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Literacy in the Workplace:

Building Sustainable Futures through Meaningful Partnership



WINNEBAGO AREA
**LITERACY
COUNCIL**



amcor



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The **Winnebago Area Literacy Council** strengthens communities by **eliminating literacy barriers** through **learner-centered programs, advocacy, & career development support.**

Through programming, community outreach & partnerships, the Winnebago Area Literacy Council ensures every person has the literacy skills to thrive.



Collaboration

Communicate and work together to achieve shared goals and build deeper connections



Learning

Incorporate new information to grow, adapt, and respond to changing experiences



Respect

Recognize all individuals have inherent dignity and that their abilities, experiences, and backgrounds matter



Equal Access

Accommodate varied experiences, perspectives, & insights by providing opportunities for equitable participation



Resilience

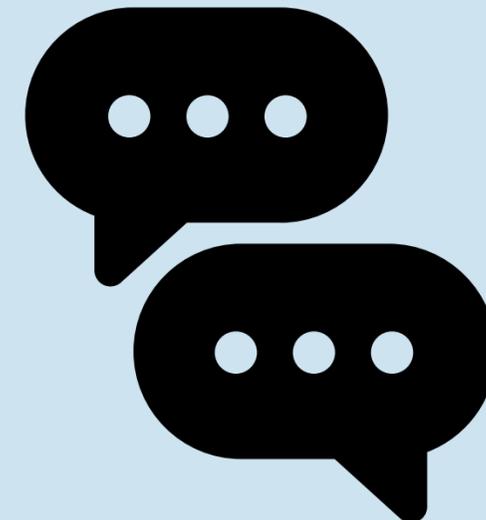
Overcome barriers and stay true to our mission

Before we begin...



**What do you believe is
your biggest
barrier/question you have
about workplace literacy?**

Type it in the chat!



Why Workplace Literacy Matters

- Strong literacy = safer, more efficient workplaces
 - Supports communication, problem-solving, and teamwork
- Builds confidence and career mobility for employees
- Benefits both workers and employers

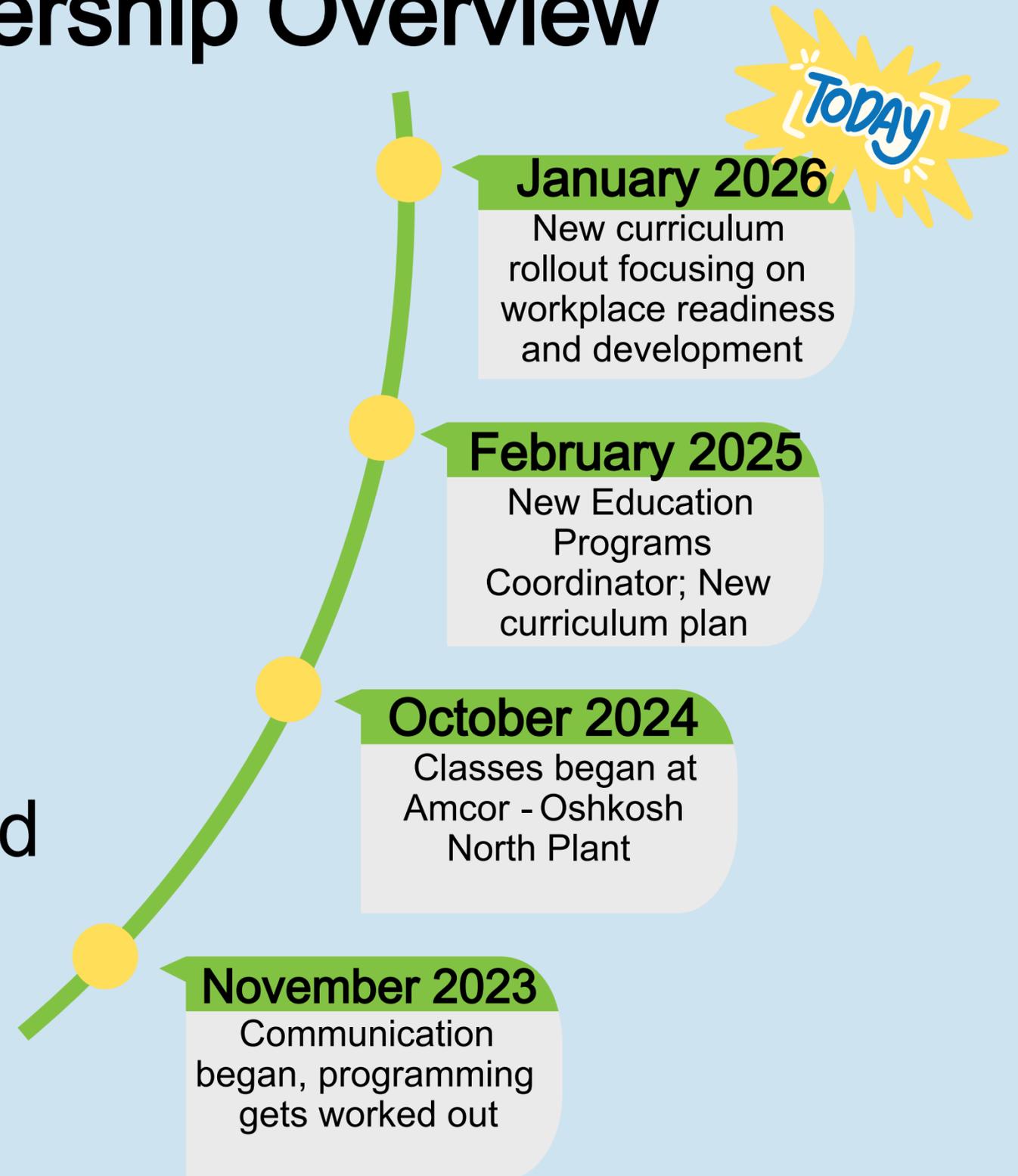


Community Partnership Overview

Partnership: Amcor -
Oshkosh North and the
Winnebago Area Literacy
Council (Contracted)

Shared goal

- support employee skill development
- On-site, accessible, and workforce-relevant instruction



Amcor: Identifying a Need



- Manufacturing often has a high number of open positions
 - Noticed many candidates interested in working for Amcor were non-English speakers
- **Skills vs Language** how can we get aligned?
 - **Communication =**
The key to keeping our employees safe at work

Stakeholder Buy In



**Attract New
Talent**

Discuss the benefit of onsite classes as a recruitment strategy



**Retain Current
Employees**

Current employees are able to see the value of our investment in them so they choose to stay



**Career
Development**

Career developmental opportunities become available as they feel more confident



Safety

We create a working environment where everyone feels safe, together

A Partnership Began

- Flexible, Local, and On-site
- Second year working together
 - **55-70 employees** currently attending classes coming from at least four different languages
- **Continuous collaboration** between Amcor and WALC



Role of Amcor - Oshkosh North Plant



- Provides learning space and scheduling support
- Encourages employee participation
- Shares workplace vocabulary and other applicable information for authentic instruction
- Invests in workforce development

Role of The Winnebago Area Literacy Council

- Curriculum and instructional materials/resources
- Teaching staff (2 teachers per class for leveled groups)
- Assessment and progress tracking
- Ongoing program evaluation and improvement

Name _____

Making Requests



A request is a way of asking politely for something. There are many ways to make polite requests. There are also many ways to accept (say "yes") and to deny (say "no") a request. Below are some phrases for making requests and responding to requests.

Phrases for Making a Request

- *Could/Can/Would/Will you please (verb)?*
 - "Could you please help?"
- *Would you mind (verb + ing)?*
 - "Would you mind opening this for me?"
- *May/Could/Can I (verb)?*
 - "May I have the salt, please?"
- *Is there any chance you could (verb)?*
 - "Is there any chance you could pick me up?"
- *I'd love it if you could (verb).*
 - "I'd love it if you could clean this up."
- *Couldja/Wouldja (verb)? (informal)*
 - "Couldja help me carry this?"

Phrases for Responding to a Request

To say "yes":

- Sure.
- Ok.
- No problem.
- Of course.
- Yes, I can do that.
- I'd love to.

To say "no":

- I'm sorry, but I can't right now.
- I'm sorry, but (reason).
- Maybe later.
- I wish I could, but I can't.

Activity 1
Directions: Read the short conversations out loud with a partner.

- A: Couldja help me with this?
B: Sure.
- A: Would you mind turning the...
B: No problem.
- A: Can you please fold the lau...
B: Maybe later.

Name _____

Staying Safe at the Factory

Pre-Reading Activities



Vocabulary

Part 1: Rate the Words Which of these words do you know? Put a number next to each word according to how well you know the word.

1 = I don't know this word at all.
 2 = I might know this word.
 3 = I know this word very well.

— Hi-vis vest	— Sharps container
— Goggles	— Safety boots
— Face shield	— Hard hat
— Earplugs	— Emergency exit
— Chemical gloves	— PPE (Personal Protective Equipment)

Part 2: Matching

Match the vocabulary words on the left with the definitions on the right. Then compare answers with a partner. The first one is completed for you. Your teacher will go over the answers when you finish.

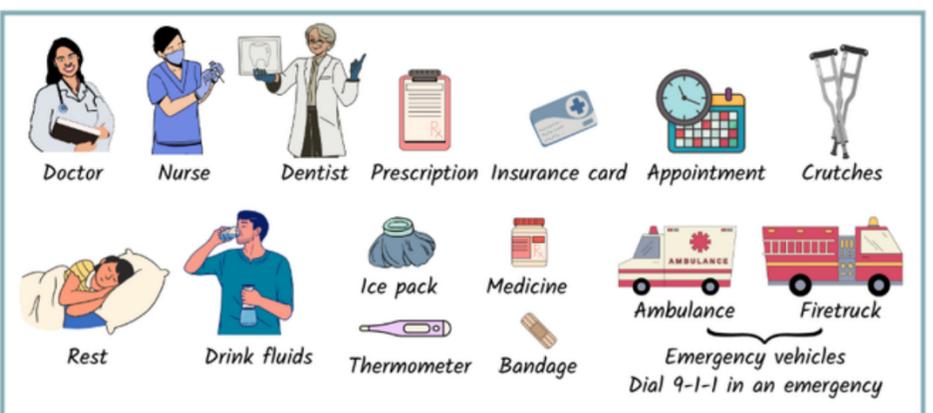
1. <u>d</u> Hi-vis Vest	a. Protection for your eyes to keep out dust, chemicals, or debris
2. — Goggles	b. A helmet worn to protect your head from falling objects
3. — Face Shield	c. Special clothing or equipment worn to keep workers safe
4. — Earplugs	d. A bright article of clothing that helps others see you easily at work
5. — Chemical gloves	e. A door or path used to leave the building quickly in an emergency

Name: _____

Getting Medical Help Vocabulary Activities

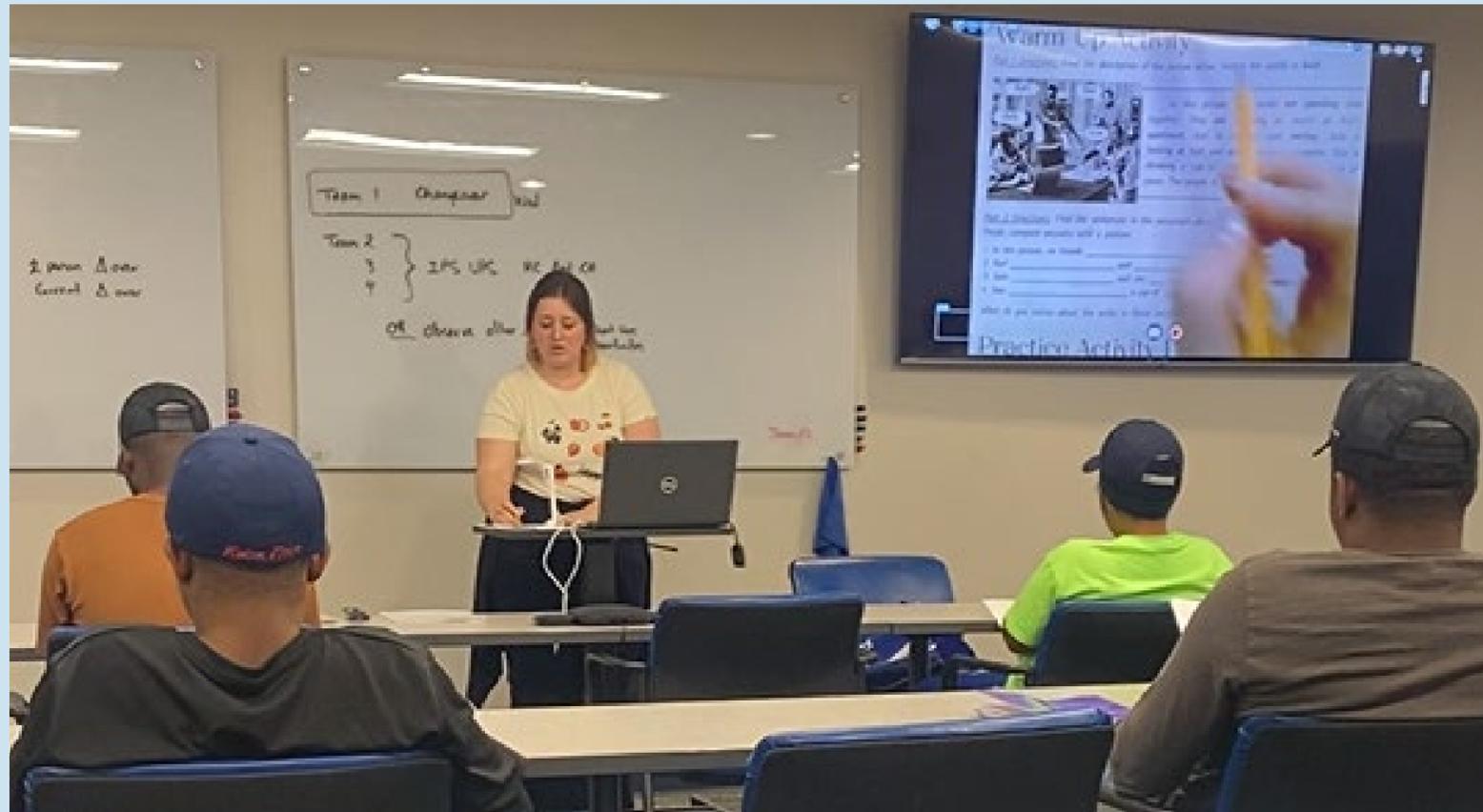
Activity 1: Listen & Repeat

Directions: Look at the pictures and repeat after your teacher.



Emergency vehicles
Dial 9-1-1 in an emergency

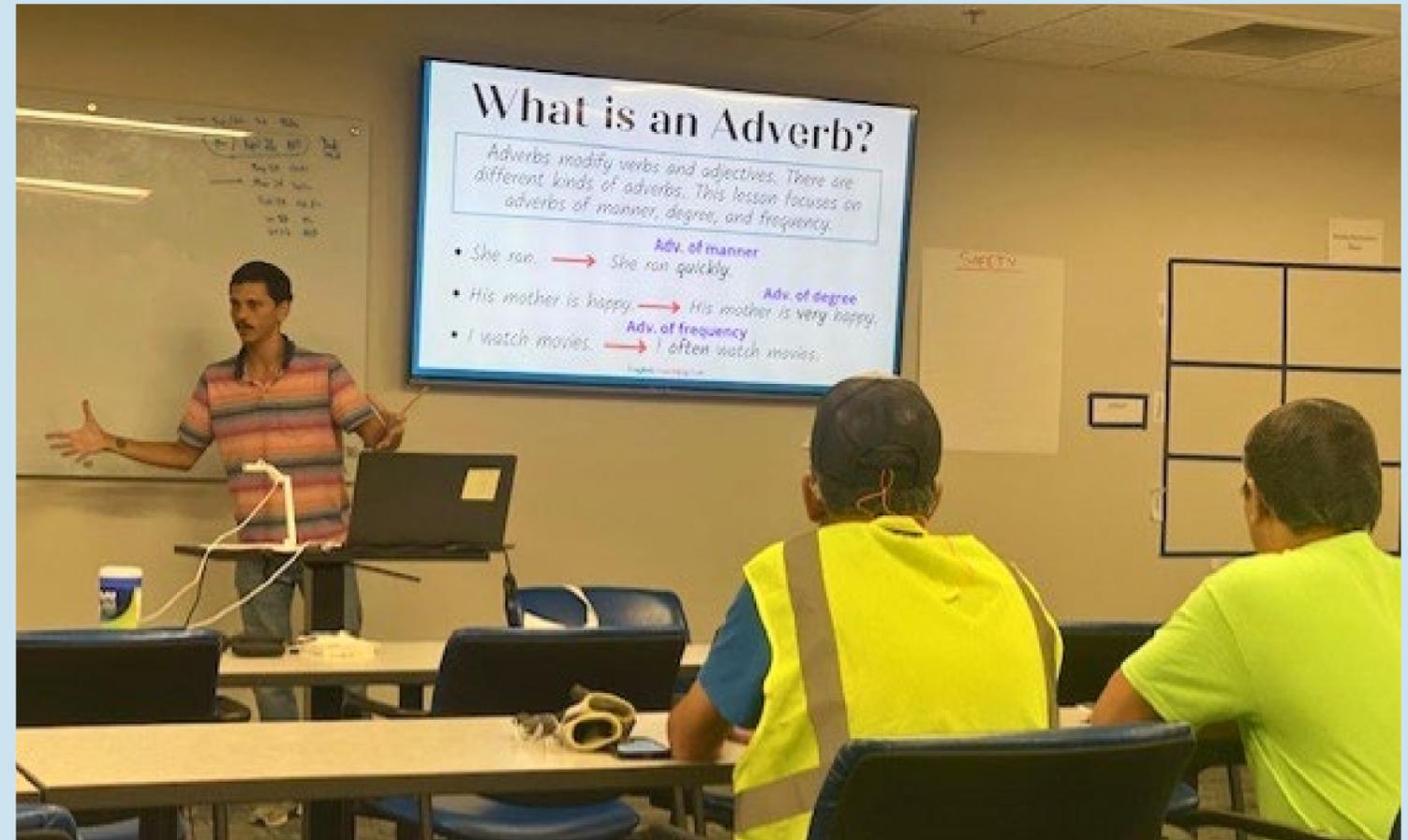
Teaching Role



- Curriculum adaptation to workplace needs
- Direct instruction and learner support
- Assessment, reporting, and partner communication

Instructional Approach

- Adult-centered and strengths-based
- Whole group & smaller targeted language groups
 - Real workplace materials (workplace vocabulary and other important information)
- Practical, immediately applicable skills at work (and in life)
- Supportive and respectful learning environment



Group Work (Leveled Work)

Level 3-4

Level 1-2

Staying Safe at the Factory
Pre-Reading Activities

Name _____

Vocabulary
Part 1: Rate the Words Which of these words do you know? Put a number next to each word according to how well you know the word.

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___ Hi-vis vest
___ Goggles
___ Face shield
___ Earplugs
___ Chemical gloves

___ Sharps container
___ Safety boots
___ Hard hat
___ Emergency exit
___ PPE (Personal Protective Equipment)

Part 2: Matching
Match the vocabulary words on the left with the definitions on the right. Then compare answers with a partner. The first one is completed for you. Your teacher will go over the answers when you finish.

1. d Hi-vis Vest a. Protection for your eyes to keep out dust, chemicals, or debris.
2. ___ Goggles b. A helmet worn to protect your head from falling objects.
3. ___ Face Shield c. Special clothing or equipment worn to keep workers safe.
4. ___ Earplugs d. A bright article of clothing that helps others see you easily at work.
5. ___ Chemical Gloves e. A door or path used to leave the building quickly in an emergency.
6. ___ Safety Boots f. Strong shoes that protect your feet from heavy objects or injuries.
7. ___ Hard Hat g. Gloves made to protect your hands from chemicals.
8. ___ PPE h. A strong container for safe disposal of sharp items like needles or blades.
9. ___ Sharps Container i. Small protective items worn in the ears to protect a person's hearing from loud or sudden noises.
10. ___ Emergency Exit j. A clear plastic cover worn over the entire face to protect the eyes and face.

Discussion
Discuss with a partner or a group: Look at the pictures at the top of the next page and think about the vocabulary words. What do you think this reading will be about?

Staying Safe at the Factory

Name _____

At the factory, safety is very important. All workers must wear PPE, or personal protective equipment, every day. PPE helps keep workers safe from injury and chemicals. When you enter the work area, put on a hi-vis vest so others can see you easily. You must also wear safety boots to protect your feet. In some areas, workers wear a hard hat to protect their head.

Some jobs need eye and face protection. Workers may wear goggles to protect their eyes. For extra protection, they may use a face shield. When working with chemicals, workers wear chemical gloves so chemicals do not touch their skin. If you use sharp tools or needles, put them in the sharps container after use. Never throw sharp items in the trash. This helps prevent injuries. Loud machines can hurt your ears, so wear earplugs when required. Always know where the emergency exit is in case of fire or other danger.

Following safety rules keeps everyone safe. If you are not sure what PPE to use, ask your supervisor.

Questions for Beginning-Level
Directions: Choose the best answer for each question.

1. Why do workers wear PPE?
A. To look nice at work
B. To stay safe at work
C. To work faster
D. To take breaks

2. What should you wear so others can see you easily?
A. Goggles
B. Chemical gloves
C. Hi-vis vest
D. Earplugs

3. What protects your eyes from dust or chemicals?
A. Safety boots
B. Goggles
C. Hard hat
D. Earplugs

4. Where should sharp items be thrown away?
A. In the trash
B. On the floor
C. In a box
D. In the sharps container

5. What protects your face and eyes together?
A. Hi-vis vest
B. Safety boots
C. Face shield
D. Hard hat

6. What should you wear in loud areas?
A. Goggles
B. Earplugs
C. Chemical gloves
D. Hi-vis vest

7. What should you do if you are not sure what PPE to use?
A. Guess
B. Do nothing
C. Ask a supervisor
D. Leave work

8. When should you wear chemical gloves?
A. When working with chemicals
B. When taking a break
C. When leaving the factory
D. When using earplugs

Staying Safe at the Factory

Name _____

Questions for Beginning-Level
Directions: Match the vocabulary word with the correct workplace equipment item.

 _____
 _____
 _____

 _____
 _____
 _____

 _____
 _____
 _____
 _____

Questions for Intermediate-Level
Directions: Answer the questions in complete sentences.

1. What does PPE (Personal Protective Equipment) help protect?

2. What do you wear so others can see you at work?

3. Name one thing piece of safety equipment that protects your eyes.

4. When do you wear chemical gloves?

5. Who should you ask if you are not sure what PPE to use?

6. Why is it important to follow safety rules?

Writing Activity
Directions: Write a paragraph about one of the following prompts.

- What PPE do you wear at work? Write about the PPE you use. Say why it is important.
- What do you do if you are not sure about safety?
- What should a worker do with sharp items? Write about what you do at work.
- Describe one safety rule at work. Explain the rule and why workers should follow it.

What Employees Are Learning



Beginning of Program:

- Grammar rules
- Reading and writing skills (groups)
- General speaking and communication (Self-advocacy)
- Familiar but unknown common vocabulary building
 - Confidence!

Current Program:



- Reading and understanding workplace documents
- Writing clear notes, reports, and forms
- Oral communication and teamwork language
- Problem-solving and critical thinking
- Continued safety protocol and procedure

Assessment

Measures English Proficiency in 5 areas:

- Listening
- Grammar
- Reading
- Writing
- Speaking

Ancor Assessment

TARGETED DOMAIN: LISTENING (LISTENING SCRIPT)

This listening passage is targeted for an adult multi-leveled English to speakers of other languages classroom who are actively in the workforce. **Please read the script slowly and clearly** to ensure that all students have time and space to answer the questions appropriately. Parts where you need to speak are indicated in **bold**.

Before you begin, make sure that all materials are set up and ready for test administration.

Script: I am going to read you a transcript of a voicemail left by an employee named Rosa. Then, I will ask you questions. Some questions might be easy and others might be hard. Please try your best to answer all my questions in English and do not use your devices or others in class to help you. Do you have any questions before we begin? (Answer any remaining questions.) Okay, now let's begin.

"Hi, this is Rosa. I work in the cleaning department at the hospital. I'm calling to let you know that I can't come to work today. This is because I don't feel well. I have a fever and a sore throat. I went to the doctor this morning, and she told me to rest and stay home for two days. I have a doctor's note that I will bring with me when I return.

I don't want to get my coworkers sick, so I'm staying home. I hope to return to work on Thursday. If you need anything or have questions, you can call me. Thank you. Bye."

Question 1: What is Rosa's job?

- A. She works in a warehouse at a factory
- B. She works in the cleaning department at the hospital
- C. She works in a kitchen at a restaurant
- D. She works in the cleaning department at a factory

Question 2: Rosa is sick from work today. What are some of the symptoms that she told her employer?

- A. Rosa has a bad stomachache.
- B. Rosa has a fever and a sore throat.
- C. Rosa has been vomiting.
- D. Rosa broke her arm.

Question 3: What did the doctor tell Rosa she should do?

- A. She said that Rosa should stay home and rest for two days.
- B. She said that Rosa is okay to go back to work today.
- C. She said that Rosa is very sick and can never return to work.
- D. She said that Rosa is going to have a baby.

Ancor Assessment NAME: _____

TARGETED DOMAIN: LISTENING

Directions: Listen to the script. You will answer the following questions as you listen. Circle the letter choice that best answers each question. Please raise your hand if you need a passage or any questions repeated before moving on.

Question 1: What is Rosa's job?

- A. She works in a warehouse at a factory
- B. She works in the cleaning department at the hospital
- C. She works in a kitchen at a restaurant
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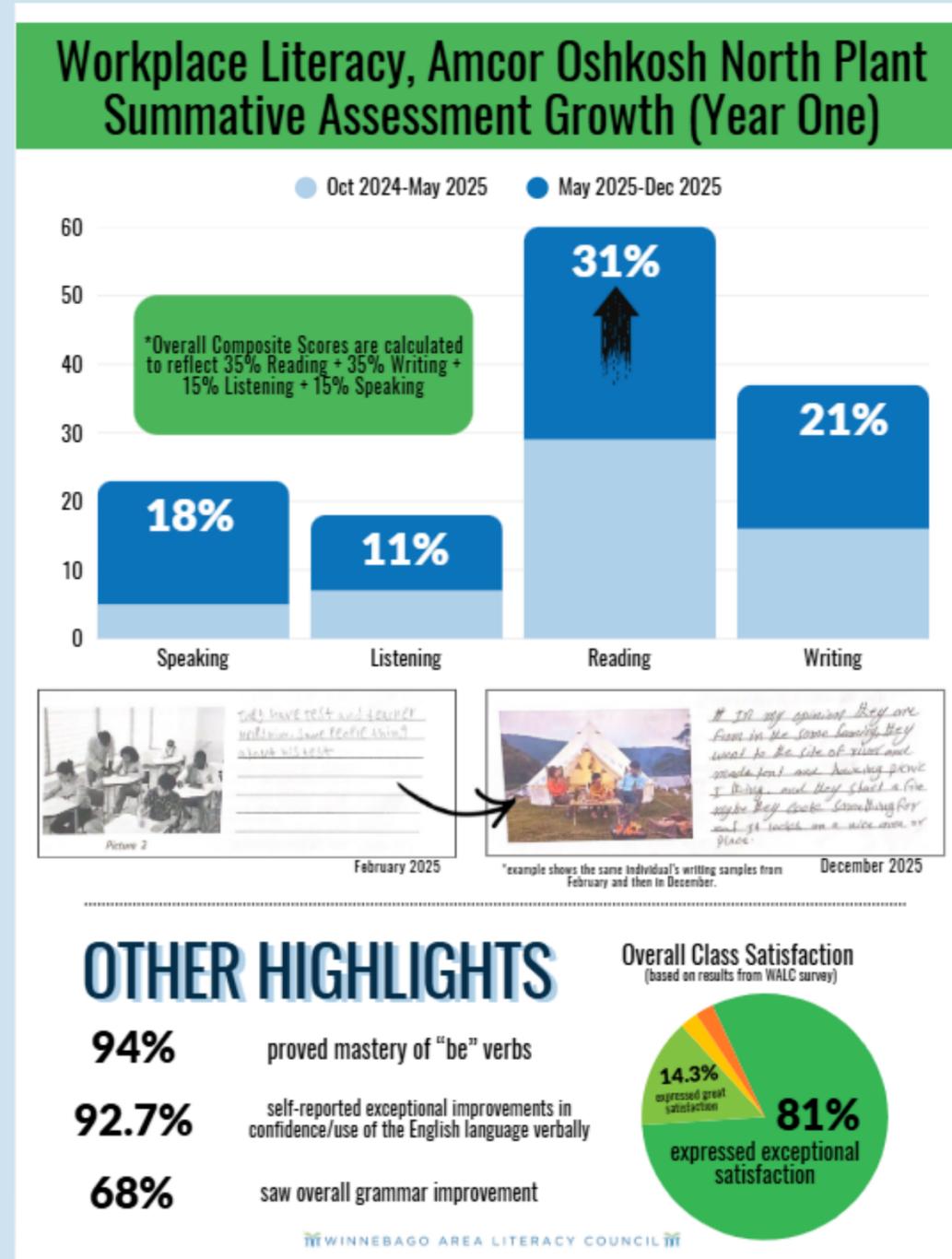
- A. She said that Rosa should stay home and rest for two days.
- B. She said that Rosa is okay to go back to work today.
- C. She said that Rosa is very sick and can never return to work.
- D. She said that Rosa is going to have a baby.

Question 4: When does Rosa hope to return to work?

- A. Monday
- B. Wednesday
- C. Thursday
- D. Saturday

Early Outcomes & Impact

- Increased participation and attendance
- Improved confidence in workplace communication
- Positive feedback from learners and supervisors
- Strong foundation for continued skill growth



Why This Partnership Works



- Accessible learning reduces barriers
- Instruction is directly relevant to the job and to employee's personal lives
- Trust built through community collaboration
- Shared investment in employee success

Looking Ahead

- Continue strengthening employer–education partnerships
- Support long-term workforce development
- Site expansion?
Going to more locations?



For Workplace Literacy Curriculum Consultation,
please contact WALC via

Dr. Chu: executivedirector@winlit.org
Emma Eiden: eiden@winlit.org



Strengthening Our Community

Thank You!

Any question?

**For questions, you can contact
WALC at info@winlit.org**

Rate your comfortability NOW



1 - 5



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Complete our survey, please!

The image shows a screenshot of a Zoom meeting end screen. At the top left is the Zoom logo, and at the top right are links for "Support" and "English" with a dropdown arrow. The main content is a white box with the following text: "Thank you for attending the Meeting. Please click Continue to participate in a short survey." Below this, it says "you will be leaving zoom.us to access the external URL below" followed by the URL "https://forms.office.com/r/2PVx189yEX". A question "Are you sure you want to continue?" is followed by two buttons: a blue "Continue" button and a grey "Stay on zoom.us" button. At the bottom of the screen, there is a copyright notice: "Copyright ©2025 Zoom Communications, Inc. All rights reserved." and links for "Privacy & Legal Policies", "Your Privacy Choices" (with a checkmark icon), and "Cookie Preferences". A blue chat bubble icon is in the bottom right corner.