

CLB 3 / 4

EMPLOYMENT
AT WORK

SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM LISTENING

Following Workplace Instructions



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SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM

Following Workplace Instructions

TASK OBJECTIVE

Learners will be able to **follow** workplace **instructions** given by a supervisor.

CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

CLB 3 – II

Comprehending Instructions

Understand instructions and directions [~2-4 steps] related to familiar, everyday situations of immediate personal relevance.

- Identifies words and phrases that indicate movement, location, measurement, weight, amount and size.
- Identifies basic connectors related to time (now, then, before, after) and place (this, that, here, there).
- Responds with correct actions to directions and instructions.

Profile of Ability

Understand key words, formulaic phrases and most short sentences on topics of immediate personal relevance.

CLB 4 – II

Comprehending Instructions

Understand common, sequentially presented instructions [~4-5 steps] and directions related to familiar, everyday situations of personal relevance.

- Identifies words and phrases that indicate movement, location, manner, frequency and duration.
- Recognizes and identifies the correct sequence of steps.
- Responds with appropriate actions to directions and instructions.

Profile of Ability

Understand, with considerable effort, simple formal and informal communication on topics of personal relevance.

Feature(s) of Communication (CLB 3 & 4)

Spoken clearly at a slow to normal rate; related to topics of personal relevance.

ASSESSMENT TASK

Follow your supervisor's workplace instructions.

INSTRUCTOR NOTES

This task package helps refugee claimants build English listening skills related to following instructions from a supervisor on a job site.

Understanding how to follow basic workplace instructions will help refugee claimants successfully enter the workforce and maintain employment.

OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

Sample Activity 1

DISCUSSION

Introducing the Task

Sample Activity 2

ORDERING JOB TASKS

CLB 3: Identifies basic connectors related to time and place;

CLB 4: Recognize and identify correct sequence of steps.

Sample Activity 3

WORKPLACE DUTIES

CLB 3: Identifies words and phrases that indicate movement, location, measurement, weight, amount and size;

CLB 4: Identifies words and phrases that indicate movement, location, manner, frequency and duration.

Sample Activity 4

FOLLOWING INSTRUCTIONS

CLB 3: Responds with correct actions to directions and instructions;

CLB 4: Responds with appropriate actions to directions and instructions.

Learner task

Students listen to and follow a supervisor's workplace instructions.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

Universal Design for Learning

- **Embedded:** This task package includes a few different modes of demonstrating comprehension, including labelling maps, answering True-False questions, ordering tasks, and performing actions.
- **Suggested:** It is recommended that teachers provide as much repetition and variation of instructions as necessary. For example, in Activities 2 & 4, after listening to the workplace instructions included here, teachers might give different instructions using the same tasks or objects, but in a different order; or you might ask students to practice giving their own instructions in small groups.

Trauma-informed Practice

- **Embedded:** The activities in this task package foreground and emphasize workplace safety and avoid giving workplace instructions that students may not be comfortable with.
- **Suggested:** An important and related skill is being able to advocate for oneself when being asked to do something unsafe at work. Consider pairing this task package with Reading 3/4 - II: Workplace Safety Instructions or adapting Speaking 5/6 - I: Bring Up a Safety Concern at Work for CLB 3/4 learners.

Relevant Content

- **Embedded:** Understanding and following workplace instructions is one of the core language tasks within Safe Haven's Employment: At Work curriculum theme and a vital life skill for refugee claimants in the workforce.
- **Suggested:** Consider adding to or adapting the workplace instructions in this task package to tailor target language to your students' own jobs. Get to know your students: seeing their own life experience/circumstances reflected in class materials may lead to increased motivation, enthusiasm and even emotional validation.

STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT.)

Community Engagement & Classroom Connections

- **Embedded:** Hands-on group activities help students form important social bonds; understanding verbal instructions is a crucial life and workplace skill that should help students in their communities as well.
- **Suggested:** Consider bringing in an employment specialist as a guest speaker to talk about the importance of following instructions, and to give examples of the kinds of workplace instructions their clients normally receive.

Accessibility

- **Embedded:** These activities provide a range of ways for students to demonstrate comprehension, so that, for example, students who struggle with reading and writing may still be able to develop and demonstrate their listening comprehension skills.
- **Suggested:** The workplace instructions themselves imply some physical mobility: emphasize the general importance of following instructions, so that students who may not be able to physically carry out these particular workplace instructions do not feel left out. Again, consider adapting the workplace instructions to suit your students' own jobs and abilities.

Inclusivity, Diversity & Unity

- **Embedded:** The AI-generated audio files included here represent some gender diversity, avoiding assumptions about supervisors' gender identities — an important consideration, given that the task package's instructions are geared toward workplaces, such as in construction and maintenance, that have traditionally seen gender imbalance.
- **Suggested:** It is important that students see their various identities represented in class materials. Although the task package uses neutral images, such as workplace objects (rather than of workers themselves), it is still important to avoid making unfair assumptions about the kinds of workplaces your students may find themselves in; consider adapting materials to better suit your students' diverse life experiences and circumstances.


Listening
CLB 3

Theme	Employment - At Work
Task	Follow a supervisor's workplace instructions
Competency	II - Comprehending Instructions

Name: _____

Date: _____

	You Can...	Yes (2)	Not Yet (1)
	Label job tasks in the correct order <i>Identifies basic connectors related to time and place</i>		
	Understand questions about what, where and how much/many <i>Identifies words and phrases that indicate movement, location, measurement, weight, amount and size</i>		
*	Follow directions to mark the map <i>Responds with correct actions to directions and instructions.</i>		

(4 points)

Total

_____ / 8



Listening

CLB 3

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet



Listening

CLB 4

Theme	Employment - At Work
Task	Follow a supervisor's workplace instructions
Competency	II - Comprehending Instructions

Name: _____

Date: _____

	You Can...	Yes (2)	Not Yet (1)
	Label job tasks in the correct order <i>Recognizes and identifies correct sequence of steps.</i>		
	Understand questions about what, where, when and how much <i>Identifies words and phrases that indicate movement, location, manner, frequency and duration.</i>		
*	Follow directions to mark the map <i>Responds with correct actions to directions and instructions.</i> (4 points)		

Total

_____ / 8



Listening

CLB 4

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred* criteria

Successful overall in this task?

Yes

Not yet

Learner Self-Assessment of Task Criteria

Name: _____

I can label the list of job tasks in the correct order.	<input type="checkbox"/>
I can answer true or false questions about what, where and when.	<input type="checkbox"/>
I can follow directions to mark the map.	<input type="checkbox"/>

Sample Activity 1: Discussion (Introducing the Task)

Instructions: Discuss the following questions in partners or table groups. Then, share your answers with the class.

1. Have you ever been an employee?
 - Here? Or in your home country?
2. What was your job?
3. What were your duties or responsibilities?
 - Was the *order* (1, 2, 3...) of duties important?
4. What kind(s) of workplace instructions do you receive?
 - Who gives these instructions?
 - Do you listen?
5. Why is following instructions important at work?

Teachers' Note: Demonstrate the importance of order by mixing up the order of some job tasks and asking students “what’s wrong here?”

Share:

Job title:	Job duties:
_____	1. 2. 3. 4.
_____	1. 2. 3. 4.
_____	1. 2. 3. 4.
_____	1. 2. 3. 4.

Sample Activity 2: Ordering Job Tasks

(CLB 3: Identifies basic connectors related to time and place; CLB 4: Recognizes and identifies correct sequence of steps)

Instructions: Listen to the supervisor and number the job tasks in the correct order.

Order	Job Tasks
	Vacuum Building B
	Go home at 4:00pm
	Organize the tools
1	Sweep Building A
	Take a 45-minute lunch break
	Watch a job safety video
	Empty all the garbage bins

Sample Activity 2: Ordering Job Tasks (continued)

Instructions: Cut out the job tasks. Listen to the supervisor and place them in the correct order.

Sweep Building A

Vacuum Building B

Take a 45-minute lunch break

Empty all the garbage bins

Organize the tools

Watch a job safety video

Go home at 4:00pm

Sample Activity 3: Workplace Duties

(CLB 3: Identifies words and phrases that indicate movement, location, measurement, weight, amount and size; CLB 4: Identifies words and phrases that indicate movement, location, manner, frequency and duration)

Instructions: Listen to the instructions on how to manage the garbage. Circle **True** or **False**.

1.	Wear a mask when handling the garbage.	T	F
2.	Collect cans from all the buildings.	T	F
3.	Dump them in the small green bin.	T	F
4.	We have small, medium, and large bags.	T	F
5.	Roll the large blue bin to the parking lot.	T	F
6.	This job will take 1 hour.	T	F

Sample Activity 4: Following Instructions

(CLB 3: Responds with correct actions to directions and instructions;

CLB 4: Responds with appropriate actions to directions and instructions)

Teacher's instructions:

Print and enlarge (11x17) table copies of workplace maps 1-3 (following pages). Print and cut table copies of workplace objects. Students will follow instructions to move workplace objects to their correct places. **Note:** you may choose to read the scripts yourself, play them using the .mp3 audio files attached, or create your own instructions. As an extension activity, you may even ask students to take turns giving instructions to their partners.

Script 1:

First, I need you to carry the woodpile away from Building A. Bring it next to the garbage bin. Next, you should put away the tools: put the toolbox in the supply trailer; then, put the tools in the toolbox.

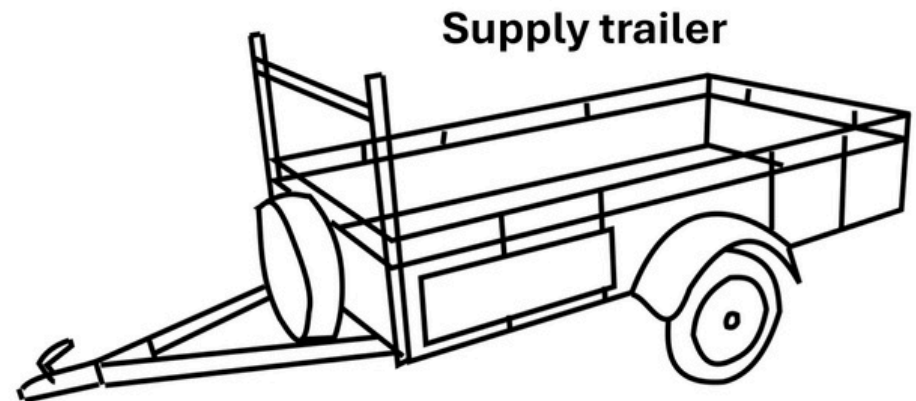
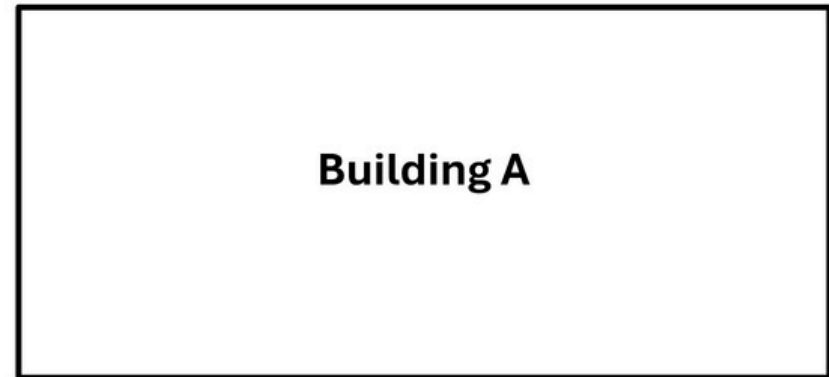
Script 2:

Now, I want you to clean Building B. See the stairs on the left side of the building? Good. Now, bring the vacuum to the bottom of the stairs. Vacuum the stairs. Next, bring the green and blue bins. Put them away under the stairs. Oh, they don't fit? OK then, put them in front of the building, next to the stairs.

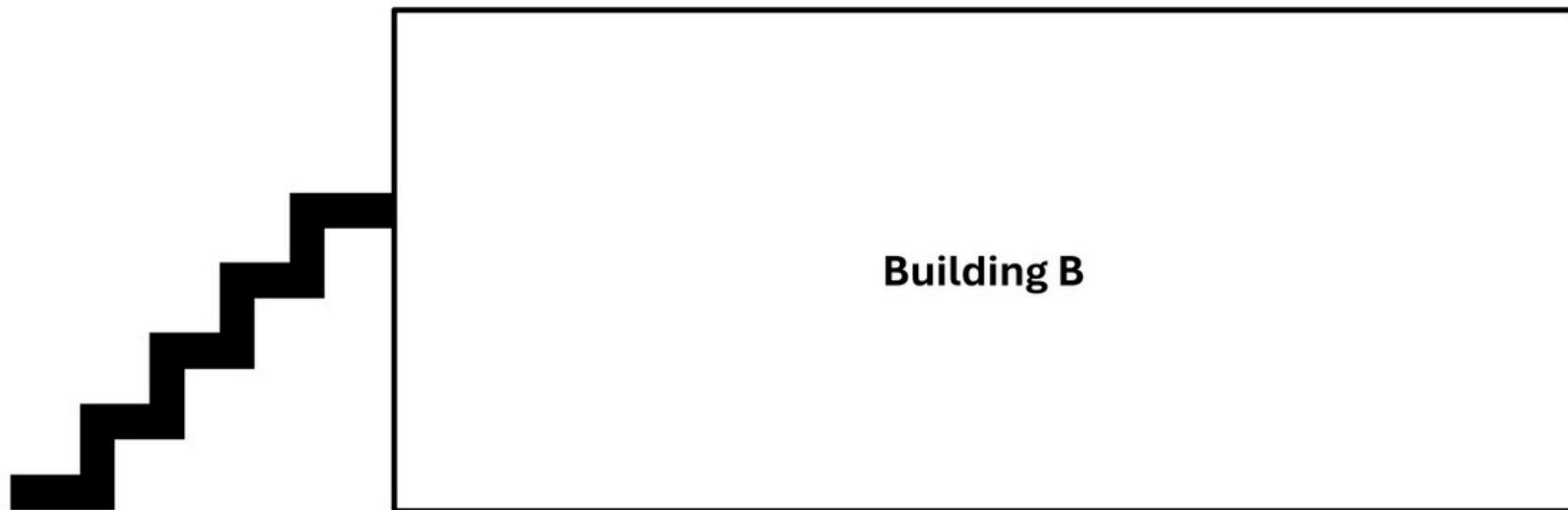
Script 3:

Finally, you are going to clean up some debris. You will need safety gloves. Bring your safety gloves over to the debris pile. Then, put the blue and green bins between the garbage bin and the debris. It should go: garbage bin on the left, blue bin in the middle, then green bin on the right. Then, you can begin to sort the debris.

Workplace map 1:



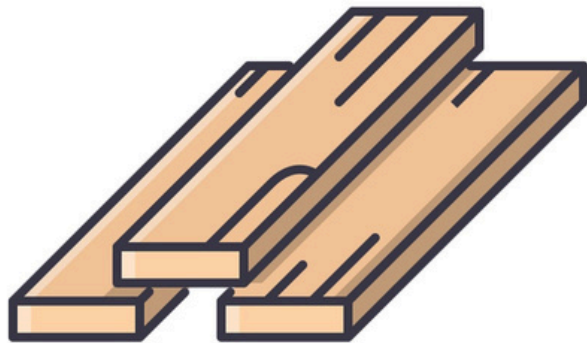
Workplace map 2:



Workplace objects (cut out):



Workplace objects (cut out):



Transcripts & Answer Keys

Sample Activity 2: *Good morning workers! Your first task is to sweep Building A. When you are finished, please vacuum Building B. After that it will be noon. Take your 45-minute lunch break. After lunch, empty all the garbage bins. When that is done, please organize the tools in the supply trailer. Your last task of the day is to watch a job safety video. You can go home at 4:00pm.*

Order	Job Tasks
2	Vacuum Building B
8	Go home at 4:00pm
6	Organize the tools
1	Sweep Building A
3	Take a 45-minute lunch break
7	Watch a job safety video
5	Empty all the garbage bins

Transcripts & Answer Keys

Sample Activity 3:

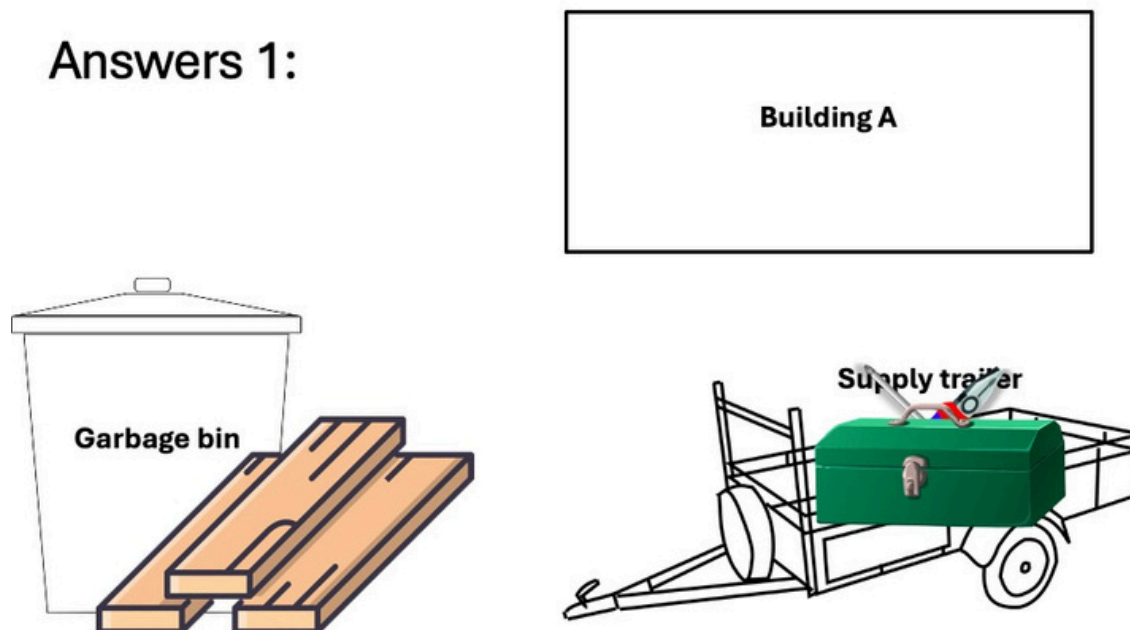
Today you are on garbage duty. Always wear gloves when handling the garbage. Please collect the garbage cans from all the buildings onsite. Dump them into the large blue bin. Replace the bags for each can. We have small, medium, and large size bags. Please roll the large blue bin to the parking lot for pickup. Be careful! It is very heavy. It should take you an hour and a half to complete this job.

1.	Wear a mask when handling the garbage.	T	F
2.	Collect cans from all the buildings.	T	F
3.	Dump them in the small green bin.	T	F
4.	We have small, medium, and large bags.	T	F
5.	Roll the large blue bin to the parking lot.	T	F
6.	This job will take 1 hour.	T	F

Sample Activity 4:

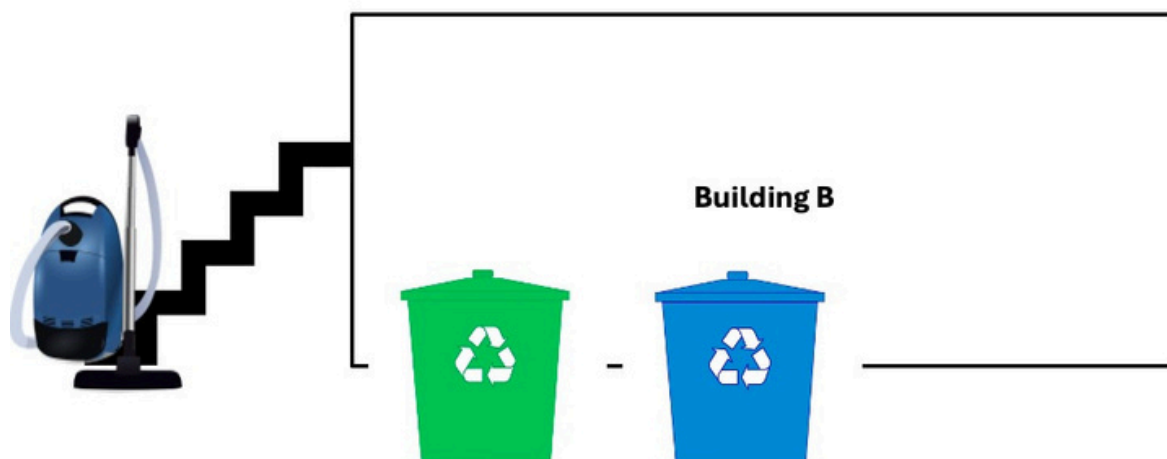
Script 1: First, I need you to carry the **woodpile away from Building A**. Bring it **next to the garbage bin**. Next, you should put away the tools: put the **toolbox in the supply trailer**; then, put the **tools in the toolbox**.

Answers 1:



Script 2: Now, I want you to clean Building B. See the stairs on the left side of the building? Good. Now, bring the **vacuum to the bottom of the stairs**. Vacuum the stairs. Next, bring the **green and blue bins**. Put them away under the stairs. Oh, they don't fit? OK then, put them **in front of the building, next to the stairs**.

Answers 2:



Script 3: Finally, you are going to clean up some debris. You will need safety gloves. Bring your **safety gloves over to the debris pile**. Then, put the **blue and green bins between the garbage bin and the debris**. It should go: **garbage bin on the left, blue bin in the middle, then green bin on the right**. Then, you can begin to sort the debris.

Answers 3:



Listening II Assessment Handout

CLB 3 / 4 (circle one)



Listening CLB 3/4-II. Comprehending Instructions Following Workplace Instructions

Name: _____

Date: _____

Part 1:

Listen to the list of job tasks from the supervisor. Label them from 1-4 in the correct order. **(CLB 3: steps 1-2 only)**

Order	Job Tasks
	Empty the trash bins.
	Sweep and mop the hallways, floors, and stairs.
	Vacuum the debris.
	Move heavy furniture, equipment and supplies.

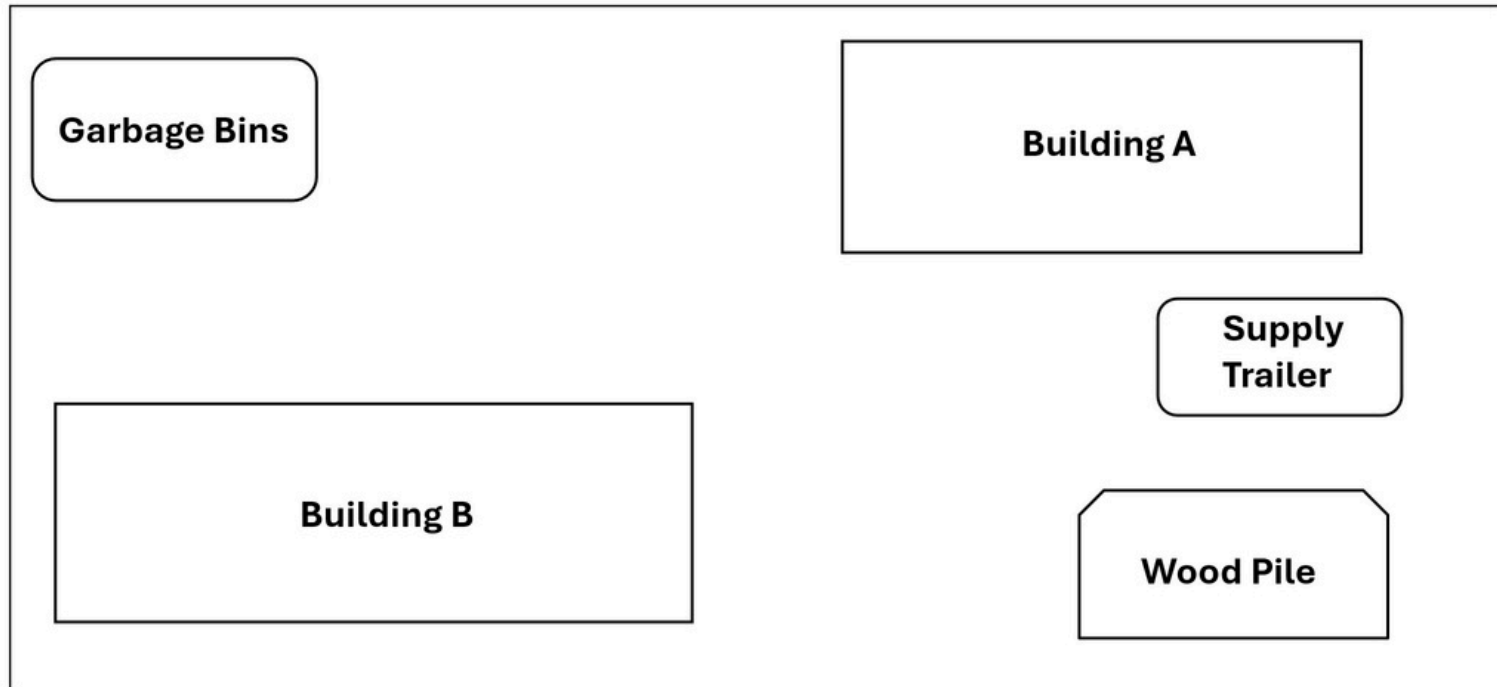
Part 2:

Listen to instructions given by the supervisor. Circle **True** or **False**.

1.	Lift the heavy blue and green bins.	T	F
2.	Pull the wood out of the green bin.	T	F
3.	Sort the wood from longest to shortest.	T	F
4.	Please vacuum the garbage area.	T	F
5.	Finish the tasks before 12:30pm.	T	F

Part 3:

Listen to the job tasks given by the supervisor. Label steps from 1-5 at the correct location and in the order that you hear them. (**CLB 3: steps 1-3 only**)



Answer Key / Transcripts

Listening II Assessment

Part 1:

*Hi there. I'm Ryan, your new site supervisor. These are your job tasks today: First you are going to move the heavy furniture, equipment and supplies to Building B. After that, you will vacuum the debris. **(CLB 4 Only)** Next, I want you to empty the trash bins, then sweep and mop the hallways, floors and stairs. Any questions? Good. Time to get started!*

Order	Job Tasks
3	Empty the trash bins.
4	Sweep and mop the hallways, floors, and stairs.
2	Vacuum the debris.
1	Move heavy furniture, equipment and supplies.

Part 2:

I need you to roll the heavy blue and green bins over to the wood pile. After that I want you to pull all the wood out of the green bin. Please sort the wood from longest to shortest. When that's finished, please sweep the garbage area. You should finish these tasks before lunch at noon.

1.	Lift the heavy blue and green bins.	T	F
2.	Pull the wood out of the green bin.	T	F
3.	Sort the wood from longest to shortest.	T	F
4.	Please vacuum the garbage area.	T	F
5.	Finish the tasks before 12:30pm.	T	F

Part 3:

When you finish your lunch break, I want you to go to the supply trailer and get a mop and bucket. Then, I want you to mop the floor of Building B. After that, I want you to clean up the debris from the wood pile. **(CLB 4 Only)** OK, now put all the debris from the wood pile into the garbage bins. The last thing to do is lock up Building A.

