replenished.</li> </ol>



## Sample Inventory Check Sheet

No	Item Name	Brand Name	Quantity	Remarks
1	2B Pencil Noris 120 (12 pcs/box)	Staedtler		
2	Artline 500 Black	Artline		
3	Artline 500 Blue	Artline		
4	Artline 500 Green	Artline		
5	Artline 500 Red	Artline		
6	Artline 70 Black	Artline		
7	Artline 70 Blue	Artline		
8	Artline 70 Green	Artline		
9	Artline 70 Red	Artline		
10	Ball Pen G2 Grip Gel Ink 0.5mm Black	Pilot		
11	Ball Pen Grid X5 Black	Faber-Castell		
12	Ball Pen Grid X5 Blue	Faber-Castell		
13	Binder Clip 32mm	Astar		
14	Binder Clips 25mm	Suremark		
15	Binder Clips 32mm	Suremark		
16	Binder Clips 41mm	Suremark		
17	Calculator	Casio		
18	Correction Pen ZL62W	Pentel		
19	Fancy Ribbon 9.14m	N/A		

No	Item Name	Brand Name	Quantity	Remarks
20	File	Lion		
21	Flat File 102 Blue	Abba		
22	Flat File 102 Orange	Abba		
23	Flat File 102 Pink	Abba		
24	Flat File 350 Yellow	Abba		
25	Gel Pen 0.5mm Black	Faber-Castell		
26	Gel Pen 0.5mm Blue	Faber-Castell		
27	Glue 50ml	Office Zone		
28	Glue Stick 25g	Artline		
29	L Shape Folder (A4)	Emi-File		
30	Laminating Pouches (10 pcs/box)	Followes		
31	Lamination Film A4 (100 pcs/box)	Apex		
32	Leads 0.5 2B 60mm (12 pcs/tube)	Pilot		
33	Lever Arch File	Universal		
34	Max File Blue	Herlitz		
35	Mixed Colour Rubber Band	N/A		
36	Paper Clips (100 pcs/box)	Penguin		
37	Paper Fastener (10 pcs/box)	Samson		
38	Pen Knife	TZYX		

No	Item Name	Brand Name	Quantity	Remarks
39	Pencil Sharpener	Dolphin		
40	Plastic Straight Ruler 30cm	High Class		
41	Pocket File	Coconut		
42	Project DA Handbook	N/A		
43	Scissors 165mm	Penmark		
44	Shaking Pencil	D Best		
45	Stapler HD-10	Max		
46	Stapler HD-10	Tokyo Design		
47	Staples 10-1M	Max		
48	Staples No-10-1M	Suremark		
49	Swing Cool Highlighter	Stabilo		
50	Transparent Neon Indexer	Scripti		

Checked by :

Date :

# GAT 4 DISPATCH SENDING ITEMS OR DOCUMENTS TO AN ASSIGNED PERSON

## Objective

By the end of the training, trainees will be able to dispatch items or documents to an assigned person.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 15 minutes  Two practice sessions over a week, with supervision	<ol style="list-style-type: none"><li>1. Items or documents that need to be dispatched</li><li>2. Location, name and contact details of the receiver</li></ol>

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Dispatching responsibilities</p> <p>Activity II: Dispatching procedure</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees about dispatching items: <ul style="list-style-type: none"> <li>• To send an item or document to the assigned person.</li> <li>• To ensure the dispatched item or document is received by the assigned person.</li> </ul> </li> <li>2. Inform trainees that they need to follow up with clarification (if any) when, for example, if there is a delay in delivery or if an item goes missing.</li> </ol> <ol style="list-style-type: none"> <li>1. Introduce the steps in (internal) dispatching: <ol style="list-style-type: none"> <li>a. Identify the location, name and contact details of the receiver.</li> <li>b. Check for urgency, i.e., by asking if the items or documents are time-sensitive (and whether it must reach the receiver at a specific time).</li> <li>c. Plan the route (applicable when there is more than one item or document to be dispatched).</li> </ol> </li> <li>2. Introduce what to say and do when meeting the receiver: <ol style="list-style-type: none"> <li>a. Greet the receiver accordingly, such as, "Good morning" or "Good afternoon".</li> <li>b. Hand the item(s) or document(s) to the receiver.</li> <li>c. Mention the sender (if applicable).</li> <li>d. Obtain the receiver's signature and date on the receipt.</li> <li>e. Thank the receiver before leaving.</li> </ol> </li> <li>3. Get trainees to role-play different scenarios and ask for clarification if required.</li> </ol>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Understanding the responsibilities of dispatching documents and other items.</li> <li>2. Communicating with the sender to get the required information.</li> <li>3. Making contact with the receiver (who may be a stranger).</li> </ol>

# GAT 5

## ORGANISING PERSONAL WORKSTATION

### Objectives

By the end of the training, the trainees will be able to:

1. Organise their personal workstations effectively.
2. Keep their personal workstations clean.

<b>Suggested Duration</b>	<b>Materials and Equipment</b>
Training: 5 minutes  Three practice sessions over a week, with supervision	Personal workstation

<b>Activities</b>	<b>Training Approach and Instructions</b>
<p>Activity I: Having a clean and organised workstation</p> <p>Activity II: Maintaining a workstation</p>	<ol style="list-style-type: none"> <li>1. Explain to trainees the importance of a clean and organised workstation: <ul style="list-style-type: none"> <li>• To maintain a healthy workstation as the office desk and workspace may host bacteria</li> <li>• To create a productive workstation</li> </ul> </li> <li>2. Ask trainees whether they have any questions.</li> </ol> <p>Introduce the checklist and tips for keeping a personal workstation clean:</p> <ul style="list-style-type: none"> <li>• Do not leave used mugs and utensils on the work desk.</li> <li>• Minimise incoming papers.</li> <li>• Declutter workspace (keep office stationery, documents and papers in the personal pedestal drawer).</li> <li>• Set a regular cleaning time, e.g. five minutes before the end of each workday.</li> </ul>
	<b>Skills Obtained</b>
	<ol style="list-style-type: none"> <li>1. Organising one's personal workstation.</li> <li>2. Identifying and filtering important documents and unwanted papers.</li> <li>3. Learning about workstation cleanliness, for example, not leaving used mugs and utensils on the work desk, file papers, and organise one's stationery in a box.</li> </ol>

# APPENDIX 1

## CI 2: THE AIMS OF THE EMPLOYMENT TRANSITION PROGRAMME

### Orientation: The Aims of the Employment Transition Programme

CI 2: Sample: The Aims of the Enabling Academy Employment Transition Programme

### The Importance of Reflection and Journaling

Reflection is a process of examining one's thoughts and feelings. It is particularly helpful when learning new concepts.

#### The Importance of Journaling

1. Prepare your mind for the topic of the day.
2. Formulate new opinions and perspectives.
3. Improve your writing skills.

### Write Your "Thought for the Day" in Your Planner

- 3 Jan     1. My aims in joining the Enabling Academy are ...  
              2. In the next 3 months, I wish to learn ...
- 4 Jan     1. Rules are necessary for EA trainees because ...  
              2. If I do not plan my day ...
- 5 Jan     1. I am different from others in the following ways ...  
              2. I feel good about myself when ...

### Thought for the Day



My aims in joining the Enabling Academy are ...



**PROJECT  
DIFFERENTLY  
ABLED**

Initiated by our Group Managing Director Dato' Lin Yun Ling, Project Differently-Abled (DA) rolled out in July 2013, not in the name of corporate social responsibility but as an endeavour to create an inclusive community and workplace.

### Project Aim #1



In picture: Donovan Choo, Group Admin

Providing **gainful and sustainable employment** to young adults with autism or Asperger syndrome, which contributes towards their continuous learning and improving their quality of life.



## Project Aim #2



In picture: Calvin Lee, UG Procurement

Cultivating an **open-minded and diversified work culture** within Gamudians.



18 employees



17 departments



5 years since 2014

## Roger Khaw



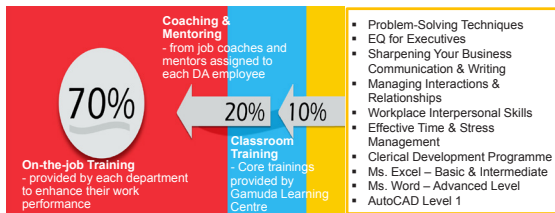
- Roger used to work as a sales assistant in the retail industry.
- At Gamuda, he **started as a data entry clerk but has progressed to master the IFCA software.**
- He is **meticulous and conscientious.**

## Dennis Liew



- Dennis is **talented in art.**
- He conducts Art Jamming sessions as a therapeutic and de-stressing activity for all Gamudians.
- Due to demand, he has been given permission by **his department (Finance)** to conduct more Art Jamming sessions.

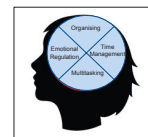
## Career Development



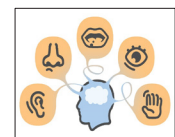
## Three Key Challenges at Work



Social Rules

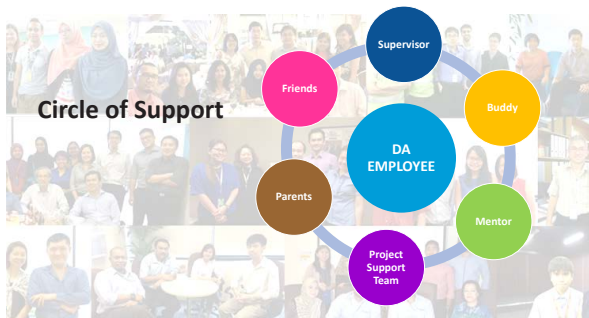


Executive Functioning Skills



Sensory Issues

## Circle of Support



## A Day in the Life of Yun Arn - Video

<https://gamudaberhad.sharepoint.com/sites/DA/Shared%20Documents/Videos/A%20Day%20in%20the%20Life%20of%20Yun%20Arn.mp4>

## Achievements and Positive Outcomes

### DA Colleagues

- Proven to be **capable and resourceful** with proper training and support.
- **Increased self-esteem, dignity and a sense of fulfilment**

### Families

- Relief that the DA colleagues are **learning to lead a meaningful and independent life**

### Gamuda

- The creation of a **diversified and inclusive community** through this project



The success of Project Differently-Abled inspired the Gamuda Group to establish the Enabling Academy, aimed at enabling more people with autism towards gainful and sustainable employment. This programme is fully sponsored by Yayasan Gamuda.

## Project Aim



**#1**

Promote sustainable professional employment for young adults on the autism spectrum in collaboration with partner companies.

## Project Aim



**#2**

Provide Employment Transition Programme: Pre-employment training and Job Placement Support

## Employment Transition Programme Overview

### Course I

#### Soft-Skills Development:

*Personal Development  
Career Development*



## Employment Transition Programme Overview



### Course II

Mock office with simulated-based learning approach for a **corporate work environment**

## Impact and Outcomes

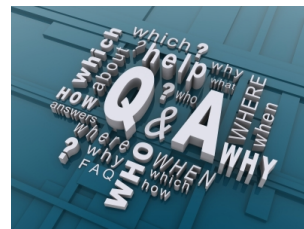
**Encourage more companies to provide employment opportunities with workplace support**

**Help more people with autism achieve gainful and sustainable employment**

**Communities appreciate the abilities and contributions of employees with autism**

**Companies involved will create an open-minded and diverse work culture**

## Q & A



## Reflection

- What are the aims of the Enabling Academy?

## Ergonomics



# APPENDIX 2

## PD 1c: UNDERSTANDING YOUR SELF-ESTEEM

### Self-Awareness

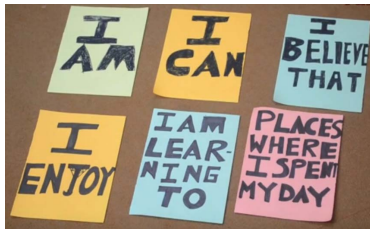
PD 1c: Understanding Your Self-Esteem

### Thought for the Day



What is self-esteem?

### Interactive Activity – Complete the Sentence



### Feedback and Reflection



### Self-Esteem

One's attitude toward oneself  
(Rosenberg, 1965)

Think

Feel

Believe

Refer to Handout PD 1c: *Understanding Your Self-Esteem*



### Self-Esteem Scale



Complete Rosenberg's Self-Esteem Scale in your Handout PD 1c

### Reflection

What is self-esteem to you?


### Debriefing

- What do we think, feel and believe about ourselves?
- Building self-esteem is the first step towards happiness and a better life.

Refer to Handout PD 1c: *Understanding Your Self-Esteem*

# APPENDIX 3

## CD 1a: LIFE ASPIRATIONS

<h3>Value of Work</h3> <hr/> <p>CD 1a: Life Aspirations</p>	<h3>Thought for the Day</h3>  <p>One of my dreams for the future is...</p>												
<h3>My Dreams</h3> <p>Identify your dreams for the future and how they relate to your careers.</p> <p>Refer to Handout <i>CD 1a: My Dreams</i></p>	<h3>Handout <i>CD 1a: My Dreams</i></h3> <p><b>My Dreams</b></p> <p>Write or draw answers for following questions.</p> <ol style="list-style-type: none"> <li>Write or draw the answers for the following questions.</li> <li>Rank your dreams in order of importance.</li> <li>Write your action plan.</li> <li>Share in your respective groups.</li> </ol> <table border="1" data-bbox="1071 850 1242 1085"> <thead> <tr> <th colspan="2">My Dreams</th> </tr> <tr> <th colspan="2">Write or draw answers for following questions</th> </tr> </thead> <tbody> <tr> <td>1. What are your dreams? (What will you be doing?)</td> <td></td> </tr> <tr> <td>2. Rank the dreams in order of importance. (What will be your top priority?)</td> <td></td> </tr> <tr> <td>3. What action plan will you use to reach your dreams? (What will be the steps you will take?)</td> <td></td> </tr> <tr> <td>4. How will you share your dreams with others? (How will you be doing the best to achieve?)</td> <td></td> </tr> </tbody> </table> <p>Write or draw your answers. Limit to:</p> <div style="border: 1px solid black; width: 100px; height: 20px;"></div>	My Dreams		Write or draw answers for following questions		1. What are your dreams? (What will you be doing?)		2. Rank the dreams in order of importance. (What will be your top priority?)		3. What action plan will you use to reach your dreams? (What will be the steps you will take?)		4. How will you share your dreams with others? (How will you be doing the best to achieve?)	
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<h3>Conclusion</h3> <p>It is important to have dreams as they give us hope, aspirations and something to look forward to.</p>	<h3>Reflection</h3> <p>Why is it important to have dreams?</p>												

Gamuda launched its Project Differently-Abled (Project DA) in 2013 to sustainably employ adults on the autism spectrum. Four years later, the Enabling Academy (EA) was established with the objective of encouraging more companies to hire EA-trained individuals with high-functioning autism.

Gamuda's EA conducts an Employment Transition Programme (ETP) designed to equip trainees with soft skills and job training essentials for employability. Although it is designed for job seekers on the autism spectrum, this programme can be adapted to suit the training needs of youths in general to better their chances of being hired.

The first version of this EA ETP manual was created in 2017 and evolved through real-life practical training classes and the trainees' input. Gamuda sees value in sharing this programme and its accompanying training manual widely, with the hope that more youths can benefit from being better equipped with soft skills and practical knowledge to enable them to progress in their careers and live independently.



## Enabling Academy

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