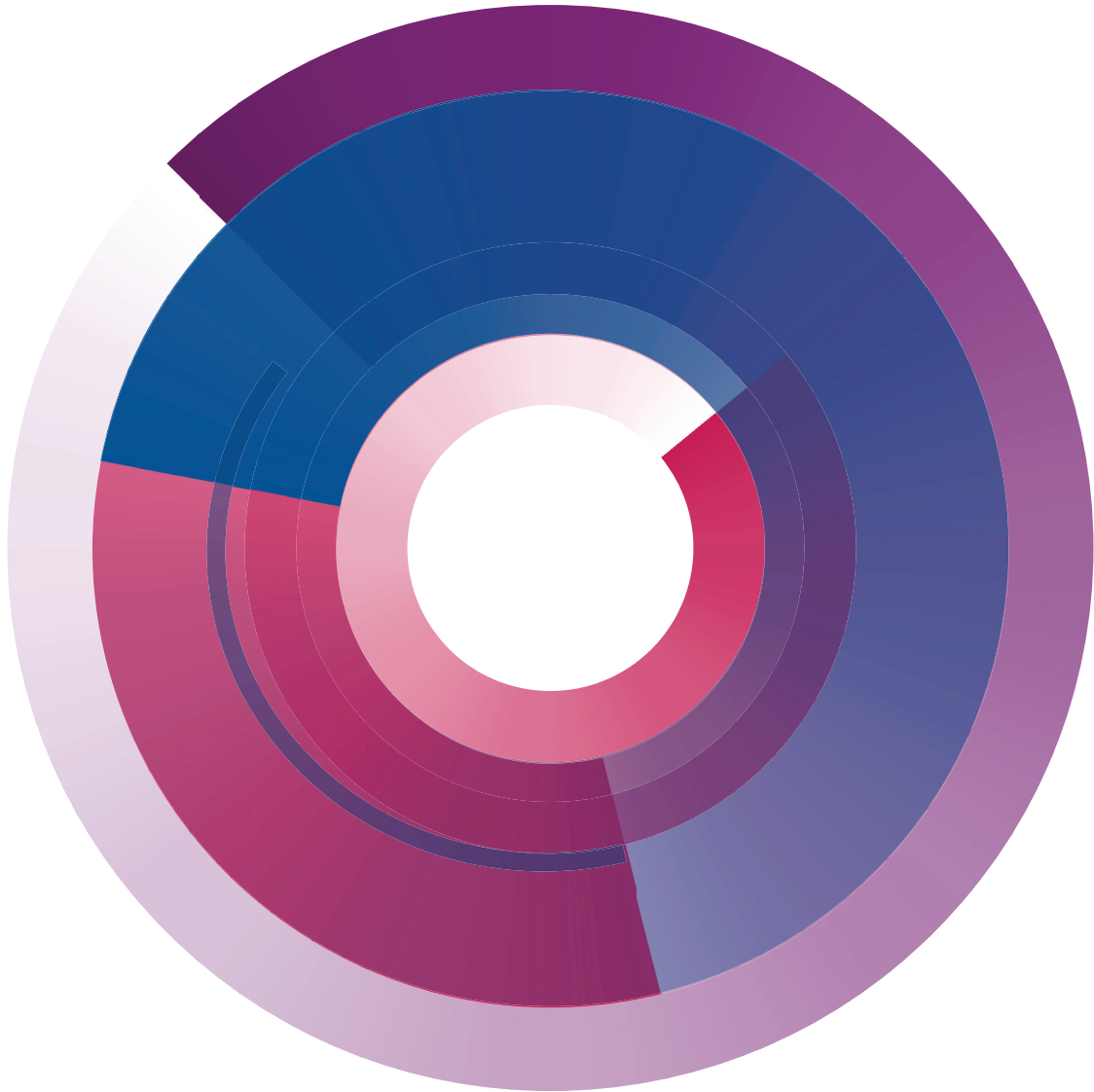


Adaptability

UNIT 1: GETTING READY FOR EMPLOYMENT



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UNIT 1:

Getting ready for employment

Welcome to this unit on adaptability!

Adaptability is your ability to adjust day-to-day activities, habits, and the way you do things when change happens. Change can be expected and unexpected.

You show that you can adapt when you use your time effectively, focus on your tasks and commitments, handle your emotions well and learn new skills. Research shows that adaptability is an important skill for work and for life. The tasks that you complete in this unit will help you improve your ability to adapt and prepare for your job successfully.

You will read about Elaine and Jenny. They are looking for jobs. In the past, they have both struggled with making changes to the way they do things. They need strategies and tips to do it effectively.

Learning outcomes

After completing this unit, you will be able to:

- List changes to make to prepare for employment
- Identify the purpose of those changes
- Use strategies to make those changes effectively

Adapting to prepare for employment

When you prepare for a new job, you will need to adapt because there will be expected and unexpected changes. Many job seekers like you join an employment program to get help.

Below are examples of how to adapt while you are in the program to prepare for your job.

Adjust your day-to-day activities

The program will require that you attend training sessions and appointments. You can adapt by adjusting your day-to-day activities to meet the requirements. For example, you can change your wake-up time to attend training sessions and appointments in the morning.

Plan your time

You will need to be on time for training sessions and appointments. You can adapt by planning when to wake up, when to leave home, and which bus to take to get there on time.

Arrange childcare

You will need to be away from home for most of the day to attend the program. This can be challenging if you have a child. You can adapt by arranging childcare so that you are able to attend the program full-time.

Focus on preparing for employment

You will need to focus on attending the program, submitting assignments, applying for jobs and other activities to prepare for employment. This can interfere with the daily activities that you do. You can adapt by reducing the amount of time you spend on activities such as watching TV, reading books or visiting friends and family.

Keep going

You may sometimes feel overwhelmed, anxious, and unconfident because preparing for employment is a bumpy road. You can adapt by staying positive and not giving up.

Self-evaluation

This self-evaluation asks you to think about your adaptability skills. Answer the questions as honestly as you can. This will help your facilitator target the tasks to your needs.

Self-evaluation is a way to reflect on your experiences, thoughts and emotions.



It helps you understand yourself better, shows your strengths and identifies areas you need to improve.

Self-evaluation 1

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can adjust the time I wake up if I have an appointment early in the morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can handle my thoughts and emotions when they become overwhelming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can build healthy habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can choose and follow a transit schedule to arrive on time for appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-evaluation 2

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can calm down when I am angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can arrange my responsibilities at home so that I can focus on my job search.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can communicate calmly when I don't agree with someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know how to increase my confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-evaluations adapted from SRDC – OLES Measurement Tool: COMSA Survey Builder (srdc.org)

Elaine's story

Elaine has never worked before. She doesn't really follow a routine. She wakes up at different times in the morning or sometimes in the early afternoon depending on what time she went to bed the night before. She doesn't use an alarm because she doesn't have scheduled appointments and can wake up when she wants.

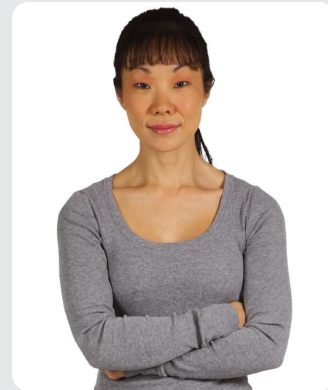
Lunch is often her only meal. She drinks too much coffee because she feels sleepy during the day.

Elaine stays home most of the time. Her main daily activities are watching TV and playing video games. She often stays up very late to finish a level or watch a show.

In the evenings, Elaine doesn't like to go to bed because she often has trouble falling asleep. She finds it hard to handle her thoughts at night.

Elaine has wanted to find a job for two years now. Last year, she joined a program that offered help with writing resumes and preparing for interviews. However, she was removed from the program because she was not following the requirements. She either did not go to her appointments at all because she did not have bus fare or she was late because she missed the bus. She also could not focus on her tasks.

When Elaine was removed from the program, she was very discouraged. She felt she needed more time and supports. Her case coordinator referred her to a program that offers counselling, coaching and training. Elaine wants to complete the program, but she doesn't know how to handle the changes in her routine.



What to change? Identify areas for change

Elaine wants to fully engage in the program and get a job. To do so, she needs to make changes to her day-to-day activities.

What changes does Elaine need to make?

Vocabulary

Routine: the activities that you do every day

TASK

Answer the questions.

1. Which are the three areas where Elaine needs to make changes?

Circle your answers.

- a. Daily routine
- b. Using transit
- c. Household chores
- d. Mental health

2. What are three ways Elaine shows that she needs to change her daily routine?

3. What are two ways Elaine shows that she needs to get better at using transit?

4. What is one way Elaine shows that she needs to improve her mental health?

REFLECT

- How is Elaine's story similar to your own?
- Are there any differences? What are they?
- What are three changes you need to make to fully engage in the program and find a job?

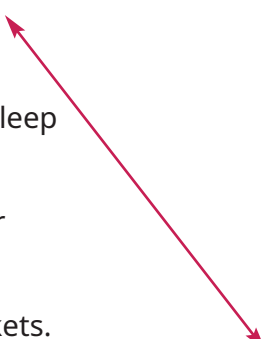
What does adapting look like? Identify actions

What actions could Elaine take to improve?

TASK

Draw a line to match the area for change with an action.

We have done the first one as an example.

- | | | |
|--|---|---|
| 1. Elaine needs to control her thoughts better at night. |  | a. She could eat three meals a day. |
| 2. Elaine needs to adjust her sleep schedule. | | b. She could have a regular bedtime. |
| 3. Elaine needs to improve her eating habits. | | c. She could put money aside for bus fare. |
| 4. Elaine needs to buy bus tickets. | | d. She could check the bus schedule beforehand. |
| 5. Elaine needs to get to appointments on time. | | e. She could practise breathing exercises. |

REFLECT

What actions could you take to make positive changes in the areas that you identified for yourself?

Think of one action for each area.

Why adapt? Identify the purpose



Making changes to the way you do things can be hard and overwhelming. When you understand why you need to make them it helps you stay motivated and focus on your goal. Each intentional change you choose to make can take you closer to your goal.

Being aware of why you need to make these changes helps you build positive mental health. For example, if you adjust your sleep schedule to wake up earlier, it will help you get to appointments on time. With regular practice this will become a habit. Then when you start a new job, being on time will not be challenging. Getting a job will boost your confidence and self-esteem.

Elaine's goal is to be able to fully engage in the program and find a job. She is feeling anxious, and that's okay. The changes may not be easy to cope with, but the more she practises, the more confident she will become. Knowing how these changes will benefit her will help her not give up.

Why should Elaine adjust?

TASK

Complete the sentences with your ideas. You can write more than one idea.

We have completed the first sentence as an example.

1. If Elaine adjusts her sleep schedule:

*she will get more sleep and wake up early to be on time for scheduled appointments.
She will feel more rested during the day and be able to focus on her tasks better.*

2. If Elaine sets money aside for bus fare:

3. If Elaine develops healthy eating habits:

4. If Elaine practises breathing exercises regularly:

REFLECT

- How do you feel about the changes that you need to make?
- What is the purpose of those changes?
Think of at least one purpose for each change.

How can you adapt effectively? Identify and practise strategies

Your skills are like muscles. To make your muscles stronger, you need to exercise. The same is true about adaptability. There are many strategies you can use to improve your ability to adapt. They can help you make positive

changes to your habits, handle your anxiety better and get to work or appointments on time. Experts recommend you use different types of strategies. Why not try and see what happens!



REFLECT

Think of the challenges that Elaine is facing.

- How can she adapt better?
- Do you know of any strategies she could use?

Vocabulary

Strategy: a plan or way to do something so you can achieve a goal

Strategies to make positive changes to your habits

Habits are things you do regularly. It can be hard to change habits because you are used to doing them all the time. It takes time, effort and practice. However, there are many strategies that can help you make positive changes to your habits more easily. Why not try them out and see what happens!



Start small

Start with small changes. For example, if you want to become more active, start with a 15-minute walk each day. If you start with a one-hour walk, it may be too hard to keep up. You may get discouraged if you can't do it.

Practise every day

Practise regularly to make it a habit. Habits take time to form but they form quicker when you practise them more often. When a 15-minute walk becomes a habit through everyday practice, you can start to explore more intense forms of exercise.

Combine your habits

Combine a new habit with a habit that you already have. For example, say or think of one thing that you are grateful for when you sit down to have your morning coffee.

Don't feel guilty

Don't feel bad if you miss a day or more. Start again the next day.

TASK 1

Circle the right answers.

1. Which action would help Elaine reduce the time she spends watching TV?
 - a. Stop watching TV and playing video games completely
 - b. Start with reducing time watching TV and playing video games by 15 minutes each day
2. Which is a healthy activity Elaine could do while she watches TV?
 - a. Listen to loud music
 - b. Do yoga poses
3. Which action would help Elaine reduce the amount of coffee she drinks every day?
 - a. Replace one cup of coffee with one glass of water
 - b. Stop drinking coffee completely

TASK 2

Circle the right answers.

1. Elaine has reduced time watching TV and playing video games by 15 minutes each day. Which two strategies is she using?
 - a. Combine habits
 - b. Start small
 - c. Practise every day
2. Elaine does a yoga pose while she watches TV. Which two strategies is she using?
 - a. Combine habits
 - b. Start small
 - c. Practise every day
3. Elaine replaces one cup of coffee with one glass of water every day. Which two strategies is she using?
 - a. Combine habits
 - b. Start small
 - c. Practise every day

Strategies to handle your anxiety better

When you feel anxious, you are unable to relax physically and mentally. Your anxiety may get worse at night because it's easier to avoid your feelings when you're busy during the day.



Anxiety affects your sleep and ability to focus. You get irritated at small things. You lose your motivation. You should not ignore feelings of anxiety. You should use strategies to handle them better.

Elaine's emotions get overwhelming at night. This keeps her awake. Then waking up in the morning can be hard for her. She needs strategies to control her emotions better. Below are some helpful ideas from the Canadian Mental Health Association.^[1]

Vocabulary

Anxiety: an emotion of strong fear, worry and tension

Anxious: worried, nervous

Recognize your feelings throughout the day

Stop for a moment and ask yourself how you are feeling. Try not to say, "I am sad". When you do so, it feels permanent, like something that will not change. Instead, try to say, "I feel sad". It will help you treat it as a feeling that can go away.

Listen to soothing music before you go to bed

Listen to soothing music when you are stressed. Research shows that soothing music can quiet your mind and help you relax.

Remember happy memories

Before you go to bed or when you feel anxious, think about a happy memory from a time in your life. Write how you were feeling at that time. Write what made you happy.

REFLECT

Think about a happy memory from a time in your life.

Write how you were feeling at that time and what made you happy.

¹Canadian Mental Health Association, "Emotional Well-being," Well-being Course, n.d.

Strategies to use transit



To arrive on time for work or appointments, you may depend on public transit. You may get anxious when you have to use transit because it doesn't only mean getting on and off the bus. It also means looking at schedules, comparing them and deciding which one to follow to arrive on time.

Once you have decided which schedule to follow, you can work backwards to plan when to wake up to have enough time to prepare. This can help you reduce your anxiety and get to work or appointments on time.

Using transit has been challenging for Elaine. She needs planning strategies.

Here are some that could be helpful:

- Check the bus schedule the night before if you have an early morning appointment or start your job early.
- Give yourself an extra 15 minutes to prepare. For example, wake up at least 45 minutes before you need to leave if it takes you 30 minutes to get ready. Sometimes unexpected things can happen, and they can delay you.
- Take an earlier bus to get to your appointment or work on time. There can be delays, especially during the rush hour or when the weather is bad.
- Buying tickets or a pass as soon as you receive your bi-weekly or monthly income.
- Consider carpooling if it is difficult to take the bus in bad weather. Think about people who may be driving to the area that you need to go to. Ask them if they can give you a ride. Save their contact information in your phone or notebook. You may also want to offer to share gas expenses with them.

REFLECT

- How do you get to the program or your appointments? Do you walk? Do you take transit?
- What are two strategies that you use to get to appointments on time?

Practise reading transit schedules

You can read transit schedules more effectively if you know the key words.

Here are the most common ones:

Start: where your trip begins (place, location)

End: where your trip ends (place, location)

Date: the day of your trip (month and day)

Departure time: when you leave home (includes walking time)

Arrival time: when you get to the destination (includes walking time)

Duration: how long your trip lasts (in hour and minutes, includes walking time)

Mode: type of transportation (for example, a bus or a streetcar)

TASK

Elaine has an appointment at 8:30 a.m. with her employment counsellor.

She finds it hard to make it to her appointments on time. Planning her time in the morning is a challenge for her.

Answer the questions using the two schedules below to help Elaine plan her time in the morning.




AM and PM

A.m. and p.m. can be written in different ways, such as:

- a.m. and p.m.
- am and pm
- AM and PM



Schedule 1

Trip summary

Start	4863 Leslie Street TORONTO
End	815 Danforth Avenue TORONTO
Date	1/30/2023
Departure time	7:12 am
Arrival time	8:16 am
Duration	1h03
Modes	 51  56  56

Schedule 2

Trip summary

Start	4863 Leslie Street TORONTO
End	815 Danforth Avenue TORONTO
Date	1/30/2023
Departure time	7:27 am
Arrival time	8:29 am
Duration	1h01
Modes	 85  25

1. When should Elaine leave home if she uses Schedule 1? _____
2. When should Elaine leave home if she uses Schedule 2? _____
3. When would Elaine get to her destination if she uses Schedule 1? _____
4. When would Elaine get to her destination if she uses Schedule 2? _____
5. Which schedule should Elaine follow to make sure she arrives on time? _____
6. When should Elaine wake up? It takes her 30 minutes to get ready. _____



Workplace culture tip

Workplaces expect employees to arrive 10 to 15 minutes before their shift. If you arrive at the exact time of the start of your shift, the employer will consider that you are late.

When you arrive at work, you need some time to settle and get ready for work. For example, if you work in a manufacturing company and your shift starts at 7:00 AM, your employer will expect you to be at work at about 6:45 AM so that you have time to put your lunch in the fridge and put on your safety shoes and other Personal Protective Equipment before the start of your shift.

Practise arriving to appointments and job interviews 15 minutes early to make it a habit.

Practise looking up transit schedules

Follow the steps below to look up a transit schedule.

NOTE: The steps are based on Winnipeg Transit.

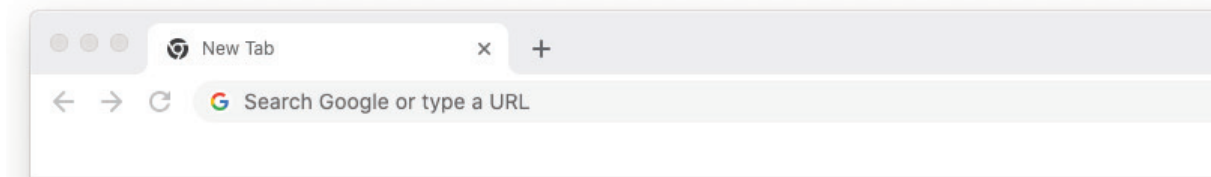
Step 1:

Open an internet browser.



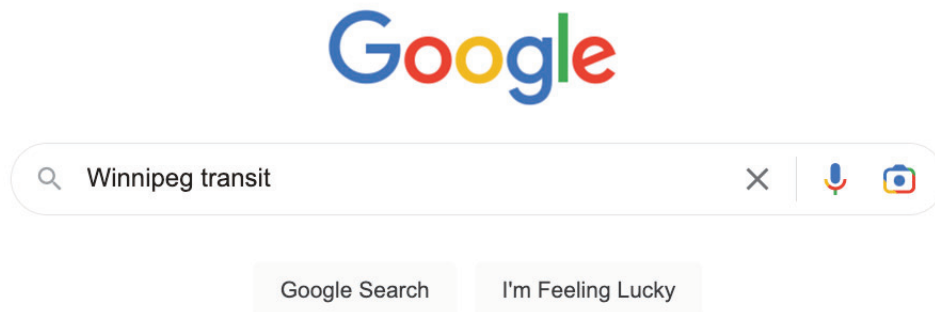
Step 2:

Go to Google. You can type "google" in the search bar at the top of your screen.



Step 3:

Enter "Winnipeg transit" in the search bar.



Step 4:

Click on "Winnipeg Transit".

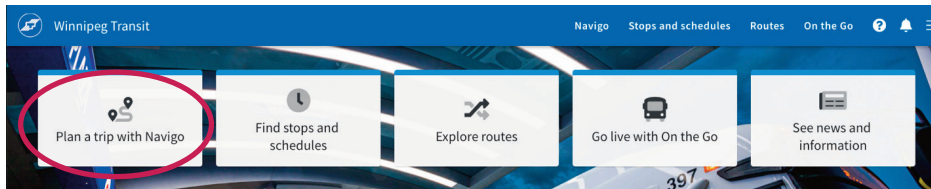
<https://www.winnipegtransit.com>

Winnipeg Transit

Plan a trip with Navigo, go live with On the Go, find stop schedules, and view routes with **Winnipeg Transit**.

Step 5:

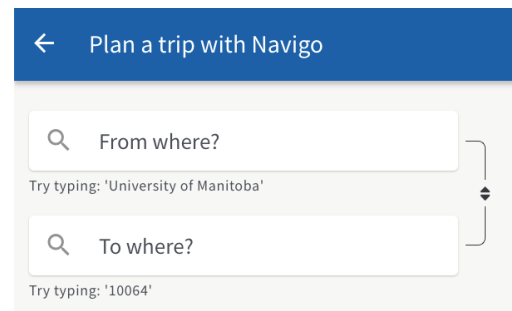
Click on “Plan a trip with Navigo”.



Step 6:

Enter your location in “From where?”

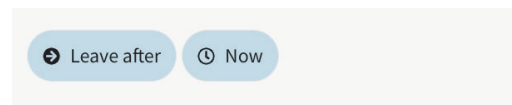
Enter your destination in “To where?”



Step 7:

Click “Leave after” if you plan to leave at a later time.

Click “Now” if you are ready to leave.

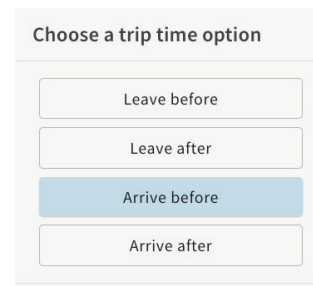


Step 8:

Choose a trip time.

Choose “Arrive before” if you have a scheduled appointment.

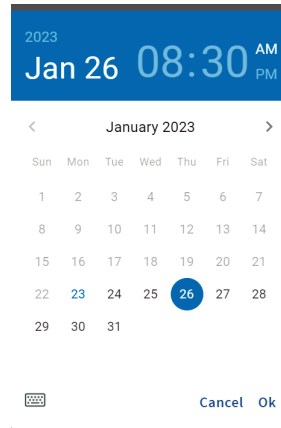
This will tell you when you need to leave to arrive before a specific time.



Step 9:

Click on the day your trip is on.

We chose January 26 as an example.



Step 10:

Enter the time of your appointment.

Choose the hour.

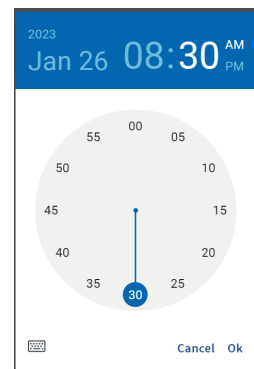
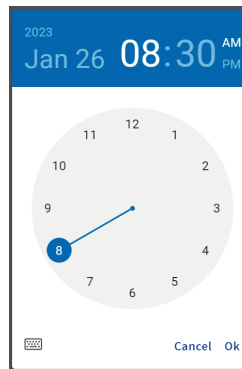
Choose the minutes.

Choose "AM" if the appointment is in the morning.

Choose "PM" if the appointment is in the afternoon or evening.

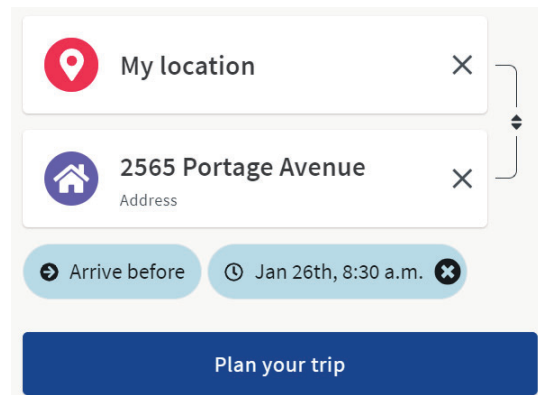
Click "OK" after you have chosen the day and the time.

We chose 8:30 AM as an example.



Step 11:

Click on "Plan your trip".



Step 12:





Choose the trip that will take you to your appointment on time.

Plan to arrive 10 to 15 minutes early.

We chose the first trip to get to our 8:30 appointment on time.

Jan 26th (7:34 a.m. - 8:13 a.m.) 39 min





55

 32 min |  7 min |  0 min |  0

[More](#) [View trip](#)

Jan 26th (7:58 a.m. - 8:25 a.m.) 27 min

14

 24 min |  4 min |  0 min |  0





[More](#) [View trip](#)

Step 13:

Click on "View trip" to see the details of the trip.

Jan 26th (7:34 a.m. - 8:13 a.m.) 39 min

55

 32 min |  7 min |  0 min |  0

[More](#) [View trip](#)

TASK 1

You have an appointment with your employment counsellor tomorrow at 9:30 AM.

Look up transit schedules to get to your appointment.

Enter your own address for your location or enter another address in your city.

Enter the address of your program as your destination.

Compare the schedules that you found and choose the one that will work best. Use the tips that you learned in this unit.

TASK 2

Answer the questions based on the schedule that you chose.

1. Why did you choose that schedule?

2. What time would you wake up? _____

3. What time would you leave home? _____

4. What time would you get to your appointment? _____

Apply what you've learned

Now that you know more about how to adapt, how would you handle the following situations?

Circle your answer.

1. You have a job interview at 2:30 PM. You look at the bus schedules. One bus will get you there at 2:25 PM. The other bus will get you there at 2:17 PM. Which bus would you take?
 - a. I would take the one that would get me there at 2:17 PM. It is better to be a little early.
 - b. I would take the one that would get me there at 2:25 PM. I will be on time anyway.

2. You feel anxious. Your heart is beating fast, and you have a dry mouth. What would you do?
 - a. I would wait until it goes away.
 - b. I would practise one of the strategies I learned to control my feelings better.

3. You have an appointment with your employment counsellor at 8:00 AM. The bus schedule shows that you need to leave home at 7:10 AM. It takes you 40 minutes to get ready. What time would you set your alarm? ?
 - a. I would set my alarm for 6:15 AM at the latest to be on time for my appointment.
 - b. I would set my alarm for 6:45 AM. It is okay if I miss the bus. I can take a later bus and get to my appointment whenever I can.

4. Your employment counsellor told you that they referred you to a warehouse job. They told you that you would have to stand for eight hours. You have no health issues, but you are not used to standing for long periods of time. Which strategy would you use to get ready for that job?
 - a. I would relax at home as much as possible. There may be no time to relax when I get hired.
 - b. I would start to do physical activities little by little. It will be easier to stand for long periods of time when I get the job.

5. You feel sleepy in class all the time, and it is hard for you to focus. You usually go to bed late and don't get enough sleep. Which strategy would you use to improve your focus in class?
 - a. I would go to bed earlier.
 - b. I would drink more coffee to stay awake in class.

Action plan

An action plan helps you identify clear steps to take and strategies to use to achieve your goal.

An action plan also helps you stay on track.

TASK 1

Answer the questions.

1. What are four activities that you do on most days?

2. What time do you go to bed? _____

3. What time do you wake up? _____

4. Is it easy for you to fall asleep? Circle your answer.

YES NO

5. Can you control your thoughts or emotions when they become overwhelming?

Circle your answer.

YES NO

6. What three healthy habits would you like to develop?

TASK 2

Check (✓) the areas where you need to make changes to fully participate in your program and find a job.

Check all that apply to you. On the last line, you can add other areas that you need to work on.

Eating habits

Sleep routine

Mental health

Using transit

Other _____

TASK 3

Create your action plan for adaptability. Use the action plan form at the end of this workbook.

Write the areas where you need to make changes.

Write them in “Area for change”. Use one page for each area.

Write specific actions that can help you make those changes.

Write them in “Actions”. You can write as many as you like.

Write why you want to make the changes. Write them in “Purpose”.

Write one or more strategies that you already practise for each action.

Write them in “Strategies I practise”.

Write one or more strategies that you will start to practise.

Write them in “Strategies I will start to practise”.

Set a start date for your action plan. You can start as early as today.

You are responsible for your action plan.

Check back every day to see if the strategies work for you.

If they don't, try new ones. Remember, you won't know unless you try.

There you have it. You just made your own action plan!

Good luck!

Jenny's story

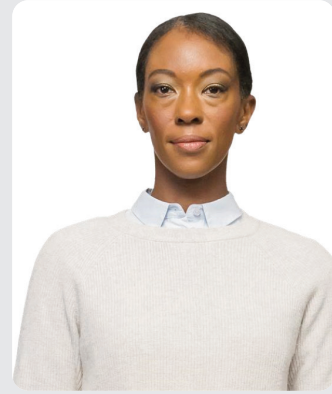
Jenny has not worked for three years. After she gave birth to her son, Tristan, she could not return to work because she had nobody to help her care for him.

She tried taking Tristan to daycare, but he had trouble adjusting and Jenny did not like the staff. They often told Jenny that Tristan did not behave well. This made Jenny angry, and she argued with the staff a lot. Eventually, Jenny decided to not take Tristan to daycare anymore.

Jenny recently joined a program that offers help finding daycare so that she can focus on preparing for a job. Jenny is excited but she also feels anxious. She is not sure if Tristan is ready to go to daycare.

Her employment counsellor has referred her to training sessions, but she has already missed a few. She either forgot about them completely or mixed up the date.

Jenny really wants to get a job. However, she hasn't worked for many years now and she isn't sure she can do well. She also wonders if employers will give her a chance.



What to change? Identify areas for change

Jenny wants to fully engage in the program and get a job. To do so, she needs to make changes to the way she does things.

What changes does Jenny need to make?

TASK

Answer the questions.

1. Which are the three areas where Jenny needs to make changes?

Circle your answers.

- a. Confidence
- b. Preparing Tristan for daycare
- c. Physical health
- d. Managing her anger

2. What is one way Jenny shows that she needs to improve her confidence?

3. What are two ways Jenny shows that she needs to prepare Tristan for daycare?

4. What is one way Jenny shows that she needs to manage her anger?

REFLECT

- How is Jenny's story similar to your own?
- Are there any differences? What are they?
- What are three changes you need to make to fully engage in the program and find a job?


What does adapting look like? Identify actions

What actions could Jenny take to improve?

TASK

Draw a line to match the area for change with an action.

We have done the first one as an example.

- | | |
|---|--|
| 1. Jenny needs to help Tristan adjust to daycare environment. | a. She could use strategies to manage her anger. |
| 2. Jenny needs to boost her confidence. | b. She could prepare him for daycare beforehand. |
| 3. Jenny needs to improve her communication with daycare staff. | c. She could learn new skills. |
| 4. Jenny needs to manage her anger. | d. She could stop arguing with them. |
- 

REFLECT

What actions could you take to make positive changes in the areas that you identified for yourself?

Think of one action for each area.

Why adapt? Identify the purpose

It can be hard to make big changes in your life. When you understand how you can benefit if you adapt and prepare for these changes, you can stay motivated and focused on your goal. For example, learning new skills can take a lot of your time, but it can help you gain confidence to start a job and do well.



Jenny's goal is to be able to fully engage in the program and find a job. She is feeling anxious, and that's okay. All those changes may not be easy to cope with, but the more she practises, the more confident she will become. Knowing how these changes will benefit her will help her not give up.

Why should Jenny adjust?

TASK

Complete the sentences with your ideas. You can write more than one idea.

We have completed the first sentence as an example.

1. If Jenny prepares Tristan for daycare:

he will enjoy spending his day there. If Tristan starts to like the daycare, Jenny will feel less anxious. She will be able to focus on preparing for her job.

2. If Jenny learns new skills:

3. If Jenny does not argue with daycare staff:

4. If Jenny learns to manage her anger:

REFLECT

- How do you feel about the changes that you need to make?
- What is the purpose of those changes?
Think of at least one purpose for each change.

How can you adapt effectively? Identify and practise strategies



Your skills are like muscles. To make your muscles stronger, you need to exercise.

The same is true about adaptability. There are many strategies you can use to improve your ability to adapt. They can help you prepare your child for daycare ahead of time, manage your anger and improve your confidence. Experts recommend you use different types of strategies. Why not try and see what happens!

REFLECT

Think of the challenges that Jenny is facing.

- How can she adapt better?
- Do you know of any strategies she could use?

Vocabulary

Strategy: a plan or way to do something so you can achieve a goal

Strategies to prepare your child for daycare

When children go to daycare, they learn social skills and become more independent. Parents are also more available for training or employment. However, starting daycare can be a big change for both children and parents. To adapt to that change, you can prepare your child ahead of time. You can also learn ways to communicate with daycare staff effectively.



Spend some time with the child at daycare on the first day

The first day at the daycare can be challenging for both children and parents. It's a new place with new people. Children may be less stressed if they have a parent around for one or two hours.

Send a familiar item with the child

Children are attached to home and their parents. For example, if they take a favorite toy with them to daycare it will remind them of home. Ask the daycare staff if it is allowed.

Teach your child how to follow instructions and how to be independent

Daycare staff give children a lot of instructions. Children can get frustrated if they can't follow those instructions. It can cause children to misbehave. Teaching your child to wash their hands, get dressed and zip their coat can increase their independence.

Ask questions and make suggestions when staff talk to you about your child's behaviour

As a parent, it may be hard to hear that your child may have misbehaved. Sometimes you may agree with the daycare staff, sometimes you may not. Ask the staff questions to get more details. If you don't agree, make polite suggestions. This will help you build trustful relationships with daycare staff.



Communication tip

When you do not agree with someone about what they say or what they do, you can make suggestions instead of telling them what to do.

Start your sentence with:

Let me..., Let's...

How about I..., How about we..., How about you...

I could..., We could..., You could...

Could I..., Could we..., Could you...

For example, the daycare staff tells you that your child doesn't eat snacks at snack time.

You can say, "How about we try a different time?" or "Could we try a different time?"

TASK

Circle the right answers.

- Daycare staff tells Jenny that Tristan cries a lot. He says he misses home. Which would be the better way to help Tristan?
 - Jenny could send Tristan's favorite toy or blanket with him to daycare.
 - Jenny should leave Tristan alone. He will learn how to handle this situation on his own.
- Tristan misses home when he is at daycare. Jenny wants to send a toy with him. Which would be the better way for Jenny to learn if children are allowed to take their own toys to daycare?
 - Say: "I am going to send his toy with him tomorrow."
 - Ask: "Could I send a toy to daycare with him tomorrow?"
- The staff tells Jenny that Tristan doesn't follow instructions when he washes his hands. Jenny thinks that they speak too fast for Tristan. Which would be the better way to help Tristan?
 - Jenny should ask them to leave Tristan alone. He will eventually learn it on his own.
 - Jenny should ask them what instructions they give to the children when they wash their hands and practise with Tristan at home.
- The staff tells Jenny that Tristan doesn't follow their instructions. Jenny thinks that they speak too fast for Tristan. Which would be the better way to talk to them?
 - Say: "It is because you speak too fast."
 - Ask: "Can you try repeating the instructions more slowly for Tristan?"
- Jenny is worried that Tristan may not be able to zip up his jacket when they go out at daycare. Which would be a better way to help Tristan?
 - Jenny could teach Tristan to zip up his jacket.
 - Jenny could hope that Tristan does not get cold.
- Jenny is worried that Tristan may get cold during an outdoor activity at daycare. Which would be the better way to talk to staff to make sure Tristan zips up his jacket when they go out?
 - Say: "Make sure Tristan zips up his jacket when you take them outside. I don't want him to get cold."
 - Ask: "Could you make sure Tristan zips up his jacket when you take them outside?"

Strategies to manage your anger



Anger is a natural reaction to things that we really don't like. It's okay to feel angry but if you don't express your anger in a healthy way, it can cause problems at work and at home.

Yelling at others, breaking things and getting physical with others are some unhealthy ways to express anger. You should not ignore it if managing anger is hard for you.

Jenny got angry with daycare staff and argued with them. That is not a healthy way to express anger. Jenny needs some strategies to handle her anger better.

Here are some that can help:

Count

They say, "Count to 10 if you are angry. Count to 100 if you are very angry." It can help us not do things that we will regret later.

Exercise ^[1]

Research shows that doing a physical activity such as walking or running can help you manage your anger.

Name your emotions ^[1]

Find a place where you can be alone and say, "I feel angry" or "This makes me feel angry."

¹Canadian Mental Health Association, "Emotional Well-being," Well-being Course, n.d.

REFLECT

Think of a time when you were angry.

Did you express your anger in a healthy or unhealthy way?

- What did you do?
- If you expressed it in a healthy way, what strategy did you use?
- If you expressed it in an unhealthy way, what strategy would you use next time?

Strategies to improve your confidence

Confidence means feeling sure of yourself and your abilities.

When you are confident, you feel less anxious about changes in your life. When you haven't worked for a long time, you may worry that you can't do a new job well. That's okay. There are many strategies to help you feel more confident.



Jenny isn't confident of her skills. She isn't sure that employers will give her a chance. She needs strategies to feel more confident.

Here are some that can help:

Think of your transferable skills

You have a lot of skills that you can use in different situations. They are called transferable skills. For example, if you have children, you are probably an organized person. You need to keep track of your children's activities. You need to make sure you sign up, register and arrive on time for these activities. This means that you can organize your tasks in your job as well.

Learn new skills

Learning new skills can be a good way to boost your confidence. You can get free training through your program. Your employment counsellor can give you more information about available training sessions or workshops and sign you up for them.

Where can you learn transferable skills?



You can learn transferable skills at home, at school, at cultural events and in your job. For example, you collaborate with your community members when participating in a cultural event.

Interview tip

Speak about your transferable skills to employers at job interviews, especially if you haven't worked before or are changing your career.

TASK 2

1. Which of your skills are transferable?

2. What is one way you could use them in your job?

3. What is one new skill that you would like to learn?

4. What is one way you could use it in your job?

Practise using calendars

Calendars give you information about the times and dates of events.

You read a workplace calendar to see when you have a shift.

You read a program calendar to find the times and dates of training and other events.

You can use your own calendar to keep track of your appointments, sessions and shifts.

This will help you remember them.

Parts of a calendar

Month		Year		Day of the week (Monday to Sunday)		Day of the month (numbers from 1 to 31)				
March		2023		Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3	4	5		
6	7	8	9	10	11	12				
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28	29	30	31						

How to find information on a calendar

1. Find the information you are looking for. For example, Lift Truck Theory.
2. Look at which day of the month it is on. Look for the number.
For example, Lift Truck Theory is on March 20.
3. Then read straight up to find the day of the week.
For example, Lift Truck Theory is on a Monday. The date of the training is Monday, March 20.

Training calendar

March 2023						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2 Job Fair 1 pm - 2:30 pm	3	4	5
6	7 WHMIS 9 am - 12 pm	8 First Aid/CPR 9 am - 12 pm Break 12 pm - 1 pm First Aid/CPR 1 pm - 4 pm	9 Job Fair 1 pm - 2:30 pm	10 NVCM 9 am - 12 pm Break 12 pm - 1 pm NVCM 1 pm - 4 pm	11	12
13	14	15	16 Job Fair 1 pm - 2:30 pm	17	18	19
20 Lift Truck Theory 9 am - 12 pm	21	22	23 Safe Food Handlers 1 pm - 4 pm	24	25	26
27	28	29	30 Job Fair 1 pm - 2:30 pm	31		

TASK 1

Answer the questions using the training calendar.

1. When is the First Aid/CPR?

Day of the month: _____

Day of the week: _____

Time: _____

2. When is the NVCM training?

Day of the month: _____

Day of the week: _____

Time: _____

How to add events to your calendar

1. Find the day of the month. Look for the number.
2. Write the name of the training.
3. Write the time of the training.

TASK 2

Jenny's employment counsellor recommends that she take training to learn new skills and boost her confidence. Help Jenny find sessions on the training calendar and plan her month.

Answer the questions using the training calendar and Jenny's calendar below:

1. Jenny is interested in First Aid/CPR training. Is she available for it?

Circle your answer.

YES NO

Mark her calendar if she is available.

2. Jenny is interested in Lift Truck Theory training. Is she available for it?

Circle your answer.

YES NO

Mark her calendar if she is available.

Jenny's calendar

March 2023						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9 Job Fair 1 pm - 2:30 pm	10 Coaching session 9 am - 10:30 am	11	12
13	14	15	16	17	18	19
20 Cover letter session 9 am - 10 am	21	22	23	24	25	26
27	28	29	30	31		

Apply what you've learned

Now that you know more about how to adapt, how would you handle the following situations?

Circle your answer.

1. Your employment counsellor has referred you to a job in a grocery store. You are not confident that you have the skills for the job. What would you do?
 - a. I would immediately tell my employment counsellor that I can't do that job and I am not interested in it.
 - b. I would discuss my transferable skills for the job with my employment counsellor.

2. Your co-worker says something that frustrates you. What would you do?
 - a. I would ask questions to understand why they said that.
 - b. I would make sure I tell them I didn't like what they said.

3. You are in a training. You are worried that your child will not be able to stay at daycare without you all day. What would you do?
 - a. I would leave the training and go to daycare to see how my child is doing.
 - b. I would call daycare during the break to check how my child is doing.

4. You are feeling very angry at something your friend did. What would you do?
 - a. I would call them immediately and tell them I am angry.
 - b. I would go for a walk, calm down and then speak with my friend.

5. Your child misses home when they are at daycare. How would you help them?
 - a. I would give them something familiar to take to daycare.
 - b. I would stop taking them to daycare.

Action plan

An action plan helps you identify clear steps to take and strategies to use to achieve your goal.

An action plan also helps you stay on track.

TASK 1

Answer the questions.

1. Do you have to take your child to daycare? **Circle** your answer.

YES NO

2. If yes, which emotions best describe how you feel about it?

Choose as many as apply to you.

I feel anxious

I feel scared

I feel excited

3. Can you express your anger in a healthy way? **Circle** your answer.

YES NO

4. Are you confident of your skills? **Circle** your answer.

YES NO

TASK 2

Check the areas where you need to make changes to fully engage in the program and find a job.

Check all that apply to you. On the last line, you can add other areas that you need to work on.

Managing your anger

Building confidence

Preparing your child for daycare

Other _____

TASK 3

Create your action plan for adaptability. Use the action plan form at the end of this workbook.

Write the areas where you need to make changes.

Write them in “Area for change”. Use one page for each area.

Write specific actions that can help you make those changes.

Write them in “Actions”. You can write as many as you like.

Write why you want to make the changes. Write them in “Purpose”.

Write one or more strategies that you already practise for each action.

Write them in “Strategies I practise”.

Write one or more strategies that you will start to practise.

Write them in “Strategies I will start to practise”.

Set a start date for your action plan. You can start as early as today.

You are responsible for your action plan.

Check back every day to see if the strategies work for you.

If they don't, try new ones. Remember, you won't know unless you try.

There you have it. You just made your own action plan!

Good luck!

What's next?

Connecting with a role model

Your journey to adaptability does not end here. We are all on that journey all the time. Remember you have an action plan.

Knowing that you are not alone can help you stay positive. Think of someone you know who has been successful adjusting to changes. It can be a family member, a friend or anyone from your community.

Connect with them and ask about their journey. Your employment program may also be able to connect you with someone in your community or from somewhere else.



Communication tip

When you want to get more information from someone, ask open-ended questions. Open-ended questions start with question words such as who, what, why, when, where and how.

Asking open-ended questions allows the other person to give details instead of saying "yes" or "no". "What strategies did you use?" is an open-ended question because it starts with a question word (what) and asks for details.

"Did you use strategies?" is a close-ended question because it does not start with a question word, and the answer is either "yes" or "no".

Practise this tip with your employment counsellor, facilitator, coach, co-workers, supervisor and daycare staff. For example, you can ask your supervisor for feedback by saying, "What do I need to improve in my work?"

TASK 1

Circle the questions that are open-ended.

1. a. Do you like your job?
b. What do you like about your job?
2. a. Why do you feel frustrated?
b. Do you feel frustrated?
3. a. What time did you wake up today?
b. Did you wake up late today?
4. a. How can I improve my resume?
b. Can I improve my resume?
5. a. What books do you like to read?
b. Do you like to read books?

Sharing stories at interviews

Adapting is an important skill in the workplace. That's why at job interviews, employers may ask how you adapted in the past. Listen for questions such as:

- Tell me about a time when you learned a new thing.
- Give me an example of a time when you adapted to a new situation.
- Describe a time when you stayed calm under pressure.

Prepare short stories about how you adapted to share at job interviews. They can be from a cultural activity, your volunteering experience, your school or a previous job.

TASK 1

Think of a time when you adapted to a new situation.

Write about how you adapted by answering the questions below.

1. What was the situation?

Example: *In my previous job, my supervisor asked if I could switch to evening shifts to cover for a sick co-worker for a month.*

Your example:

2. What did you do?

Example: *I changed my sleep schedule and asked a family member to drop off and pick up my child from daycare.*

Your example:

3. What was the result?

Example: *I was able to work evening shifts for a month. I helped my co-worker who needed time to recover.*

Your example:

TASK 2

After this unit, think of more times where you showed your ability to adapt.

Write them down in a notebook and add more as you think of them.

The more you remember, the more confident you will get.

Self-evaluation

Self-evaluation 1

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can adjust the time I wake up if I have an appointment early in the morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can handle my thoughts and emotions when they become overwhelming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can build healthy habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can choose and follow a transit schedule to arrive on time for appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Self-evaluation 2

How well can you do these activities?

Activity	Not at all well	Not very well	Pretty well	Very well	Extremely well
1. I can calm down when I am angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can arrange my responsibilities at home so that I can focus on my job search.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can communicate calmly when I don't agree with someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know how to increase my confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answer key

Elaine's story

PAGE 6

Task

1. a, b, d
2. Possible answers:
She watches TV too much.
She plays video games too much.
She stays up late.
3. Possible answers:
She didn't have bus fare.
She missed the bus.
4. Possible answer:
She finds it hard to handle her thoughts at night.

PAGE 8

Task

1. e
2. b
3. a
4. c
5. d

PAGE 13

Task 1

1. b
2. b
3. a

Task 2

1. b, c
2. a, b
3. b, c

PAGE 17

Task

1. 7:12 AM
2. 7:27 AM
3. 8:16 AM
4. 8:29 AM
5. Schedule 1
6. About 6:25 AM

PAGE 23

Apply what you've learned

1. a
2. b
3. a
4. b
5. a

Jenny's story

PAGE 27

Task

1. a, b, d
2. Possible answers: She isn't sure she can do well.
3. Possible answers: He had trouble adjusting to daycare. Tristan didn't behave well.
4. Possible answers: Jenny argued with the staff a lot.

PAGE 29

Task

1. b
2. c
3. d
4. a

PAGE 34

Task

1. a
2. b
3. b
4. b
5. a
6. b

PAGE 42

Task 1

1. Day of the month: March 8
Day of the week: Wednesday
Time: 9 am – 12 pm and 1 pm – 4pm
2. Day of month: March 10
Day of the week: Friday
Time: 9 am – 12 pm and 1pm – 4pm

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Task 2

1. YES
2. NO

PAGE 44

Apply what you've learned

1. b
2. a
3. b
4. b
5. a

What's next

PAGE 48

Task 1

1. b
2. a
3. a
4. a
5. a

My action plan for adaptability

Area for change:				
Actions				
Purpose				
Strategies I practise				
Strategies I will start to practise				
Start date				
Progress				

Area for change:

Actions				
Purpose				
Strategies I practise				
Strategies I will start to practise				
Start date				
Progress				

Area for change:

Actions				
Purpose				
Strategies I practise				
Strategies I will start to practise				
Start date				
Progress				

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Strategies I practise				
Strategies I will start to practise				
Start date				
Progress				