



At Home Vocational Training

Lafayette West

Lafayette North

Lafayette JeffCO

When: January 22nd, 2026

Who: OATS, Southside & JC Transit and other transportation providers are not running

What: Employees who are unable to get to work complete at home training and earn money!

How do I earn money: Follow the training at home schedule listed below!

Please use paper copies of the activities to complete your training if you are unable to access Zoom.

Employee Name: _____

Work Location: *Lafayette West* *Lafayette North* *Lafayette JeffCO*

Scheduled Zooms	Length of Time	Sign your name or initials for each hour of training completed
8:30am Safety training	1 hour	
10:30am Soft skills training	1 hour	
	1 hour	
12:30 Soft skills training	1 hour	
	1 hour	
2:30	1 hour	
Total Training Hours	6 hours	



We encourage you to create your own trainings!



Below is a list of potential topics you can use to create your own training for yourself/your employee.

Other Training Related Activities and Topics

Counting

- Counting items (paper clips, pens, scratch paper, socks)
- Count items into piles of 5/10/25
- Remove certain number of items from piles

Sorting

- Label index cards with 3-6-digit numbers and sort
- Sort laundry by type of item or color
- Sort can goods by type, color, or shape
- Sort utensils by type

Packing

- Place items into plastic bags
- Place folded paper into envelopes
- Place laundry into appropriate drawers

Following Directions

- Following a sequence to build something
- Following a sequence to clean area
- Following a sequence to cook meal or snack
- Following a sequence to manage personal hygiene
- Following steps to compose email or letter
- Fill out survey or form to include basic personal information

Safety

- Using the microwave
- Using the stove
- Fire evacuation
- Tornado safety



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- Earthquake safety
- Power outage safety
- Important safety phone numbers and contacts
- Answering the door and phone
- Social Media safety
- How to identify safety issue and proper reporting



Hygiene

- Proper handwashing
- Proper dishwashing
- Morning hygiene routine (shower, brushing teeth, deodorant, appropriate clothing per weather)
- Evening hygiene routine
- Discuss hygiene that would not be acceptable in a workplace
- Social Distancing

Communication

- Process for placing phone calls (social)
- Process for placing phone calls (to order things)
- Process for requesting time off from work place (verbal or written)

Gross Motor Activities

- Safely lifting and carrying large items
- Building or repairing items in the home
- Cleaning and organizing (lifting/sorting/sweeping)

Fine Motor Activities

- Manipulating labels or stickers
- Stacking, sorting, collating paper
- Secure paper clips to paper
- Take off and replace caps on pens, jars, other containers



Activity 1. Folding Clothes

Training Topic: Fine Motor

Target Skill: Folding Clothes

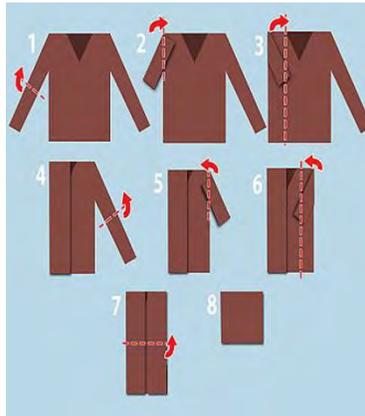
Estimated Time: 50 minutes

Materials Needed:

- T-shirts
- Pants or shorts
- Instructional Video
- https://i.dailymail.co.uk/i/pix/scaled/2015/03/20/18/26D8533400000578-0-image-a-46_1426874814659.jpg

Training Goal: Individuals will be able to use fine motor skills to neatly fold different pieces of laundry.

Directions: Watch the instructional video for folding clothes or review the picture provided below. Pause and rewind the video as



needed.

Folding Long Sleeve Shirts:

1. Fold the arms of the shirt in half by touching the end of the sleeve to the shoulder of the same side. Do this to both sides.
2. Fold the shirt into thirds by touching the shoulder of the shirt to the outside of the collar on the same side. Do this to both sides.
3. Fold the shirt in half by touching the bottom of the shirt to the top of the shirt.

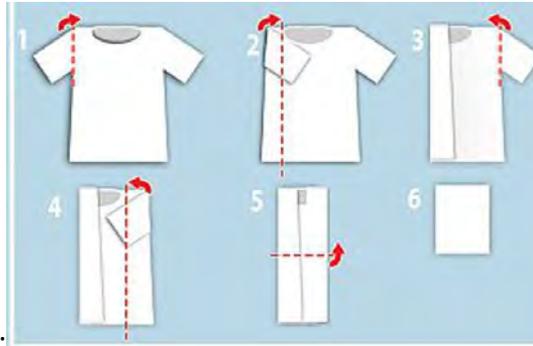


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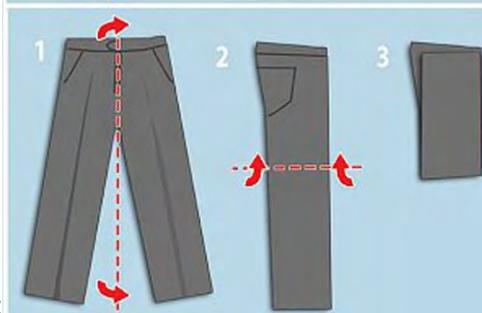
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Short Sleeve Shirts:

1. Fold the sleeves of the shirt towards the collar. Do this to both sides. The shirt should resemble a rectangle.
2. Fold the shirt into thirds by touching each side of the shirt into the middle of the shirt. Both sides should be touching each other in the middle.
3. Fold the shirt in half by touching the bottom of the shirt to the top of the shirt.



Pants or Shorts:

1. Fold the pants in half by touching the left side of one pant leg to the right side of the other pant leg.
2. Fold the pants in half by touching the bottom of the pant leg to the waist of the pant leg.

Follow-up Discussions:

1. Which piece of clothing was the hardest to fold and why?
2. Do you think it would be easier for you to fold your clothes or hang them on hangers? Why?
3. Is there a different way that you know how to fold your clothes?
4. Why is folding your clothes (or hanging them) important?

Follow-up Activity:

1. Practice putting your shirts and pants onto hangers and taking them off.



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Activity 2. Matching and Folding Socks

Training Topic: Fine Motor

Target Skill: Matching and Folding Socks

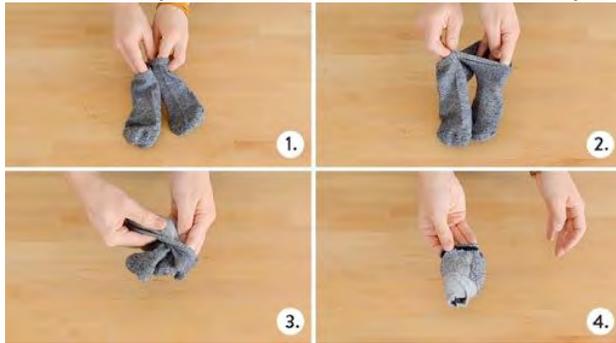
Estimated Time: 50 minutes

Materials Needed:

- About 10 pairs of socks.
- Video: Matching and Folding Socks
- <http://www.foliver.com/diy/clothes-folding-hacks/24/>

Training Goal: Individuals will be able to use fine motor skills to match and fold socks.

Directions: Watch the instructional video provided to understand how to match and fold socks. Remember you can watch the video as many times as you want and take breaks as needed.



Steps

1. Collect and/or find an assortment of socks around the house.
2. Put them in a pile and sort them out by color or brand.
3. Once you have the pile sorted go ahead and put them in pairs.
4. Now that the socks are in pairs fold one side of the sock and fold it over the other sock. Remember you can watch the video again or refer to the picture to remember how to fold the sock over itself.
5. Repeat this step until all of the socks are folded.
6. Once all the socks are all folded you have the choice to either unfold the socks or refold them or you can stop and answer the follow up discussion.
7. Do not forget to do the follow-up discussions.
8. Congratulations you have completed matching and folding socks!

Follow-up Discussions:

1. What was easy about matching and folding socks?
2. What was hard about matching and folding socks?
3. How would you do this differently in the future?
4. Will you continue to match and fold your socks? Why or why not?

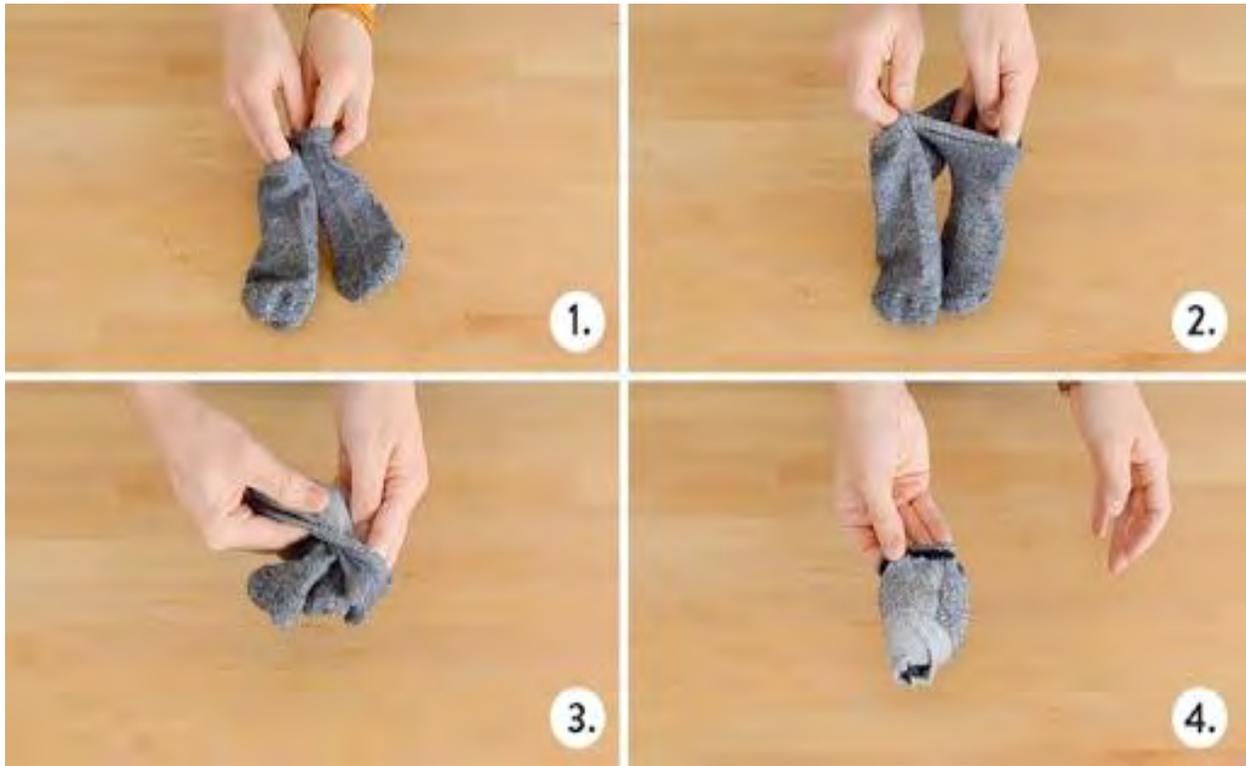


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Activity 3. Coin Sorting Activity

Training Topic: Fine Motor Skill

Target Skill: Coin Sorting

Estimated Time: 50 minutes

Materials Needed:

- 8 quarters, 10 dimes, 5 nickels, & 10 pennies
 - If you do not have these coins, please use the provided coin sheet (cut them out)
- Sorting worksheet

Training Goal: Individuals will be able to categorize coins by sorting them into piles based on their size using a reference sheet to check their answers.

Directions:

1. Cut out the provided coins or find the number of coins listed in the materials.
2. Put them in a pile and begin to sort them into groups.
3. Use the sorting worksheet to place the coins where they belong.
4. Fill in the worksheet and once it is full take the coins and put them to the side.
5. Repeat steps 3 & 4 2 times.
6. After you have filled the worksheet 2 times move to the next step of doing the follow-up discussions.
7. Congratulations you have completed the coin sorting activity.

Follow-up Discussions:

1. What was easy for you? What was hard for you?
2. How often do you have to sort coins? What about other objects?
3. How did you sort the coins? Explain?
4. Can you think of situations when you might need to know how to sort coins?

Follow-up Activities:

1. Take the coins and show how many ways you can make a dollar. Try as many possibilities as you can.



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Quarters



Dimes



Coin Sorting



Nickels



Pennies



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Activity 4. Coupon Cutting Activity

Training Topic: Fine Motor Skill

Target Skill: Coupon Cutting

Estimated Time: 50 minutes

Materials Needed:

- Coupons, magazines, or newspapers
 - If you don't have these things, use the Coupon Cutting Worksheet
- Scissors
- Graphic Organizer

Training Goal: Individuals will be able to cut out coupons and place them according to the graphic organizer.

Directions: *Cut out coupons or advertisements and place them in the graphic organizer. Repeat this process at least two times. If you are using the worksheet provided, print out more than one copy, if you are using newspapers, magazines, or other materials make sure you have enough to repeat this activity. Once done work on the discussion questions. Remember you can take as many breaks as needed.*

1. Find either coupons or advertisements in a magazine or newspaper that you like.
2. Cut out any coupons or advertisements from magazines or newspapers.
3. Once the coupon or advertisement is cut out place it on the graphic organizer.
4. Fill the graphic organizer with the coupons or advertisements.
5. Repeat steps 1 - 4 at least two times.
6. Now that the graphic organizer has been completed at least twice move on to the discussion questions.
7. Congratulations you have completed the activity.

Follow-up Discussions:

1. What was easy and what was hard about this activity? Explain your answer?
2. What would happen if you incorrectly cut the coupon? Explain your answer?
3. Other than cutting coupons, where else can this skill be used? And why?

Follow-up Activity

1. Categorize the coupons by their different types. Practice using them if they are valid!



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Coupon Cutting Activity

<p><i>(Place Coupon or Advertisement Here)</i></p>	<p><i>(Place Coupon or Advertisement Here)</i></p>
<p><i>(Place Coupon or Advertisement Here)</i></p>	<p><i>(Place Coupon or Advertisement Here)</i></p>
<p><i>(Place Coupon or Advertisement Here)</i></p>	<p><i>(Place Coupon or Advertisement Here)</i></p>



Coupon Cutting Worksheet

(The coupons provided are invalid and should only be used for this activity)

\$1 OFF
2 Pc. Original Recipe® Boneless Combo at regular price

- 2 Pieces Original Recipe® Boneless
- 1 Individual Side
- 1 Medium Drink

Offer Expires: 11/30/2013
Limit one per coupon, one coupon per customer, at participating KFC® locations. Not valid with other special offers. Includes white and dark pieces. Extra charge for breast meat substitution. Tax extra. No reproduction or distribution permitted. KFC.com Internet Coupon, U.S. Only. Not valid in Puerto Rico. ©2013 KFCC. NMS080113



FREE
Original Recipe® Boneless Pc.

- With the Purchase of an 8 Piece Meal or Larger Meal at the Regular Price

Offer Expires: 11/30/2013
Limit one per coupon, one coupon per customer, at participating KFC® locations. Not valid with other special offers. Extra charge for breast meat substitution. Tax extra. No reproduction or distribution permitted. KFC.com Internet Coupon, U.S. Only. Not valid in Puerto Rico. ©2013 KFCC. NMS080113



FREE
Lil' Bucket Kid's Meal™

- With the Purchase of an 8 Piece Meal or Larger Meal at the Regular Price

Offer Expires: 11/30/2013
Limit one per coupon, one coupon per customer, at participating KFC® locations. Not valid with other special offers. Extra charge for breast pc. & boneless pc. substitution. Tax extra. No reproduction or distribution permitted. KFC.com Internet Coupon, U.S. Only. Not valid in Puerto Rico. ©2013 KFCC. NMS080113



\$4.99
10 Pc. Original Recipe® Bites Combo

- 10 Original Recipe® Bites
- 1 Individual Potato Wedges
- 1 Medium Drink

Offer Expires: 11/30/2013
Limit one per coupon, one coupon per customer, at participating KFC® locations. Not valid with other special offers. Tax extra. No reproduction or distribution permitted. KFC.com Internet Coupon, U.S. Only. Not valid in Puerto Rico. ©2013 KFCC. NMS080113



\$0.50 Each
Add Hot Wings™ pieces to Any Bucket (limit 20)

- Add \$0.50 (each) Hot Wings™ pieces to any bucket purchase

Offer Expires: 11/30/2013
Limit 20 per coupon, one coupon per customer, at participating KFC® locations. Not valid with other special offers. Tax extra. No reproduction or distribution permitted. KFC.com Internet Coupon, U.S. Only. Not valid in Puerto Rico. ©2013 KFCC. NMS080113



\$2.99
2 Pc. Grilled Deal

- 2 Baked Grilled Chicken
- 1 Baked Biscuit

Offer Expires: 11/30/2013
Limit one per coupon, one coupon per customer, at participating KFC® locations. Not valid with other special offers. Includes white and dark pieces. Extra charge for breast pc. and boneless pc. substitution. Tax extra. No reproduction or distribution permitted. KFC.com Internet Coupon, U.S. Only. Not valid in Puerto Rico. ©2013 KFCC. NMS080113



<https://couponscodesblog.com/wp-content/uploads/2015/04/Boneless-Combo-Newspaper-Coupons-KFC-Promo-2015.jpg>

Salmon Creek Little League

Offers valid 11/20/2019 - 12/31/2020

<p>TAKE 10% OFF</p> <p>ONE OF THE FOLLOWING: BASEBALL OR SOFTBALL. (PAIRS A PAIR OF LEATHER GLOVES, PROTECTIVE EQUIPMENT, CATCHER'S SHIRT OR ACCESSORY ITEM)</p>  <p>P000421670241954R</p>	<p>TAKE 15% OFF</p> <p>A BASEBALL OR SOFTBALL & PAREL ITEM</p>  <p>P000421670241954R</p>	<p>TAKE 10% OFF</p> <p>A BASEBALL OR SOFTBALL BAT</p>  <p>P000421690241954R</p>
<p>TAKE 10% OFF</p> <p>A BASEBALL OR SOFTBALL GLOVE</p>  <p>P000421910241954R</p>	<p>TAKE \$10 OFF</p> <p>A PAIR OF BASEBALL OR SOFTBALL GLOVES \$29.99 OR MORE</p>  <p>P000422400241954R</p>	<p>TAKE 20% OFF</p> <p>YOUR TOTAL GEAR/GEAR PURCHASE</p>  <p>P000422560241954R</p>

https://lh3.googleusercontent.com/proxy/rJnNNQrm-tGKgm-BIMBzVfviTW-KZKnC3OxT8imOp3_2MfY0Fj-1caYZjrl1hsBNd2V7DGi2oaQCZPvnl3CQ2M3u9PpgzMH11CKLx-AQHBscHGaabn1ZB_Yz2w



Activity 5. Dice Activity

Training Topic: Dice Activity

Target Skill: Gross Motor

Estimated Time: 50 minutes

Materials Needed:

- Dice or Dice Generator (<https://www.online-stopwatch.com/chance-games/roll-a-dice/>)
- Reference Sheet
- The Video (Dice Activity) Arm and Leg Exercises

Training Goal: Individuals will engage in gross motor movement by rolling a dice and doing the corresponding activity.

Directions: *Roll a dice to determine what movement you should do. For each number on the dice, there are two activities, the first activity is a leg exercise, the second is an arm exercise. Choose which one you want to do, but try to mix it up if you can. Do each exercise for 30 seconds, or 15 seconds for each arm/leg if it asks you to switch. Take breaks as needed! Below is a description of what each exercise is:*

1

Jumping-Jacks: Start by jumping to a position with the legs spread wide and the hands going overhead, sometimes in a clap, and then returning to a position with the feet together and the arms at the sides.

Seal-Jacks: Start with your feet about hip-width apart, arms straight out to the sides at shoulder height. Clap your hands in front of your chest and jump just high enough to spread your feet wide. Without pausing, quickly return to the starting position.

2

Wall push-ups: Start by bending your elbow and begin to lean your body toward the wall as far as you can go. Ensure that your back stays straight. Try to keep your body weight evenly distributed instead of leaning to the side you are pushing from. Push back to the starting position.

Self-Hug: Extend both hands as far as you can. Then, bring both arms across the body into a hug and squeeze tightly.

3

Run in place: Start by lifting your right arm and left foot at the same time. Raise your knee as high as your hips. Then switch to the opposite foot, quickly lifting your right foot to hip height. At the same time, move your right arm back and your left arm forward and up.



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Arm Running: Start by positioning your arms to make a 90-degree angle. Then move your right arm forward and your left arm back. Then move your right arm back and your left arm forward, keeping your elbows at 90-degree angles. Repeat this motion.

4

Leg Balance: Start by standing with your feet hip-width apart and your weight equally distributed on both legs. Lift your left leg off the floor and bend it back at the knee. Hold the position as long as you can. Put that leg down and try balancing on the other leg.

Object Balance: Start by grabbing an object and placing it in either hand to start with. Extend your arms as far as they can go. Balance the object in one hand. Switch to the other hand.

5

Leg Lunges: Start by having one leg positioned forward with knee bent and foot flat on the ground while the other leg is positioned behind, knee to the floor. Then return to a standing position and repeat using the other leg.

Arm Stretches: Start by stretching your right arm out in front of you, keeping it at shoulder height. Pull your fingers up, as if you're going to place your palm flat against a wall. With your left hand, gently pull back on the fingers of your right hand. When done do the same action with the opposite arm. Then, stretch your arms as high into the air as your can.

6

Leg Lifts: Start by laying on whichever side makes you feel comfortable and then lift your leg up in the air. Bring your leg down to meet your other leg. Switch to your other side and do the same thing.

Arm Circles: Start by extending your arms out as far as you can. Make small circles with both of your hands, going the same direction. Then, switch to the other direction.

Follow-up Discussions:

1. What was the hardest exercise?
2. Did you do more leg exercises or arm exercises? Why?
3. Are there any exercises you would add to this activity?
4. Why is it important to exercise?

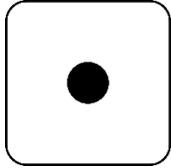


Reference Sheet

DICE NUMBER

LEG EXERCISE

ARM EXERCISE



1



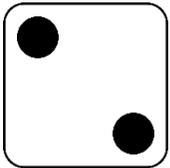
JUMPING JACKS

Jumping Jacks

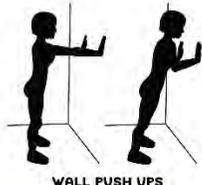


SEAL JACKS

Seal-Jacks



2

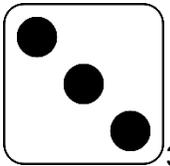


WALL PUSH UPS

Wall Push-Ups



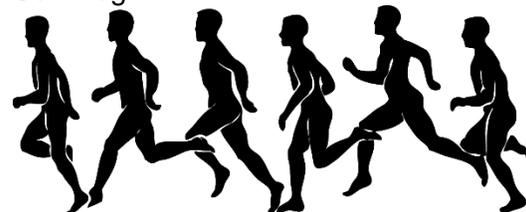
Self-Hug



3



Run in place



Arm-Running



4



Leg Balance



Object Balance



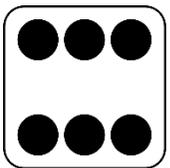
5



Leg Lunges



Arm Stretches





Dance Activity

Training Topic: Dance Activity

Target Skill: Gross Motor

Estimated Time: 50 minutes

Materials Needed:

- The Video (Dance Activity)
- The Movement Packet.

Training Goal: Individuals will watch a dance video and attempt to copy the dance. There will be a modified version of each dance that can be done instead.

Directions: *Follow along with the video and reference the movement packet for any clarification. Remember you can take as many breaks as needed or replay any sections of the dance video. When you are done don't forget to work on the follow-up discussion.*

1. Watch the video for the dance activity.
2. Follow along with the dance activity.
3. If clarification is needed for the movements in the dance activity refer to the movement packet.
4. Watch the video at least two times and follow along.
5. Takes as many breaks as needed.
6. When done with the dance activity complete the follow-up discussions.
7. Congratulations you have finished the dance activity!

Follow-up Discussions:

1. What did you like or dislike about the dance activity and why?
2. What was your favorite movement and why?
3. How can you use dancing to exercise more?

Follow-up Activity:

Turn on some music and dance or move however makes you feel comfortable.

Movement Packet

1

Jumping-Jacks: Start by jumping to a position with the legs spread wide and the hands going overhead, sometimes in a clap, and then returning to a position with the feet together and the arms at the sides.



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Seal-Jacks: Start with your feet about hip-width apart, arms straight out to the sides at shoulder height. Clap your hands in front of your chest and jump just high enough to spread your feet wide. Without pausing, quickly return to the starting position.

2

Jazz Hands: Start by having your arms at waist level with your hand spread apart. While rotating your hands back and forth move them upward towards your head. Once you reach the top and your hands almost touch go the other way until you hit your hips.

Self-Hug: Extend both hands as far as you can. Then, bring both arms across the body into a hug and squeeze tightly.

#3

Toe Touches: Blend over to touch your toes and come back up.

Shoulder Touches: Take your arms place them at a 90-degree angle by the side of your body. Then take your hands and touch your shoulders.

#4

Body Twists: Have your arms up to about your chest and then twist using your upper body from right to left.

Punches: Create fists and pull them up to your chest. Then starting with your right arm push outward while maintaining a fist. Then pull back into your body and then do the same with the left.

#5

Squats: A person will lower their hips from a standing position and then stands back up.

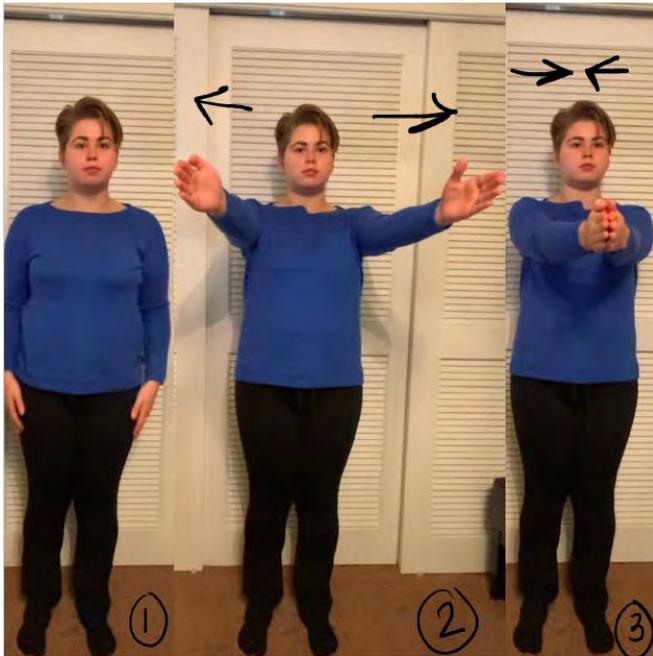
Chair Sits: A person will lower themselves down onto a chair and then stand back up.

1 Jumping jacks

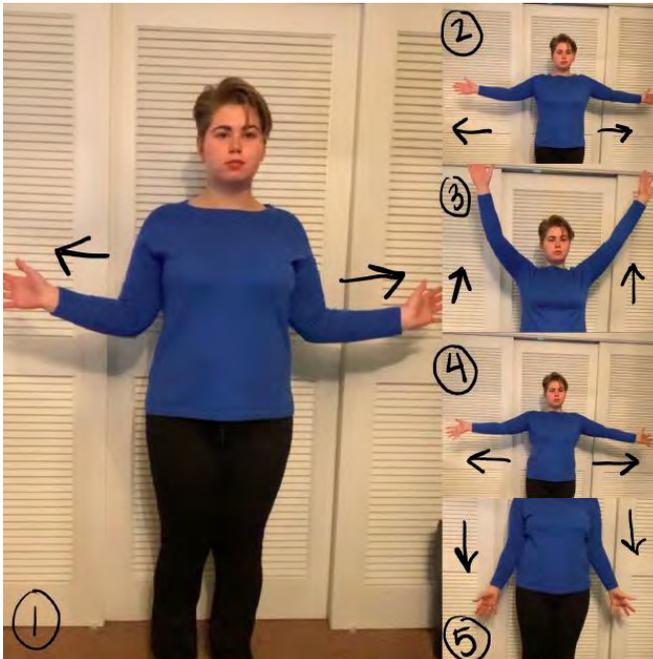




Seal Jacks

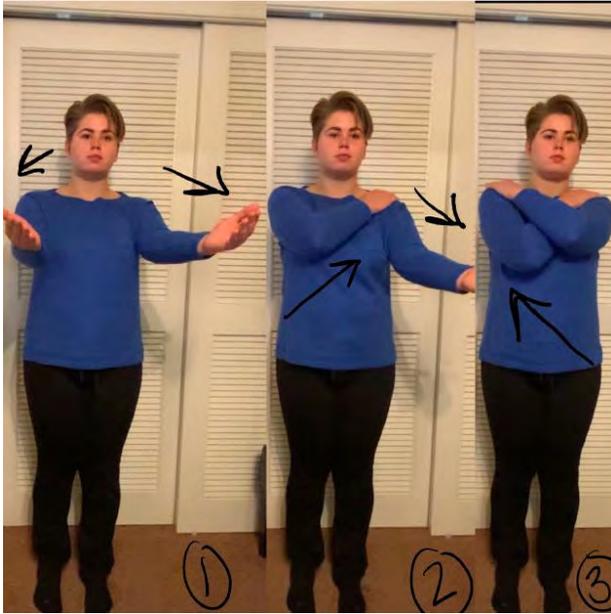


Jazz Hands





Self Hug



Toe touches

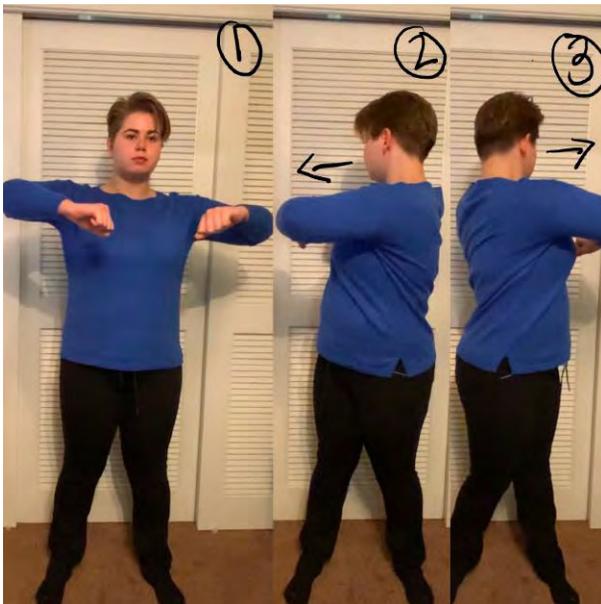




Shoulder touches (modified)



Body twists

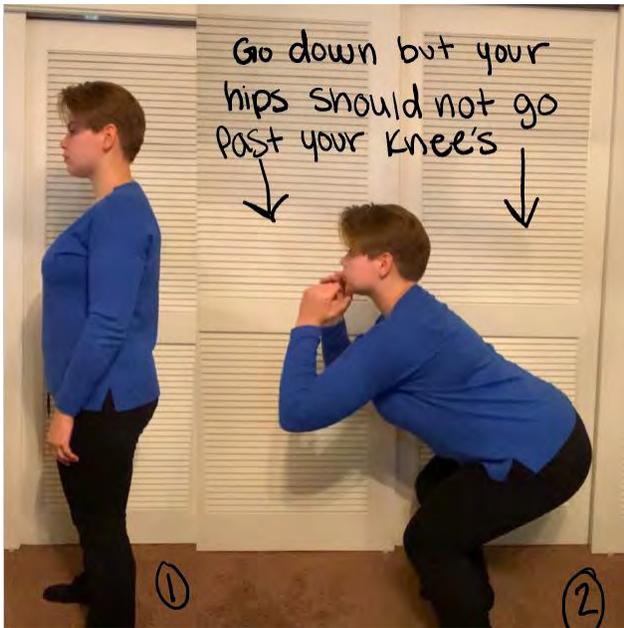




Punches (Modified)



Squats





Chair Sits (modified)





11. Clean vs Dirty Workplace Activity

Training Topic: Clean vs Dirty Workplace

Target Skill: Safety

Estimated Time: 50 minutes

Materials Needed:

- Pencils or Markers
- A computer or printed copy of the three images attached to the activity.

Training Goal: Individuals will be able to identify items that are considered to be unsafe or not clean when left in the work environment.

Directions: *Have some copy of the three images attached that show different types of work environments. Identify which picture models a clean environment and then identify the other two pictures that represent a dirty or unsafe environment. Go through the pictures and circle items that should not be left in the work environment. Once all the items in the pictures have been identified, complete the follow-up discussion for the activity. Remember you can take as many breaks as needed.*

1. Look at the three pictures and identify which environment is considered to be clean and safe.
2. Look at the three pictures and identify which environments are considered to be dirty and not safe.
3. Now that you have identified the environments there should be one clean and two dirty.
4. Using a clean environment as a reference, compare what makes a clean environment different from the dirty environment.
5. Once you are able to identify what makes an environment dirty, take a marker and circle it.
6. Remember to check over your work to make sure you circled all of the items that make a work environment dirty.
7. Go ahead and check out the video that goes along with this activity to see if you were able to find all of the items that make a dirty work environment.
8. Once you have completed the video and have figured out all the items that make up a dirty work environment go ahead and do the follow-up discussions.
9. Congratulations you have completed this activity.

Follow-up Discussions:

1. Were there any answers that you were surprised about? Why or why not?



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2. Why do you think it's important that we always have a clean and safe work environment?
3. What can you do in the present and future to help remind you to always have a clean work environment?

Image # 1





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Image #2



Image #3





12. Categorizing Safety Rules Activity

Training Topic: Categorizing Safety Rules

Target Skill: Safety

Estimated Time: 50 minutes

Materials Needed:

- Pencil or Markers
- Provided Worksheet

Training Goal: Individuals will be able to write safety rules that apply to their home/living environment, the public, and work environment.

Directions: *Use the chart below to come up with three safety rules that you follow in your home/living environment, the public, and work environment. Remember you can take as many breaks as needed.*

1. Look over the provided worksheet and start to think of safety rules you follow in your home/ living environment to keep you safe.
2. Next, start to think of safety rules you follow in public to keep you and others safe.
3. Now, start to think of safety rules you follow in the work environment to keep you and others safe.
4. Remember you can take breaks as needed.
5. Once you have filled out the worksheet you can start working on the follow-up discussion questions.
6. Congratulations you have completed the categorizing safety rules activity.

Follow-up Discussions:

1. Was remembering some of these safety rules easy or hard? Why or why not?
2. Why do you think we have some of these safety rules? Explain?
3. Are there activities that you like to do that have safety rules? If so, explain?



Categorizing Safety Rules Activity

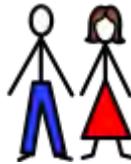
Directions: Use the chart below to come up with three safety rules that you follow in your home/ living environment, the public, and work environment. Remember you can take as many breaks as needed.



Home/Living Environment

Example: Before you go to bed you lock all the doors.

- _____
- _____
- _____



The Public

Example: When crossing the street look both ways to make sure a car is not coming.

- _____
- _____
- _____



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Work Environment

Example: Make sure personal items stay in the lockers.

- _____
- _____
- _____

13. Work Safety Rules Activity



Training Topic: Reviewing Work Safety Rules

Target Skill: Safety

Estimated Time: 50 minutes

Materials Needed:

- Slips, Trips, and Falls document
- Safety Rules Worksheet

Training Goal: Individuals will be able to correctly identify the answers to common safety rules within the workplace.

Directions: *Read over the Slips, Trips, and Falls PDF. After reading the document a couple of times, use the provided worksheet to answer questions about key safety rules. When you are done answering the questions, check to see if your answers were right. If you got any answers wrong, review the PDF again and try to find the correct answer. After you are finished, answer the follow-up discussion questions. Remember to take as many breaks as you need and take your time when reading and answering the questions.*

Follow-up Discussions:

1. How many of these rules did you already know? How many did you not know?
2. What are some safety rules from work that you use in home or in public also?
3. What safety rule do you follow the most at work? Why is it important to follow that rule?
4. Explain the importance of safety rules in the workplace. Why do they help you to keep yourself and others safe?

Follow-up Activities:

1. List 4 other safety rules that you follow at work. Explain why they are important to follow.



Safety Rules Worksheet

#1: You should never block _____.

- a. Aisles
- b. Seats
- c. The Bathroom

#2: _____ are the biggest tripping hazard of all. They should be placed behind the yellow lines.

- a. Shoes
- b. Pallets
- c. People

#3: Never leave _____ on the floor. It should always be thrown away.

- a. Chairs
- b. Shrink Wrap
- c. Pallets

#4: Spills need to be cleaned up _____.

- a. Never
- b. After someone trips
- c. immediately

#5: Never enter the lunch room when you see a _____.

- a. Yellow sign
- b. Blue sign
- c. Red sign

#6: All aisles are marked by _____. You should always walk around them, never through them.

- A. Nothing
- B. Red lines
- C. Yellow lines

#7: One of the easiest ways for someone to fall is to trip over a _____ that has not been pushed in. Always push it in when you get up.

- 1. Tables
- 2. Chairs
- 3. Boxes



14. Goal Setting Activity

Training Topic: Goal Setting Long Term and Short Term

Target Skill: Goal Setting

Estimated Time: 50 minutes

Materials Needed:

- Pencils
- Goal Setting Worksheet

Training Goal: Individuals will be able to create long-term and short-term goals that relate to their personal life and work life.

Directions: *Using the goal setting worksheet you will come up with two short-term and two long-term goals. For clarification, a short-term goal is something that could be achieved within a few hours or even a few days. A long-term goal is something that can be achieved within a few weeks, months, or even a year. Remember you can take as many breaks as needed.*

1. Decide which goal-setting activity would like to do first, personal life or work life.
2. Decide which goal you would like to plan for short or long-term first.
3. Write in your goal on the worksheet.
4. Remember you're going to be writing two long-term and two short-term goals for both personal and work life.
5. Once you filled out the worksheets move on to the follow-up discussions.
6. Once you complete the follow-up discussions congratulations you finished the goal-setting activity.

Follow-up Discussions:

1. What was easy or hard about writing goals? Explain?
2. Why is goal-setting important in both our personal and work life?
3. What are some things that can be done to help us reach our goals?
4. Out of all the goals that you wrote today which one is your favorite and why?

Goal Setting

Personal Life

Goals that can be related to personal life are things such as making your bed every morning or saving up money for something you would like to purchase.



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Long Term <i>Example: I would like to buy something expensive so I need to save up money.</i>	Short Term <i>Example: I would like to make sure I wash the dishes every night.</i>
1) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	1) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	1) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Goal Setting



Work-Life

Goals that can be related to your work life are things such as I will throw my trash away every day or I would like to finish a project within a certain amount of time.

Long Term <i>Example: I would like to finish a project in a certain amount of time.</i>	Short Term <i>Example: I will make sure to throw away my trash after lunch.</i>
1) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	1) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	2) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

15. Categorizing Emergencies Activity

Training Topic: Problem Solving

Target Skill: Categorizing & Problem Solving



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Is this: Emergency Non-emergency

4. You spill a glass of water at dinner. What do you do?

Is this: Emergency Non-emergency

16. Interrupting Activity

Training Topic: Learning when it is ok and not ok to interrupt a conversation.

Target Skill: Social Skills



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Estimated Time: 50 minutes

Materials Needed:

- Pencil
- Interrupting Worksheet

Training Goal: Individuals will be able to identify and come up with examples of when it is inappropriate and appropriate to interrupt a conversation by completing the following worksheet.

Directions: *You can work on this worksheet independently or with some assistance. Read through the worksheet and complete the tasks that are bolted. Once you have completed the worksheet move on to the follow-up discussion questions. Remember you can take as many breaks as needed.*

1. Have the worksheet and a pencil in front of you.
2. Complete the tasks listed on the worksheet.
3. The titles that are bolded are the activities you will be working on that has to do with interruption.
4. The title of the sections you will be working on are: Find the Interruption, It's Rude to Interrupt, Check the Box.
5. Once you have completed the worksheet move on to the follow-up discussion questions.
6. Congratulations you have finished the interrupting activity.

Follow-Up Discussion:

1. Why is it important to know when it is appropriate and inappropriate to interrupt someone? Explain?
2. How would you use this information in the future?
3. What is one piece of information that you took away from this activity today?
4. Did you find this activity helpful? Why or why not?

Follow-Up Activities:

1. Using the examples presented and/or the examples created in this interruption worksheet find someone and role-play these scenarios. What would be the appropriate way to interrupt someone and what would be the inappropriate way to interrupt someone.

Interrupting worksheet

Directions: *Fill out the interrupting worksheet activity once completed follow the follow-up discussion questions.*



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What does interrupting mean; when someone is doing something like talking, working, or watching something and someone else stops them from doing it is called interrupting.

Remember if someone you want to talk to is busy, then it is important that you wait to talk to the person.

Sometimes we have something very important to say and it can't wait. Especially if it is an emergency. Can you name some emergencies I could happen where you would need to interrupt somebody immediately?

An example: *You have cut yourself with a piece of equipment and you are badly bleeding this is an emergency and a reason to interrupt somebody.*

1. _____ _____	2. _____ _____
3. _____ _____	4. _____ _____

Check the Box

The polite way to interrupt someone is to say “excuse me”. Then wait for the person to address you. They might say “yes, how can I help you” or “What do you need?” Only then is it your turn to talk. Remember if it's not an emergency or very important you need to wait for the person to finish what they're doing before you start talking. Look at each



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example of interruption below. Pretend your coworker is talking to the floor manager about something important. Put a checkmark in each example where it would be okay to interrupt.

1.	Want to go to the movies?	5.	The toilet is overflowing.
2.	Someone cut their hand and it's bleeding badly.	6.	A piece of equipment needs to be switched out.
3.	You wanted to know what the person's favorite snack is.	7.	Someone is having an allergic reaction.
4.	The smoke alarm is going off.	8.	You want to tell somebody about your day.

17. Lunchroom Etiquette

Training Topic: Lunchroom Etiquette

Target Skill: Social Skills



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Estimated Time: 50 min

Materials Needed:

- Scenario Worksheet

Training Goal: Individuals will be able to identify a rule violation within a given scenario about lunchroom etiquette and give an alternative behavior that would be acceptable.

Directions: *Read each scenario in the worksheet. For each one, identify which rule(s) the person in the scenario is not following that they should be. Then, explain what the person should be doing instead. You can write your answers, verbally tell your answers to someone and have a discussion, or you can underline the problem or rule violation in the scenario paragraph. When you are finished, check your answers with the answer sheet provided. Then, answer the follow-up discussion questions at the end of the activity.*

Follow-Up Discussion:

1. Why are the rules you identified in the scenarios important to follow?
2. What are more rules that you know that weren't mentioned in the scenarios?
3. What is the easiest rule to follow? What is the hardest to follow?
4. What would you do if you see someone violating a rule?

Follow-Up Activities:

1. List all the rules you can think of in the lunchroom.

Scenario 1:

You walk into the lunch room. You see that there are 3 people sitting at one of the tables. You decide to pull up a chair from another table and sit next to one of your friends that are at the table of three. You pull out your lunch and begin eating.

1. **What lunchroom rule(s) is not being followed?**

2. **What should be done instead?**

Scenario 2:



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You walk into the lunch room. You see someone getting up from one of the tables. You notice the person has left their mask on the table. You walk over to the person and give them their mask.

1. What lunchroom rule(s) is not being followed?

2. What should be done instead?

Scenario 3:

You are eating lunch at your table. As you finish, you get up from the table without your mask on and throw away your food. You are still hungry and you notice that the person next to you hasn't eaten their apple. You ask them if you can have it and they say yes and give it to you. You eat the apple and get up to throw it away, not putting on your mask again.

1. What lunchroom rule(s) is not being followed?

2. What should be done instead?

Scenario 1:



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You walk into the lunch room. You see that there are 3 people sitting at one of the tables. You decide to pull up a chair from another table and sit next to one of your friends that are at the table of three. You pull out your lunch and begin eating.

1. What lunchroom rule(s) is not being followed?

Example answers:

- There should not be more than 3 people at a table.
- The chairs cannot be moved from other tables.

2. What should be done instead?

Example answers:

- The person should find an empty seat at another table.
- The person should never move the chairs.

Scenario 2:

You walk into the lunch room. You see someone getting up from one of the tables. You notice the person has left their mask on the table. You walk over to the person and give them their mask.

1. What lunchroom rule(s) is not being followed?

Example answers:

- You shouldn't touch someone else's stuff.
- The person should not leave the table without their mask on.
- You should not be within 6 feet of the person.

2. What should be done instead?

Example answers:

- You should notify a staff member of the problem.
- You could call out to the person and tell them they left their mask.

Scenario 3:

You are eating lunch at your table. As you finish, you get up from the table without your mask on and throw away your food. You are still hungry and you notice that the person next to you hasn't eaten their apple. You ask them if you can have it and they say yes and give it to you. You eat the apple and get up to throw it away, not putting on your mask again.

1. What lunchroom rule(s) is not being followed?

Example answers:

- You should wear your mask when you are done eating or drinking, even to throw something away.
- You shouldn't touch other people's things.



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- You shouldn't share food with other people.

2. What should be done instead?

Example answers:

- Put your mask on every time you leave the table.
- You can get more food from your locker or bring more food from home for lunch next time.
- You shouldn't ask others for their food.
- The person should not give their food to you.

18. Peer Pressure Activity

Training Topic: Peer Pressure

Updated 2026



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Target Skill: Social Skills

Estimated Time: 50 minutes

Materials Needed:

- Pencil
- Peer Pressure Worksheet

Training Goal: Individuals will be able to identify how they would handle peer pressure and write a response.

Directions: *Have all the materials needed to complete this activity. Read through the example scenario in the peer pressure worksheet. Then complete the unfinished scenarios with your reasoning behind how you would defend yourself against peer pressure. Remember you can take as many breaks as needed.*

1. Have the worksheet and a pencil in front of you.
2. Look over the example given in the worksheet.
3. Next review the peer pressure scenario about money and think of how you would respond to it?
4. Then review the peer pressure scenario about food and think about how you would respond to it?
5. Now having the examples to refer to create your own peer-pressure scenario that you have encountered. (Please note if you are unable to write a sentence feel free to move pass this and move to the follow-up discussion.)
6. Draw a picture for it.
7. Next write a sentence scenario in which you have encountered the peer pressure.
8. Lastly write your response to how you defended yourself against peer pressure.
9. Once you have completed the peer pressure worksheet move on to the follow-up discussion.
10. After if you would like there is a follow-up activity.
11. Congratulations you have completed the peer pressure activity.

Follow-Up Discussion:

1. Which kind of pressure is hardest for you to resist?
2. How can you prepare yourself for these situations?
3. What are some factors that influence your decisions?

Follow Up Activity:

1. Find a partner and re-enact the scenarios played out in the worksheet and use your written responses as your defense against peer pressure.

Peer Pressure Activity



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In each of these boxes will be a scenario that's how you could be potentially peer-pressured. Write a response of how you would react to being peer-pressured and give your reasoning behind why you should not fall to this peer pressure.

Example: Late Nights



I know it's getting late but come on you can stay out for a few more hours. It's okay you can just sleep in and be late to work.

How would you react? And why?

I would tell my friends that I cannot stay out late because I have to be on time to work and get a full night's sleep. It's important for me to get a full night's sleep so that I can do my best work tomorrow.

Money



Can you please lend me some money so I can get a soda? Come on please it's only about a two dollars.

How would you react? And why?



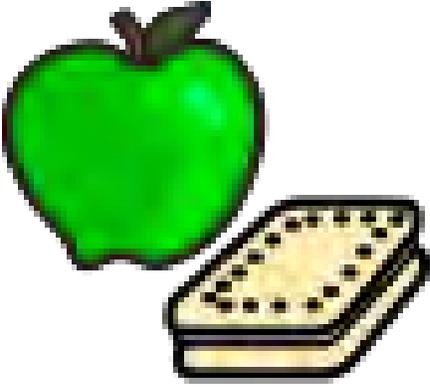
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Food

	<p>I see you have a snack that we both like you want to share with me? Please you know how much I like what you are eating.</p> <p>How would you react? And why?</p> <hr/> <hr/> <hr/>
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Create one that might apply to you

<p>(Draw a Picture)</p>	<p>Sentence:</p> <p>How would you react? And why?</p> <hr/> <hr/> <hr/>
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