

DOCUMENT RESUME

ED 354 354

CE 063 071

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 TITLE Janitorial Unit Prepared for Carr Grocery Employees. Custodian's Guide Prepared for the Anchorage School District Custodial Employees. Workplace Curriculum.
 INSTITUTION Anchorage Literacy Project, AK. Workplace Literacy Project.
 SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
 PUB DATE [92]
 NOTE 82p.; For other workplace curriculum of the Anchorage Workplace Literacy Program, see CE 063 069-072.
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Adult Basic Education; Adult Literacy; Classroom Techniques; *Cleaning; *Conversational Language Courses; *Custodian Training; English (Second Language); Evaluation Methods; Food Stores; Housekeepers; *Job Skills; Lesson Plans; *Literacy Education; Maintenance; Second Language Instruction; Teaching Methods; Test Items
 IDENTIFIERS Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

ABSTRACT

This packet contains lesson plans and an evaluation for a janitorial unit designed to teach reading and writing skills to grocery store janitors. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project at Carr Grocery Store in Anchorage, Alaska. The lesson plans, which are correlated with Laubach skills books level 2, include conversational skills (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading and writing skills and practice. The lessons focus on topics from the workplace such as cleaning floors and restrooms, general cleaning, work attitudes and behaviors, and workplace conversation. The evaluation requires employees to demonstrate knowledge and use of work-related forms and job duties. A custodian's guide prepared for the Anchorage, Alaska school district custodial employees provides information on care of tools and equipment, fire prevention, and a detailed cleaning guide. (KC)

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Janitorial Unit Prepared for Carr Grocery Employees
Custodian's Guide Prepared for the Anchorage School District
Custodial Employees

Workplace Curriculum

Anchorage Workplace Literacy Program

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Workplace Curriculum

JANITORIAL UNIT

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills
correlated with Skill Book 2

of the

Laubach Way to English

by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Jan Jones
with Luz D. Rendon

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

Funding for the Anchorage Workplace
Literacy Project provided by a \$205,852
grant from the U.S. Department of
Education National Workplace Literacy
Program with matching local funds.

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Singular & Plural Possessives; Singular & Plural Nouns

1. Carrs' personnel is always friendly.
2. The electricity is off. The checkers' computers won't work.
3. The Break Room's tables need cleaning.
4. We are very busy. The Courtesy Clerks need help.
5. The store managers meet on Thursdays.
6. The managers' meeting is in the afternoon.
7. My manager's name is _____.
8. Many customers shop from 4 to 6 pm.
9. The customers' satisfaction is Carrs' first priority.
10. This cart's wheel is broken.
11. Bring the carts in the parking lot into the store.
12. Most of Carrs' employees' uniforms are white, burgundy, and black.
13. The Seafood employees' uniforms are blue and white.
14. The Bakery's floor needs cleaning.

(1. Carrs 13 employee
2 checker 14 Bakery

3. Break Room

4. Courtesy Clerk

5. manager

Thursday

6. manager

7. manager

8. customer

9. customer

Carrs

10. cart

11. cart

12. Carrs

employee uniform

2 3

FOR to indicate purpose

1. Go to the Post Office. Get some stamps.

I'm going to the Post Office for some stamps.

2. Go to Carrs Personnel Office. Have an interview.
-

3. Go to the library. Check out a book.
-

4. Buy a bicycle. Give it to your son/nephew/sister.
-

5. Go home. Have lunch.
-

6. Stop at the newstand. Buy a newspaper.
-

7. Go to the Anchorage Literacy Project. Have an English lesson.
-

8. Go fishing. Catch a King Salmon.
-

9. Clean your house. Get ready for a party.
-

10. Go to the doctor. Have a checkup.
-

11. Go to Carrs. Get some milk.
-

12. Go to the bank. Get some cash.
-

FOR to indicate purpose.

- 1 Go to the bank Get some cash
I'm going to the bank for some cash.
- 2 Go to Carrs/Safeway Buy some milk and eggs
- 3 Go to Fred Meyers. Buy a birthday card.
- 4 Go to Dennys Get a cup of coffee.
- 5 Stop at the gas station. Get some gas.
- 6 Go to the Beauty Shop. Get a perm.
- 7 Go to Carrs on Huffiman. Get trained
to do your job.
- 8 Go to the park Have a picnic.
- 9 Go to Alyeska. Pick ferns.
- 10 Go to the Grand Canyon. Have a vacation.
- 11 Have your picture taken. Give it to your
husband / sister / boy friend
- 12 Go downtown. Find and buy a sweater.
- 13 Go to Costco. Buy some food.
- 14 Drive to Clom Gulch Dig some
- 15 Go to the jewelry store Buy a watch

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5

Pairs Practice / Oral practice

* What do you need?
Why do you need it?

1. You feel very sick.

2. You work for two hours. You feel tired.

3. One of the toilets is blocked and overflowing.

4. The Breakroom floor is dirty.

5. The coffee pot is broken.

6. There are many customers. The Courtesy Clerks are very busy.

7. It is raining. A customer wants a "carry-out".

8. You want to change your schedule.

9. You want to take a vacation.

10. Your uniform is dirty.

11. You don't understand the deductions on your paycheck.

Change to the negative.

1. I want to work in the Salad Bar.

2. I always have a coffee break.

3. This coffee pot works.

4. The Conference Room has some windows.

5. Courtesy Clerks stock shelves.

Make a polite negative request.

1. Write on the mirrors.

2. Drop your towels on the floor.

3. Leave the water running.

4. Put the carts there.

5. Close that door.

Situations & Conversations for use when teaching tell + a Direct Quotation

1. School Nurse: (name) ? This is the school nurse.
Your son/daughter is sick.
Can you come and get him/her?

 : Oh, yes I'll be there in 20 minutes.

2. : I'd like to have next Tuesday afternoon off.
(I need to see the doctor.) OR
I want to register for a class at UAA.

Manager: OK. I'll get someone else to work on Tuesday.
Can you work on Wednesday?

 : Yes, I can.

3. : I'd like to leave this application for a job.

Receptionist: Thank you. We'll call you for an interview
if we have an opening.

4. : I feel sick. My head aches and I have a
fever.

Manager: Go on home. I'll get someone to cover for you.

5. Manager: You can take your Break now.

 : OK. I'll go as soon as I finish this job.

Manager: Be sure you're back in 10 minutes.

 : OK

6. (Relative) : Would you get some stamps on your way home from class?

_____ : Sure. How many do you want?

(Relative) : Ten.

7. (Parent) : Turn off the TV and do your homework!

_____ : Awww! This is a great show!

(Parent) : You know the rule: Do your homework, then watch TV.

8. _____ : I need a job. Are you hiring now?

Manager: Yes, we do have some openings.
Fill out this application and take it to the Personnel Office.

Instructions: Ask questions to elicit tell and a Direct Quotation.

Teacher: What does (the school nurse) tell (me/you/

_____ : He/she tells (her/him/me/you) , " _____ is sick."

Teacher: What do (I/ you/ he/she) tell him/her?

_____ He/she /I/you tell him/her, "I'll be there in 20 minutes."

Directions: Look at the conversations in Paper A.
Write your name in all of the blanks.
Answer the questions on Paper B. Use tell.

1a. What does the school nurse tell you?

1b. What do you tell the school nurse?

2a. What do you tell the manager?

2b. What does the manager tell you?

3. What does the receptionist tell you?

4a. What do you tell your manager?

4b. What does the manager tell you?

5a. What does the manager tell you?

5b. What else does the manager tell you?

PAPER C

Directions: Look at the conversations in Paper A.
Write your name in all of the blanks.
Answer the questions on Paper C.
Use TO (verb) to tell why or what.
(infinitive)

1. Why are you going to school?

2. Why do you want next Tuesday off?

3. Why do you give the receptionist your application?

4. What does the manager tell you to do?

5. Why are you stopping your work?

6. Why are you going to the Post Office?

7. Why are you turning off the TV?

8. Why are you going to the Personnel Office?

Change to the negative.

1. I want to work in the Salad Bar.

2. I always have a coffee break.

3. This coffee pot works.

4. The Conference Room has some windows.

5. Courtesy Clerks stock shelves.

Make a polite negative request.

1. Write on the mirrors.

2. Drop your towels on the floor.

3. Leave the water running.

4. Put the carts there.

5. Close that door.

SITUATIONS AND CONVERSATIONS
OF AN AREA JANITOR
IN A FOOD STORE

1 _____ I need some more cups and coffee for the break rooms.

Manager: OK. Get some from the shelves. Then come back and we'll write it up.

* * *

2 _____ I need the "Write-off" sheet.

Clerk: OK. Come on in. It's over there.

* * *

3 _____ I'm worried about one of our customers.
He writes bad things on the toilet stalls and plugs the toilets.

Manager: Really!?

_____ Yes. He comes in two or three times every week.
He's very strange.

Manager: Do you know who it is?

_____ Yes, I know him very well.

Manager: OK. The next time he comes in, come and get me. I'll check it out.

_____ OK, (name). Thanks a lot.

Manager: That's OK. That's my job.

* * *

4 Customer: May I use the restroom?

_____ I'm sorry. I'm cleaning it now.
Come back in ten minutes.

Customer: OK.

* * *

5 Customer: Where can I find the spaghetti?

_____ Go to Aisle 2.

Customer: Thanks.

_____ You're welcome.

REPORTING WHAT WAS SAID;
USE OF TELL IN THE WORKPLACE

Directions: Read "Situations and Conversations of an Area Janitor".
Answer the questions. Use TELL + direct quotation.

1. What does the manager tell you to do?

2. What does the clerk tell you to do?

3. What does the manager tell you to do?

4. What do you tell the customer to do?

5. Where do you tell the customer to go?

INFINITIVES IN THE WORKPLACE

Directions: Read "Situations and Conversations of an Area Janitor".
Answer the questions. Use to + verb.

1. What does the manager tell you to do?

2. What does the clerk tell you to do?

3. What does the manager tell you to do?

4. What do you tell the customer to do?

5. Where do you tell the customer to go?

* * *

Directions: Compare responses to these same questions from paper using
TELL + direct quotation.

Use sentence strips to illustrate the mechanics of the grammar.

SOLVING PROBLEMS IN ENGLISH
IN THE WORKPLACE

Directions: Mount the following problems on a card. Give each student a problem. The student should ask a classmate for advice, then report what the advice was using the form, "(name) says, "." (SB 2, Lesson 6 or "(name) told me to" (SB 2, Lesson 10).

1. I'm sick. I'm supposed to work today. What should I do?
2. My daughter's/son's teacher wants me to come for a conference next Thursday. I'm supposed to work. What should I do?
3. I like working at (name of business), but I'd like to do a different job that pays more money. What should I do?
4. Sometimes I don't understand my manager or the customers. They speak very fast. What should I do?
5. I think that man just took something off the shelf and put it in his pocket. What should I do?
6. Oh! Oh! I just cut myself! It's bleeding, and it really hurts! What should I do?
7. Oh, dear! That customer just slipped and fell down. I think she hurt herself. What should I do?
8. This machine won't work. I don't know how to fix it. What should I do?

SOLVING PROBLEMS IN ENGLISH

Directions: Cut the following "problems" apart. Give each student a problem. The student should ask a classmate for advice, then report what the advice was using the form, " says, ".". (SB 2, Lesson 6) or " told me to" (SB 2, Lesson 10).

1. I lost my car keys. What should I do?
2. I have a flat tire. What should I do?
3. My friend is coming to visit. He/she wants to see Alaska.
Where should we go?
4. I want to take my friend to a nice restaurant. Where should we go?
5. I'm going hiking with (name) whis afternoon. It may rain.
I don't have a raincoat. What should I do?
6. A dog followed me home. It won't go home. It's hungry.
What should I do?
7. I need some new clothes, but I don't have much money. What should I do?
8. I need a job. How can I get one?
9. I don't know my neighbors. How can I meet them?
10. I left my umbrella on the bus. It was expensive. What whould I do?
11. The zipper on my purse is broken. It's a good purse.
What should I do?
12. I need a driver's license. How can I get one?
13. My ring fell down the sink. What should I do?
14. I'm getting fat. What should I do?

QUESTIONS FOR AN AREA JANITOR
Negative Statements in Past Tense,
Past tense regular/irregular verbs and
BEFORE AFTER FIRST LAST

1. Did you go to work at 8 o'clock?

2. Did you clean the Snackbar?

3. Did you clean the restrooms first?

4. Did you put de-icer on the sidewalks before you took out the trash?

5. Did you take a break?

6. When did you take your break?

7. Did you clean the Frontend Lobby?

8. When did you clean it?

9. Did you mop the restroom floors?

10. When did you mop them?

911 SITUATIONS

1. You are making dinner in your kitchen.
Some oil spills.
A fire starts.
The fire gets bigger.
What do you do?

2. You go to visit your brother/sister/friend.
He/she doesn't come to the door.
You go into his/her home.
He/she is lying on the living room floor.
He/she is unconscious.
What do you do?

3. You look out of your window.
You see 2 men trying to get into your car.
What do you do?

4. You are carrying out bags of groceries.
Your customer falls on the ice.
He/she is hurt.
What do you do?

5. There is a car accident in front of your house.
Two people are hurt.
What do you do?

TALK/ LISTEN

Directions: Mount each person's part on a separate card. After exchange, ask questions to provide practice with whatever grammatical structures the student(s) need practice, as well as to get student(s) to listen to English as spoken by others.

A: I need a break! 1-A

May I take a break now?

Mgr:

A: No. I have worked all day.

Mgr:

A: Thanks.

A: 1-B

Mgr: Haven't you had a break yet?

A:

Mgr: Go on. Take your break.

I'll bag groceries.

A:

STRUCTURE FOCUS: VERY, TOO, & ENOUGH
A Workplace Adaptation

Directions: Fill in the blanks with very, too, or enough.

1. (): The floor is _____ dirty.
You don't have _____ Pine Sol in the water.
: Oh, ()! You're _____ particular!
2. (): I need some more toilet paper.
We don't have _____ toilet paper.
Mgr: Really! I think you use _____ much paper.
I put a lot of toilet paper in the closet yesterday.
This is _____ bad!
(): Yes, it's bad, but I still need toilet paper.
We don't have _____ for the upstairs bathroom.
Mgr: (Sigh) OK, (). I'll get you some more.
3. Mgr: (), the walks are _____ icy.
Would you please put some de-icer on them?
(): I put some on the walks 30 minutes ago.
Mgr: Well, you didn't put _____ de-icer on.
Please do it right away.
(): OK, but _____ much de-icer makes a mess on the floors!
Mgr: (Sighs) I know, but it would be _____ bad if a
customer fell and got hurt.

CAN in the Workplace

1. Can you hear the intercom when you're cleaning the restrooms?

2. Can you clean the bathrooms in 40 minutes?

3. Can you carry out groceries for this customer before you clean the
Breakroom?

4. Can you do a wet cleanup with a broom?

5. Can you tell me where the restrooms are?

6. Can you put de-icer on the walks when they need it?

7. Can you speak English?

8. Can you clean the mirrors with Pine Sol?

9. Can you get off work early tomorrow?

10. How can you fix a toilet that's plugged?

STRUCTURE FOCUS: The Use of and...too
and not...and...not either

Directions: Write the names of persons who have these jobs:

<u>Manager</u>	<u>Checker</u>	<u>Courtesy Clerk</u> (Bagger)	<u>Area Janitor</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Tell about two persons who do the same work.
Make one sentence. Use and...too.

Example: (name 1) is a manager.
(name 2) is a manager.
(name 1) is a manager, and (name 2) is, too.

Make a negative sentence about two persons who do not do the same thing.
Use BE and not...and...not either.

Example: (name 1) isn't at work.
(name 2) isn't at work.
(name 1) isn't at work, and (name 2) isn't either.

ORDINAL NUMBERS & HOLIDAYS

Pairs Exercise

Directions: Answer questions with an ordinal. Use complete sentences.

1. Tell about your first job.

2. What street is JC Penny on?

3. What street is the Sheraton Hotel on?

4. Where is the Westward Hilton Hotel?

5. What grades are in elementary schools in Anchorage?

6. When is Thanksgiving?

7. When is ALP's Christmas party?

8. When is Christmas?

9. Which day of the week is Saturday?

10. When is New Year's Day?

11. When is Independence Day?

Directions: Write an appropriate response to the question and/ or information.
Use ago.

You clocked in at 6 o'clock.

It's 9 o'clock now.

I clocked in three hours ago.

Manager: _____, did you put de-icer on the sidewalks?

(You put de-icer on the walks at 6:30. It's 7:30 now.)

_____: _____, can you take a break and have coffee with me?

(You took your break at 10:30. It's 11 o'clock now.)

Manager: _____, the women's restroom was very dirty this morning.

Did you clean it?

(You cleaned the women's restroom at 8:30. It's 10 o'clock now.)

_____: _____, I need some more paper towels for the restrooms.

(The manager gave you 2 cases of paper towels on Friday.

It's Monday now.)

Manager: _____, Have you seen _____?

(another manager)

(You saw that manager at 1:15. It's 1:30 now.)

MAKE AN APPOINTMENT

Directions: Mount each of the situations on a separate card.
Each "pair" or students (or teacher and student)
develops an appropriate conversation.

The mini-skits that will be presented may be used
to test listening skills and to practice
questions and answers.

MAKE AN APPOINTMENT

1. Dr. Ann Smith
dentist
Your son, Timmy, needs a checkup and cleaning.

2. Dr. John Wood
Medical Doctor
You want a checkup and a flu shot.

3. Ms. Mary Black
Lawyer
You and your spouse want to draw up a will.

4. Mr. Ed Turner
Real Estate Broker
You and your spouse want to buy a house.

5. Ms. Betty Snow
Loan Officer at National Bank of Alaska
You want to get a loan.

6. Ms. Sue Brown
Investment Broker
You want to buy some stock.

7. Mr. Bob Green
Insurance Broker
You want to get some health insurance.

8. Miss Jill Jones
Teacher
You want to discuss your child's report card.

MAKE AN APPOINTMENT
A Workplace Adaptation

1. Mr. Glenn Peterson
Store Manager
You want to discuss promotion to a better-paying
job in the same store.

2. Mr. Jamie Caudy
Supervising Manager
You want to discuss dates for your vacation.

3. Mr. Glenn Peterson
Store Manager
Your doctor has told you that your health
problems relate to your job. You want
to discuss a change of jobs within the
store.

REGULAR PAST TENSE VERBS IN THE WORKPLACE

Directions: Fill in the blanks with the past tense form of the verb in parenthesis.

- (watch) I _____ TV until 11 o'clock last night.
I got up late this morning.
- (hurry) I _____ to work.
- (start) First, I _____ to clean the restroom.
Then I heard my page.
- (pick) I _____ up the phone
(answer) and _____, "This is Luz."
(yell) "Where have you been?" my manager _____.
(call) "I have _____ you 10 times this morning!"
(cover) I _____ my ears.
(hurry) I _____ to the Booth.
What a day!

SB2, Lesson 11
WP - Area Janitor
Jan Jones
Anchorage Workplace Literacy

PAST TENSE VERBS IN THE WORKPLACE
REGULAR AND IRREGULAR

Directions: Fill in the blanks with the past tense form of the verb in parenthesis.

- (see) I _____ Josefina yesterday.
- (say) I _____, "How is your mother?"
- (say) She _____, "Come and see her. We will speak Spanish.
Come after work today.
- (say) I _____, "OK. I'll come at 2:30.
- (put) At 2:20 I _____ on my coat.
- (start) I _____ my car.
- (ring) I went to Josefina's house and _____ the doorbell.
- (say) She _____, "Come in. This is my mother."
- (shake) I _____ hands with her mother.
- (drink) We _____ coffee and
- (talk) _____ in Spanish.

INQUIRIES ABOUT JOB BENEFITS

___: Jaimie, may I talk to you about my vacation?

Jaimie: Sure, ___. What do you want to know?

___: I want to know several things. First, when am I eligible for a paid vacation?

Second, can I get vacation pay without taking time off from work?

Also, can I take my vacation any time I want to?

And finally, can I get paid for two personal holidays?

A PROBLEM IN THE WORKPLACE

Directions: Use for a reading lesson, role play, and discussion of dealing with problems in the workplace.

Mgr: _____ (name) , I called you at 9 o'clock!

You must listen to your page.

_____ I'm sorry. I didn't hear you. I was cleaning the restrooms then. The Women's Room was very dirty.

I can't hear the intercom in the restrooms.

Mgr: _____ Can you hear it if you leave the door open?

I leave the door open, but sometimes women shut the door.

Mgr: _____ Try to leave it open.

OK. But I still can't hear the intercom if I am working around the corner.

Mgr: _____ It's a problem.

I'm sorry. It is a problem. I don't want you to think I am lazy when I am working hard!

Mgr: _____ I know you work hard, (name) . But try to leave the door open, and listen for your page!

I will.

Jan Jones
Anchorage Workplace Literacy
SB 2, Lesson 11
WP - Area Janitor

QUESTIONS ABOUT THE PROBLEM IN THE WORKPLACE

Directions: Answer the questions. Use complete sentences.

1. Why is the manager upset?

2. Is _____ upset , too? Why?

3. Was _____ polite to her/his manager? What makes you think so?

4. What did _____ tell her/his manager in her/his defense?

5. Was she polite?

6. What solution did the manager and _____ agree on?

Jan Jones
Anchorage Workplace Literacy
SB 2, Lesson 11
WP - Area Janitor

A DAY IN THE LIFE OF
AN AREA JANITOR

- Directions:
- * Use as a skit first; class listens.
 - * Use for practicing questions and answers and for conversational practice.
 - * Use as a reading lesson.

Jan Jones
Anchorage Workplace Literacy
WP - Area Janitor Unit

A DAY IN THE LIFE OF
AN AREA JANITOR

(___ punches in)

___: Hi, (Mgr's name). It's going to be a nice day.

Mgr: It is if you like to work hard.

___: I always work hard.

Mgr: That's true, but today Ed is sick. Can you do his work, too?

___: I'll try.

Mgr: Thanks, ___. I knew we could count on you.

(___ checks the Breakrooms. She makes fresh coffee, cleans the tables, sets out more cups and napkins and empties the trash. Then she gets her cleaning supplies and goes to the public restrooms. A man walks out of the Men's Room.)

___: Excuse me. Is anyone else in there?

Man 1: Yes, there's another person in there.

___: Thank you. (Luz waits until another man walks out.)

___: Is anyone else in there?

Man 2: No. It's empty now.

(___ puts her "Cleaning" sign in the doorway and goes into the Men's Room and begins to clean.)

Man 3: Excuse me. May I use the restroom?

___: I'm sorry. I'm cleaning it now. Come back in 10 minutes.

Man 3: Welll...OK.

(___ finishes cleaning the Men's Room. She goes to the Women's Room. A mother is changing her baby on the floor.)

___: You can change your baby in the Changing Room.

Woman: Do you have a changing Room?

___: Yes, it's next door. There is a table for the baby.

I'll show you where it is.

Woman: Thanks.

(___ shows the woman the changing Room and returns to finish cleaning the Women's Room. When she finishes, she starts to go upstairs, then she hears a page.)

Page: _____. Please come to the Booth.

___: What's up?

Mgr: We need someone to bag and carry out. Our Courtesy Clerks have gone back to school. Will you help Betty on Checkstand 5?

___: But I haven't cleaned the Employees' Restroom!

Mgr: That will have to wait. We always take care of our customers first.

___: OK. I'll help Betty.
(___ goes to Checkstand 5.

Betty: Hi, ___. Finish bagging these groceries and carry them out for this customer.

___: OK.
(___ bags the groceries and puts them in the Carry-out Cart. Then she follows the customer to her car.)

Customer: Are you from Alaska?

___: No, I'm from Columbia.

Customer: Do you like it here?

___: Yes. It's very beautiful and the people are very friendly.

Customer: Please put the bags in the trunk.

___: OK. (___ puts them in the trunk.)
Thank you. Have a nice day.

Customer: You, too, and thanks.

___: You're welcome.

TALK - LISTEN
A New Job For an Area Janitor

Manager: _____, I have another job for you. It's very important.

_____ What is it?

Manager: I want you to put de-icer on the walk in front of the store.

_____ What's de-icer?

Manager: (Shows de-icer) This is de-icer. Put some on the walks to melt the ice.

_____ OK

Manager: Check the sidewalks in the morning when you come to work. If they're icy, put some de-icer on them.

_____ OK. I will.

Manager: Check the walks several times every day. It's very important. We don't want anyone to fall on the ice.

_____ That would be bad! I'll put de-icer on the walks when they're icy.

Manager: Thanks.

DAILY FUNCTION	CLASS	SUFFIX	FLOOR	MAINTENANCE	PROGRAM
BACKROOM MINUTES (DAILY)					
COMPRESSOR ROOM MINUTES (WEEKLY)					
MOP SALES FLOOR MINUTES (DAILY)					
GROUND CHECKSTANDS MINUTES (DAILY)					
AIR DUCT CHECKSTANDS MINUTES (DAILY)					
FRONTEND LOBBY (10 MINUTES (DAILY)					
FRONTEND LOBBY (7 MINUTES (DAILY)					
CHECKSTAND TRASH 10 MINUTES (DAILY)					
DOORS AND CORNER (10 MINUTES (DAILY)					
FAN BACKROOM 10 MINUTES (DAILY)					
LIGHTER STOVE EDGES (15 MINUTES (DAILY)					
WINDOW LEDGES (7 MINUTES (DAILY)					
MOP SWEEP PRODUCE FLOORS 60 MINUTES (DAILY)					
SWEEP PRESS 10 MINUTES (DAILY)					
CLEAN BATHROOMS 40 MINUTES (DAILY)					
SWEEP & SPOT HOP HALL AREA (14 MINUTES (DAILY)					
SWEEP OUTSIDE TRASH/VASH CONT 10 MINUTES (DAILY)					
FLOOR DRY CLEANUP LOCATION					

Sweep
Entry
4x

Daily

Weekly

Backroom

Compressor Room

Mop sales floor

Around Checkstands

Frontend lobby

Checkstand Trash

Doors and Chrome

Clean

Breakroom

Liquor store Boxes

Window Dedges

Produce Floors

Weeep Rugs

Clean Bathrooms

Sweep and Spot mop wall area

Carry outside trash/wash can)

Floor dry cleanup

Jan Jones
Anchorage Workplace Literacy

SUPPLIES FOR AN AREA JANITOR

Cleaning Supplies:

broom

mop

mop bucket

sponge

paper towels

Pine Sol

Glass Cleaner

Restroom Supplies:

(Rolls of) toilet tissue

(Boxes of) toilet seat liners

(Rolls of) paper towels

(Packages of) paper towels

(Bottles-? of) liquid hand soap

Breakroom Supplies:

coffee

filters

napkins

cups

stir sticks

coffee cream

sugar

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Anchorage Workplace Literacy

TALK/ LISTEN

Directions: Cut out pairs of conversations and mount on cards and give pairs of students or teacher and a student a part. Use as basis for usage of grammar structures taught in SB 2, Lesson 11, eg., "What did (name) tell you?"

1-A Mgr. (name) , I called you two times this morning.
Why didn't you answer?

Mgr. Please try to listen for your page!

1-B Mgr.
 I'm sorry. I didn't hear you.

Mgr.
 I'll try, but I can't hear the intercom in the
restrooms.

2-A Mgr. (name) , would you bag for Betty on
Checkstand #4?

2-B Mgr.
 OK.

3-A Customer: Be careful with those tomatoes.
They're very expensive!

3-B Customer:
 Yes, they are. I'll be careful.

4-A I need a drill to fix the soap dispenser.

Mgr.

4-B
Mgr. OK. I'll get you one.

Talk/ listen, continued

5-B Man
_____ I'm sorry. Do not come in now.
The floor is very dirty. I'm cleaning it
now. Come back in 10 minutes.

5-A Man I need to use the restroom.
_____

6-A Mgr. (name), we need another bagger.
_____
Mgr. Don't clean the restrooms now.
Go help Betty.

6-B Mgr.
_____ I'm cleaning the restrooms.
They're very dirty.
Mgr.

7-A Mother: (In Women's Room)
I need to change my baby.
_____

7-B Mother:
_____ Don't change your baby on the floor.
I'll show you where the Changing Room is.

PAST TENSE VERBS IN THE WORKPLACE

Directions: Write the past continuous form of the verb in the first blank, then write the simple past form in the second blank.

(BE, clean) I _____ the restrooms.

(hear) Then I _____ my page.

(BE, pick up) I _____ the garbage.

(see) Then I _____ Jan waiting to talk to me.

(BE, talk) Jaimie and Glenn _____ to another man.

(shake, walk) Then they all _____ hands and _____ away.

(BE, hurry) I _____ to work.

(skid, go) Then I _____ on the ice and _____ into the ditch.

(BE, take, talk) I _____ my break and _____
to Josefina tell about her trip.

(hear) Then I _____ Jaimie call me on the intercom.

Jan Jones
Anchorage Workplace Literacy
SB 2, Lesson 11
WP Adaptation, Area Janitor

TALK AND LISTEN:
CONVERSATIONS IN THE WORKPLACE
WITH AN AREA JANITOR

Directions: Mount the following exchanges on cards.
Practice in Pairs, or Teacher with Student.

1A. Manager: Hi, (name). What can I do for you?

_____

Manager: OK. Do we need any more rolls of
paper towels?

_____

Manager: OK. I'll order some liquid hand soap,
too. Anything else?

_____

Manager: Thank you.

1B. Manager

_____ We need some more toilet seat liners
and folded paper towels.

Manager

_____ No, we have plenty of them, but we
don't have much liquid hand soap.

Manager

_____ No, that's all. Thanks.

Manager

2A Person in Booth: Hi, (name). What can I do
for you?

_____

P.Booth OK. Here you are.

_____

P.Booth All done?

_____

P.Booth OK. Hmmm. Yes. It's OK.
Thanks, (name).

2B Person in Booth

_____ I need a Write-off Sheet.

P.Booth

_____ Thanks. (Fills out form)

P.Booth

_____ Yes, but this is the first time I've
filled out this Write-off Sheet.
Would you check it for me?

P.Booth

_____ Thank you.

SUPPLIES FOR AN AREA JANITOR

Cleaning Supplies:

broom
mop
mop bucket
sponge
paper towels
Pine Sol
Glass Cleaner

Restroom Supplies:

(Rolls of) toilet tissue
(Boxes of) toilet seat liners
(Rolls of) paper towels
(Packages of) paper towels
(Bottles-? of) liquid hand soap

Breakroom Supplies:

coffee
filters
napkins
cups
stir sticks
coffee cream
sugar

STORE # _____

WEEK # _____

MISCELLANOUS DEPARTMENTAL TRANSFERS

DESCRIPTION	QUANTITY	PRICE	FROM	TO	PERSON RECEIVING

51

APPROVED BY STORE MANAGER _____

PROBLEMS OF AN AREA JANITOR
IN A FOOD STORE

Directions: Mount each problem separately on a card. Student reads problem. Pairs of students or Teacher and Student discuss what action should be taken. Write story. Use as basis for grammar and pronunciation work.

1. The toilet in the second stall in the Men's Room had backed up. You can't fix it with a plunger. What do you do?
What do you say?

2. The toilet in the Handicapped Stall in the Women's Room is plugged. You can't fix it with a plunger. What do you do?
What do you say?

3. The floor drain in the Man's Room is backing up. What do you do? What do you say?

4. One of the sinks in the Women's Room doesn't drain. You put some DRAIN-O in. It still doesn't drain. What do you do? What do you say?

5. One of the urinals in the Men's Room won't stop flushing. What do you do?
What do you say?

6. Some of the graffiti in the stalls in the Men's Room won't wash off. What do you do? What do you say?

Jan Jones
Anchorage Workplace Literacy

WP, AREA JANITOR UNIT

7. You need some more paper towels, Pine Sol and Cholor. You also need a new broom. What do you do? What do you say?
8. You need more supplies for the restrooms: toilet seats liners, toilet tissue, and liquid soap. What do you do? What do you say?
9. You need supplies for the break rooms: coffee, cups, and sugar. What do you do? What do you say?
10. You need to see the dentist. He can see you next Thursday at 10:00am. You usually work on Thursday mornings. What do you do? What do you say?
11. The other Area Janitor is gone. The cashiers don't have enough Courtesy Clerks. They ask you to bag and carry out groceries. You have not had time to clean the Employees' Restroom. What do you do? What do you say?
12. You are working. You slip and fall and hurt your back. It really hurts! What do you do? What do you say?

PAIRS ACTIVITY: before and after
Skill Book 3, Lesson 1

Directions: Give each student a card with one of the following imperatives. Pairs of students share with each other what they do before and after each activity. This can be used to provide practice in various tenses.

Example: Come to Alaska.
Before I came to Alaska, I lived in Colorado.
After I came to Alaska, I learned to ski.

Imperatives:

Go shopping.

Come to Alaska

Watch TV.

Get on the bus.

Go to church.

Go skiing.

Take a trip.

Go to bed.

Leave your home.

Wash the clothes.

Go on a picnic.

Go to a movie.

Workplace Adaptations:

Start work.

Leave work.

Clean the restrooms.

Take your break.

Bag the groceries.

Talk to your manager.

(Any work related task your student does)

Workplace Curriculum

JANITORIAL UNIT

Evaluation

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills
correlated with Skill Book 2

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

EVALUATION OF COMMUNICATIVE SKILLS

OF AN AREA JANITOR

1. Description/ discussion of tasks of an Area Janitor, the frequency with which they are done, and the length of time it takes to do them.
Resource: Daily Function Sheet
2. Supplies used on the job
 - A. Categorizing
 - B. Writing: reporting transfers from shelf to work siteResource: Departmental Transfer Sheet
3. Making verbal requests
4. Reporting what someone tells/told you
Resource: Cards with dialog for mini skits
5. Questions in the workplace
Yes/ No
Yes/ No
Will/ Can
WH
6. Assisting a customer in locating a product
Resource: Map of store with list of products & aisle locations
7. Identifying purpose
Resource: Cards with dialog for mini skits
8. Problem solving in the workplace
9. Sequence of work
10. The matter of time
11. Reading: A workplace story

WP
Janitorial Unit
Level 2
Final Evaluation

Funding for the Anchorage Workplace
Literacy Project provided by a \$205,852
grant from the U.S. Department of
Education National Workplace Literacy
Program with matching local funds.

Final Evaluation

1. Description/discussion of tasks of an Area Janitor, the frequency with which they are done, and the length of time it takes to do them.

Resource: Daily Function Sheet

How often do you clean the Frontend Lobby?
empty the Sheckstand trash?
clean the bathrooms?
carry out the trash?
clean the compressor room?

How long does it take to clean the Frontend Lobby?
to empty the checkstand trash?
to clean the bathrooms?
to carry out the trash?
to clean the compressor room?

DAILY FUNCTION	CSSRS	HUFFMAN	FLOOR	MAINTENANCE	PROGRAM
BACKROOM MINUTES (DAILY)					
COMPRESSOR ROOM MINUTES (WEEKLY)					
MOP SALES FLOOR MINUTES (DAILY)					
AROUND CHECKSTANDS MINUTES (DAILY)					
AROUND CHECKSTANDS MINUTES (DAILY)					
FRONTEND LOBBY (10 MINUTES (DAILY)					
FRONTEND LOBBY (7 MINUTES (DAILY)					
CHECKSTAND TRASH 10 MINUTES (DAILY)					
DOORS AND CHAIRS (10 MINUTES (DAILY)					
CLEAN BKT BREAKROOM 10 MINUTES (DAILY)					
LIQUOR STORE BOXES (15 MINUTES (DAILY)					
WINDOW LEDGES (7 MINUTES (DAILY)					
MOP MOP PRODUCE FLOORS 60 MINUTES (DAILY)					
MOP RUGS 10 MINUTES (DAILY)					
LEAN BATHROOMS 40 MINUTES (DAILY)					
MOP & SPOT MOP HALL AREA (14 MINUTES (DAILY)					
CARRY BY OUTSIDE TRASHWASH CAN 10 MINUTES (DAILY)					
FLOOR DRY CLEANUP SPECIFY LOCATION					

Sweep
Entry - 4
4x Daily

Final Evaluation

2. Supplies used on the job

A. Categorizing

Supplies for an Area Janitor

Pine Sol	mop	liquid hand soap
toilet tissue	filters	cups
glass cleaner	toilet seat liners	sponge
paper towels	rolls of paper towels	stir sticks
coffee	broom	napkins
coffee cream		

What is each item used for?
Write it under the correct word.

Cleaning Supplies

Restroom Supplies

Breakroom Supplies

WP
Janitorial Unit
Level 2
Final Evaluation

Final Evaluation

2. Supplies used on the job

B. Writing: reporting transfer from shelf to work site

Resource: Departmental Transfer Sheet

Write 4 supplies that you have taken from the shelf on the "Departmental Transfer" sheet.

WP
Janitorial Unit
Level 2
Final Evaluation

STORE # _____

WEEK # _____

MISCELLANOUS DEPARTMENTAL TRANSFERS

DESCRIPTION	QUANTITY	PRICE	FROM	TO	PERSON	RECEIVING

6.
APPROVED BY STORE MANAGER _____

Final Evaluation

3. Making verbal requests

Tell what you need.
Tell why you need it.

Situations:

1. One of the toilets in the Men's Room is plugged.
2. The toilets in the Women's Room are almost out of paper.
You can't find any more toilet paper in the Supply Room.
3. The sidewalks are icy. You have no more de-icer.
4. You are hungry. You haven't eaten for 5 hours.
5. It's 6:15am. You are supposed to start working at 6:30.
Your car won't start.

WP
Janitorial Unit
Level 2
Final Evaluation

Final Evaluation

4. Reporting what someone tells/ told you

Resource: Cards with dialog for mini skits
(see attached sheet)

Mini Skit #1: "Take a Break"

What did the manager tell you?

Mini Skit #2: "I'm Sick"

What did you tell the manager?
What did the manager tell you?

Mini Skit #3: "Time Off"

What did you tell the manager?
What did the manager tell you?

MINI SKITS FOR FINAL EVALUATION
OF AN AREA JANITOR

Directions: Cut out the following exchanges and mount on cards.
Role play. Use as basis for reporting what another
person has told you.

1-A Manager: You can take your break now.

_____ :

Manager: Be sure you're back in 30 minutes.

_____ :

1-B Manager:

_____ : OK. I'll go as soon as I finish this job.

Manager:

_____ : OK.

2-A _____ : I feel sick. My head aches, and I have
a fever.

Manager:

2-B _____ :

Manager: Go on home. I'll get someone to cover for you.

WP
Janitorial Unit
Level 2
Final Evaluation

3-A _____ : I'd like to have next Tuesday afternoon off.
I need to see the doctor.

Manager:

_____ : Yes, I can.

3-B _____ :

Manager: OK. I'll get someone else to work on Tuesday.
Can you work on Wednesday?

_____ :

Final Evaluation

5. Questions in the workplace

Yes/ No

Will/ Can

WH

Is (manager's name) here?

Do you know where the olives are?

Can you bag for Betty?

Will you put de-icer on the sidewalks?

Who is the store manager?

When do you get off work?

Where are the public phones?

Whose job is it to clean the restrooms?

Which manager is working today?

Why do you leave the door to the restroom open when you clean it?

What time is it?

How long have you worked at (name of business) ?

Final Evaluation

6. Assisting a customer in locating a product

Resource: Map of store with list of products & aisle location

A customer stops you and asks for help.
What do you tell them?

1. I want some deodorant.
Where will I find the deodorants?
2. I'm in a hurry and I need some sugar.
Where is the sugar?
3. Can you tell me where I can find rice?
4. Quick! Where's the peanut butter?
5. Excuse me. Will you please tell me where the
Japanese foods are?

WP
Janitorial Unit
Level 2
Final Evaluation

Final Evaluation

7. Identifying purpose

Resource: Cards with dialog for mini skits
(see attached sheet)

Mini Skit #1: "A Better Place"

What is the Changing Room for?

Mini Skit #2: "Out of Gas!"

Why did (name) stop at the gas station?

WP
Janitorial Unit
Level 2
Final Evaluation

MORE MINI SKITS FOR FINAL EVALUATION
OF AN AREA JANITOR

Directions: Cut out the following exchanges and mount on cards.
Role play. Use as basis for

1-A (name) goes into the Women's Restroom at
 (name of business). She/ He sees a mother
 changing her baby on the floor.

* * * *

 : Oh! The floor is not a good place to
 change a baby!
 We have a room for changing babies.

Woman:

 : Yes! Come with me.
 I will show it to you.

(WOMAN FOLLOWS (name) TO DOOR OF
 CHANGING ROOM)

 : Look at this! It says "CHANGING ROOM".
 Go on in. It is for changing babies.
 There is a changing table, and it is
 very clean. It is better than the floor.

Woman:

 : You're welcome.

1-B (name) goes into the Women's Restroom at
 (name of business). She/He sees a mother
 changing her baby on the floor.

* * * *

 :

Woman: Really?

 :

(WOMAN FOLLOWS (name) TO DOOR OF
 CHANGING ROOM)

 :

Woman: Thank you very much.

 :

8. Problem Solving in the Workplace

Directions: Tell what you would do and say in each of the following situations:

- A. You need to see the dentist.
He can see you next Thursday at 10am.
You usually work on Thursday mornings.

- B. The toilet in the handicapped stall
in the Women's Room is plugged.
You can't fix it with a plunger.

- C. You need some more paper towels,
Pine Sol, and Chlorox. You also
need a new broom.

- D. The other Area Janitor is gone.
The cashiers don't have enough
Courtesy Clerks. They ask you
to bag and carry out groceries.
You have not had time to clean
the employees' restroom.

- E. You are working. You slip and fall
and hurt your back. It really hurts!

Final Evaluation

9. Sequence of work

Make a time line of your work day.

Tell what you do first.

Tell what else you do throughout the day.

Use before, after, next, then.

Tell what you do last.

Final Evaluation

10. The matter of time

Listen.

Tell if you are early, late, or on time.

- A. You are supposed to start working at 6:30 in the morning.
It's 6:32 when you punch in.
- B. John is supposed to come at 2:30.
He just walked in. It's 2:20.
- C. The manager told you that he wanted
to talk with you at 10:30. It's
10:40 now. The manager is not here.
- D. You get a half hour for a lunch break.
You went on your break at 1 o'clock.
You are returning now at 1:30.
- E. All of the Janitors were supposed
to meet upstairs at 2 o'clock.
You are there. All of the other
janitors are there. It is 2 o'clock.

11. Reading: A WP story: WELL DONE!

About 15 months ago I got a job as a Courtesy Clerk in a big supermarket. A Courtesy Clerk bags groceries and carries them out for the customers. I liked that because the customers were usually nice, and I could practice speaking English. Sometimes they would say a few words in Spanish to me.

When winter came, I didn't like my job very much, but I always worked hard, smiled, and tried to speak English.

Then three very good things happened. I got a promotion, an English teacher, and an award.

I'm an Area Janitor now. I have to request and report things to my manager. I have to talk to the customers more, and sometimes they ask me where things are in the store. My English is getting better because I talk more and because I study English twice a week with my teacher. She helps me learn what to say.

But she can't help me work, and a janitor's work is very hard. I like my work, even though it's hard. People tell me that my store has the cleanest restrooms in Anchorage. I think that is important.

Oh, yes. I forgot to tell you about my award. I was named "Employee of the Month" in November. I was very happy that all of my hard work was appreciated.

WP
Janitorial Unit
Level 2
Final Evaluation

Workplace Curriculum

CUSTODIAN'S GUIDE

Care of Tools and Equipment

Fire Prevention

Detailed Cleaning Guide

PREPARED FOR
THE ANCHORAGE SCHOOL DISTRICT
CUSTODIAL EMPLOYEES

Developed by Elizabeth Leng

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

Custodian's Guide

Care of Tools and Equipment

Vocabulary

tool box)
wet mop - strings)
broom - bristles)
dust mop)
scrubbing machine) picture page
brush)
pad)
vacuum)
tank)
beater bar)

cleaned)
hung) T.P.R. student pantomimes action
brushed) after demonstration by teacher
washing)
store)
emptied)
wipe)

1. About the Reading. Answer these questions. Fill in blanks using vocabulary:

1. The _____ is broken. We cannot scrub the floor.
2. I need a new _____ for the scrubbing machine.
3. Everyday we _____ the carpet.
4. The _____ on the vacuum will not pick up the dirt.
5. Store the _____ hanging with the strings down.
6. The _____ should be closed and locked.
7. The _____ on the vacuum should be emptied after each use.
8. What do you do to each tool before you put it away?
Why?

2. Tools match the words on the left to the answers on the right.

dust mops	These should be hung, strings down.
bag	These should not be left on the machine.
bristles	These should be cleaned and brushed.
scrubbing machine	These can be used for wet or dry cleaning.
wet mops	This should be cleaned out.
vacuums	These should not become crushed.
equipment	This scrubs the floors.
brush, pad, block	These should be cleaned after use.

3. Endings ed, ing ed ing

clean
hang
brush
wash
store
empty
wipe

4. Tell what equipment you use at home. In what rooms do you use it?

Fire Prevention

T.P.R. Have small containers, i.e. cans, boxes, labeled gas, oil, paint thinner, flammable, etc.; also, picture cards mops, fuses, trash, snow blower, lawn mower, etc., anything which could contain flammable or combustible material. Large box identified as school w doors; fire extinguisher, exit light marked.

Activity: Remove anything that could cause a fire from the school building. Color the fire extinguisher red; the exit lights yellow;

Vocabulary:

prevention - not allow - stop
safety - be careful
hazards - dangerous
flammable systems
combustible
oily
treated
tripped
blown
gas
leak
obstructions

1. About the Reading. Write True or False for each sentence.

- _____ 1. Store flammable liquids inside the school building.
- _____ 2. Store gasoline outside the building.
- _____ 3. Take combustible trash inside the building.
- _____ 4. Store oily rags and mops in covered steel containers.
- _____ 5. Hang treated mops so air will go around them.
- _____ 6. Do not report blown or tripped fuses.
- _____ 7. Do not report things you can't correct to the principal.
- _____ 8. Report only some gas leaks.
- _____ 9. Keep dumpsters close to the building.
- _____ 10. Put equipment in front of doorways.
- _____ 11. It is not important to know where the fire alarm is.

2. Scrambled words:

elak ?	This means to now allow or stop.
mamallebf	This means it will burn.
zhaasdr	This means it will burn.
tievonpre	This is the same as dangerous.
tionfroubsc	We put this on mops.
itbulecbom	A fuse can be _____ or blown.
lio	Water and gas can _____.
pretipd	Something in the way is an _____.

Detailed Cleaning Guide

Step A

Supplies for teacher, realia
i.e., classrooms - hall

diagram of typical school
custodial closet

use realia cart
if possible plastic bags
otherwise custodial eraser
pictures untreated cloth

picture of school wall with
chalkboard
picture of custodial eraser

- T.P.R. 1. Teacher demonstrates taking cart from closet; takes plastic bags, custodial eraser, cloth.
2. Student Using diagram, student indicates by drawing line first to the class room he is to clean then continues line to others, numbering in sequence.

Picture of custodial eraser

skin
sponge

Sponge is used, first label it I.

3. What do you do when you go past the restrooms?

STEP B -
STEP C

WET WORK
Step D

realia: pail, bucket, rubber gloves

pail	10 quart
bucket	rubber gloves
scouring	packet
solution	gallon
fixture	

- Text -

About the Reading:

1. What supplies are needed for Step D?
2. Why do you need 2 pails and 2 pieces of cloth?
3. What is the mop bucket and mop used for?
4. How much water is needed for one packet of A-33?
5. When do you need rubber gloves?

- Text -

6. Do you use the same pail, cloth or water solution to clean the commodes and sinks? Why?
7. What can be cleaned easily with paper towels?
8. When do you mop the floors in the restroom?
9. Do you wet mop or damp mop the restroom floors?
10. What do you do when you have finished mopping the restrooms?

Conversation and Key Words for ASD Custodial Employees

Level 1

A-33 Dry

Keep from children

Mix 1 packet
1 gallon warm water
No other cleaner

Danger:	eyes	- call a doctor wash out
	mouth	- drink lots of water call a doctor
	skin clothes	- wash off - wash & dry

Level II

A-33 Dry

Keep away from children

DANGEROUS to eyes, skin, mouth

Call a doctor: in eyes, swallowed

Mix 1 packet (do not open)
1 gallon warm water

* Do not add a different cleaner

Make fresh each day

8.)

Level III

A-33 Dry

Danger: Keep from children

Directions:

Use only this way

Make new solution every day

1 packet to 1 gallon warm water

* Do not mix with anything else

Do not touch with wet hands

Be Careful: Put packet into bucket. Do not open.

Corrosive - It burns eyes and skin

Do not drink (swallow)

Do not get on food

Do not breathe spray

Treatment (skin):	Wash for 15 minutes
(eyes):	Call a doctor, wash out
(clothes):	Wash before using again
(swallowed):	Drink lots of water, egg whites or gelatin. Call a doctor.

Anchorage School District: Custodial

Job Task Analysis: Interview

New employees are trained verbally by the senior custodian in task sequencing and use of materials. The new employee is on the sub-list from 6-12 months; further instruction comes word of mouth from employee to employer; cleaning compounds are changed frequently. The compound is identified by a number of which thus signifies use. The employee is not given dangerous mixtures. All compounds are pre-measured.

Teachers are not allowed to leave notes to custodians but are required to notify principal of requests which are then directed to custodial staff via senior custodian. However, simple notes and requests are often honored, i.e. Save, Please Save, Throw Out, etc.

Order of job hierarchy:

sub 6 mo - 1 yr

Custodian

Senior custodian	night
	elementary school
Day Person P.P.O.	elementary
crew chief	Jr. High
supervisor	H.S.

New Readers-Writers are reluctant for supervisors to know they are taking classes onsite - all mini courses would be preferable i.e.,

chemicals
safety

Senior Custodian Write description of problems

Reading comprehension
activity list
daily bulletin
newsletter
school newspaper