

Pathways to Partnerships



PATHWAYS
TO PARTNERSHIPS

GVRA + CILs + LEAs



PATHWAY TO DREAMS

Empowering Middle School Students
to Achieve Their Career Dreams



2025-2026 Pre-ETS Curriculum

10 Pre-ETS Lessons

Introduction to the Pathway to Dreams

Pre-ETS Scope and Sequence for Middle School Students

Overview

Welcome to **Pathway to Dreams**, the Pre-Employment Transition Services (Pre-ETS) program designed specifically for students with disabilities in grades 6-8. The program's purpose is to introduce students to soft skills essential for school and workplace readiness, to set goals and explore career choices, and to learn self-advocacy. Each lesson is designed to be engaging, informative, and adaptable, ensuring that all students, regardless of their learning needs, can benefit from this valuable experience.

Program Structure

Lessons are designed to be completed within 30 minutes but can be extended to 45 minutes to allow for deeper exploration and practice. The lessons incorporate a Universal Design for Learning (UDL) framework to accommodate diverse learning styles and needs. This ensures that every student has equitable access to the content and can participate fully in the learning experience.

Using this structure helps meet the needs of all students by providing multiple means of engagement, representation, and action/expression. This approach is crucial in special education settings, where students have varying abilities, backgrounds, and learning preferences. Throughout the program, instructional lessons will:

- Engage students by offering various ways to participate in lessons.
- Represent information in multiple formats (e.g., visual, auditory, tactile) to cater to different learning styles.
- Allow students to express what they know through different means (e.g., writing, speaking, role playing, discussing).

Sample Accommodations

To ensure that all students can successfully participate in and benefit from the lessons, the following are sample accommodations for an inclusive setting that can be utilized as appropriate:

- Extended time for completing tasks or assignments.
- Mini-Breaks during lessons to prevent fatigue.
- Use of fidget tool
- Visual aids (pictures, etc.)
- Auditory supports like recordings or text-to-speech tools.
- Peer assistance or small group work to provide additional support.
- Alternative seating arrangements to reduce distractions.
- Use of technology (e.g., tablets, laptops) to assist with learning tasks.
- Modified materials (e.g., simplified text, larger print) to meet individual needs.
- Frequent check-ins and feedback to monitor progress and understanding.

Incorporating these accommodations will create an inclusive and supportive learning environment where every student can thrive and develop the skills necessary for future success.

PRE-ETS

Pre-Employment Transition Services

Pre-ETS lessons are designed to be completed within 30 minutes but can be extended to 45 minutes to allow for deeper exploration and practice. The lessons incorporate a Universal Design for Learning framework to accommodate diverse learning styles and needs. This ensures that every student has equitable access to the content and can participate fully in the learning experience. Lessons will start with a brief 3-5 minute community meeting followed by an introduction to vocabulary. Lesson directions are included along with any necessary resources and include engaging, relevant hands-on experiences for students to apply their skills.

1 COMMUNITY MEETINGS

Each Pre-ETS lesson will begin with a brief community meeting. Instructors may choose from the list of suggested activities or can use a community builder of their own. Starting the class with these activities is important because it builds connections between the teacher, the CIL's, and the students.

2 VOCABULARY

Vocabulary terms will be taught in each lesson to help students understand key terms and concepts, ensuring they can fully engage with the material. Techniques are included and may might include direct instruction, games, or group activities.

LESSON PLAN FORMAT

3 LESSON DIRECTIONS

All lessons have step-by-step directions, and include accompanying handouts, activities, URL's, and slides. Thumbnails of the lesson's slides are added after the directions and will be accessible electronically in a pdf format. Parent letters for each day's instruction will share what students learned and will suggest ways families can reinforce these skills at home.

4 CONCLUSION

This part of the lesson involves summarizing what has been learned, reviewing key points, and providing opportunities for students to reflect on their learning. It might include a quick assessment or discussion to ensure comprehension. Additionally, this time will be used for a representative from the Center for Independent Living (CIL) to talk about the offerings at their center, providing students with valuable information and resources to support their independence and inclusion.

5 EXTENSIONS & RESOURCES

This section suggests additional activities or materials that students can explore to deepen their understanding of the lesson's content. Extensions might include projects, reading assignments, or multimedia resources, while resources can be websites, books, or other reference materials.



COMMUNITY MEETINGS



1

Starting Strong With Community Meetings

Each Pre-ETS lesson will begin with a brief community meeting. Instructors may choose from the list of suggested activities or can use a community builder of their own. Starting the class with these activities is important because it builds connections between the teacher, the CIL's, and the students.

2

The primary goals of community meetings are to:

- enhance emotional awareness.
- build trust and psychological safety.
- address social-emotional needs to boost academic engagement.
- create a sense of connection and community.
- promote collaboration and teamwork.

3

Implementing Community Meetings in the Classroom

Community meetings help students feel supported and establish a positive start to the class. These meetings can include:

- Daily greetings
- Quote of the day
- Emotions check-in
- Compliment sharing
- Gratitude sharing

GOOD TIMES

4

A typical community meeting may include greetings, sharing or short activities.

Any of these can be used to begin the class and should be brief in nature. Since the lessons in this curriculum are designed for 30-45 minutes, it is recommended that community meetings be no more than 3-5 minutes.

friends

5

Ideas for Community Meetings

Greetings: Begin with engaging ways for students to greet each other, such as handshakes, fist bumps, songs, and chants. Ensure every student feels acknowledged as the class starts.

Sharing: "Sharing" can take various forms, such as questions of the day, partner turn-and-talks, or opportunities for volunteers to share their thoughts. Here are some prompt ideas:

Activities: Activities can include games, songs, dances, or discussions. Activities can be content-related or purely for fun. Use guiding questions to prompt reflection or discussion, connecting it meaningfully to the curriculum.





MIDDLE SCHOOL COMMUNITY MEETING ACTIVITIES

QUICK ICEBREAKERS:

- **Two Truths and a Lie:** Each student shares three statements about themselves—two true and one false. The class guesses which one is the lie.
- **Favorite Things:** Each student shares their favorite book, movie, food, or activity.
- **Would You Rather?** Middle schoolers love these! Pose a fun “Would you rather?” question and have students choose and explain their choice.
 - Would you rather have a job you love but make little money or a job you dislike but make a lot of money?
 - Would you rather be able to rewind time or fast forward time?
 - Would you rather have a bad haircut or a bad dye job?
 - Would you rather do most of the talking or most of the listening?
 - Would you rather live in a world without music or in a world without cell phones?
 - Would you rather never have to do homework again or never take tests again?
 - Would you rather be the best athlete or have the best grades?
 - Would you rather be the star player on a losing sports team or sit on the bench on a winning sports team?
 - Would you rather know what will happen in the future or be surprised by what happens?
 - Would you rather remember everything you see or everything you hear?

EMOTIONS CHECK-IN:

- **Emoji Rating:** Students rate their current mood using emojis and briefly explain why they chose that emoji.
- **Color Code:** Students pick a color that represents their mood and share why they chose that color.

GRATITUDE AND COMPLIMENTS:

- **Attitude of Gratitude:** Each student shares one thing they are grateful for.
- **Compliment Chain:** Students give a compliment to the person next to them, ensuring everyone receives and gives one compliment.

MINDFULNESS AND COPING STRATEGIES:

- **Deep Breathing:** Guide students through a quick deep-breathing exercise to help them start the day calmly.
- **Positive Affirmations:** Have students share or write down a positive affirmation for the day.

QUICK GAMES:

- **Simon Says:** A quick round of Simon Says to get students moving and engaged.
- **Charades:** Have students act out a word or phrase for the class to guess.

TEAM BUILDING:

- **Human Knot:** Students stand in a circle, grab hands with two different people across from them, and then try to untangle without letting go.

CREATIVE EXPRESSION:

- **Quick Draw:** Give students a prompt and one minute to draw something related to it. Share and compare drawings.

STORY STARTERS:

- Provide the beginning of a story and have students take turns adding one sentence at a time to continue it.



MIDDLE SCHOOL COMMUNITY MEETING ACTIVITIES

DISCUSSION PROMPTS:

- **Question of the Day:** Pose an interesting question and have students share their thoughts in a quick turn and talk or group share.
 - What can you NOT live without?
 - If you could invent one thing, what would it be?
 - If you could design a new app, what would it do?
 - If you were in charge and could make one rule, what would it be?
 - Who do you admire the most and why?
 - What's the kindest thing anyone ever did for you?
 - What book have you read for fun?
 - If you created a meme about yourself, what would it be?
 - If you could be someone else, who would you choose?
 - What is something you are really good at that people at school don't know about?
 - What career do you want when you grow up?
 - What is your favorite movie of all time?
 - If your friend assigned an emoji to represent you, what would it be?
 - Would you rather visit the past or the future?
 - Of everything you want to achieve, what do you think will be the hardest?

REFLECTION AND GOAL SETTING:

- **Reflect and Share:** Students reflect on one achievement from the previous day and share it with the class.
- **Goal Setting:** Each student sets a small, achievable goal for the day and shares it with the class.

FUN FACTS AND LEARNING:

- **Trivia:** Ask a fun trivia question related to a subject the class is studying.
- **Fun Fact:** Share an interesting fact and have students share their thoughts or related knowledge.

DREAM DISCOVERY
Sixth Grade Lesson One
 Personal Interests & Strengths
“Superhero Strengths: Uncovering Your Interests and Hidden Talents”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	- Help students identify and understand their personal interests and strengths - Engage students with activities that enhance learning and self-awareness
Success Criteria	- Students will be able to accurately define the following key vocabulary terms: interests, strengths, hobbies, skills, talents, abilities, careers. - Students will identify and articulate their unique interests and strengths.
Materials Needed	- Student tablets or computers with internet access - Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers “3-2-1 Personal Reflection” worksheet (page 1 in Student Activity Book)
Vocabulary List	Interests, Strengths, Hobbies, Skills, Talents, Abilities, Careers
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(5 minutes) – (Slide 1) - Introduce the lesson sharing that they’ll be discovering their personal “superpowers” today. Share the learning goals. (Slide 2) -Introduce key vocabulary using Kahoot! (5 minutes) – (Slide 3) - Interactive Discussion: Use the whiteboard to write down the questions: “What are you good at?” and “What are your hobbies?” Ask students to share their thoughts and write responses on the board to create a visual map of different interests and strengths. (5 minutes) – (Slide 4) – Pass out student activity books. Have students turn to the “3-2-1” Personal Reflection worksheet on page 1 their Student Activity Book as they reflect on their own interests and strengths. Students will write down 3 strengths, 2 hobbies they enjoy, and 1 activity they would like to try in the future. (5 minutes) – (Slide 5) - Charades Game – Students will come up to briefly act out (and/or give verbal hints if needed) 1 selected strength OR hobby they wrote down on their worksheet for classmates to guess. After classmates guess, the student may share the other responses they provided on the 3-2-1 Personal Reflection worksheet, if time permits. If students don’t wish to act it out, they may verbally share their strengths and hobbies with the class.
Conclusion/Wrap-Up (3-5 minutes)	CIL representative: (Slide 6) - Share with students how understanding their interests and strengths can help them in school and future careers. Encourage them to keep thinking about their interests and strengths. Share CIL information and any experiences as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	Students will create a collage to visually represent their personal strengths and interests. Have students brainstorm a list of their strengths and interests based on the reflection activity from the lesson. Encourage them to think about their hobbies, strengths, and goals they have for the future. Provide students with magazines, newspapers, and printed images. Ask students to find and cut out pictures, words, or symbols that represent their strengths and interests and place them on construction paper. They can add drawings or additional words, if needed. Ask students to share their collages explaining why they chose certain images and how these represent their strengths and interests.
Additional Resources	- Career OneStop’s Interest Assessment (careeronestop.org) – An online assessment that helps students explore careers that match their interests. (FREE) My Next Move – A career exploration website that helps students identify their interests and see how they align with different careers. (FREE)

SUPERHERO 3-2-1

NAME _____

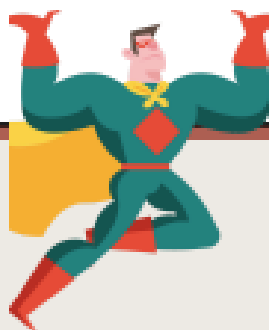
3 STRENGTHS

Think about all the strengths you have. Remember a strength is an ability or quality that you are naturally good at or really good at doing. List 3 of them below.









2 HOBBIES

What are 2 hobbies you enjoy doing? Remember a hobby is a fun activity you do in your free time, like playing sports or drawing.





1 INTEREST

What is 1 activity you would like to try in the future? Remember an interest is an activity or subject you enjoy, like to learn about, or do.



Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6





Lesson 1

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Superhero Strengths: Uncovering Your Interests and Hidden Talents.**" The goal of this lesson was to help students identify and understand their personal strengths and interests through self-reflection and interactive activities.

What We Did Today:

1. **Vocabulary Kahoot!** Students participated in an exciting Kahoot game to learn and reinforce key vocabulary terms (interests, strengths, hobbies, skills, talents, abilities, careers). This interactive activity helped students understand important concepts in an engaging way.
2. **Interactive Discussion:** Students discussed their personal interests and strengths. Each student shared their favorite hobbies and activities in which they excel. This open conversation allowed students to learn more about themselves and their classmates and provided them with an opportunity to see how their interests and strengths can shape their future goals and careers.
3. **3-2-1 Personal Reflection Activity:** Through this reflection activity, students had the opportunity to identify 3 strengths, 2 hobbies they enjoy, and 1 activity they would like to try in the future. This activity helped students gain a deeper understanding of their personal interests and talents.
4. **Charades Game:** Students played a lively game of Charades where they acted out different strengths and interests for their classmates to guess. This fun and interactive activity helped students recognize and celebrate their unique abilities and those of their peers.

How You Can Reinforce This Learning at Home:

1. **Discuss Interests and Strengths:** Ask your child to share their favorite hobbies and activities they enjoy doing. Talk about what they think their strengths and talents are and give examples of when you've seen them demonstrate these qualities.
2. **Encourage Reflection:** Encourage your child to reflect on their day and discuss what activities they found enjoyable and what they felt good at. Use the 3-2-1 reflection method: Ask them to name 3 things they are good at, 2 hobbies they enjoy, and 1 activity they would like to try in the future.
3. **Family Charades:** Play a game of charades at home where each family member acts out their strengths and interests. This can be a fun way to reinforce the concepts learned in class.
4. **Set Goals Together:** Help your child set achievable goals based on their strengths and interests. Discuss steps they can take to reach these goals and celebrate their progress along the way.

Thank you for supporting your child's journey to discovering their superhero strengths. By encouraging their strengths and interests at home, you can help them build confidence, develop a sense of self-awareness, and foster a positive attitude towards their future goals and aspirations.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Two

Career Inventory – Part 1

“Career Quest: Discover Your Future”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	- Learn and reinforce key vocabulary related to careers - Identify career interests by completing a Career Interest Survey
Success Criteria	- Students will be able to accurately define the following key vocabulary terms: interests, skills, job, needs, wants, training - Students will listen and contribute respectfully during group discussions. - Students will identify their individual career interests.
Materials Needed	- Student computers or laptops that connect to the internet - Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity
Defined Vocabulary	Interests, Skills, Job, Needs, Wants, Training
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(3 minutes) – (Slide 1) - Share the learning goals. (Slide 2) - Introduce key vocabulary using “All About Working!” Vocabulary and definitions are embedded in video. (14 minutes) – (Slide 3) - Explain to students that they will be taking a short survey called a Career Interest Inventory to help them find out what kinds of jobs might interest them. (Slide 4) - Using individual computers or devices, have students complete the Career Interest Inventory. Give students time to complete the survey, monitoring and providing assistance as needed. As students finish the inventory, they will need to print a copy of it to keep in their P2P folder at the end of class. You may need to consult with the teacher in the room to have her assist in printing these. (3 minutes) – (Slide 5) - Students will reflect on the Career Interest Inventory they completed and share their top 2 career interests with a peer or in a small group.
Conclusion/Wrap-Up (3-5 minutes)	CIL representative: (Slide 6) - Share with the students how it was interesting to see the variety of career options available. Encourage them to continue thinking about their interests and how they relate to different careers. Share CIL information and CIL experiences as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	Invite a professional from the CIL or another guest speaker from one of the career clusters to speak to the class or arrange a virtual tour of a workplace related to a popular career cluster. Utilize the following website, such as Welcome To Careers Out There (youtube.com) or Career Cluster videos Videos CareerOneStop to hear more for virtual snapshots from professionals in the field about their various careers.
Additional Resources	“Cool Jobs Show” – As the name suggests, this channel is all about showcasing cool jobs that kids can aspire to. From cartoonist to art therapist about jobs in the creative economy, many interesting careers are featured here. (FREE) “Career Spotlight” – This channel shines a spotlight on different careers and tells kids what it’s like to work in that field. There are videos about different jobs under the engineering design process. (FREE) “Job Song-Work People do” – This channel is all about showing kids different jobs through song and video. The songs are catchy and fun, and the videos feature people working in various careers. (FREE)

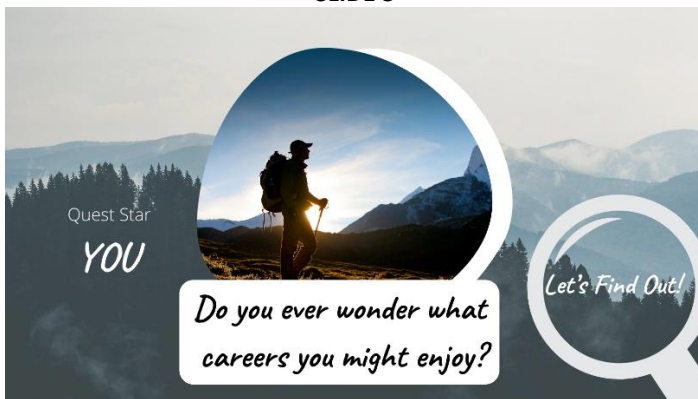
SLIDE 1



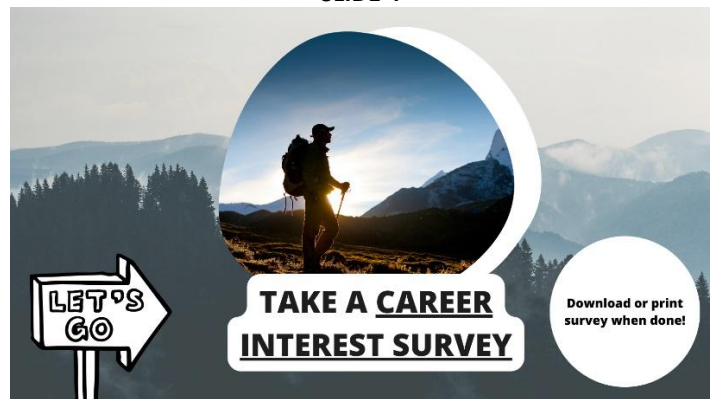
SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



SLIDE 6





Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Career Quest: Discover Your Future.**" The goal of this lesson was to help students identify and understand their personal strengths and interests through self-reflection and interactive activities.

What We Did Today:

1. **Vocabulary Quest:** Students watched a video titled, "All About Working" which introduced students to key concepts related to careers and the workplace. Important vocabulary terms such as interests, jobs, skills, needs, wants, and training were discussed.
2. **Career Interest Inventory:** Students completed a Career Interest Inventory, which was designed to help them identify their strengths and interests in various career clusters. By answering a series of questions, students were able to discover which career areas align most closely with their personal preferences and skills. This activity is part of our effort to guide students in exploring potential career paths and understanding the types of jobs they might enjoy in the future. The insights gained from this inventory will support our upcoming lessons on career exploration and planning.
3. **Small Group Reflection Activity:** Students reflected on the results of their Career Interest Inventory and shared their top two career interests with their peers in small groups. This reflection activity allowed them to consider how their personal strengths and preferences align with different career paths. By discussing their findings with classmates, students gained new perspectives and ideas about potential future careers. This collaborative exercise helped them build confidence in their interests and aspirations, setting the stage for further exploration and planning.

How You Can Reinforce This Learning at Home:

1. **Engage in Conversations:** Ask your child about the careers they found interesting and why. Discuss how their interests and skills relate to different career paths.
2. **Share Experiences:** Talk about your own career journey and the skills you use in your job. Share stories about family members or friends in various jobs.
3. **Explore Together:** Visit local businesses or community centers to see different careers in action. Watch documentaries or shows about various professions and discuss what you learn.
4. **Encourage Related Activities:** Support hobbies or projects that align with their career interests, like science kits for future scientists or art supplies for budding artists. Help them set small, achievable goals related to their career interests, such as reading a book or interviewing a professional.

Thank you for supporting your child's journey to discovering their interests and potential career paths. Together, we can help them build a strong foundation for their future success by fostering curiosity, encouraging exploration, and guiding them towards their dreams.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Three

Career Inventory – Part 2

“Ready to be a Career Explorer? Reveal Your Top Picks and Begin Mapping Your Path”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	- Explore Georgia’s 17 Career Cluster Categories - Discuss Career Interest Inventory results
Success Criteria	- Students can identify the results of their Career Interest Inventory, including into which clusters their career interests fall - Students can explain what a career cluster is.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity “Georgia’s 17 Career Clusters” laminated handouts (enough for each student to have) - Career Clusters activity bags which include the cards and board (enough for students to work in pairs) - Printed Career Interest Survey
Defined Vocabulary	career cluster
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(4 minutes) – (Slide 1) - Share learning objectives. (Slide 2) - Show the 4-minute video, “Intro to Career Clusters” explaining how careers are grouped into related fields. (11 minutes) – (Slides 3 and 4) – Briefly recap the information students just heard on the video by using Slides 3 and 4. Then, group students into pairs or groups of 3. Give each student a copy of the “Georgia’s 17 Career Clusters” handout to use during the interactive activity. Explain to students they will be learning more about Georgia’s 17 Career Clusters as they play a matching game where they will match jobs with the correct Career Clusters, and they can use their handout to assist them. Pass out 1 Career Clusters Activity Bag per group or pair of students. Model the activity using the materials in the teacher activity bag. Students will work together in pairs or in a small group to match the pictures of jobs under the correct Career Cluster. Monitor groups as they work to clarify and solidify understanding. Teacher Key is enclosed in lesson plans. (5 minutes) – (Slide 5) - Ask students to pull out their printed Career Interest Inventory and “match” their top career choices with the appropriate career clusters. Have students pair-share or share in whole group which cluster their top career choices fall under and what careers they may be interested in under that career cluster.
Conclusion/Wrap-Up (3-5 minutes)	(Slide 6) - CIL representative: Remind students how using a tool like a Career Interest Inventory helps them to identify which career clusters their interests align with and what jobs they might want to pursue within those clusters. Share CIL information and CIL team member experiences as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	- Play a Career Exploration Game – Use an interactive game, like Kahoot or Quizlet, to reinforce understanding of Career Clusters. - Provide students with an opportunity to research a chosen profession or career cluster. Engage students in a dress up day for their chosen profession or career cluster and have students share the fun facts they learned about their research profession.
Additional Resources	Georgia Department of Education – Career Clusters – Provides detailed information on each of Georgia’s 17 Career Clusters, including course standards, pathways, and resources for educators and students

- | | |
|--|--|
| | <ul style="list-style-type: none">• Georgia Futures – Career Exploration – Provides resources for career planning and exploration, including information on career clusters, college planning, and financial aid |
|--|--|

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Help protect communities, enforce laws, and ensure justice and safety for all



MANUFACTURING

Design, create, and build products that bring new ideas to life and make everyday life better



MARKETING

Design advertisements and campaigns to help businesses share their products with people



SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Use science, technology, engineering, and math to create cool inventions and solve exciting problems



TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

Help move and deliver goods and services all around the world making sure everything gets where it needs to go safely



DISCOVER YOUR FUTURE!



GEORGIA'S 17 CAREER CLUSTERS

Explore different career paths that align with your interests and skills, setting the foundation for your dream job!





AGRICULTURE, FOOD, AND NATURAL RESOURCES

Work with plants, animals, or the environment to help sustain and nourish our world



EDUCATION AND TRAINING

Inspire and educate others through teaching, training, leading, and helping others to learn and grow



HEALTH SCIENCE

Help people stay healthy, recover from illness, and improve their overall well-being



ARCHITECTURE AND CONSTRUCTION

Design, build, and maintain the structures that shape our communities and skylines



ENERGY

Improve, produce, and manage energy resources to meet our needs and protect the environment



HOSPITALITY AND TOURISM

Create memorable experiences for travelers and guests creating fun experiences and providing great service



ARTS, AV/TECHNOLOGY, AND COMMUNICATIONS

Unleash your creativity through careers in design, media, and visual arts, shaping the way we see and hear the world



FINANCE

Manage money, analyze investments, and help people and businesses make smart financial decisions



HUMAN SERVICES

Make a positive impact on individuals and communities by providing essential support and services.



BUSINESS, MANAGEMENT, AND ADMINISTRATION

Develop leadership and organizational skills you need to manage companies, projects, and operate companies efficiently



GOVERNMENT AND PUBLIC ADMINISTRATION

Contribute to your community through roles in law, public service, and policy-making



INFORMATION TECHNOLOGY

Discover fun jobs in coding, fixing computers, and keeping data safe, all while helping to create cool new technology



**ANIMAL
CAREGIVER**



**CONSTRUCTION
WORKER**



**CAMERA
OPERATOR**



DELIVERY DRIVER



**WAREHOUSE
WORKER**



TEACHER



SCIENTIST



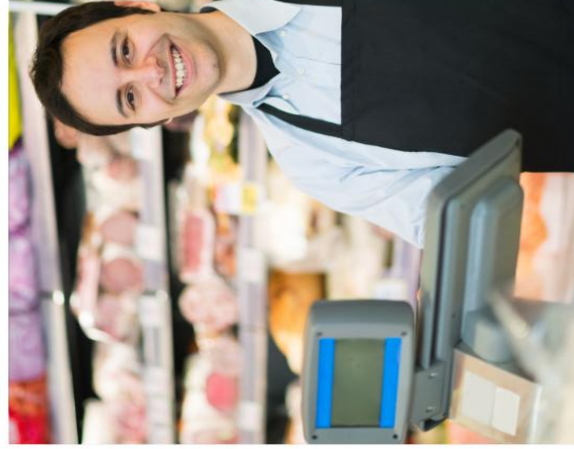
**PROJECT
MANAGER**



**WEBSITE
DESIGNER**



WAITRESS



**GROCERY STORE
CLERK**



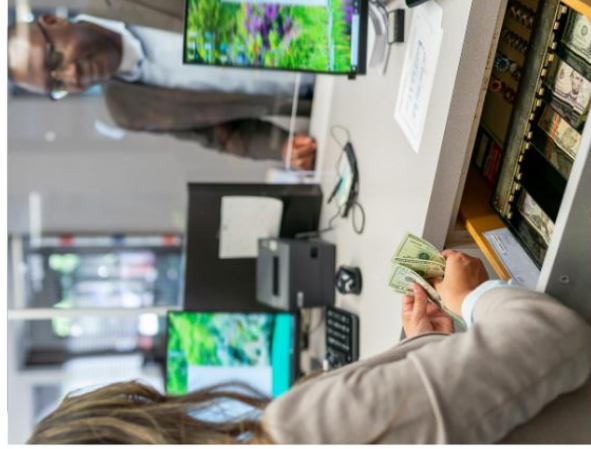
BARBER



FIREFIGHTER



ELECTRICIAN



BANK TELLER



**SECURITY
SCREENER**



**PHYSICAL
THERAPIST AIDE**

Finance Career Cluster

**Education and Training
Career Cluster**

**Arts, AV/Technology,
Communications Career Cluster**

**Agriculture, Food, and Natural
Resources Career Cluster**

**Government and Public
Administration Career Cluster**

Energy Career Cluster

**Business, Management, and
Administration Career Cluster**

**Architecture and Construction
Career Cluster**

Marketing Career Cluster

**Law, Public Safety, Corrections,
and Security Career Cluster**

Human Services Career Cluster

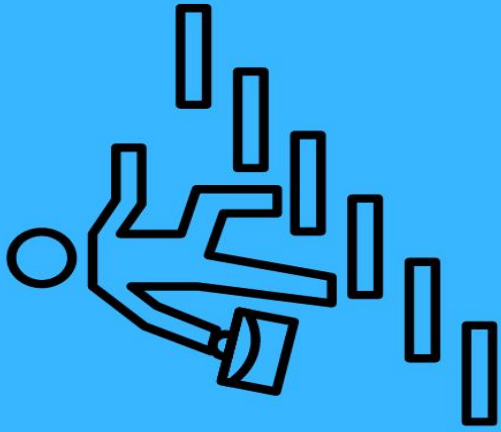
Health Science Career Cluster

**Science, Technology, Engineering,
and Mathematics Career Cluster**

Manufacturing Career Cluster

**Information Technology
Career Cluster**

**Hospitality and Tourism
Career Cluster**



Georgia's



Career Clusters



Transportation, Distribution, and
Logistics Career Cluster

TEACHER KEY



Marketing Career Cluster



**Law, Public Safety, Corrections,
and Security Career Cluster**



Human Services Career Cluster



Health Science Career Cluster



**Science, Technology, Engineering,
and Mathematics Career Cluster**



Manufacturing Career Cluster



**Information Technology
Career Cluster**



**Hospitality and Tourism
Career Cluster**

TEACHER KEY



**Agriculture, Food, and Natural
Resources Career Cluster**



**Architecture and Construction
Career Cluster**



**Arts, AV/Technology,
Communications Career Cluster**



**Business, Management, and
Administration Career Cluster**



**Education and Training
Career Cluster**



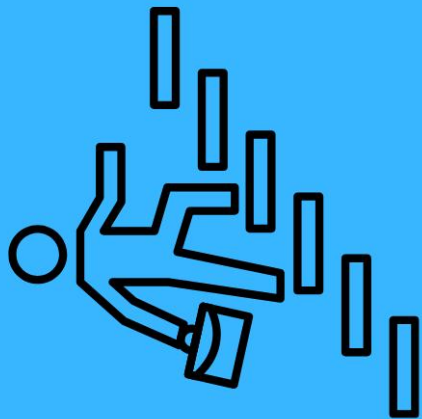
Energy Career Cluster



Finance Career Cluster



**Government and Public
Administration Career Cluster**



Georgia's

17

Career Clusters



DELIVERY DRIVER

Transportation, Distribution, and
Logistics Career Cluster

SLIDE 1

READY TO BE A CAREER EXPLORER?

Reveal your TOP picks and begin mapping your path!

The slide features a background image of a person standing on a rocky outcrop, arms outstretched, overlooking a vibrant blue lake and snow-capped mountains. On the right side, there are three circular inset images: a person using binoculars, a person hiking on a trail, and a person climbing a mountain.

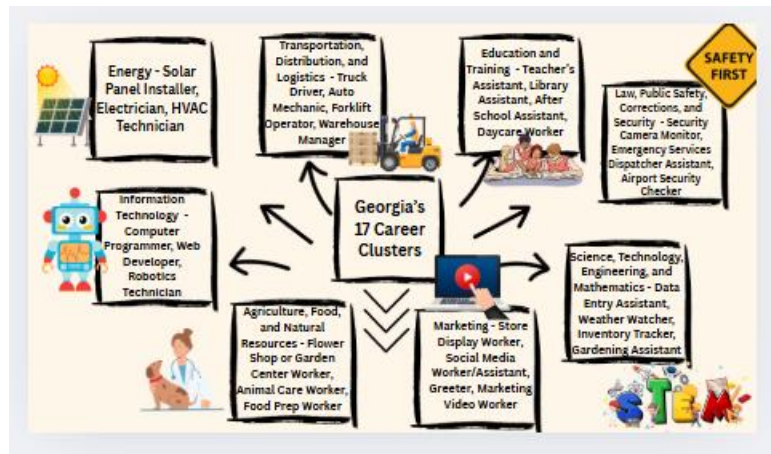
SLIDE 2

WHAT IS A CAREER CLUSTER?

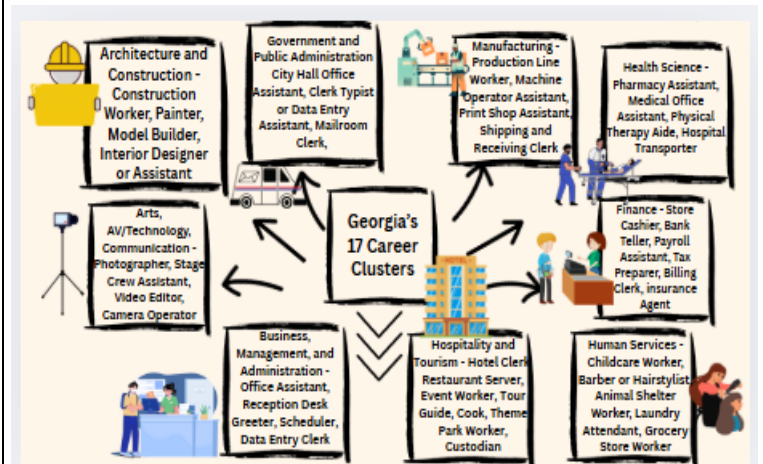
A group of occupations (jobs) with similar skills or features

The slide features a background image of a wooden wall with several polaroid-style photos of people in various jobs: a person with a horse, a person operating a drone, and a person working in a garden. A blue circular graphic on the right contains the text 'Agriculture, Food, and Natural Resources Career Cluster'.

SLIDE 3



SLIDE 4



SLIDE 5

Explore Your Interests!

WHICH CLUSTERS ARE YOUR CAREER INTERESTS IN?

What are your top job picks?

The slide features a background image of a young woman looking at a map and a young man holding a camera. There are three circular inset images: a person with a dog, a person with a camera, and a person with a camera.

SLIDE 6

WRAP UP

- CAREER INVENTORY
- KEEP LEARNING ABOUT YOUR INTERESTS
- TRY NEW THINGS

The slide features a background image of two people hiking up a mountain at sunset. On the right side, there are three circular inset images: a person playing a guitar, a person working with blocks, and a person working with a microscope.



Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Ready to Be a Career Explorer? Reveal Your Top Picks and Begin Mapping Your Path.**" The goal of this lesson was to introduce students to Georgia's 17 Career Clusters, helping them to discover which careers and career clusters match their interests and guiding them to start mapping out their future paths.

What We Did Today:

1. **Career Cluster – What is it?:** Students watched a video titled, "Intro to Career Clusters" which introduced students to what a career cluster is and how it can relate to one's interests and passions. A snapshot of each of Georgia's 17 Career Clusters was shared.
2. **Career Cluster Exploration:** Students explored Georgia's 17 Career Clusters through an engaging brochure and class discussion that introduced them to various career paths. They also played a matching game with peers where they connected careers and pictures with the correct career cluster helping them learn about different job opportunities available in Georgia.
3. **Small Group Reflection Activity:** Students identified the Georgia Career Clusters that aligned with their individual top career choices from the Career Interest Inventory previously taken. They discovered specific careers within those clusters that sparked their interest. This activity not only helped students connect their personal strengths with real-world opportunities but also inspired them to think more deeply about their individual future career paths.

How You Can Reinforce This Learning at Home:

1. **Explore Real-World Examples:** Take your child to visit local businesses or organizations related to their career interests.
2. **Discuss Career Interests:** Ask your child about the career clusters they explored and which ones they found most exciting. Talk about how their personal interests and strengths might align with different career paths.
3. **Incorporate Learning into Daily Activities:** Involve your child in daily tasks that relate to their career interests, such as budgeting for finance-related careers or planning trips for those interested in hospitality.
4. **Encourage Further Exploration:** Help your child research more about the careers they identified, including the skills and education needed. Encourage them to try out related activities or hobbies at home, such as gardening for agriculture or building models for engineering.

Thank you for supporting your child's journey to discovering their unique interests and exploring potential career paths. Your involvement at home plays a crucial role in helping them connect their strengths with future opportunities setting the foundation for success. Together, we're guiding them towards a bright and fulfilling future!

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

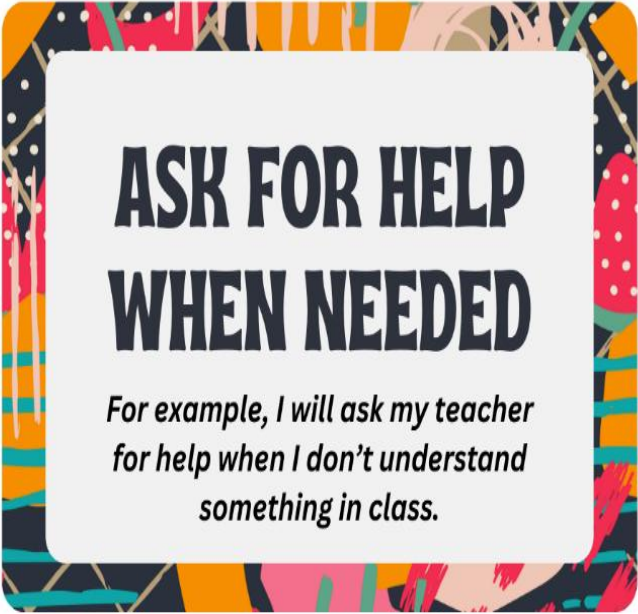
Dream Discovery

Sixth Grade Lesson Four

Self-Advocacy

“Speak Up! Introduction to Self-Advocacy”

Pre-Lesson	
Pre-ETS Category	Self-Advocacy
Learning Goals	- Define self-advocacy and recognize its importance - Learn basic strategies to advocate for oneself in various situations
Success Criteria	Students will understand the concept of self-advocacy and learn basic strategies to advocate for themselves in different situations.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Clear pencil zippered pouches (enough for all students) - Large bag of motivational stickers (enough for each student to have at least 3) - Markers (enough for students to share so that each student has multiple colors) - Pre-Cut Self-Advocacy Kit Cards Sets printed on cardstock (enough for all students to have a set)
Defined Vocabulary	Self-advocacy
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(1 minute) – (Slide 1) - Share learning objectives. (Slide 2) - Define self-advocacy and explain that self-advocacy involves speaking up to get what one needs. (5 minutes) – (Slide 3) - Share and explain the self-advocacy ladder to help students develop strong self-advocacy skills: identify the problem, choose the best setting, be polite and use social skills, communicate needs clearly, and offer a solution or alternative. (8 minutes) – (Slide 4 and Slide 5) - Share and discuss different strategies that can be used to self-advocate in the context of various scenarios. Pick 2 different scenarios from the attached list to use during this discussion time to help guide students through how they could self-advocate in each situation. (6 minutes) – (Slide 6) - Give each student a clear plastic pencil pouch, markers, stickers, and a set of the self-advocacy strategy cards to make their self-advocacy kit. Students will need to read through the strategy cards first and select at least 2 strategies they would like to try and use this year and put a sticker or star on the back of those cards. Students can then decorate and personalize their kits (pouches) with stickers and drawings. Students will then place all of their advocacy strategy cards back inside of their pouch and take their advocacy kits with them at the end of class.
Conclusion/Wrap-Up (3-5 minutes)	(Slide 7) - CIL representative: Ask students to share 1 self-advocacy strategy they feel would be helpful for them that they would like to try and use this year. Share CIL information and experiences as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	Role-play self-advocacy scenarios – Divide the students into small groups of 2-3 and provide each group with a scenario that includes a self-advocacy situation. Ensure a mix of school-related and friendship scenarios are shared. In groups, students will discuss the scenario and decide who will play which role (e.g., student, teacher, or friend), and plan how to use effective self-advocacy strategies to resolve the situation. Encourage students to think about what they want to say, how they will say it, and how to stay confident and respectful during the interaction. Each group takes turns performing their role-play in front of the class. After each performance, allow some time for the group to reflect on how they handled the situation and for the rest of the class to provide positive feedback or suggestions.
Additional Resources	“What is Self-Advocacy?” – A short, age-appropriate video that explains self-advocacy in simple terms. This could be used to reinforce the lesson content. Pathway 2 Success: - A website that shares 14 strategies to teach self-advocacy to help kids and teens thrive.



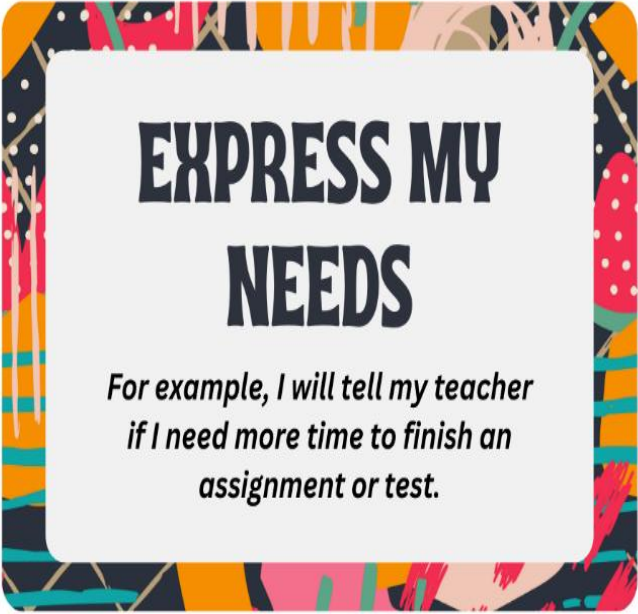
ASK FOR HELP WHEN NEEDED

*For example, I will ask my teacher
for help when I don't understand
something in class.*



COMMUNICATE MY FEELINGS APPROPRIATELY

*For example, I will use 'I'
statements to express how I feel,
like saying, "I feel frustrated when I
don't understand the directions."*



EXPRESS MY NEEDS

*For example, I will tell my teacher
if I need more time to finish an
assignment or test.*



PARTICIPATE IN CLASS DISCUSSIONS

*For example, I will raise my hand
at least once in class to share my
thoughts or ask a question.*

ADVOCATE FOR MY RIGHTS

*For example, I will tell my teacher
if I feel that I am not being treated
fairly in a group project.*

SPEAK UP ABOUT PREFERENCES

*For example, I will let my teacher
know if I learn better by listening,
reading, or doing hands-on
activities.*

REQUEST ACCOMMODATIONS

*For example, I will ask for a quiet
place to take tests if I find it hard
to focus where I am at.*

IDENTIFY THE PROBLEM
CHOOSE THE BEST SETTING
BE POLITE AND USE SOCIAL SKILLS
COMMUNICATE NEEDS CLEARLY
OFFER A SOLUTION

SCENARIO HANDOUT FOR TEACHER TO CHOOSE FROM FOR DISCUSSION TO DEMONSTRATE HOW TO SELF-ADVOCATE IN EACH SITUATION:

- You're working on a group project in your class, and one of your group members has an idea that you don't agree with. What do you do?
Possible answer – Start by using an "I" statement like, "I understand your idea, but I think we should consider another approach because it might help us meet the project goals more effectively." Share your alternative suggestion and explain why you believe it might work better.
**Remind students when responding in a manner like this, you're standing up for your perspective while still being respectful and open to discussion.
- Your teacher gives out instructions for a homework assignment, but you're not sure what you're supposed to do. What do you do?
Possible answer – You could raise your hand or approach your teacher after class and politely say, "I'm not sure I fully understand the homework instructions. Could you please explain it to me again or give me an example?"
**Remind students that this shows you recognize your need for clarification and are taking the initiative to seek help.
- You've been assigned a seat in class, but it's difficult for you to concentrate because you're sitting near a noisy area. What do you do?
Possible answer – Go to your teacher and say something like, "I'm having trouble focusing because my seat is near a noisy area. Could I please move to a quieter spot so I can do my best work?"
**Remind students that an approach like this clearly states the problem and offers a solution.
- You're in class, and the teacher is explaining a new concept. You don't understand what the teacher is saying, and you're worried about falling behind. What do you do?
Possible answer – You could raise your hand and politely say, "I'm having a little trouble understanding this concept. Could you please explain it again or give an example?" If speaking up in class feels intimidating, you could ask to speak to the teacher after class or write a note asking for help.
**Remind students that this shows that you recognize your need for assistance and are taking steps to address it before falling behind.
- A friend makes a joke about you, and it hurts your feelings, but they don't realize it. What do you do?
Possible answer – Calmly tell your friend how their joke made you feel. You might say, "I know you didn't mean to hurt my feelings, but when you joked about me, it upset me. I'd appreciate it if you didn't make jokes like that about me in the future."
**Remind students that this shows you're expressing your feelings respectfully and giving your friend a chance to understand how their words affected you.

SLIDE 1

Speak Up!

Introduction to Self-Advocacy



SLIDE 2

What is Self-Advocacy?

Self-Advocacy involves speaking up to get what one needs.

It means saying what works for you, what you may need, and asking for help when you need it.

YOU are important! Your needs matter.



SLIDE 3

SELF-ADVOCACY LADDER STRATEGY

IDENTIFY THE PROBLEM



CHOOSE THE BEST SETTING

- One on one after class?
- One on one during class?
- Which is best for your purpose – face to face, phone, email or writing a note?

BE POLITE AND USE SOCIAL SKILLS

- Use good manners
- Be respectful
- Try to use eye contact

COMMUNICATE NEEDS CLEARLY

- Stay focused and on the topic you are discussing
- Speak clearly and don't be afraid to slow down to help make sure your listener understands what you are saying.

OFFER A SOLUTION OR ALTERNATIVE

- Give a suggestion of something that would help you
- For example, if a classmate is being really loud, and you can't focus on your work, ask your teacher to move your seat to a different part of the classroom.

SLIDE 4

How Can I Self-Advocate?



ASK FOR HELP WHEN NEEDED
FOR EXAMPLE – I WILL ASK MY TEACHER FOR HELP WHEN I DON'T UNDERSTAND SOMETHING IN CLASS.



USE 'I' STATEMENTS TO EXPRESS HOW YOU FEEL
FOR EXAMPLE – I FEEL FRUSTRATED WHEN I DON'T UNDERSTAND THE DIRECTIONS.



EXPRESS MY NEEDS
FOR EXAMPLE – I WILL TELL MY TEACHER IF I NEED MORE TIME TO FINISH AN ASSIGNMENT OR TEST.

SLIDE 5

How Can I Self-Advocate?

Let's Practice!



PARTICIPATE IN CLASS DISCUSSIONS
FOR EXAMPLE – I WILL RAISE MY HAND AT LEAST ONCE IN CLASS TO SHARE MY THOUGHTS OR ASK A QUESTION.



ADVOCATE FOR MY RIGHTS
FOR EXAMPLE – I WILL TELL MY TEACHER IF I FEEL THAT I AM NOT BEING TREATED FAIRLY IN A GROUP PROJECT.



SPEAK UP ABOUT PREFERENCES
FOR EXAMPLE – I WILL LET MY TEACHER KNOW IF I LEARN BETTER BY LISTENING, READING, OR DOING HANDS-ON ACTIVITIES.



REQUEST ACCOMMODATIONS
FOR EXAMPLE – I WILL ASK FOR A QUIET PLACE TO TAKE TESTS IF I FIND IT HARD TO FOCUS WHERE I AM AT.

SLIDE 6



Let's Make a Self-Advocacy Kit!

Wrap It Up!

What is 1 self-advocacy strategy
you have learned about that you
feel would be helpful for you this
year?



Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Speak Up! Introduction to Self-Advocacy.**" The goal of this lesson was to help students learn the importance of self-advocacy by identifying and practicing strategies to confidently express their needs and preferences.

What We Did Today:

1. **Self-Advocacy – What is it?** Students learned what self-advocacy means and why it's important to be able to express their needs and preferences clearly.
2. **Learned the Self-Advocacy Ladder Strategy:** Students were introduced to the "Self-Advocacy Ladder," a strategy tool that helps them build confidence in communicating by taking small, manageable steps.
3. **Discussion:** Through group discussions, students explored different strategies they could use to advocate for themselves in real-life situations, such as asking for help in class and resolving conflicts with friends.
4. **Created an Individual Self-Advocacy Kit:** Students crafted a personal self-advocacy kit containing tools and strategies they could use in future situations to confidently advocate for themselves.

How You Can Reinforce This Learning at Home:

1. **Encourage Open Communication:** Create a safe space for your child to express their thoughts and feelings. Encourage them to use "I" statements to articulate their needs clearly and respectfully.
2. **Practice Role-Playing:** Engage in role-playing scenarios where your child might need to advocate for themselves, such as resolving a disagreement with a sibling or asking for help with an assignment or homework. This helps build their confidence in using the strategies learned in class.
3. **Using the Self-Advocacy Ladder:** Refer to the self-advocacy ladder your child discussed during the lesson and has a copy of in their self-advocacy kit. Ask them to explain each step and encourage them to use it when they need to communicate their needs or solve a problem.
4. **Celebrate Self-Advocacy Successes:** Recognize and praise your child when they successfully advocate for themselves, whether at home, school, or in social situations. Positive reinforcement will encourage them to continue developing these important skills.

Thank you for supporting your child's journey to becoming a confident self-advocate. By reinforcing these skills at home, you're helping them build a strong foundation for success in school and beyond. Together, we can empower your child to effectively communicate their needs and navigate challenges with confidence.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Five

Goal-Setting – Part 1

“Goal Getter – Setting the Stage for Success”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	- Learn the importance of setting goals - Identify how to set achievable personal S.M.A.R.T. goals
Success Criteria	Students can accurately define each element of a SMART goal (Specific, Measurable, Achievable, Relevant, Time-Bound) and explain its importance in goal setting.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers - S.M.A.R.T. Goal worksheet (on page 2 of the Student Activity Book)
Defined Vocabulary	Goal, specific, measurable, achievable, relevant
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(2 minutes) – (Slide 1) - Share the learning goals and briefly introduce the topic of setting goals. Explain that setting goals helps us focus on what we want to achieve and make a plan to get there. (3 minutes) – (Slide 2) - Share/explain vocabulary and definitions (goal, specific, measurable, achievable, relevant). (4 minutes) – (Slide 3) - Show the “S.M.A.R.T. Goals for Kids” video on goal setting. (4 minutes) – (Slide 3) - Discuss the video with the students. Ask and discuss the following questions with students - “What did you learn about setting goals?” “Why is it important to set goals?” and “Can you think of a time when you set a goal and achieved it?” (7 minutes) – (Slide 4) – Pass out the Student Activity Books and ask students to turn to the “S.M.A.R.T. Goal Worksheet” on page 2 of their books. Model how to develop a S.M.A.R.T goal. Write it on the board as you complete it with the class. As a class, think of a simple goal they want to achieve in the next week OR use the following goal: “Our class will organize and complete a 10-minute clean-up of the classroom every Friday afternoon for the next 4 weeks to create a more organized and pleasant learning environment.” On the whiteboard, guide them through developing this goal including the following as part of the discussion and write responses on the board as students write them on their worksheet: - Specific: What exactly do you want to achieve? (The goal is to organize and complete a 10-minute clean-up of the classroom.) - Measurable: How will you track your progress? (Success is measured by completing the clean-up each Friday.) - Achievable: Is it something you can realistically do? What is your plan? (The goal is realistic and manageable within the 10-minute time frame.) - Relevant: Why is this goal important to you? (The goal is relevant to maintaining a safe, tidy and welcoming classroom environment.) - Time-bound: When do you want to achieve this goal? (The goal is to be accomplished every Friday for the next 4 weeks.) NOTE: If time permits, students can get out a sheet of paper, and you can guide and monitor students as they begin to develop their own S.M.A.R.T. goal (to be continued next lesson).
Conclusion/Wrap-Up (3-5 minutes)	(Slide 5) - CIL representative: Ask students, “How do you think S.M.A.R.T. goals can help you achieve your dreams and goals in the future?” Share CIL information and experiences as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	Personal Goal Journals – Provide each student with a small notebook or journal. Ask students to write down a personal S.M.A.R.T. goal that they want to achieve over the next month. Encourage

	them to include details on how they plan to achieve this goal, what steps they'll take, and how they'll measure their progress. Each week, students will take a few minutes to reflect in their journals on their progress and any challenges they've faced. At the end of the month, have students share their experiences and discuss what they learned about goal setting and achieving their goals.
Additional Resources	• “Smart Goal Setting in Middle School, High School, and Beyond” video – shares information and example on S.M.A.R.T. goals • <i>The 7 Habits of Highly Effective Teens</i> by Sean Covey – includes sections on goal setting and personal success

MAKE YOUR GOALS



*What is
your goal?*



*How will you
keep track of
your progress?*



*Is it realistic?
Make a plan!*



*How will this goal
help you?*



*When will
you achieve
this goal?*



Setting goals can be a great way to challenge yourself to make healthy lifestyle changes. Set yourself for success by making your goals SMART!



My goal is:



I will track my progress by:



I will achieve this goal by doing the following:



This goal helps me because:



I will complete this goal by (date):

SLIDE 1



SLIDE 2



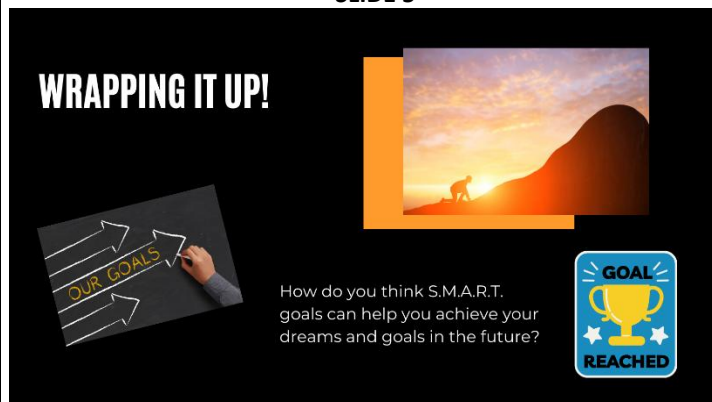
SLIDE 3



SLIDE 4



SLIDE 5





Lesson 5

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Goal Getter – Setting the Stage for Success.**" The goal of this lesson was to teach students how to set clear and achievable S.M.A.R.T. goals to help them succeed in their personal and academic lives.

What We Did Today:

1. **All-Star Vocabulary:** Students learned important vocabulary related to goal setting, including "SMART goals." They explored what it means for a goal to be **Specific** (clear and detailed), **Measurable** (able to track progress), **Achievable** (realistic and possible to reach), **Relevant** (important and meaningful to them), and **Time-Bound** (having a clear deadline). These terms helped students understand how to create goals that are effective and attainable and that will support them in achieving their dreams.
2. **SMART Goals for Kids and Interactive Discussion:** Students watched a brief 4-minute video called, "SMART Goals for Kids" and had a follow up discussion answering questions such as, "What did you learn about setting goals?" "Why is it important to set goals?" and "Can you think of a time when you set a goal and achieved it?"
3. **Let's Do It Together, Goal Getter!** The teacher modeled how to create a SMART goal by guiding the class through each step, making sure the goal was Specific, Measurable, Achievable, Relevant, and Time-bound. The class actively participated in the discussion, applying what they learned to help write a SMART goal together.

How You Can Reinforce This Learning at Home:

1. **Encourage Goal Setting:** Help your child choose a personal goal related to a hobby or daily routine. Discuss what makes the goal Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).
2. **Break Down the Goal:** Work with your child to outline the steps needed to achieve the goal. Ensure the goal follows the SMART criteria.
3. **Track Progress Together:** Set up a simple system to monitor progress, such as a chart or calendar. Check in regularly to see how your child is doing with their goal.
4. **Celebrate Achievements:** Acknowledge and celebrate when your child reaches their goal. Reflect on what they learned from the process and discuss setting a new goal.

Thank you for supporting your child's journey to becoming a confident goal setter and achiever. By reinforcing these skills at home, you are helping them build a strong foundation for future success. Together, we can empower your child to reach their full potential and achieve their dreams.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Six

Goal-Setting – Part 2

“Goal Crushers – Kickoff to Achieving Work Readiness”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Learn how to set SMART goals and break them down into actionable steps while understanding the importance of perseverance and adaptability in achieving work readiness.
Success Criteria	- Students can accurately recall and explain the components of a SMART goal from the previous lesson. - Each student successfully creates and writes their own SMART goal related to their career aspirations demonstrating an understanding of how to apply the SMART criteria.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers - SMART Goal Breakdown Worksheet (page 3 in Student Activity Book) - Goal Sorter Showdown Activity Bags (enough for students to work in pairs)
Defined Vocabulary	SMART goal, perseverance, adaptability
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(5 minutes) – (Slide 1) - Share learning goals. (Slide 2) – Share vocabulary and definitions. (Slide 3 and Slide 4) - Review what a SMART goal is from the previous lesson and model the following goal together as a class to review and write on the board and then show students how to breakdown the goal into more manageable action steps using the Goal Breakdown Template (on slide). Use the following: “I want to improve my math grades by the end of the first semester.” Break it down into smaller steps: “Complete homework on time,” “Ask questions in class,” “Study for 20 minutes every day,” etc. Explain each step clearly and how it contributes to achieving the overall goal. (10 minutes) – (Slide 5) – Pass out student activity books. Ask students to turn to the SMART Goal Breakdown Worksheet on page 3 in their individual Student Activity books. Ask students to think of one of their career aspirations and have each student come up with a personal goal that will help them grow in skills needed for that possible career. Have them write their SMART goal at the top of their individual worksheet. Next, share that students will create small action steps they will take to move closer to their career goal and write them on their individual worksheets. As they think of these small action steps, remind them that they want to make sure they are reasonable and manageable. Keep the model slide up on the screen for students to refer to. Circulate and monitor students as their work providing assistance as needed. (5 minutes) – (Slide 6) - Play “Goal Sorter Showdown: Racing to SMART Success” – As students finish the previous activity, provide students with the opportunity to either work in pairs or in small group on this activity. Give each pair of students an activity bag with this activity in it and share with students they will need to identify if the card has a SMART goal on it or not and place it accordingly on the game board. Monitor and circulate as students work helping as needed.
Conclusion/Wrap-Up (3-5 minutes)	CIL representative: Ask each student to share their personal SMART goal that they worked on today with the class. Share CIL information and personal experience/examples as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	Have students create a “Career Vision Board” that visually represents their SMART goal and the steps they will take to achieve their career aspirations. Provide magazines, printouts, etc. for students to cut out images, words, and phrases that align with their goal. Arrange these on construction paper, poster board, chart paper, or in a digital format (using tools like Google Slides or Canva) to create a collage that inspires and reminds them of their SMART goal.
Additional Resources	Edutopia’s Guide to Goal Setting – provides educators with strategies and tips for effectively teaching goal setting Goal setting with ClassDojo – provides a goal setting activity and worksheet to accompany lesson

SMART

GOAL BREAKDOWN

I WANT TO IMPROVE MY MATH
GRADES BY THE END OF THE
FIRST SEMESTER.



1

COMPLETE HOMEWORK ON TIME.

2

ASK QUESTIONS IN CLASS.

3

STUDY FOR 20 MINUTES
EVERY DAY.

REACH
GOALS

SMART

GOAL BREAKDOWN



1

2

3

REACH
GOALS



**I want to be
healthy.**



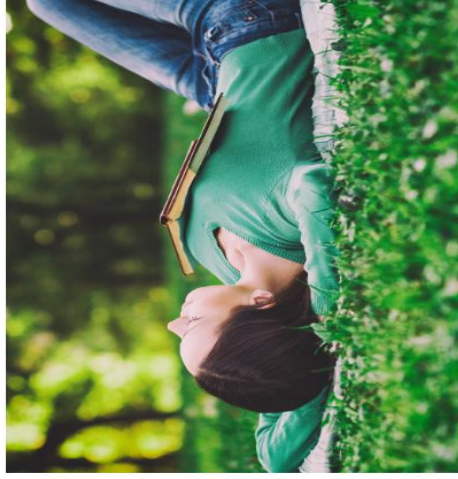
**I want to eat 3 meals each
week that have vegetables
and exercise at least 1 time
each week.**



**I'll ask more
questions.**



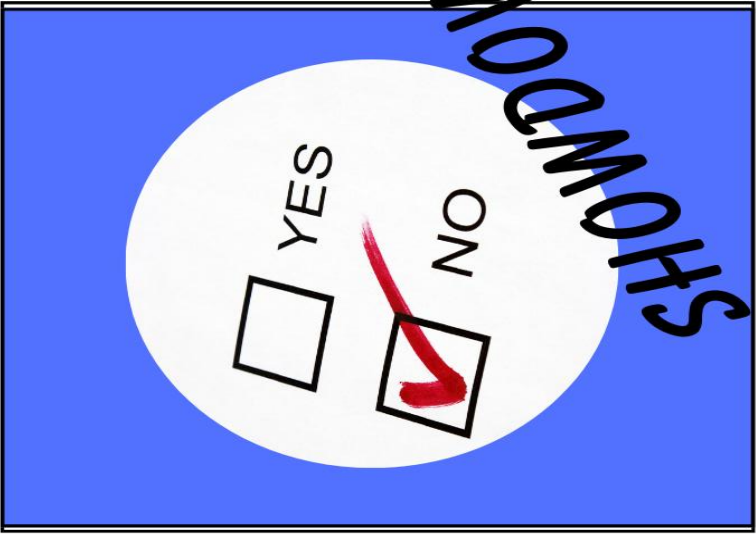
**I will raise my hand at least 5
times each week in class to
answer a question asked by the
teacher.**



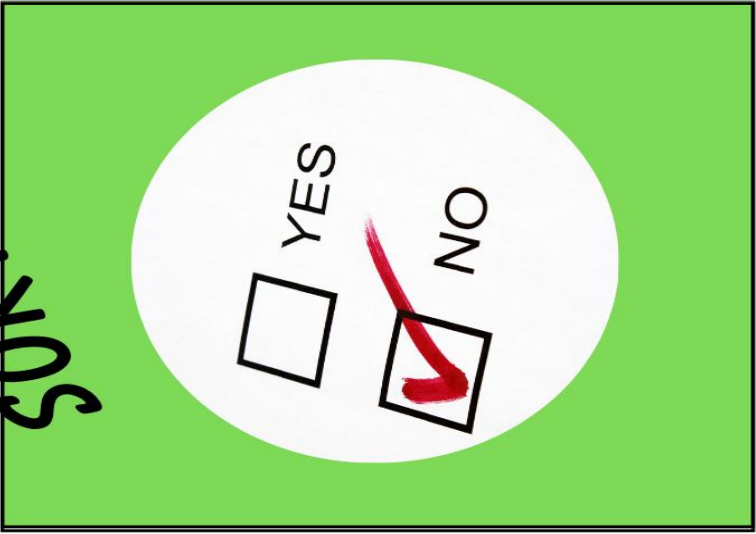
**I want to get
more rest.**



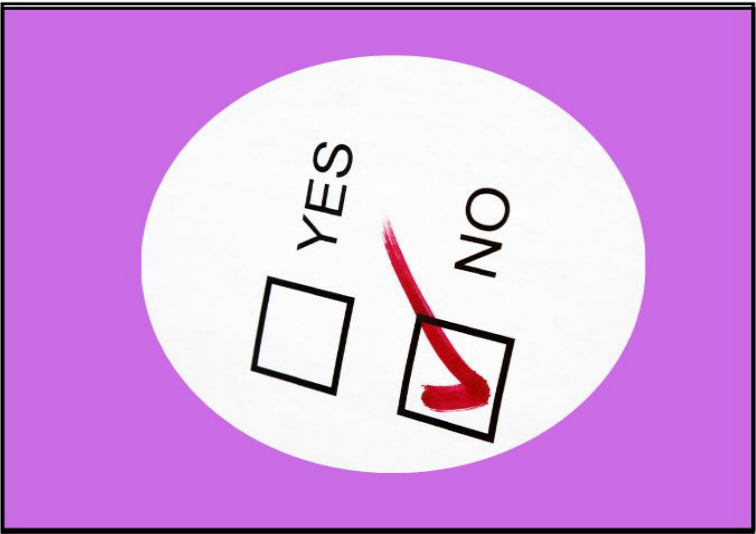
**I want to go to bed by 9 p.m.
each night and not play on
technology at least 30 minutes
before bed.**



WMOOHOHS



SORTER

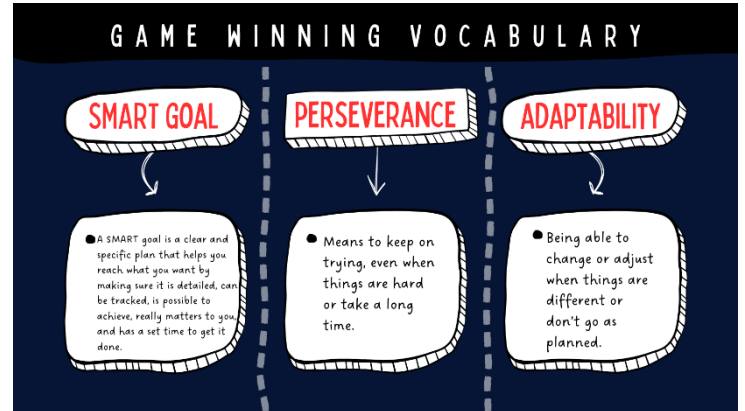


GOAL

SLIDE 1



SLIDE 2



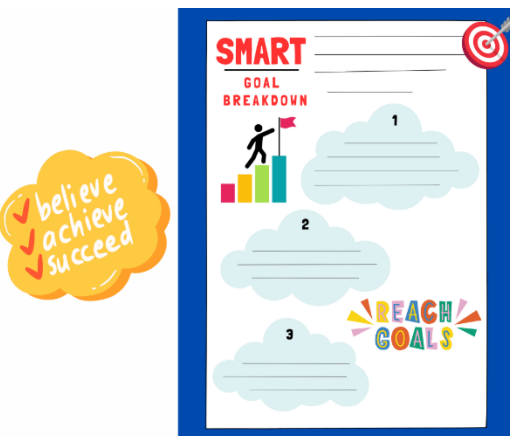
SLIDE 3



SLIDE 4



SLIDE 5



SLIDE 6





Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Goal Crushers – Kickoff to Achieving Work Readiness.**" The goal of this lesson was to help students understand how to set SMART goals and apply these skills to their future career plans, building their readiness in the workplace.

What We Did Today:

1. **Game Winning Vocabulary:** Students explored key vocabulary that will help them succeed in setting and achieving goals. They continued learning about **SMART goals** – a way to make sure their goals are clear and achievable. We also discussed **perseverance**, which is about not giving up when things get tough, and **adaptability**, which is the ability to adjust and find new solutions when things change. These important concepts will support your child's journey toward success in school and beyond.
2. **Let's Crush It!** Students learned how to break down a big SMART goal into smaller, manageable steps. They applied this skill by creating their own SMART personal goal that ties into their career aspirations. Using the Goal Breakdown worksheet, they identified specific action steps to help them work steadily toward achieving their goal building important skills for future success.
3. **Goal Sorter Showdown:** Students worked in teams to decide if different goals were SMART goals or not. This hands-on activity helped them practice identifying the key elements of a SMART goal reinforcing what they learned in a collaborative way.

How You Can Reinforce Learning at Home:

1. **Discuss Goals:** Talk with your child about their SMART goal and the steps they've planned to achieve it. Ask them to explain why each step is important.
2. **Set Family Goals:** Create a SMART goal together as a family, such as planning a weekend activity or working on a household project and tracking your progress.
3. **Encourage Perseverance and Adaptability:** When challenges arise, remind your child about the importance of perseverance and adaptability. Discuss how they can stay focused on their goals and adjust their plans if needed.
4. **Celebrate Progress:** Regularly check in on your child's goal progress and celebrate their achievements, no matter how small. This will motivate them to keep moving forward.

Thank you for supporting your child's journey toward setting and achieving meaningful goals. Your encouragement at home helps reinforces the skills they're learning in class, empowering them to stay focused, overcome challenges, and move confidently toward their dreams. Together, we can help your child build a bright and successful future.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Seven

Communication Skills

“Chat Champions: Building Communication Skills”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Demonstrate effective communication techniques, including clear speaking, active listening, and respectful interaction, in both school and social scenarios.
Success Criteria	Students can identify and explain key communication skills such as clear speaking, active listening, and using polite language.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers - Student laminated scenario cards
Defined Vocabulary	Communication, non-verbal cues, conflict resolution, body language, compromise, respect
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(5 minutes) – (Slide 1) - Introduce lesson and objectives. Watch short video, “Active Listening for Kids.” (Slide 2) – Share first 1, 2, 3 vocabulary terms - communication, non-verbal cues, body language). (Slide 3) – Share vocabulary terms 4, 5, and 6 – conflict resolution, compromise, and respect (6 minutes) – (Slide 4) - Teacher Modeling: Effective Communication – Model the scenarios (on attachment) using yourself and student volunteers in whole group. Step students through the process so they can learn effective communication. (9 minutes) – (Slide 5) - Cooperative Learning Activity: Communication Role Play – Share with students they will now have a little fun doing some role play with a classmate practicing clear speaking, active listening, respectful interactions, and using appropriate body language. Divide the class into pairs. Give each pair of students a scenario card to act out their scenarios in front of the class, focusing on clear speech, active listening, respectful interactions, and body language. Provide feedback after each pair presents praising when students engage in active listening, clear speaking, and respectful interactions. Students may act out multiple scenarios if time permits.
Conclusion/Wrap-Up (3-5 minutes)	(Slide 6) - CIL representative: Ask students, “What did you learn about communication today?” Allow students to share their thoughts. Emphasize the key points: Effective communication involves clear speaking, active listening, respectful interactions, and understanding non-verbal cues. Share CIL information. Share your experience as it relates to the lesson and different ways one may communicate with various disabilities.
Extras (Use as Needed)	
Extension Activity	Communication Relay Activity – Divide the class into small groups of 3-4 students. Each group gets a piece of chart paper and markers. Explain that they will create a “communication chain.” The first student writes a simple sentence on the chart paper (e.g., “The cat is sleeping.”). The next student reads the sentence, then adds another sentence to continue the story. Continue until all students have added to the story. Have each group share their stories with the class, highlighting the importance of listening and building on others’ ideas.
Additional Resources	“39 Communication Games and Activities for Kids and Students” - This resource shares a variety of information to include games and activities students can use to improve communication skills. Supporting Great Communication Skills for Kids article - This article provides tips and strategies for teaching communication skills to children.

Teacher Modeling: Effective Communication Scenarios

*Select various student volunteers to assist you during modeling of scenarios.

Example 1: Asking a Teacher for Help

- **Teacher:** “I’m going to show you how to ask a teacher for help politely. Can I have a volunteer?” (Select a student volunteer)
- **Teacher:** “Let’s pretend I’m having trouble with a math problem, and I need to ask my teacher for help. Watch how I do it.”

(Teacher approaches the volunteer pretending to be the student with a friendly smile.)

- **Teacher:** “Hi (insert pretend teacher’s name), I’m having a hard time understanding this math problem. Could you please help me?”
- Volunteer responds, and the teacher shows active listening by nodding and thanking the student.
- Share with the class why this was good communication (clear request, polite tone, active listening).

Example 2: Handling Frustration or Being Upset

- **Teacher:** “Let’s see how we can communicate when we are upset or frustrated. Can I have another volunteer?” Select another student volunteer.

Teacher approaches the volunteer with a calm demeanor acting in the role of the student.

- **Teacher:** “Hi (insert pretend teacher’s name), I’m feeling really upset because I didn’t do well on the test. Can we please talk about what I can do to improve?”
- Volunteer responds, and the teacher listens attentively, offering constructive feedback.
- Share with the class why this was good communication (calm tone, clear expression of feelings, seeking help).

Example 3: Disagreeing in a Group:

- **Teacher:** “Now, let’s see how to communicate when we don’t agree with someone in a group. Can I have another volunteer?” Select a different student volunteer.
- **Teacher:** “Let’s pretend we’re working on a group project, and I don’t agree with an idea they are discussing. Watch how I express my opinion respectfully.”

Teacher approaches the volunteer (in the role of the student) with a friendly demeanor.

- **Teacher:** “[Student’s Name], I see your point about doing the project on animals, but I think we should consider doing it on space because it might be more interesting for everyone. What do you think?”
- The volunteer responds, and the teacher listens and offers a compromise.
- Share with the class why this was good communication (respectful tone, offering an alternative, seeking compromise).

Scenario 1

You feel like you are doing all the work in a group project. Express your feelings to a group member without blaming them and discuss how to share the workload fairly.

Scenario 2

A friend made a joke that hurt your feelings. Share with your friend how the joke made you feel and listen to their explanation.

Scenario 3

You feel left out because your friends made plans without you. Share your feelings with one of the friends and listen to their side of the story. Can you come up with a compromise?

Scenario 4

You and your project partner have different ideas about how to present your project. Discuss how you feel and decide together on the best way to present.

Scenario 5

You're upset because you lost a game to a friend. Talk to them about how you're feeling and listen to their response.

Scenario 6

You're unhappy with where you're seated in class. Share with your teacher about how you are feeling and why you are feeling that way. Ask your teacher if she/he can help you figure out a seating solution.

Scenario 7

You and a classmate need to share supplies for a project you are working on. There's not enough supplies for both of you to use at the same time. Discuss how you can share fairly and avoid conflict.

Scenario 8

A classmate accidentally bumped into you in the hallway, and you're upset. Talk to them about how you feel and listen to their apology.

Scenario 9

You received a lower grade than expected on a test. Talk with your teacher about how you feel and ask for their advice on how to improve next time.

Scenario 10

You and a friend disagree on what game to play during recess. Discuss the options and find a solution that works for both of you.

Scenario 11

You and a partner both want to take the lead on a class project. Discuss each person's strengths and decide together who should take on the role.

Scenario 12

A friend made a comment that hurt your feelings during lunch. Express your feelings calmly and listen to their response.

Scenario 13

You're frustrated because your team isn't working well together in a PE game. Talk to a teammate about what's going wrong and work together to come up with a solution to fix it.

Scenario 14

A classmate keeps interrupting you during a group discussion. Express your feelings politely and work together to ensure everyone has a chance to speak.

Scenario 15

You share a locker with a classmate, but they're not keeping it organized. Discuss the problem and agree on a way to keep the locker tidy together.

Scenario 16

You feel like your group members aren't listening to your ideas during a project. Express your frustration calmly and work together to make sure everyone is heard.

Scenario 17

You and a friend can't agree on where to sit during lunch. Discuss each of your preferences and come to a decision together.

Scenario 18

You and a classmate both want to go first in an activity. Discuss why each of you wants to go first and agree on a fair solution.

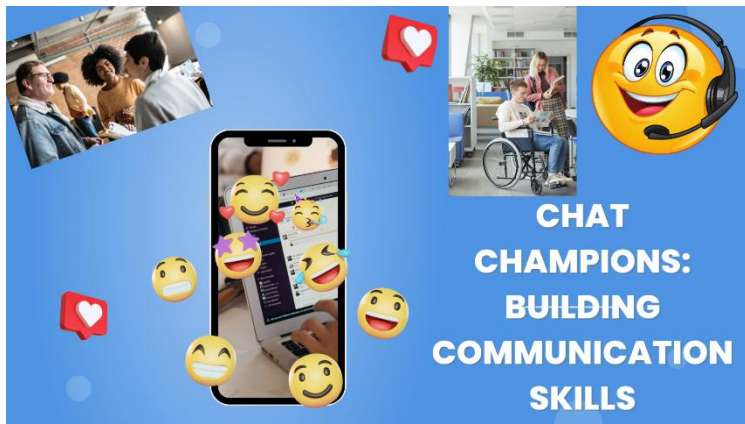
Scenario 19

You and a classmate are supposed to share a Chromebook, but one person is using it too much. Discuss how to share it fairly and take turns.

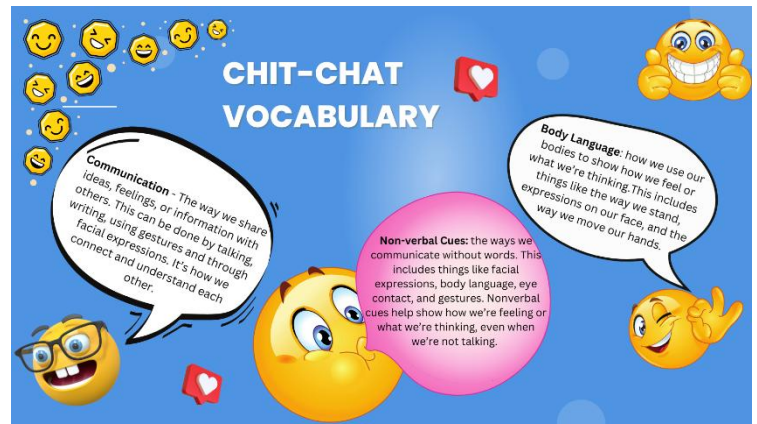
Scenario 20

A friend borrowed something from you without asking, and you're upset about it. Talk to them about why it bothered you and listen to their reason.

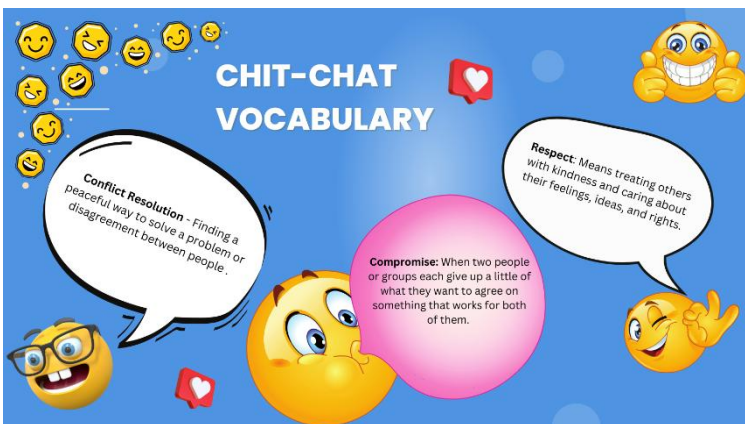
SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



SLIDE 6





Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Chat Champions: Building Communication Skills.**" The goal of this lesson was to help students build essential communication skills, including active listening, respectful interactions, clear speech, and appropriate body language.

What We Did Today:

1. **Unlocking the Power of Communication Vocabulary:** Students explored important vocabulary words that help us understand and practice good communication skills. Your child learned about terms like communication, nonverbal cues, body language, conflict resolution, compromise, and respect. We discussed what these words mean in a way that's easy to understand and applied them in real life scenarios. This helps students build a strong foundation for expressing themselves clearly and working well with others.
2. **Model It!** In the whole group, the teacher modeled effective communication through interactive scenarios with students in the class. The scenarios included asking a teacher for help, handling frustration in each situation, and disagreeing with group members. Through these scenarios, students saw how good communication can help solve problems, express feelings, and build stronger relationships.
3. **See It, Say It: Communication in Action!** Students participated in a cooperative learning activity focused on communication role play. Working in pairs, they practiced expressing their feelings, clear speaking, active listening, respectful interactions, and using appropriate body language. Through various real-life scenarios, students had the chance to put these skills into practice, helping them become more confident and effective communicators in different situations.

How You Can Reinforce This Learning at Home:

1. **Practice Active Listening:** Encourage your child to talk about their day, and model active listening by giving them your full attention, asking questions, and showing interest in what they're saying. You can also take turns where your child listens actively to you.
2. **Role-Play Scenarios:** Recreate some of the scenarios practiced in class, such as resolving disagreement or expressing feelings. Take turns playing different roles to help your child apply the communication skills they learned.
3. **Encourage Expressing Feelings:** Create a safe space where your child feels comfortable expressing their emotions. Help them label their feelings and discuss how to communicate with them respectfully.
4. **Set Up Family Discussions:** Regular family meetings or discussions around the dinner table can be a great way to practice these skills. You can discuss a topic, and each family member can practice clear speaking, listening, and respecting different viewpoints.

Thank you for supporting your child's journey to becoming a confident and effective communicator. By reinforcing these skills at home, you're helping them build strong relationships and succeed both in school and beyond. We appreciate your partnership in helping your child grow and thrive!

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Eight

Teamwork/Collaboration

“Collab Crew: Teamwork Adventures Await”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Increase teamwork and collaboration capabilities by practicing these skills through interactive activities.
Success Criteria	Students will be able to articulate at least one strategy they used as a team to solve problems or overcome obstacles, reflecting on their teamwork experience during the class activities.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers 24 “Pirate” boxes with pad locks and keys – For a class of 24 – 6 SETS of pirate boxes (4 boxes in each set - 3 small boxes containing 1 riddle in each with keys and 1 box with pre-filled “treasure” for the end of the activity). Get with your Educator liaison ahead of time to discuss the boxes and fill the final “treasure” boxes. 18 riddles (to be placed in boxes ahead of time) 6 boxes of “treasures” – Once a small group works together to answer all riddles/challenges correctly, they will receive the final box filled with the “treasures.”
Defined Vocabulary	collaboration, problem-solving, cooperation, strategy
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(2 minutes) (Slide 1) - Introduce lesson and objectives. (Slide 2) - Share the importance of teamwork in everyday life and in the workplace. (3 minutes) (Slide 3) - Share the key vocabulary and definitions for today’s lesson. (15 minutes) (Slide 4) - Divide students up into teams (3-4 students per group based on class size). For a class of 24, divide into teams of 4. Share with students they will be working on an activity today called, “The Pirate’s Quest” to practice collaboration, problem-solving, and teamwork skills. Intro the activity by sharing that each team will have a total of 3 riddles/puzzles/questions to solve as a team. After each riddle is solved, they get to unlock a box, which will be given to them by the teacher (or support staff in the room that is “assigned” to support that small group of students). Each box will hold the next riddle, puzzle, or question. When they have solved all riddles, puzzles, and questions as a team correctly, they will unlock the last box to get the pirate’s “treasure.” Pass out the first treasure box to each small group, have students unlock the box, and work together to complete the challenge and/or answer the riddle. When they believe they have solved the puzzle/riddle/question from box 1, they will need to share the answer with their designated support staff/team member. The adult will verify the answer (use teacher key as needed) and then give the small group the second treasure box to unlock and answer. The students in small group will again work together to share and then share their answer with their designated support staff/team member. If it is correct, the third treasure box will be given to the small group. When the puzzle, question, or riddle from treasure box 3 has been answered correctly, reward students with the fourth treasure box filled with the treasure. Collect all boxes and riddles/puzzles/questions at the end of the lesson.
Conclusion/Wrap-Up (3-5 minutes)	(Slide 5) - CIL representative: Ask students, “What is one strategy you learned that is important to use when you are working in a team?” Share CIL information and experience as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	Tower of Strength activity: Divide students into teams of 3-4 members. Provide each team with a bundle of uncooked spaghetti noodles and a bag of marshmallows. Teams must build the tallest freestanding tower using only spaghetti and marshmallows. Provide students with 5-10 minutes to plan and 10-20 minutes to construct their towers. Discuss what strategies each team used, what challenges they faced, and how they worked together to overcome them.
Additional Resources	Teampedia: A free online resource with a collection of team-building activities and icebreakers suitable for various age groups. Link will go to the “collaboration” activities, however, when you go to the home page for Teampedia, you can also select “communication” activities or other topics. Google Jamboard: A free interactive whiteboard tool that allows students to collaborate in real-time.

The Pirate's Quest TEACHER KEY

#1: I have keys but can't open locks? What am I? piano	#2: I have hands but can't clap. I tell time but never talk. What am I? clock
#3: What gets wetter as it dries? towel	#4: Take the number of vowels in the word 'elephant' and multiply it by 2. What is the answer? 6
#5: Count what position the letter 'P' is in the alphabet and then subtract 3 from that number. What is the answer? 13	#6: How many times does the 8 th letter of the alphabet appear in the word 'elephant'? Take that answer and multiply it by 2. What is the answer? 2
#7: Word Scramble puzzle: Unscramble the word to find the answer. This word is essential for working in groups. NOMCMONICTUAI COMMUNICATION	#8: Word Scramble puzzle: Unscramble the word to find the answer. In the workplace, this skill means working together with others to achieve a common goal. TOLLABCORTAION COLLABORATION
#9: Word Scramble puzzle: Unscramble the word to find the answer. This skill is needed for getting things in order and needed for coordinating tasks and roles within a team. NIRGNOANITOZA ORGANIZATION	#10: If A =1, B=2, C=3, and so on, what word does the code "3-1-18-5-5-18" spell? Career
#11: If A =1, B=2, C=3, and so on, what word does the code "1-4-22-15-3-1-3- 25" Advocacy	#12: If A =1, B=2, C=3, and so on, what word does the code "1-4-22-5-14-20- 21-18-5" spell? Adventure
#13: In the Disney movie, <i>Cars</i> , what is the name of the race car that is the main character? Lightning McQueen	#14: In the Disney movie, <i>The Lion King</i> , what is the name of Simba's father? Mufasa
#15: In the Disney movie, <i>Finding Nemo</i> , what type of fish is Nemo? A clownfish	

The Pirate's Quest COPY Without Key

#1: I have keys but can't open locks? What am I?	#2: I have hands but can't clap. I tell time but never talk. What am I?
#3: What gets wetter as it dries?	#4: Take the number of vowels in the word 'elephant' and multiply it by 2. What is the answer?
#5: Count what position the letter 'P' is in the alphabet and then subtract 3 from that number. What is the answer?	#6: How many times does the 8 th letter of the alphabet appear in the word 'elephant'? Take that answer and multiply it by 2. What is the answer?
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#11: If A =1, B=2, C=3, and so on, what word does the code "1-4-22-15-3-1-3- 25"	#12: If A =1, B=2, C=3, and so on, what word does the code "1-4-22-5-14-20- 21-18-5" spell?
#13: In the Disney movie, <i>Cars</i> , what is the name of the race car that is the main character?	#14: In the Disney movie, <i>The Lion King</i> , what is the name of Simba's father?
#15: In the Disney movie, <i>Finding Nemo</i> , what type of fish is Nemo?	

The Pirate's Quest Treasure Box Cards

#1: I have keys but
can't open locks?
What am I?

#3: What gets
wetter as it dries?

#5: Count what position
the letter 'P' is in the
alphabet and then
subtract 3 from that
number. What is the
answer?

#7: Word Scramble
puzzle: Unscramble the
word to find the answer.
This word is essential for
working in groups.
NOMCMONICTUAI

#2: I have hands
but can't clap. I
tell time but never
talk. What am I?

#4: Take the number of
vowels in the word
'elephant' and multiply
it by 2. What is the
answer?

#6: How many times does
the 8th letter of the
alphabet appear in the
word 'elephant'? Take that
answer and multiply it by
2. What is the answer?

#8: Word Scramble puzzle:
Unscramble the word to find
the answer. In the workplace,
this skill means working
together with others to
achieve a common goal.
TOLLABCORTAION

The Pirate's Quest Treasure Box Cards

#9: Word Scramble puzzle:

Unscramble the word to find the answer. This skill is needed for getting things in order and needed for coordinating tasks and roles within a team.

NIRGNOANITOZA

#10: If A =1, B=2, C=3, and so on, what word does the code “3-1-18-5-5-18” spell?

#11: If A =1, B=2, C=3, and so on, what word does the code “1-4-22-15-3-1-3-25”

#12: If A =1, B=2, C=3, and so on, what word does the code “1-4-22-5-14-20-21-18-5” spell?

#13: In the Disney movie, Cars, what is the name of the race car that is the main character?

#14: In the Disney movie, The Lion King, what is the name of Simba's father?

#15: In the Disney movie, Finding Nemo, what type of fish is Nemo?

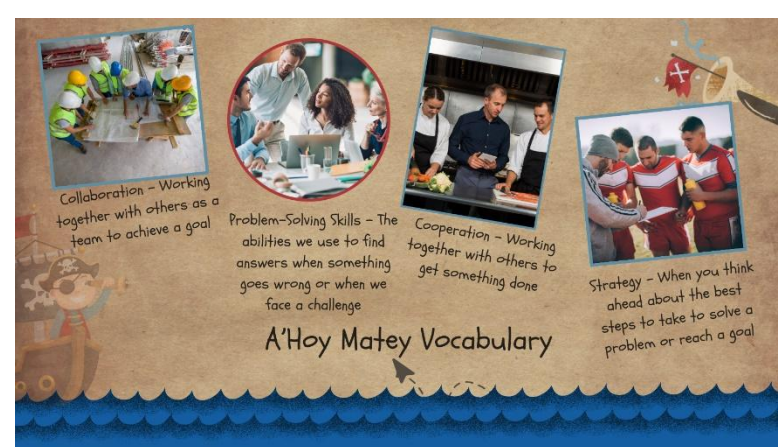
SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5





Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Collab Crew: Team Adventures Await!**" The goal of this lesson was to help students understand how working together can make solving problems easier and more fun. Through interactive activities, they practiced communication, cooperation, and problem-solving skills to achieve shared goals.

What We Did Today:

1. **A'Hoy Matey Vocabulary:** Students learned important vocabulary like teamwork, problem-solving, collaboration, and cooperation. They discovered that **teamwork** means working together as a group to achieve a common goal, while **problem-solving** involves thinking of different ways to overcome challenges. **Collaboration** taught them the value of sharing ideas and helping each other, and **cooperation** showed them how listening and working with others can lead to success.
2. **Why Teamwork?** In the whole group, your child learned about the importance of teamwork and how it plays a big role in everyday life and in the workplace. They discovered that working well with others helps solve problems faster, makes tasks easier, and builds stronger relationships. In the workplace, teamwork is the key to success, as it helps people reach goals together and create a positive work environment. These skills will help your child as they grow and prepare for future challenges.
3. **The Pirate's Quest:** Your child embarked on a fun adventure! In this activity, students worked with their classmates to solve puzzles, riddles, problems, and trivia to capture the pirate's treasure. This exciting activity helped them practice important skills like teamwork, problem-solving, and communication while having a blast working together to unlock each challenge and claim the treasure.

How You Can Reinforce This Learning at Home:

1. **Work Together On A Project:** Involve your child in a family project, like cooking a meal or assembling a puzzle. This is a great opportunity for them to practice teamwork and problem-solving with family members.
2. **Play Games:** Engage in board games or interactive activities that require collaboration and critical thinking. This helps reinforce the importance of working together to achieve a common goal.
3. **Discuss Teamwork:** Have a conversation about times when teamwork is important, whether at school, during sports, or at home. Relate these discussions to everyday experiences to make the concept more relatable.

Thank you for supporting your child's journey to becoming a skilled team player and problem-solver. Your encouragement and involvement in reinforcing these lessons at home play a vital role in their development. We appreciate your partnership in helping your child build these important skills for both their daily lives and future success.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Nine

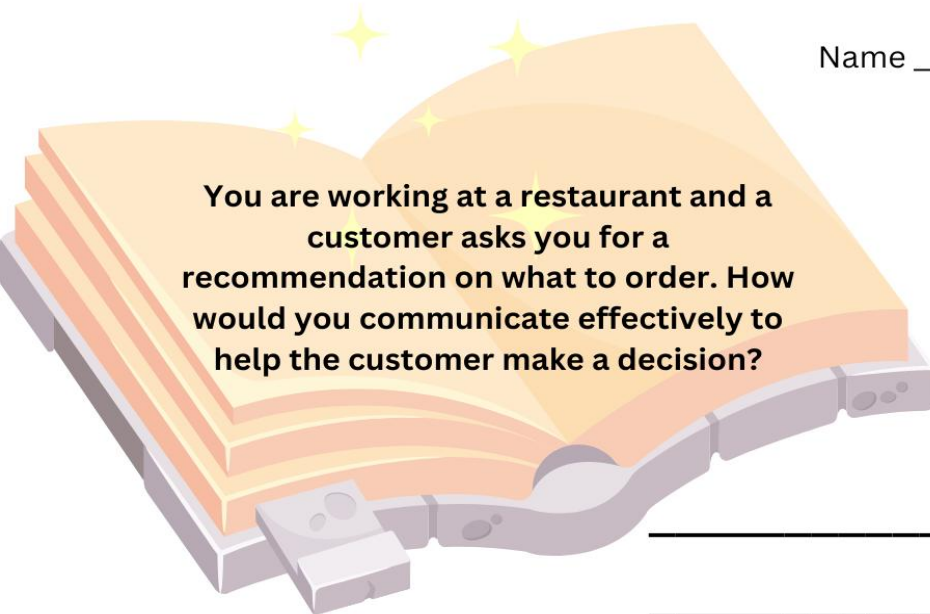
Basic Workplace Skills – Part 1

“Are You a Workplace Wizard? Let’s Cast Those Essential Skills”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Learn how communication, teamwork, and problem-solving skills are used and needed in the workplace.
Success Criteria	- Students will be able to share how and why communication, teamwork, and problem-solving skills are “must have” skills in the workplace. - Students will be able to demonstrate problem-solving strategies during skill challenges.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers - Workplace Wizard worksheet for students (on page 4 in Student Activity Book)
Defined Vocabulary	Communication, teamwork, problem-solving, workplace
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(1 minute) – (Slide 1) - Introduce the lesson title and learning goals. Briefly explain that today they will be building up those critical skills for the workplace. - Introduce vocabulary and share the following info: (Slide 2) - (2 minutes) Communication – Explain that communication is the ability to share information clearly and effectively. Discuss different forms of communication: verbal, non-verbal, and written. Provide examples of good workplace communication (such as active learning, clear instructions, and polite and respectful responses). (Slide 3) - (2 minutes) Teamwork – Explain that teamwork involves working well with others to achieve a common goal. Discuss the importance of collaboration, sharing ideas, and supporting teammates. Provide examples of good teamwork, such as dividing tasks fairly, helping each other, and giving constructive feedback. (Slide 4) - (2 minutes) Problem-Solving – Explain that problem-solving is the ability to find solutions to challenges or issues. Discuss the steps of problem-solving: identifying the problem, brainstorming solutions, choosing the best solution, and implementing it. Provide examples of effective problem-solving in the workplace, such as troubleshooting a computer issue or resolving a customer complaint. (10 minutes) (Slide 5) - Whole group discussion/interactive skill challenges: As group, share the following scenarios and discuss as a class how one should handle the scenarios below. Scenario #1: Communication: A customer needs help finding an item in a store. What do you do? (Answer should include responses such as – Greet them with a smile. Politely offer to help the customer find the item. Take them to the item in the store or share how they would find the item in the store.) Scenario #2: Teamwork: You and your team need to complete a project by the end of the day. What do you do? (Answer should include responses such as – Talk with your team members and discuss how you could best work on the project together and have it completed by the end of the day. Consider questions such as, “Do we need to divide up part of the project and everyone work on their part and then come back together to share, discuss, and make adjustments?”) Scenario #3: Problem-Solving: The printer stopped working, and you need to print important documents for your job. What do you do? (Answer should include responses such as – Check to see if the printer is properly connected to the computer or network. Make sure all the cables are securely plugged in. Turn off the printer and unplug it from the power source. Wait for 30 seconds or so and then plug it back in and turn it on. Look at the printer’s display or control panel for any error messages or to see if the ink is low or there is a paper jam. Follow the directions on the printer to clear the jam or ask someone in the

	office to assist you. Use a different printer if available or access another computer that is connected to a different printer. Ask a teammate for assistance.) • (Slide 5) – Pass out Student Activity books and ask students to turn to page 4, the Workplace Wizard worksheet. Share with students that their paper has different scenarios. They will need to select one scenario, (or complete more than one or all if there is time) read it and think about it, and then write about what they would do in that situation in the workplace. Students can discuss and work as partners at the instructor’s discretion.
Conclusion/Wrap-Up (3-5 minutes)	(Slide 6) - CIL representative: Have student volunteers share out one scenario they selected on their Workplace Wizard Worksheet and how they decided they would handle that situation. Share CIL information and experience as it relates to the lesson.
Extras (Use as Needed)	
Extension Activity	• Invite a guest speaker in from a local business, a Center for Independent Living, or a community organization to talk about real-world workplace skills and experiences. • Develop additional role-play scenarios that simulate different workplace situations, such as handling a conflict with a coworker or asking for help with a task.
Additional Resources	• Khan Academy – Provides educational content and videos on a variety of subjects, including career exploration and workplace skills. Type in “career” to the search bar and explore lots of different options. • CareerOneStop – Offers free resources and tools for exploring career options and workplace skills. • Edutopia article – “Helping Students Put Down Their Phones and Connect With One Another” – Shares different ways teachers can help students build communication skills with each other outside of technology.

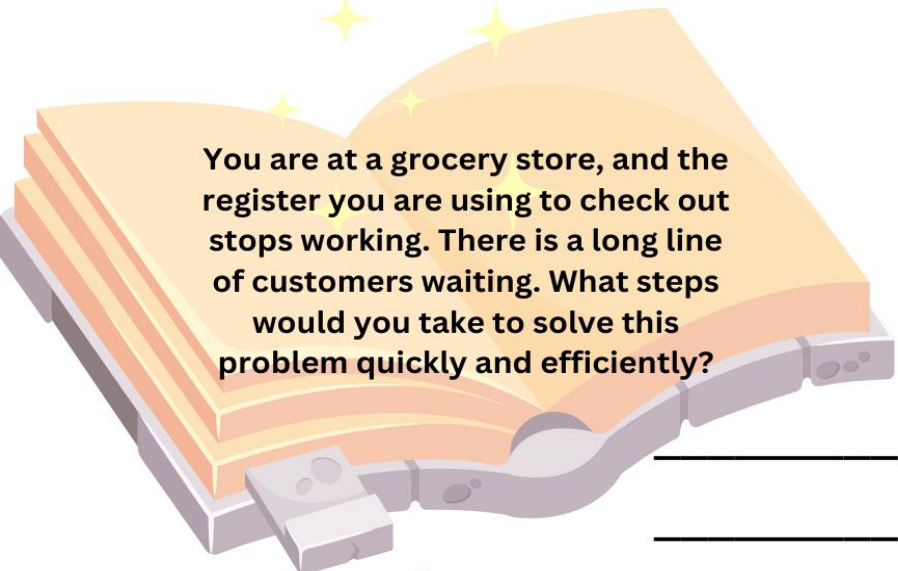
Name _____



You are working at a restaurant and a customer asks you for a recommendation on what to order. How would you communicate effectively to help the customer make a decision?



Turn over to the back if you need more room.



You are at a grocery store, and the register you are using to check out stops working. There is a long line of customers waiting. What steps would you take to solve this problem quickly and efficiently?



Turn over to the back if you need more room.



SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



SLIDE 6





Lesson 9

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Are You a Workplace Wizard? Let's Cast Those Essential Skills!**" The goal of this lesson was to help students develop essential workplace skills such as communication, teamwork, and problem-solving. Through interactive discussions, students learned how these skills are crucial for success in future work environments. This lesson aimed to help prepare students for real-world expectations and responsibilities in a fun and engaging way, supporting their eventual transition into the workplace.

What We Did Today:

1. **Workplace Vocabulary:** Students explored important workplace vocabulary: **communication, teamwork, and problem-solving**. They learned that effective communication helps people share ideas clearly and listen to others. Teamwork helps them by working with others to reach a common goal, and when problem-solving, it helps to look at different solutions to figure out which one is best to solve a problem.
2. **Interactive Challenges:** In the whole group, students worked through various communication, teamwork, and problem-solving workplace scenarios. These discussions allowed students to practice sharing ideas, collaborating with peers, and finding creative solutions to problems, all of which are essential skills for success in the workplace. Through this activity, students gained confidence in applying these skills in real-world situations.
3. **The Wizard's Challenge:** Your child engaged in a hands-on exercise allowing them to apply what they learned in communication, teamwork, and problem-solving by working through real-life challenges and become a "Workplace Wizard." It helped reinforce students' ability to think critically and collaborate effectively, preparing them for future success in the workplace.

How You Can Reinforce This Learning at Home:

1. **Practice Communication Skills:** Encourage your child to clearly express their thoughts and listen attentively during family conversations. You can role-play different situations, such as resolving a disagreement or explaining an idea.
2. **Teamwork At Home:** Involve your child in household tasks that require teamwork, such as cooking a meal together or organizing a family activity. This will help them understand how collaboration leads to success.
3. **Problem-Solving Challenges:** Present your child with simple problems or challenges (e.g., planning a family outing or organizing their room) and encourage them to come up with creative solutions. This will help build their confidence in handling real-life scenarios.

Thank you for supporting your child's journey to becoming a confident and capable communicator, problem-solver, and team player. Your involvement helps reinforce these essential workplace skills and prepares them for future success.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Dream Discovery

Sixth Grade Lesson Ten

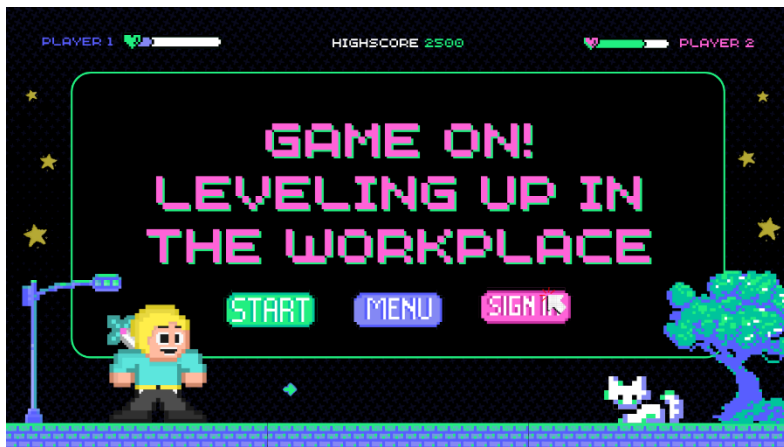
Basic Workplace Skills – Part 2

“Game On! Leveling Up in the Workplace”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Increase knowledge in workplace etiquette and responsibility, including punctuality, dress code, and professional behavior.
Success Criteria	Students can explain key aspects of workplace etiquette to include punctuality, dress code, and professional behavior.
Materials Needed	- Teacher computer connected to interactive board (such as Promethean Board or Clear Touch Board) with internet connectivity - Whiteboard and markers
Defined Vocabulary	workplace etiquette, punctuality, dress code, professional behavior
Lesson Directions	
Community Building (3-5 minutes)	Choose from the curriculum list of ideas.
Lesson Instructions (20 minutes)	(1 minute) – (Slide 1) - Introduce the learning goals and lesson title: “Game On! Leveling Up in the Workplace” and explain that today they will be learning about workplace etiquette (how to act appropriately in the workplace) and the importance of being responsible. - Whole group instruction – Teach the following vocabulary: workplace etiquette, punctuality, dress code, professional behavior. (Slide 2) - (1 minute) – Workplace Etiquette – Explain that it means following simple rules that help everyone get along and do their jobs well. It includes things like being polite, listening to others, working as a team, dressing properly, and being on time. (Slide 3) - (2 minutes) Punctuality – Explain the importance of being on time for work and meetings. Discuss how being punctual shows respect for others’ time and demonstrates reliability. (Slide 4, Slide 5, and Slide 6) - (2 minutes) Dress Code – Explain that different workplaces have different dress codes and why it’s important to follow them. Use slides to help explain. (Slide 7) - (2 minutes) Professional Behavior – Discuss the importance of behaving professionally, such as being polite, respectful, and following workplace rules. Use slides to help provide examples of professional behavior, such as using polite language, listening to others, and taking responsibility for tasks. (12 minutes) – (Slide 8) Interactive Kahoot Group Game – Decide which option of this game you would like to play. Option 1 – Label one corner of the room “A,” another corner of the room “B,” a third corner of the room, “C, and the last corner of the room “D.” Explain to students that when they see the Kahoot question on the screen, move to the corner of the room they think has the correct answer. The teacher will review the correct answer when time is up. Students will then wait for the next question, decide on their answer and move to the part of the room that corresponds with their answer. Continue the game until all Kahoot questions have been asked. Option 2 – If space is an issue or students have limited mobility, come up with 4 movements (or use the ones provided in the lesson plan) that students could do that correspond to the letters A, B, C, and D. Read and display the Kahoot question on the screen. Say, “Choose your answer with movement!” Students perform the movement that matches the letter of their chosen response. Reveal the correct answer and briefly discuss. Continue the game until all Kahoot questions have been asked. Examples of movements that correspond to answer choices – A – Arm Circles, B – March in Place, C- Shoulder Rolls, D – Reach Up and Stretch. Play “Workplace Etiquette Kahoot” after all instructions have been believed.
Conclusion/Wrap-Up (3-5 minutes)	(Slide 9) - CIL representative: Share your experience regarding the workplace. Pick one of the key areas discussed today and share out. Share CIL information and experiences that relate to the lesson.
Extras (Use as Needed)	

Extension Activity	• Have students take a virtual field trip to see workplace etiquette in action. Select video clips that will show students how team members in a company interact with each other in the “real world.” • Provide students with an opportunity to interview various individuals (school staff, parents, coaches, scout leaders, church staff, etc.) to learn more about why it is important to have workplace etiquette and what their biggest lessons learned have been.
Additional Resources	• “5 Proper Workplace Etiquette Tips to Practice for Professional Success” video – This brief video shares tips to consider and think about to demonstrate workplace etiquette. • “Workplace Etiquette” video – This brief video shares 5 do’s and don’ts regarding the workplace.

SLIDE 1



SLIDE 2



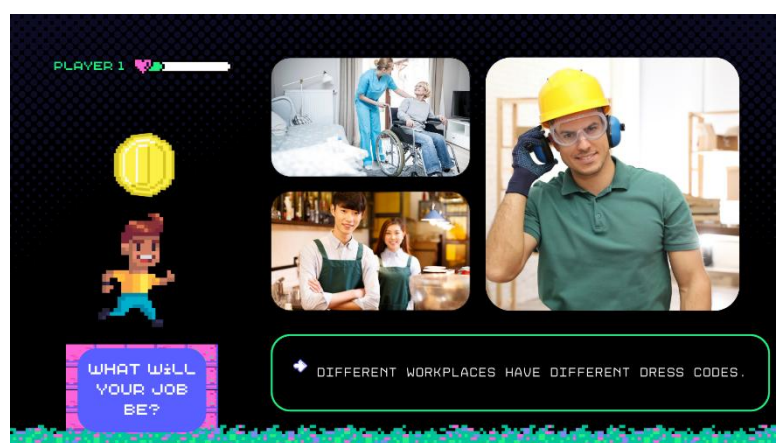
SLIDE 3



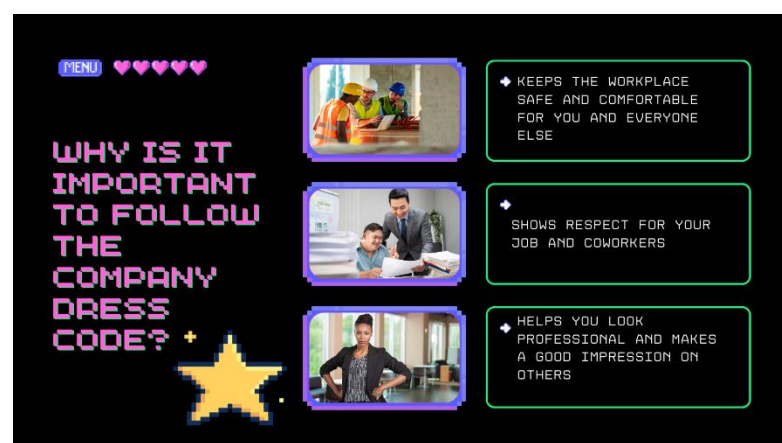
SLIDE 4



SLIDE 5



SLIDE 6



SLIDE 7

PROFESSIONAL BEHAVIOR

- BE POLITE
- BE RESPECTFUL TO PEERS, MANAGEMENT, AND CUSTOMERS
- SMILE AND BE POSITIVE
- FOLLOW WORKPLACE RULES
- LISTEN TO OTHERS
- USE POLITE LANGUAGE
- TAKE RESPONSIBILITY FOR TASKS





SLIDE 8

GAME ON!

ARE YOU READY TO LEVEL UP?

LET'S GO!



SLIDE 9

MENU

01

07

12

WRAP UP

TOPICS COVERED



WORK PLACE ETIQUETTE



PUNCTUALITY



DRESS CODE



PROFESSIONAL BEHAVIOR



Lesson 10

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Game On! Leveling Up in the Workplace**" The goal of this lesson was to help students understand key workplace skills, including punctuality, workplace etiquette, dress code, and professional behavior. By learning these skills, students will be better prepared to succeed in a job setting, work well with others, and meet expectations in a professional environment.

What We Did Today:

1. **Leveling Up Vocabulary:** Students expanded their workplace vocabulary by learning about important concepts such as **workplace etiquette, dress code, punctuality, and professional behavior**. These terms helped students understand how to act appropriately in a work setting, from following rules about how to dress to being on time and showing respect to others. These skills are essential for success in any job and help students prepare for future responsibilities.
2. **Game On!** Students played a fun Kahoot game to "level up" their understanding of workplace etiquette. The game included questions on the key topics: punctuality, workplace etiquette, dress code, and professional behavior. This interactive activity helped reinforce what they learned and made the lesson engaging and exciting.

How You Can Reinforce This Learning at Home:

1. **Discussing Workplace Skills:** Talk with your child about the importance of punctuality, appropriate dress, and professional behavior. Share real-life examples from your own experiences.
2. **Setting a Routine:** Help your child practice being on time for daily activities, such as school and family events, to develop good punctuality habits.
3. **Role-Playing Scenarios:** Practice different workplace scenarios at home, such as how to handle being late or how to dress for different types of events.
4. **Out and About Discussions:** As you visit different places of business, bring your child along. Ask them to observe the interactions between staff and customers in that establishment. Have a follow up discussion regarding professional behavior and some examples of what they saw that would fit into that.

Thank you for supporting your child's journey to mastering essential workplace skills. Your involvement in discussing these concepts at home and encouraging the practice of punctuality, appropriate dress, and professional behavior plays a crucial role in their development. Together, we are helping them build a strong foundation for future success in any professional setting.

If you have any questions or would like more information about today's lesson, please contact your child's principal.

Sincerely,

Pathways to Partnerships Team

The contents of this curriculum were developed under grant H421E230027 from the U.S. Department of Education (Department). The Department does not mandate or prescribe practices, models, or other activities described or discussed in this document. The contents of this planner may contain examples of, adaptations of, and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. The content of this curriculum does not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of or be an endorsement of any views expressed or materials provided by any Federal agency. (EDGAR 75.620)