

Pathways to Partnerships



PATHWAY TO DREAMS

Empowering Middle School Students
to Achieve Their Career Dreams



Pre-ETS Curriculum

10 Pre-ETS Lessons

Introduction to the Pathway to Dreams

Pre-ETS Scope and Sequence for Middle School Students (Grades 6-8)

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

LESSON PLAN FORMAT

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 include direct instruction, games, or group activities.

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.



Kahoot! Adaptation

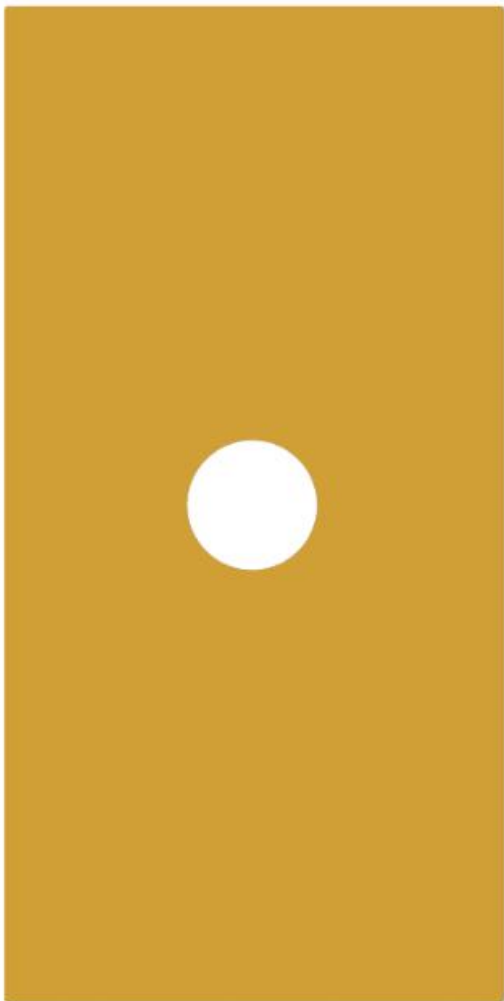
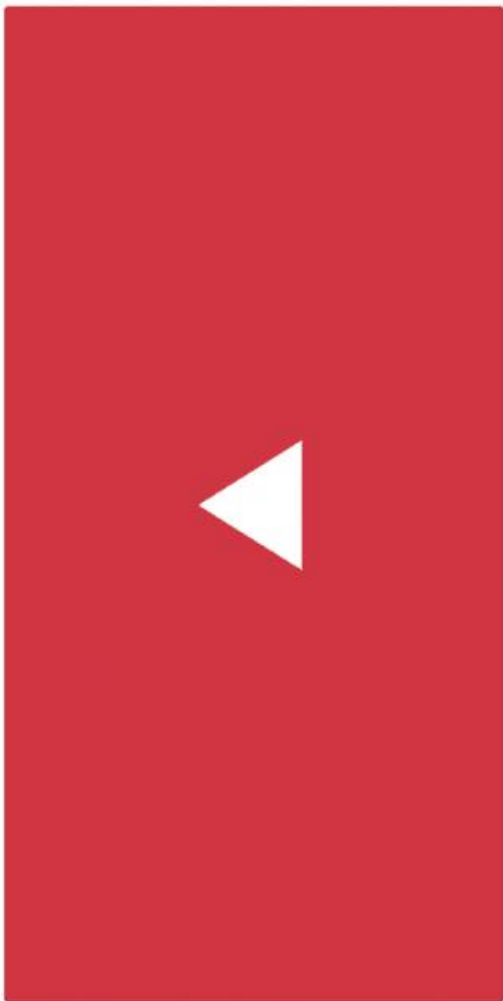
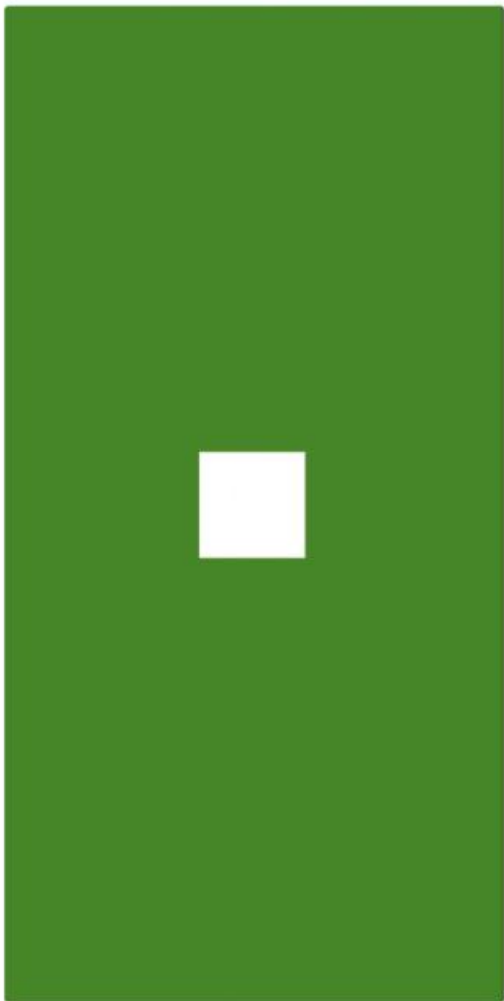
Kahoot activities may be presented as a whole group activity with instructors leading at the board, or students may access activities by logging in to individual devices.

Instructors should consult with the classroom teacher in advance when planning for the best mode of accessibility and engagement for students.

Instructors may choose to adapt how students answer Kahoot! Games, to differentiate the mode of answering. This may be based on student need or to provide a kinesthetic approach to incorporate movement.

Laminated Kahoot! answer choice cards are included at the front of the Teacher's lesson plan book (see images on next page). When preparing for lessons with Kahoot! activities, post the cards in different corners or areas of the room. Explain to students that they will answer each question by physically going to the location of card that corresponds with their answer choice in the activity.

An optional way instructors may use the Kahoot! answer choice cards is to print and laminate a set for each student to have on their desk. When each item is presented on the board, students would hold up the answer card (color/shape card) that corresponds with their answer choice. Be sure to collect the cards for use in future lessons. This option is not intended to replace instructional differentiation with Kahoot! vocabulary cards.



Pathway to Dreams: Dream Expedition

Dream Plan

My Dream Plan
Path to My Dream Career

Name _____

INTERESTS & STRENGTHS

SUPPORTS NEEDED FOR SUCCESS
ACCOMMODATIONS

VOCATIONAL INTEREST AREAS
DISCOVERED THROUGH MY CAREER INTEREST INVENTORY

TARGET JOB
ENTRY LEVEL JOB THAT WILL HELP ME GROW & ADVANCE TOWARDS...

my DREAM JOB

my Why
WHY THIS JOB IS IMPORTANT TO ME

A PERSONAL GOAL
(new skill, tool, course/pathway in high school, etc)

WHO CAN HELP ME Advocate or Provide Support Along My Journey to My Dream Job

Parent/Guardian _____ Teacher _____ Career Instructor _____
Guidance Counselor _____ GVRA _____ CIL _____ Other _____

POST-SECONDARY OPTIONS
(potential next steps after high school)

university _____ technical college _____ GVRA (on the job training) _____
Roosevelt Warm Springs (industry pathways) _____ Other: _____

ONE OF MY BIGGEST TAKE AWAYS FROM "PATHWAY TO DREAMS"

Share your Dream Plan with your IEP Team!

Students will work on their Dream Plan over the course of several lessons. Below is a quick reference for which lessons each section is completed.

Lesson	"Bubble"/Section
1	Interests & Strengths
2	Vocational Interest Areas, Target Job, Dream Job, My Why
3	Who Can Help Me, Supports Needed for Success, Personal Goal

Post-Secondary Options and **One of My Biggest Takeaways** are recommended to be completed at the conclusion of the program, such as the CIL Connect Day or as an extension activity.



My Dream Plan

Path to My Dream Career

INTERESTS & STRENGTHS

**SUPPORTS NEEDED
FOR SUCCESS**

ACCOMMODATIONS

VOCTIONAL INTERSET AREAS

DISCOVERED THROUGH MY CAREER INTEREST INVENTORY



TARGET JOB

Entry level job that will help me gain experience
or knowledge and advance towards ...

MY DREAM JOB



my why

WHY THIS JOB IS IMPORTANT TO ME



A PERSONAL GOAL

(new skill, tool, course/pathway in high school, etc)

WHO CAN HELP ME advocate or provide support along my journey to my dream job.

Parent/Guardian Teacher Career Instructor
Guidance Counselor GVRA CIL Other _____

POST-SECONDARY OPTIONS

(potential next steps after high school)

university technical college GVRA
Roosevelt Warm Springs Other: (on the job training)
(industry pathways) _____

ONE OF MY BIGGEST TAKEAWAYS FROM "PATHWAY TO DREAMS"

Share your Dream Plan with your IEP Team!

Eighth Grade Introduction Session

Introduction to “Pathway to Dreams”

Building Relationships

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will be introduced to the curriculum, begin building relationships, and jumpstart brainstorming their career dreams and personal goals.
Success Criteria	Students will share personal desires for the future related to their potential dream job, career, or goal. Students will be able to explain why relationship building and networking are important.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout
Vocabulary	relationships, networking, job, career, goal, ambition
Lesson Directions	
Community Building <i>8 minutes</i>	<ul style="list-style-type: none"> ➤ Welcome students, CIL staff introduce themselves and then ask students to introduce themselves – make it fun by asking everyone to sharing something about themselves ➤ (Slides 1-2) Share the lesson learning goals by introducing students to “Pathway to Dreams: Dream Expedition,” explaining that students will be exploring their personal interests, exploring careers options, and vocational skills that will begin preparing them for the job of their dreams. Be sure to mention their Dream Plan that they will complete over the course of the program (pages 1-2 in the Student Book).
Lesson Instructions <i>17 minutes</i>	<ul style="list-style-type: none"> ➤ 1 min – Activator (Slide 3) Use the following prompt to build connection and community, while engaging students in self-reflection and discussion: “Would you rather have a job you love and make little money OR have a job you dislike and make a lot of money?” Briefly discuss pros and cons of each. ➤ 2 mins – (Slide 4) Ask “What are your ambitions for the future?” Students may respond with a desired job, career, or related goal. ➤ 3 mins – Vocabulary Development Kahoot! (Slide 5) ➤ 3 mins – Collaborative Discussion (Slide 6) <ul style="list-style-type: none"> • “How does someone find a job?” “Did you know that many jobs are NOT advertised?” Discuss how individuals would find a job not advertised – personal contacts like family, friends, someone they may know. Explain that these are their networks (a group of contacts that may help you find a job through connections). • Explain the types and importance of relationships (family, school, work, etc.), as well as how to foster building these relationships by getting to know more about others – be approachable, active listening, show respect, show interest, ask questions, etc. Provide other examples of how to build relationships, such as social media (LinkedIn), attend events/conferences. Share that they should be consistent with networking routinely and that it is not just when you are job searching. Example – You volunteer regularly at a local facility and later you are offered a job without it being posted/advertised. ➤ 5 mins – Activity Networking BINGO (Slide 7, Student Book, page 3) <ul style="list-style-type: none"> • Explain purpose – discover connections with others and build relationships through networking, reiterate that networking is one of the most common ways of finding jobs • Intentionally facilitate engagement and building relationships among peers (students should be out of their seats to circulate and make connections with peers) • larger groups should not duplicate names ➤ 3 mins - Reflection Future Dreams Sheet (Slide 8, Student Book, page 4) Ask students to reflect on personal desires for the future related to their potential dream job, career, or goal. To save time, share with students that short phrases are appropriate for reflections and that they do not need to complete sentences. Circulate to assist and encourage.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 9) Summarize/reinforce concepts of relationship building and networking. Send the Parent Letter home with students. ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions *(Use as Needed)*

Extension Activity	<ul style="list-style-type: none">➤ Extend the Networking BINGO activity by asking if students think social media, such as Facebook, Instagram, or Snapchat can help or hinder networking. Ask students to support their answer by explaining how it may help or hinder networking. Facilitate peer discussion with feedback provided.
Additional Resources	<ul style="list-style-type: none">➤ Videos to support critical thinking and collaborative discussion about future jobs, careers, goals, and dreams:<ul style="list-style-type: none">• “What is your dream job?” (8:20)• “What is your dream?” (2:38)

Introduction Session Slides

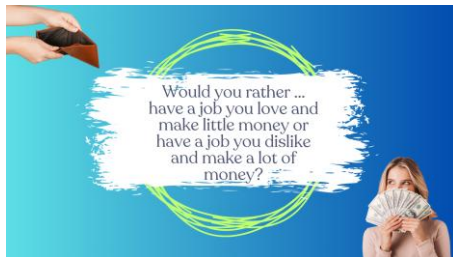
Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Slide 7



Slide 8



Slide 9





NETWORKING BINGO

Networking BINGO allows you to connect with others and discover similar interests. As you connect with someone for each box, **write their name at the bottom of that box.**

When you find all 9 unique connections, shout "BINGO!"

Find someone who...

has a birthday this month



has a pet that is not a cat or a dog



likes scary movies



wants to get a job to earn money



has been to an amusement park



plays a sport



plays a musical instrument



likes sour candy



has been on a ferris wheel



likes going to the beach



likes to play video games



has been on a boat



likes to swim



participates in their IEP meeting



has a disability



has been camping

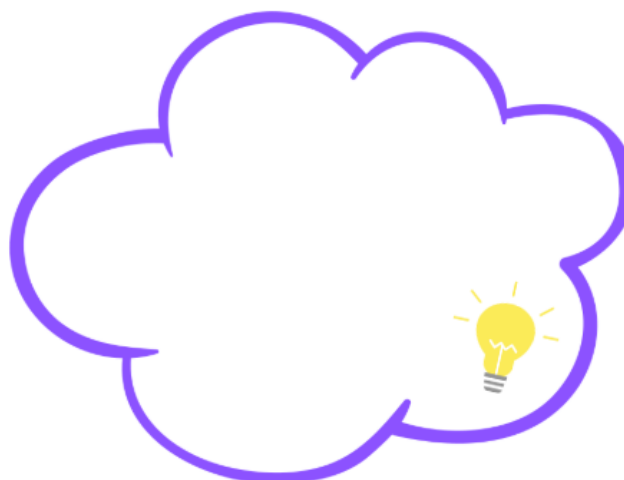
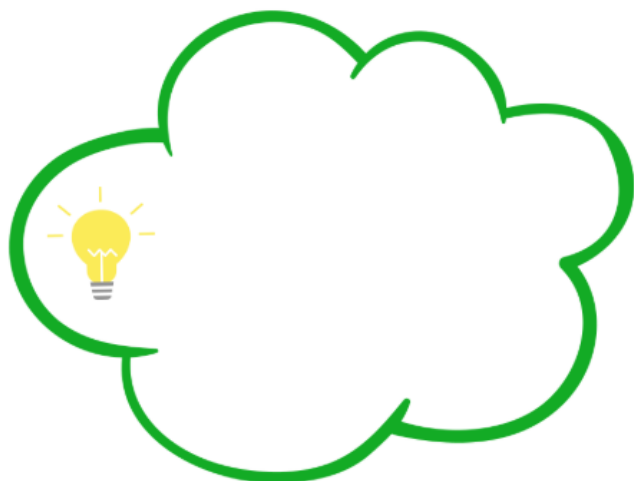
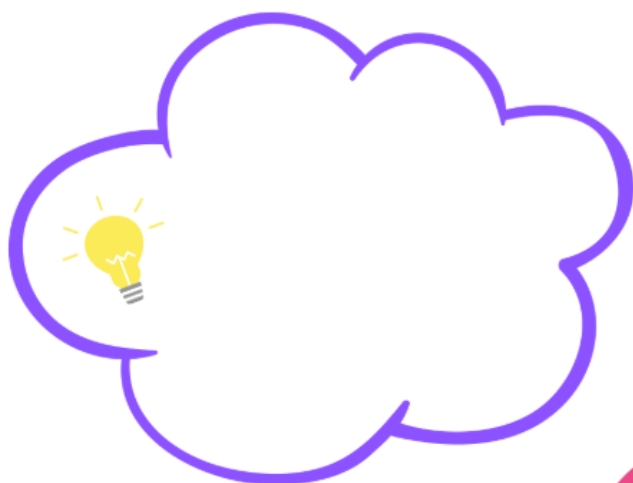


Use the dream dream bubbles to fill in your personal desires for the future (job, career, goal, etc.).
You may refer back to these ideas as you discover and explore in upcoming lessons!

Lesson 1



MY FUTURE DREAMS



Goal – something you decide you want to learn or do and work hard to achieve it (*may be small or big*).



Introduction

Dear Parents and Guardians,

Today, your child was introduced to "**Pathway to Dreams: Dream Expedition**," which is a middle school vocational curriculum designed to develop skills in the areas of job exploration, workplace readiness, and self-advocacy. As your child participates in these engaging lessons, they will begin improving work readiness skills that will help them now and in the future.

What We Did Today:

- **Curriculum Introduction**
- **Brainstorm:** Students began by brainstorming their dreams for the future.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational/job opportunities.
Vocabulary words: relationships, networking, job, career, goal, ambition
- **Interactive Discussion:** Students participated in collaborative discussions where they extended learning as they were introduced to how relationships and networking could be helpful in future job searches. Students also learned the importance of building these relationships over time.
- **Activity:** Students participated in an exciting game, *Networking BINGO*, where they discovered connections with others and took part in building relationships with classmates in their classroom community.
- **Reflection:** Students completed their *Future Dreams* sheet, where they reflected on personal ambitions for their future (dream job, career, or goal).

How You Can Reinforce Learning at Home:

- **Discuss:** Invite your child to share what they learned about relationships, networking, and why they are important.
- **Encourage Reflection:** Ask your child to think about different types of relationships at home, school, or in the community. Encourage them to think about ways to build relationships with others (be approachable, active listening, show respect, show interest, ask questions, etc.).
- **Extend Learning:** Can you think of a time when a network connection led to a job lead, interview, or recommendation that helped you obtain a job? Do you know of someone else with this experience? If so, share the example with your child to demonstrate how network connections may impact future job opportunities.

Thank you for supporting your child's journey in learning about skills necessary to achieve their future career dreams. By reinforcing learning, you are helping them develop a strong foundation of skills that are useful now and in the future.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson One

Personal Interests and Strengths

“Unlock Your Potential: Embrace Your Strengths and Explore Interests”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	Students will engage in self-exploration to identify and analyze their strengths and interests.
Success Criteria	Students will be able to identify and analyze personal interests, strengths, needs/accommodations and then consider how each may influence career choices.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, Notecards
Defined Vocabulary	personal interests, skills, personal strength, persistent, career exploration
Lesson Directions	
Community Building <i>5 minutes</i>	<i>(Slide 1)</i> Choose from the curriculum’s list of ideas OR use the activator below as the community builder. Share the learning goals for this lesson. Remind students that they continue learning about vocational topics and skills that will begin preparing them for the job of their dreams.
Lesson Instructions <i>20 minutes</i>	<ul style="list-style-type: none"> ➤ 2 mins – Activator (Slide 2) Ask “What are some of your interests and strengths – what kind of things do you enjoy most, or what skills are you <i>REALLY</i> good at? Maybe even good enough to teach others.” Utilize student responses to build connections and foster collaborative peer conversation. ➤ 4 mins – Vocabulary Development Kahoot! (Slide 3) ➤ 7 mins – Collaborative Discussion & Dream Plan (Slide 4) <ul style="list-style-type: none"> • Briefly explain that natural strengths (ex-patience, memory, problem solving) are easy for us and that developed strengths take persistence to become a strength (ex-playing an instrument, typing, learning a new sport). • Emphasize differences between interests (things we like to do or learn about) and strengths (what we are good at doing) and relate to career exploration. For example, explain that career exploration includes discovering career options that align with interests, strengths, needs and accommodations, as well as things like income, work environment, etc. <u>Explain</u> that you do not have to be good at something to be interested in it – you can learn and develop new skills required for a particular job! Share that many employers provide training for jobs (ex – cashier) or some career fields have training programs for specialized jobs (ex-cosmetology, HVAC, landscaping, etc.) • Emphasize that individuals with one or more disabilities still have many strengths. Share some personal examples and then challenge students to think of strengths related to their disability. Example – If someone has an injury that results in blindness, tools or accommodations they require or utilize can lead to helping others learn and adapt to that individual. • (Student Book, pages 1-2) Dream Plan – With Slide 4 displayed, ask students to complete the “Interests & Strengths” section. Remind students that they will complete their <i>Dream Plan</i> over the course of multiple lessons – no other sections should be completed at this time. Circulate to assist and encourage students to add <u>both</u> interests and strengths. • Give each student a notecard and have them write <u>one</u> of their greatest interests/strengths ➤ 5 mins – Activity (Slide 5) “Aligning Skills & Strengths to Careers” will require students to apply critical thinking and collaboratively align identified skills to the appropriate careers – Kahoot! ➤ 2 mins - Reflection Ask students to look at the interest/strength they wrote on their notecard. Instruct students to now write a job or career they feel would align with their interest or strength. Remind students that alignment of interests and strengths to careers will help them land the job of their dreams – find one they enjoy doing and going to every day!
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 6) Summarize/reinforce concepts by explaining that students have identified their interests and strengths and are now ready to begin exploring possible careers for their futures. Send the Parent Letter home with students. ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions *(Use as Needed)*

Extension Activity	<ul style="list-style-type: none">• ABC Skills – As a class or in small groups, have students write a list of skills, one for each letter of the alphabet. Individually, students should then choose the top five skills they have and reflect by writing how they use each one.• Allow students to research and explore career areas of interest and evaluate the appropriateness of each by analyzing the job field and requirements with their personal strengths, needs, and interests. Students may share their findings in small groups or whole group. <i>(See resources below.)</i>
Additional Resources	<ul style="list-style-type: none">• Career One Stop (US DOL) <i>(select “career videos” for a page with a snapshot of salary, training, etc., as well as a brief video about the job/career)</i>• My Next Move (GA Futures)• Bureau of Labor Statistics

Lesson 1 Slides

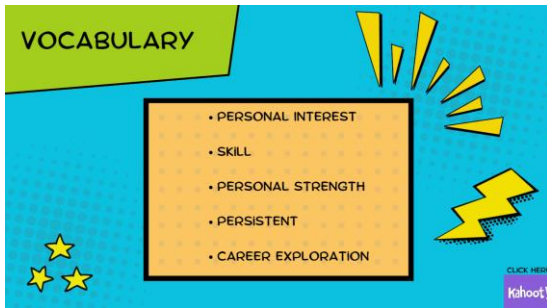
Slide 1



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 "**Unlock Your Potential: Embrace Your Strengths & Explore Interests.**" The goal of this lesson was to help students engage in self-exploration to identify and analyze their strengths and interests through self-reflection and interactive activities.

What We Did Today:

- **Brainstorm:** Students began by brainstorming their personal interests and strengths. This activity allowed each student to see that every person has different and unique strengths.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities. *Vocabulary words: personal interests, skills, personal strength, persistent, career exploration*
- **Interactive Discussion:** Students participated in collaborative discussions where they extended learning as they were introduced to differences between natural and developed strengths. Students also learned how to consider strengths related to their disability. Students were also introduced to the concept that career exploration includes discovering career options that align with their interests, strengths, needs, as well as considering income, work environment, etc.
- **Activity:** Students participated in an exciting game of *Aligning Skills & Strengths to Careers*, where they practiced matching the careers to required skills and strengths for each field.
- **Reflection:** Students then practiced aligning a job or career they felt was a good fit to one of their greatest personal strengths or interests. Students were provided with a *Dream Plan* that they will complete over the course of this program. Today, they completed the "Interests & Strengths" section of their Dream Plan.

How You Can Reinforce Learning at Home:

- **Discuss Interests and Strengths:** Invite your child to share what they learned about interests, strengths and alignment (matching to potential jobs or careers). Think of your child's strengths and share one or more of them and a time you observed each demonstrated.
- **Encourage Reflection:** Ask your child to share the greatest personal interest or strength they chose and what job or career they feel would be a great alignment (match). Encourage them to think of additional strengths or interests and other potential jobs or careers they may be interested in.
- **Extend Learning:** Encourage your child to interview a family member or other adult about their career choices and what interests or strengths led them to those decisions. Encourage them to ask about what skills they developed over time by working in their chosen field.

Thank you for supporting your child's journey in learning about skills necessary to achieve their future career dreams. By encouraging their strengths and passions at home, you are helping them develop a strong foundation for self-awareness, self-confidence, and personal growth.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson Two

Career Interest Inventory

“Pathway to Success: Dream Job Quest”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	Students will identify career interest areas through a career interest inventory and explore vocational opportunities related to those fields.
Success Criteria	Students will identify vocational areas of interest, as indicated by their career interest assessment.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, whiteboard or chart paper, markers
Defined Vocabulary	career interest, career interest inventory, vocational
Lesson Directions	
Community Building <i>1 minute</i>	<i>(Slide 1)</i> To maximize instructional time for this lesson, use the activator below as the community builder. Share the learning goals for this lesson. Remind students that they continue learning about vocational topics and skills that will begin preparing them for the job of their dreams.
Lesson Instructions <i>24 minutes</i>	<ul style="list-style-type: none"> ➤ 2 mins – Activator (Slide 2) “If you could have any job in the world, what would it be and why?” <ul style="list-style-type: none"> ○ Briefly guide students in reinforcing concepts from the previous lesson that discovering career options through alignment of interests and strengths will lead them to their dream job. ➤ 2 mins – Vocabulary Development Kahoot! (Slide 3) Present vocabulary Kahoot as a whole group activity to maximize time for this lesson. ➤ 15 minutes – Activity Career Interest Inventory – “When I grow up...” (SD Dept of Labor & Regulation) (Slides 4-10, Student Book, pages 5-10) <ul style="list-style-type: none"> ○ Explain to students that they will take their own career interest inventory to explore careers that align with their interests. Ask students to turn to page 6 in their Student Book. Instruct students that you will read each item aloud and that they should “check” all items in each box of interest to them as it is read aloud – point to each item on the coordinating slide as it is read aloud and allowing for a briefly pause for students to “check” if appropriate. Instructors should be familiar with listed items and rephrase as appropriate for accessibility of students. Additional staff should circulate and monitor students. ○ When finished with each box, briefly pause while students quickly count the checkboxes selected and record that number. ○ When finished with all 16 boxes, ask students to quickly transfer totals to page 10 in their Student Book. Then ask students to CIRCLE their 3 most preferred areas of interest (no need to write them out at the bottom, <u>just circle or highlight the 3 highest totals</u>). ○ Dream Plan (Student Book, pages 1-2) – Ask students to complete the dream bubble for “Vocational Interest Areas” by filling in their 3 most preferred job areas based on their career inventory results. ○ Instructors may use slide 11 (also included as an instructor handout), to provide examples for types of jobs in each career field. ○ <u>Remind</u> students that the purpose of the inventory is not to indicate jobs students should seek, but to help them see types of jobs that may align or match with their interests. ➤ 2 mins – Collaborative Discussion Target Jobs (Slide 12) <ul style="list-style-type: none"> ○ Reinforce keeping an open mind when considering types of jobs in selected fields to expand employment opportunities and not being too specific. Use the visual of the <i>Nailing Your Dream Job</i> to explain that it is easier to hit a “target job” if it’s a bigger area (<i>lots of related jobs in their career area or field of interest</i>) vs. a smaller area like the center (<i>if they want one specific job</i>). ○ For example, rather than only saying you want to be a doctor, consider all related fields that could help you grow and advance towards that desired field by gaining knowledge or experience. A target job may also lead to related jobs you didn’t realize you were interested in. ○ If time permits, lead students in collaboratively sharing ideas for other career areas by drawing a target on the whiteboard or chart paper and write in jobs as students brainstorm together (one at career area at a time).

	<ul style="list-style-type: none"> ○ <i>If additional time is permitted, it would be beneficial for students to complete the extension activity before the reflection, to facilitate deeper self-reflection – Target Jobs (Student Book, page 12, Slide 12) See directions in Extension Activity section below.</i> ➤ 3 mins - Reflection Dream Plan (Student Book, pages 1-2) – Ask students to complete the dream bubbles for a “Target Job” and their “Dream Job” on their Dream Plan. Students may complete the “My Why” box to describe why they may have selected a particular career area of interest.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 13) Summarize/reinforce concepts of using inventory results to explore future career opportunities. Send the Parent Letter home with students. ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.
Extensions (Use as Needed)	
Extension Activity	Extend learning concepts for students finding their target dream job. Providing the Target Jobs (Student Book page 12) graphic organizer and allow students to brainstorm one of the identified vocational interest areas from their career inventory results. Refer to <i>Slide 12</i> and the Collaborative Discussion section above for an example. Students may need to research related jobs in their field of interest. Students may share in small or whole groups.
Additional Resources	<ul style="list-style-type: none"> ➤ Allow students to view the following video, “Thinking of a Career in Middle School,” (3:12) to reinforce how career interest inventory results will lead to exploration of future vocational (job) opportunities. ➤ Invite a GVRA representative to speak with the class about post-secondary education and training options (<i>ex-technical college, university, on-the-job training, Roosevelt Warm Springs pathways, etc</i>).

Lesson 2 Slides

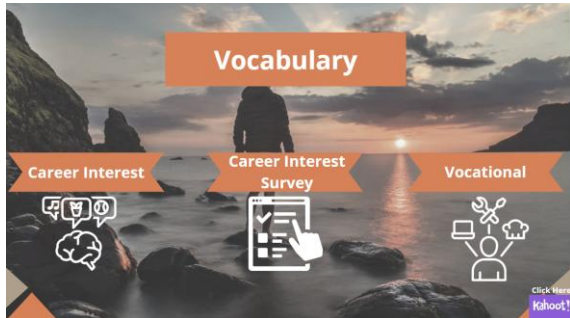
Slide 1



Slide 2



Slide 3



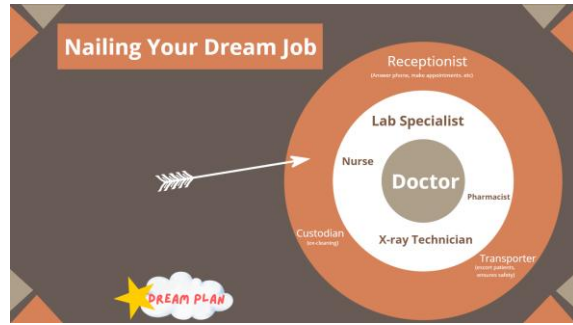
Slides 4-10 (inventory pages)



Slide 11



Slide 12



Slide 13

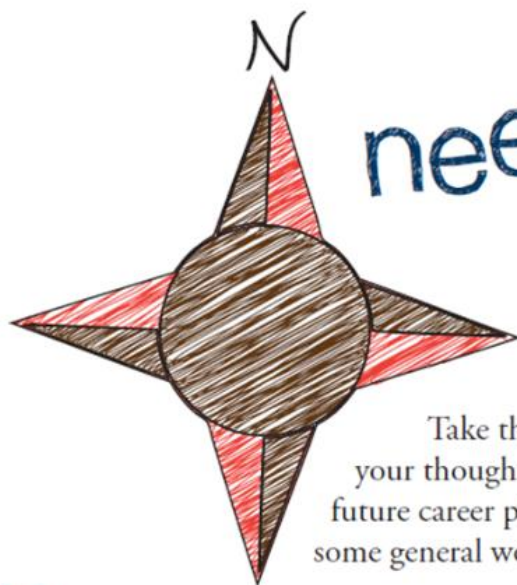


Lesson 2

Career Wonders 2011, SD Dept. of Labor and Regulation

when I grow up ...

Even if you haven't given too much thought to careers, you've probably been asked what you want to be when you grow up. You might have even been asked this question many times. Your answer might have been the same or changed each time you were asked! For this activity, use the space below to either draw or write the first thing you remember wanting to be. Have you changed your mind or added other job ideas since then, or do you still want to be the same thing?



need directions?

Now that you've started thinking about careers, what do you do next?

Take the career interest survey on pages 11 to 15 to kick start your thoughts about what direction you would like to head with future career plans. Completing the following steps will point you to some general work areas where you can explore career possibilities.

interestsurvey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- 1**
- ☐ Taking care of pets in your neighborhood
 - ☐ Transplanting small trees
 - ☐ Planting and taking care of flowers & plants
 - ☐ Working in a garden & creating landscapes
 - ☐ Nursing sick animals back to health
 - ☐ Brushing or grooming dogs, cats, and/or horses
 - ☐ Hiking & watching wildlife
 - ☐ Chopping wood & replanting trees
 - ☐ Identifying environmental hazards & sick/dying plants

Total checks _____

- 2**
- ☐ Repairing small appliances
 - ☐ Painting houses or buildings
 - ☐ Using tools to make household repairs
 - ☐ Cutting and shaping wood to build structures
 - ☐ Volunteering for Habitat for Humanity
 - ☐ Drawing floor plans
 - ☐ Building simple circuit boards
 - ☐ Laying brick or cinder block
 - ☐ Landscaping and planting flower gardens

Total checks _____

- 3**
- ☐ Performing (music, drama, dance) for an audience
 - ☐ Creating graphic designs on a computer
 - ☐ Creating an original video or film
 - ☐ Sketching or painting pictures
 - ☐ Taking photographs
 - ☐ Writing poems, stories or plays
 - ☐ Making jewelry, sculpture, ceramics or stained glass
 - ☐ Designing a newspaper layout (artwork)
 - ☐ Being an announcer for an amateur radio station

Total checks _____

- 4**
- ☐ Using a cash register
 - ☐ Typing minutes of a school club meeting
 - ☐ Filing or sorting mail or other papers
 - ☐ Running your own business
 - ☐ Developing Web pages and creating print layouts using desktop publishing
 - ☐ Managing tasks for a group
 - ☐ Preparing reports and analyzing data
 - ☐ Typing documents for other people
 - ☐ Volunteering to answer phones

Total checks _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

Lesson 2

Career Wonders 2011, SD Dept. of Labor and Regulation

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- ☐ Working as a kids' camp counselor or volunteer
- ☐ Tutoring young children
- ☐ Reading to elementary school students
- ☐ Giving instructions for/or directing a play
- ☐ Baby-sitting young children
- ☐ Organizing and shelving library books
- ☐ Peer counseling or mediation
- ☐ Helping at Special Olympics events
- ☐ Teaching young children in an after-school program

5

Total checks _____

- ☐ Planning a mock stock market game
- ☐ Investing money and studying investments
- ☐ Balancing a checkbook
- ☐ Opening a savings/checking account
- ☐ Being a treasurer for a school club
- ☐ Organizing a fund-raiser
- ☐ Collecting money for a school or community event
- ☐ Developing a budget
- ☐ Using spreadsheets and financial computer programs

6

Total checks _____

- ☐ Campaigning for a political candidate
- ☐ Making political speeches
- ☐ Volunteering as an urban planning committee member
- ☐ Running for class office
- ☐ Planning and preparing budgets
- ☐ Participating in a debate
- ☐ Volunteering as a legislative aide
- ☐ Learning and speaking a foreign language
- ☐ Researching and writing grants

7

Total checks _____

- ☐ Taking care of a sick relative
- ☐ Watching doctor/hospital shows on TV
- ☐ Learning first aid and CPR
- ☐ Volunteering at a retirement home
- ☐ Volunteering as a hospital aide
- ☐ Using a stethoscope to listen to someone's heart
- ☐ Identifying human body parts from a diagram
- ☐ Bandaging sports injuries with a trainer's help
- ☐ Assisting persons in wheelchairs with daily tasks

8

Total checks _____

interestsurvey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- ☐ Working in a restaurant
- ☐ Planning vacations and other events
- ☐ Cooking, baking and serving meals
- ☐ Participating in sports or recreational activities
- ☐ Being a lifeguard
- ☐ Catering an event
- ☐ Working at a concession stand
- ☐ Exercising and working out
- ☐ Officiating a sporting event

9

Total checks _____

- ☐ Making a family menu
- ☐ Working with the elderly
- ☐ Working at a shelter
- ☐ Shopping, comparing prices & consumer goods
- ☐ Listening & helping friends with problems
- ☐ Participating in youth groups or community groups
- ☐ Working as a dietetic aid
- ☐ Volunteering at a retirement home
- ☐ Volunteering to be a Big Brother/Big Sister

10

Total checks _____

- ☐ Developing software programs
- ☐ Building computers
- ☐ Playing video games
- ☐ Surfing the Internet
- ☐ Learning how to configure operating systems
- ☐ Installing software
- ☐ Learning how to assemble computer hardware
- ☐ Playing with electronic gadgets
- ☐ Designing video games

11

Total checks _____

- ☐ Reading mystery novels
- ☐ Listening to a police scanner
- ☐ Watching mystery movies or courtroom dramas
- ☐ Playing "Clue" or other mystery board games
- ☐ Volunteering in a lawyer's office
- ☐ Following court cases in the news
- ☐ Participating in EMT training
- ☐ Volunteering to search for missing pets or persons
- ☐ Participating in search and/or rescue training

12

Total checks _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

13

Lesson 2

Career Wonders 2011, SD Dept. of Labor and Regulation

interestsurvey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- ☐ Welding or working with metals
- ☐ Repairing and upholstering furniture
- ☐ Creating wood carvings
- ☐ Taking machine shop classes
- ☐ Making belts or other leather goods
- ☐ Operating a printing press
- ☐ Installing and repairing home electronics
- ☐ Sewing, weaving, knitting or other needlework
- ☐ Building cabinets, shelves and other simple woodworking

13

Total checks _____

- ☐ Cutting & styling hair
- ☐ Selling products for a school fund-raiser
- ☐ Taking tours of new houses for sale
- ☐ Designing or modeling clothes
- ☐ Giving people advice on products they should buy
- ☐ Decorating your house and rearranging your furniture
- ☐ Planning and having a yard sale
- ☐ Arranging and selling flowers
- ☐ Fixing watches and clocks

14

Total checks _____

- ☐ Visiting science museums
- ☐ Designing experiments
- ☐ Exploring caves and collecting rocks
- ☐ Watching the weather and tracking storms
- ☐ Using a computer to solve math problems and equations
- ☐ Identifying plants, animals and/or marine life
- ☐ Developing solutions to environmental problems
- ☐ Building model aircraft/boats/trains
- ☐ Learning about different cultures

15

Total checks _____

- ☐ Flying airplanes
- ☐ Repairing vehicles, bikes and engines
- ☐ Working in a warehouse or taking inventory
- ☐ Operating motorized machines or equipment
- ☐ Visiting space camps
- ☐ Building and repairing boats
- ☐ Operating a CB or ham radio
- ☐ Reading mechanical and automotive magazines/blogs
- ☐ Having a paper route

16

Total checks _____

14

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interestsurvey

TOTALS

Count the check marks in each section on pages 11-14 and place the total in the corresponding box below.

1. Agriculture, Food & Natural Resources _____	2. Architecture & Construction _____	3. Arts, Audio/Visual Technology & Communications _____	4. Business Management & Administration _____
5. Education & Training _____	6. Finance _____	7. Government & Public Administration _____	8. Health Science _____
9. Hospitality & Tourism _____	10. Human Services _____	11. Information Technology _____	12. Law, Public Safety, Corrections & Security _____
13. Manufacturing _____	14. Marketing _____	15. Science, Technology, Engineering & Math _____	16. Transportation, Distribution & Logistics _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

My **top three** Interest Areas:

1. _____ 2. _____ 3. _____

As you can see, the interest survey is divided into 16 groups. Each group is a **career cluster**. Career clusters place similar occupations in groups. These clusters help you narrow the thousands of career options in the world to a general area of interest. The clusters connect what you learn in school to the skills and knowledge you need beyond high school. Some careers are placed in more than one cluster.

Career Interest Areas

- A. Arts, A/V Technology and Communications:** Interest in creative or performing arts, communication or A/V technology.
- B. Science, Technology, Engineering and Mathematics:** Interest in problem-solving, discovering, collecting and analyzing information and applying findings to problems in science, math and engineering.
- C. Plants, Agriculture and Natural Resources:** Interest in activities involving plants, usually in an outdoor setting.
- D. Law, Public Safety, Corrections and Security:** Interest in judicial, legal and protective services for people and property.
- E. Mechanical Manufacturing:** Interest in applying mechanical principles to practical situations using machines, hand tools or techniques.
- F. Industrial Manufacturing:** Interest in repetitive, organized activities in a factory or industrial setting.
- G. Business, Management and Administration:** Interest in organizing, directing and evaluating business functions.
- H. Marketing, Sales and Service:** Interest in bringing others to a point of view through personal persuasion, using sales or promotional techniques.
- I. Hospitality and Tourism:** Interest in providing services to others in travel planning and hospitality services in hotels, restaurants and recreation.
- J. Human Services:** Interest in helping others with their mental, spiritual, social, physical or career needs.
- K. Government and Public Administration:** Interest in performing government functions at the local, state or federal level.
- L. Architecture, Design and Construction:** Interest in designing, planning, managing, building and maintaining physical structures.
- M. Education and Training:** Interest in planning, managing and providing educational services, including support services, library and information services.
- N. Finance, Banking, Investments and Insurance:** Interest in financial and investment planning and management, and providing banking and insurance services.
- O. Health Sciences, Care and Prevention:** Interest in helping others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.
- P. Information Technology (IT):** Interest in the design, development, support and management of hardware, software, multimedia, systems integration services and technical support.
- Q. Animals, Agriculture and Natural Resources:** Interest in activities involving the training, raising, feeding and caring for animals.
- R. Transportation, Distribution and Logistics:** Interest in the movement of people, materials and goods by road, pipeline, air, railroad or water.

Career Evaluation

Now that you know what career areas may interest you, explore some of the careers that fall in those categories below. Do you see any occupations you want to know more about? If so, those are the careers you might want to research as future occupations.

Agriculture, Animals and Natural Resources

Agricultural Engineer
Agricultural Scientist
Animal Trainer
Chef
Conservation Scientist
Farm Equipment Mechanic
Fish and Game Warden
Forester
Veterinarian
Zoologist

Architecture and Construction

Architect
Cabinetmaker
Carpenter
Construction Manager
Electrician
Civil Engineer
General Construction Worker
Highway Maintenance Worker
Interior Designer
Sheet Metal Worker
Surveying and Mapping Technician

Arts, A/V Technology and Communications

Actor
Art Director
Broadcast Technician
Camera Operator
Composer and Music Arranger
Film and Video Editor
Cartographer
News Reporter
Photographer
Producer and Director
Set and Exhibit Designer
Technical Writer
Graphic Designer

Business, Management and Administration

Accountant
Advertising Manager
Computer Operator
Court Reporter
Management Analyst
Meeting and Convention Planner
Payroll Clerk
Property and Real Estate Manager
Shipping and Receiving Clerk
Statistician

Education and Training

Audio/Visual Specialist
Coach and Sports Instructor
College/University Administrator
Teacher/Professor
Librarian
Public Health Educator
Special Education Teacher
Speech Pathologist

Finance

Accounting Clerk
Appraiser
Credit Analyst
Credit Checker
Economist
Financial Counselor
Insurance Adjuster and Examiner
Insurance Agent
Loan Officer
Tax Preparer

Government and Public Administration

City Planning Aide
Construction/Building Inspector
Interpreter and Translator
License Clerk
Occupational Health Specialist
Tax Examiner

Health Sciences

Anesthesiologist
Athletic Trainer
Chiropractor
Dentist
Emergency Medical Technician
Physical Therapist
Occupational Therapist
Pharmacist
Physician
Registered Nurse

Hospitality and Tourism

Baggage Porter and Bellhop
Chef and Dinner Cook
Food Service Worker
Hotel Manager
Janitor/Housekeeper Supervisor
Reservation and Ticket Agent
Restaurant Manager
Tour Guide
Travel Agent

Human Services

Child Care Worker
Clergy
Cosmetologist
Counselor
Funeral Director
Manicurist
Professional Makeup Artist
Financial Adviser
Psychologist
Residential Counselor
Social Worker

Information Technology (IT)

Computer/Information Systems Manager
Computer Engineer
Computer Programmer
Computer Security Specialist
Computer Support Specialist

Computer Systems Analyst
Data Communications Analyst
IT Mechanic

Law, Public Safety, Corrections and Security

Coroner
Corrections Officer
Court Clerk
Detective and Investigator
Firefighter
Judge
Lawyer
Life Guard and Ski Patrolman
Police Patrol Officer

Manufacturing (Mechanical/Industrial)

Chemical Engineer
Forklift Operator
Gas and Oil Plant Operator
Jeweler
Locksmith
Metal/Plastic Processing Worker
Office Machine Repairer
Power Plant Operator
Shoe and Leather Worker
Welder

Marketing, Sales and Services

Advertising Salesperson
Buyer and Purchasing Agent
Customer Service Representative
Floral Designer
Market Research Analyst
Public Relations Specialist
Real Estate Agent
Sales Manager
Telemarketer

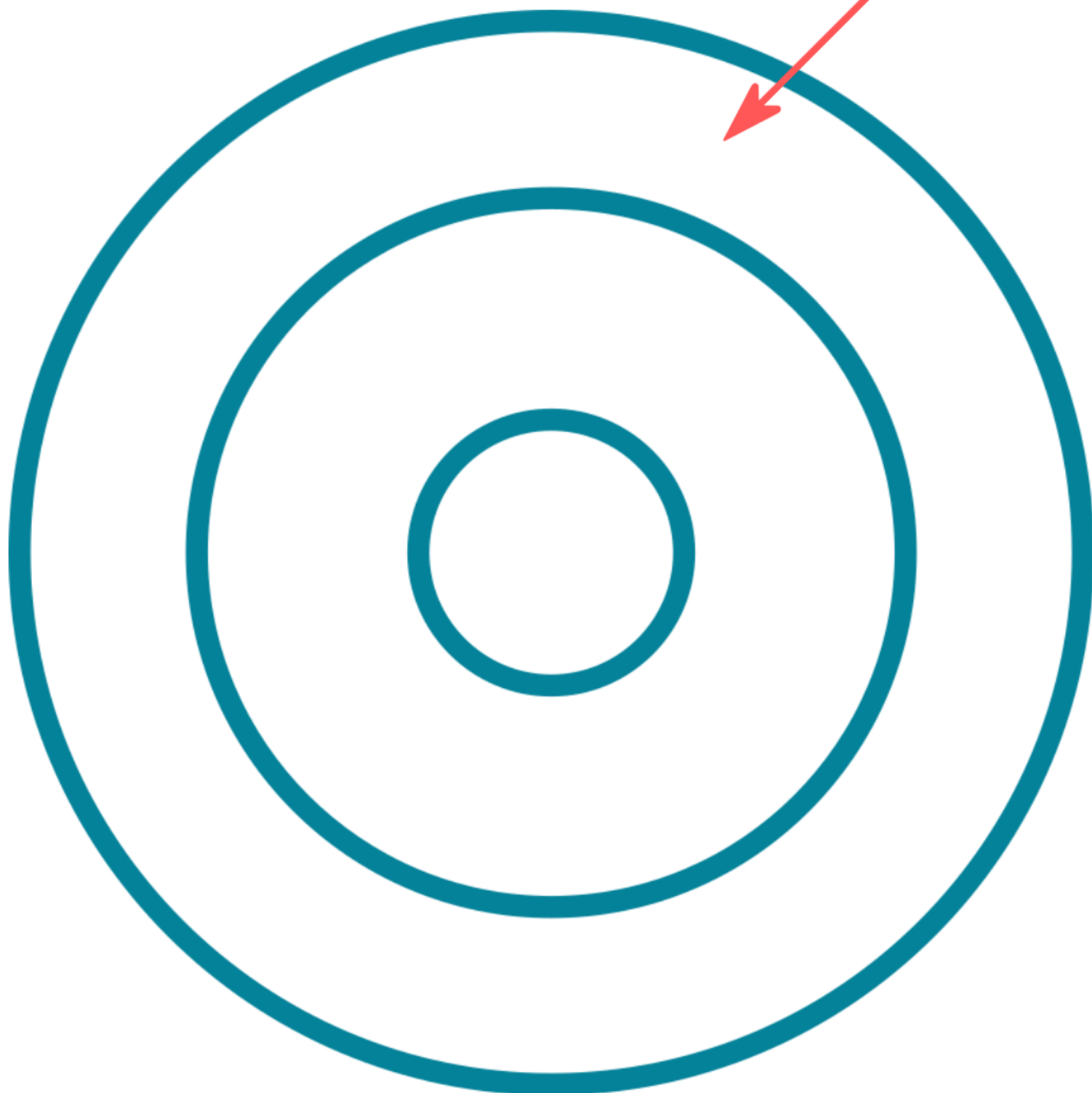
Science, Technology, Engineering and Mathematics

Aerospace Engineer
Biologist
Chemist
Electrical and Electronics Engineer
Geographer
Petroleum Engineer
Mechanical Engineer
Meteorologist
Physicist
Safety Engineer

Transportation, Distribution and Logistics

Air Traffic Controller
Airplane Pilot
Automobile Mechanic
Flight Attendant
Motorboat Mechanic
School Bus Driver
Subway and Streetcar Operator
Traffic Technician
Transportation Agent

TARGET JOBS



Explore career options by completing your TARGET JOBS template. Begin by writing a job of interest in the center and then brainstorm related jobs in the outer rings. Remember, having a larger “target” helps you explore options that may provide knowledge or experience that could lead to your dream job!



Lesson 2

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Pathway to Success: Dream Job Quest.**" The goal of this lesson was to help students engage in self-exploration by utilizing a career interest inventory to help identify vocational (work) interest areas.

What We Did Today:

- **Brainstorm:** Students began by brainstorming dream jobs that may align with interests and strengths.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities. *Vocabulary words: career interest, career interest inventory, vocational*
- **Activity-Career Interest Inventory:** Students completed a career interest inventory that helped to identify their three preferred areas for careers based on personal preferences.
- **Interactive Discussion:** Students participated in collaborative discussions where they explored how to expand considerations for job opportunities for a particular career area of interest. Students learned that related or entry level jobs may help them gain knowledge or experience that will assist them on their quest to find their dream job!
- **Reflection: Students** continued working on their *Dream Plan*, where they completed their Vocational Interest Areas, a Target Job and Dream Job, and why they may be so passionate about a particular career area.

How You Can Reinforce Learning at Home:

- **Discuss:** Invite your child to share what they learned about discovering career interest areas through their preferences. Additionally, ask them about how they explored expanding career options from one specific career to a larger selection of related job opportunities.
- **Encourage Reflection:** Inquire with your child about their top 3 career interest areas identified with the career interest inventory. Ask them what jobs they may be interested in for each of the career areas.
- **Extend Learning:** Engage your child in compiling a list for jobs in each area, selecting one they find of great interest in each area, and then going online (with your supervision) to search more about the specific jobs. CareerOneStop is a helpful website to use for exploring potential vocational options for the future. In addition to job descriptions, education, or certifications required, your child will be able to determine potential income, job outlook, and more.

Thank you for supporting your child's journey in learning about skills necessary to achieve their future career dreams. By encouraging career exploration, you are helping them develop a strong foundation for their choice in jobs and future career success.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson Three

Self-Advocacy

“Rise Up and Speak Out! Mastering Self-Advocacy in the Workplace”

Pre-Lesson	
Pre-ETS Category	Self-Advocacy
Learning Goals	Students will discover the importance of self-advocacy and benefits of self-advocating in the workplace, as well as gain an understanding of disclosure and requesting reasonable workplace accommodations.
Success Criteria	Students will advocate for personal needs and accommodations.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, role-play scenarios
Defined Vocabulary	disability, accommodation, self-advocacy, advocate, disclosure
Lesson Directions	
Community Building <i>5 minutes</i>	<i>(Slide 1)</i> Choose from the curriculum’s list of ideas OR use the activator below as the community builder. Share the learning goals for this lesson. Remind students that they continue learning about vocational topics and skills that will begin preparing them for the job of their dreams.
Lesson Instructions <i>20 minutes</i>	<ul style="list-style-type: none"> ➤ 2 mins – Activator (Slide 2) Have you ever had to speak up for yourself in a challenging situation? How did it make you feel? ➤ 3 mins – Vocabulary Development Kahoot! (Slide 3) ➤ 7 mins – Collaborative Discussion (Slide 4) - solicit student responses and allow for peer collaboration <ul style="list-style-type: none"> • Watch “Self-Advocacy Introduction” (1:42) • Explain that self-advocacy is extremely important in the workplace - allows you to get supports you need (help and accommodations), improve performance, help you keep your job, allows you to have more control in your life, asking for help is NOT a sign of weakness, but empowers you to be more independent, confident, and successful with tools and accommodations. • Briefly have students share types of advocates in their lives and how they help them (parents, counselors, teachers, etc.), add that there are other agencies that can assist with self-advocacy as well (CILs, GVRA, etc.) • Dream Plan (Student Book, page 1-2) In the “Who Can Help Me...” bubble, allow students to quickly circle individuals/agencies that may help advocate for them on their journey to finding their dream job. • (Slide 5) Introduce students to the Americans with Disabilities Act and explain that disclosure of a disability is a personal choice of when and how to do so (ex-to ask for accommodations). Elaborate about self-advocating for accommodations in the workplace and provide examples of common workplace accommodations (<i>ex-assistive technology, flexible hours, checklists, visuals, mentors, noise-cancelling headphones, flexible break times, reserved parking, office/job furniture, etc.</i>). Ask students to think about other possible accommodations. Remind them to consider accommodations they use now and may need when they begin working (extended time, read aloud, short breaks, speech-to-text, etc.) ➤ 5 mins – Activity Role-Play Scenarios (Slide 6, Student Book, pages 13-14) Instructors should ask for volunteers (two at a time) to come up and role-play scenarios to demonstrate self-advocacy skills in the workplace. Instructors should assign roles of the employee and employer. Instructors may randomly select scenarios for student volunteers or, for added fun, place scenarios in a paper bag and allow a volunteer to select their own card. Student volunteers will take turns role-playing the employee and employer roles to practice self-advocacy skills and discuss possibilities for each situation collaboratively with the group. Read scenarios aloud as needed and guide student groups that may need assistance. This activity may also be used with partners. Scenarios are also included in student books for additional practice at home. ➤ 3 mins - Reflection Dream Plan (Student Book, pages 1-2) Ask students to complete the bubble for “Supports Needed for Success” by filling in accommodations they feel would allow them to be successful in a future workplace setting. Students should indicate a new skill, tool, etc. that they want to work towards in the “Personal Goal” bubble on their Dream Plan.

Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 7) Summarize/reinforce concepts of self-advocacy now and in future workplaces. Send the Parent Letter home with students. ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.
Extensions (Use as Needed)	
Extension Activity	Invite your local Center for Independent Living (CIL) to provide additional information about self-advocacy and types of assistive technology (AT) that may be helpful in school and future workplace settings. Inquire if they can provide demonstrations of AT.
Additional Resources	Extend learning from today with concept of reasonable or unreasonable workplace accommodations. Use scenarios (click here) for students to decide if requested accommodations are reasonable or unreasonable and then discuss explanation for answers collaboratively or in peer groups.

Lesson 3 Slides

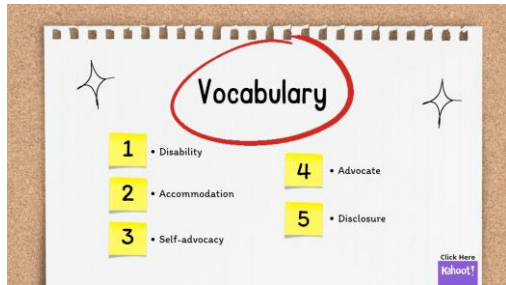
Slide 1



Slide 2



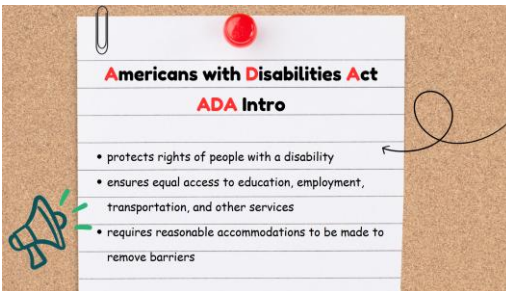
Slide 3



Slide 4



Slide 5



Slide 6



Slide 7



Self-Advocacy Role-Play Scenarios

Work with a partner to apply and practice self-advocacy skills.
Take turns role-playing the employee and employer roles to practice requesting accommodations in the workplace.



At team meetings, your supervisor gives information verbally to the group. You have a difficult time writing down all of the instructions. You would like to ask for a copy of the instructions in writing.



You were trained to use a cash register when you were hired, but are still having a difficult time completing transactions without asking for help each time. You would like to ask for additional training for using the cash register.



You work as an insurance clerk at a dental office, and spend most of your day at your desk on the computer. You do not have the ability to walk and use a wheelchair to move around. The rooms, doorways and parking are all accessible at the office you work at. You have challenges while sitting at your desk, because your wheelchair does not fit under your desk and it is hard to reach things and do your work. You would like to ask for a desk that accommodates the width of your chair.



You have developed a medical condition that requires you to have specialized medical treatments two days per week. You are scheduled to begin work at 9am, but can not arrive until 11am due to your medical treatments. You would like to request a modified work schedule that will allow you to come in at 11am and then work two hours later on those two days each week.



You have significant hearing loss and will be starting a new job where you will be required to answer phone calls. You would like to request a phone with a display that will show you the text (words) that the caller is saying.



You work in a hotel at the check-in desk and must stand for long periods of time helping guests. Standing for that long makes your feet hurt badly. You would like to ask for a chair to sit on while you assist guests.



You just started working at a smoothie shop and have a difficult time remembering all the ingredients and steps to make each beverage. You would like to ask for a visual task analysis showing you how to prepare the beverages step-by-step.



You work at a company that does not allow animals in buildings. You were recently approved for a service dog to support your medical needs related to seizures. You would like to request for your service animal to be able to attend work with you.



You are a teacher that just transferred to a new school building. You have a vision impairment and were using a screen magnifier on your previous computer. You would like to request one for your current computer.



You have auditory processing disorder, which makes it difficult for you to fully understand words in rooms or places with background noises and sounds. At work, you have a difficult time hearing/understanding on training days because information is provided to such large groups. You would like to ask for a listening device that allows the speaker to wear a clip microphone on their shirt and then transmit the audio to your earbuds.



Lesson 3

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Rise Up and Speak Out! Mastering Self-Advocacy in the Workplace.**" The goal of this lesson was to help students gain an understanding of a disability, disclosing a disability, and requesting accommodations in the workplace.

What We Did Today:

- **Brainstorm:** Students began brainstorming about times they may have had to speak up for themselves and what feelings they had when doing so.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities.
Vocabulary words: disability, accommodation, self-advocacy, advocate, disclosure
- **Interactive Discussion:** Students participated in collaborative discussions where they extended learning as they were introduced to concepts of why they may need to disclose their disability to a future employer, requesting accommodations that will empower them to be successful, advocates that are available to help them now and, in the future, as well as examples of workplace accommodations.
- **Activities:** Students participated in role-playing scenarios where they needed to self-advocate for accommodations related to a need in the workplace. Students took turns playing the roles of the employee and employer. This activity allowed them to practice learning to advocate like a pro!
- **Reflection:** Students continued working on their Dream Plan reflecting on accommodations that may help them to be successful in a future workplace, a personal goal, and advocates that may assist them now and in the future.

How You Can Reinforce Learning at Home:

- **Discuss:** Invite your child to share what they learned about having a disability and working, and requesting accommodations related to a job.
- **Encourage Reflection:** Actively discuss with your child about their needs that are related to their disability. What accommodations work well? Are there any that do not? Do they perhaps need to consider new accommodations for a need that has developed? Make a list and encourage them to share at their next IEP meeting.
- **Extend Learning:** Encourage your child to think about current accommodations in the classroom and if there are any they may need when they begin work in the future. For example, ask them to think about if they utilize a text reader to read documents, use a calculator for computations, or possible medical accommodations that will be needed long-term. Also, contact your local Center for Independent Living and ask about visiting to learn more about accommodations.

Thank you for supporting your child's journey in learning about skills necessary to achieve their future career dreams. By encouraging self-advocacy skills now, you are helping them develop a strong foundation for advocating for themselves in the future. This will empower them to ask for supports they need and to be successful in the future.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson Four

Professional Communication - Writing

“Message Like a Pro”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will apply formal and informal written language skills, including tone and appropriate language, to a variety of texts (text messages, email, and letters), for personal and professional communication. Students will explore the structure and components of each type of written message.
Success Criteria	Students will differentiate between formal and informal components of text messages, emails, and letters.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, sticky notes, chart paper titled “Messaging Like a Pro,” marker
Defined Vocabulary	formal language, informal language, tone, text message, email, letter
Lesson Directions	
Community Building 5 minutes	(<i>Slide 1</i>) Choose from the curriculum’s list of ideas OR use the activator below as the community builder. Share the learning goals for this lesson. Remind students that they continue learning about vocational topics and skills that will begin preparing them for the job of their dreams.
Lesson Instructions 20 minutes	<ul style="list-style-type: none"> ➤ 2 mins – Vocabulary Development Kahoot! (Slide 2) ➤ 2 mins – Activator (Slide 3) Open by asking students to collaboratively share ways that we use writing every day to communicate with others (write notes, text message, email, write letters, social media post, etc.). Ask them when they may need to use professional writing (ex-emailing or contacting a teacher). Engage students to consider why written communication may be important in the workplace (letters, emails, reports, memos, project notes, proposals, pamphlets or brochures, newsletters, speeches). Explain that all businesses, whether big or small, need employees who not only speak well but also write well. Tell students that good writing skills will help them get and keep a job. Businesses need people who can express ideas clearly and communicate information effectively. ➤ 5 mins – Collaborative Discussion Use the slides to lead students in a collaborative discussion about each, providing a brief description of structure/format using the visuals provided – do not focus on each component or read the example email and letters aloud. Pages in Student Books are provided as a resource for students to reference when writing in the future. This lesson should focus on the slides and not the Student Book pages. <ul style="list-style-type: none"> ○ (<i>Slides 4-5</i>) Formal vs informal language, tone – includes short video (3:59) <i>Instructors may exclude the activity on slide 5 if limited on time (images from ilearneasy)</i> ○ (<i>Slides 6-7</i>) Text messages – review general components ○ (<i>Slide 8</i>) Email – review general structure/components for a professional email ○ (<i>Slide 9</i>) Letters – review general structure/components, emphasizing differences and overall appearance of the professional letter. Ask students which one an employer may call for an interview if this were a cover letter for a job position? ➤ 9 mins – Activity Communication Relay (Student Book, pages 20-22) <ul style="list-style-type: none"> ○ Instructors should choose either the email or text message activity to complete. If there is enough time, students may complete the other activity. These may be completed together as whole group using the whiteboard or chart paper. ○ Email – (Student Book, page 20) Ask students to edit/revise an informal email to re-write it using formal language and correct format. ○ Text Messaging – (Student Book, pages 21-22) Students revise/edit informal text messages to re-write them using formal language ○ Peer Review: Students pair with a nearby partner to evaluate their partner’s application of professional writing and provide constructive feedback for areas of improvement. ○ Remind students to reference handouts in their student book (pages 15-19) for formal/informal language, as well as structure for email and letters. ➤ 2 mins – Reflection Ask students if writing professionally was challenging. Conclude with discussing key takeaways about the importance of professional communication in students’ future careers and everyday life. Give each student a sticky note and have them write how they may apply these skills in the future. Have students add their reflection sticky note to the classroom community chart titled “Messaging Like a Pro.”

Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ <i>(Slide 10)</i> Summarize/reinforce concepts of using formal language when communicating for professional purposes. Send the Parent Letter home with students. ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.
Extensions (Use as Needed)	
Extension Activity	<ul style="list-style-type: none"> • Invite a guest speaker from a local business to talk about professional communication in the workplace, possibly speaking on topics such as professional writing for job applications, resumes, and in the workplace setting. • "Communication Showdown" - In small groups, students choose a scenario (ex-asking a teacher for advice or planning a movie night with friends). Each group performs a skit demonstrating the appropriate communication style for their scenario, using props if desired. After each performance, discuss the effectiveness of communication and the appropriateness of tone and language.
Additional Resources	<ul style="list-style-type: none"> • Search TeachersPayTeachers for formal and informal language activities using text messages, emails, and letters. There are many free resources to support extending learning opportunities for students. • Formal & Informal Language video (4:25)

Lesson 4 Slides

Slide 1

MESSAGE LIKE A PRO

LESSON 4

Slide 2

VOCABULARY

- formal language
- informal language
- tone
- text message
- email
- letter

Click Here Kahoot!

Slide 3

THINK ABOUT IT...

How do you use writing to communicate with others?

When have you needed to use formal, or professional, writing?

Slide 4

FORMAL LANGUAGE vs **INFORMAL LANGUAGE**

use for important or professional situations

- when talking to your teachers or coworkers
- writing an email to your teacher or boss
- giving a presentation
- serious tone

use for casual situations

- when talking to your friends
- when talking to your family
- personal, casual tone

video (3:00 mins)

Slide 5

LET'S PRACTICE:

Formal or Informal

- writing a cover letter when applying for a job
- birthday party invitation
- writing a letter to your principal
- writing a letter to your grandmother
- post on Instagram or Facebook
- a school assignment

Slide 6

TEXT MESSAGES, EMAILS, & LETTERS

All of these written messages may be formal or informal, depending on who you are sending the message to and the purpose.

Informal

- friends
- family
- uses friendly language, ok to use slang

Formal

- coworker regarding a meeting
- supervisor to call in sick
- follow up with interview candidate
- uses formal language, no slang or abbreviations

Slide 7

TEXT MESSAGING EXAMPLES

Informal

Hey, can I make the 2pm meet 2day?

Formal

Please confirm your availability for the meeting scheduled for 2:00 PM today. Thank you.

Formal Text Message

- short message
- full words, no slang or abbreviations
- ends with a closing

Slide 8

DRAFTING AN EMAIL

Email FORMAT

Formal Email

- short, concise subject
- greeting
- short message using formal language
- closing
- your name

Slide 9

SENDING A LETTER

Personal LETTER FORMAT

Professional LETTER FORMAT

Formal Letters

- specific format
- your name and address
- date
- name and address of who you are writing to
- short, concise message for the body, using paragraphs if needed
- closing with your signature and full name printed

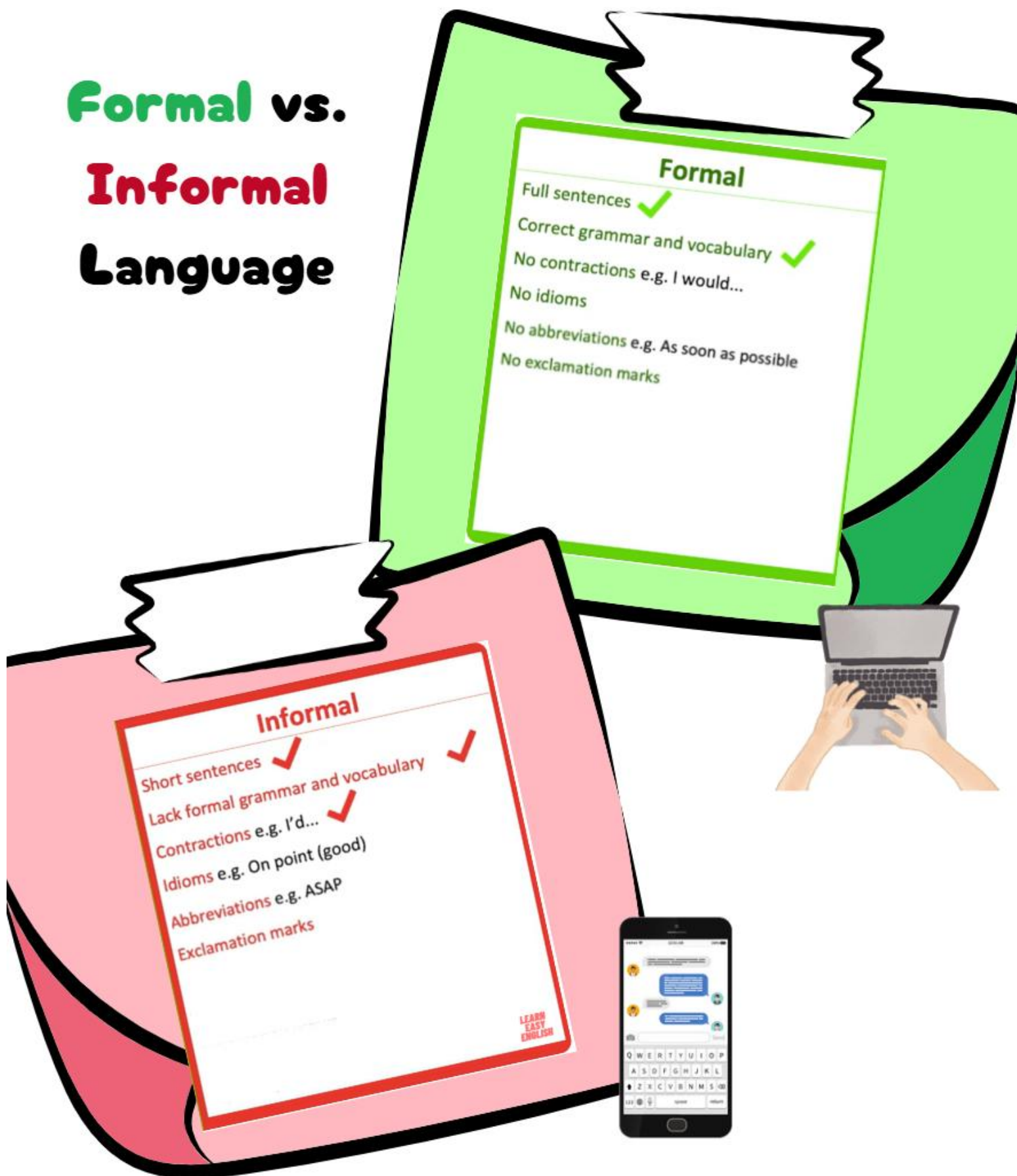
Slide 10

WRAP UP

How will using formal language for professional purposes help me?

- Parent Letters
- CIL Spotlight

Formal vs. Informal Language



Formal Letter

Dear sir/madam,
 I am writing to complain about an incident that occurred in your restaurant on May 3, 2025.
 While my family and I were enjoying our meal, we overheard staff members arguing in the restaurant. This type of behavior is extremely unprofessional and particularly distressing for my kids to have to hear.
 My family and I have been regular customers at your restaurant for years, and we hope that we can continue to enjoy your service.

I trust that you will investigate this matter and take the necessary actions required to ensure customer satisfaction.
 I look forward to hearing from you.

Informal Letter

Hello!
 Let me tell you what happened when I visited your restaurant last week.
I'm a regular there. I came to the restaurant with my family. The food was on point but then we heard your staff shouting really loudly! This put me off my food!
 I mean c'mon is that professional??
 My child got upset. I was very angry.

You need to look into this matter please.
Do what is needed to make sure your customers are happy!
 Please reply ASAP.

LEARN
EASY
ENGLISH



Adapted from
 iLearnEasy:

<https://iLearnEasy.co.uk/>

Personal

LETTER FORMAT






	July 21, 2025	Heading
Greeting	Hey Susie!	*The heading may include just the date or your address and the date.
Body	what's up? I'm finally getting settled after moving. I miss you bunches and thought I would send you a note to say hi. How is your puppy doing? He's so darn cute! My mom is being lame and won't let me get one...yet! Ugh, time for dinner...gotta go! Write back soon!	
	Closing	Your BFF,
	Signature	Mary ♡

Printed Name

Johnny Smith
Johnny Smith

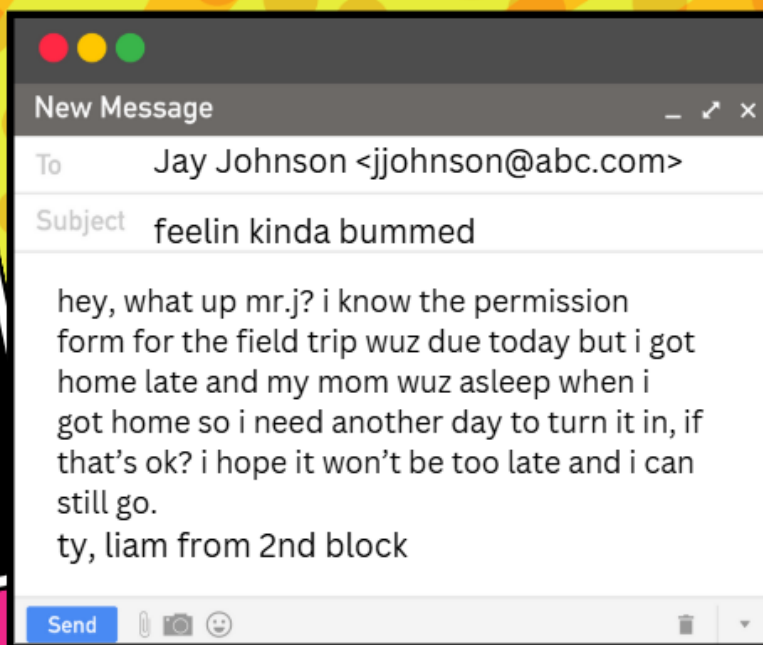
Lesson 4

Email FORMAT

New Message	
To	Susan Smith <ssmith@georgia.com>
Subject	Homework
Greeting	Dear Ms. Smith,
Message	<p>I was wondering if you could help with with a question about our reading homework. I couldn't remember if we were supposed to complete page 64 or 67. Would you please remind me which is the correct page?</p>
Closing	Thank you,
Your Name	Billy
<div>Send     </div>	

Write Like a Pro!

**Re-write this email
using professional
language and
layout.**



New Message

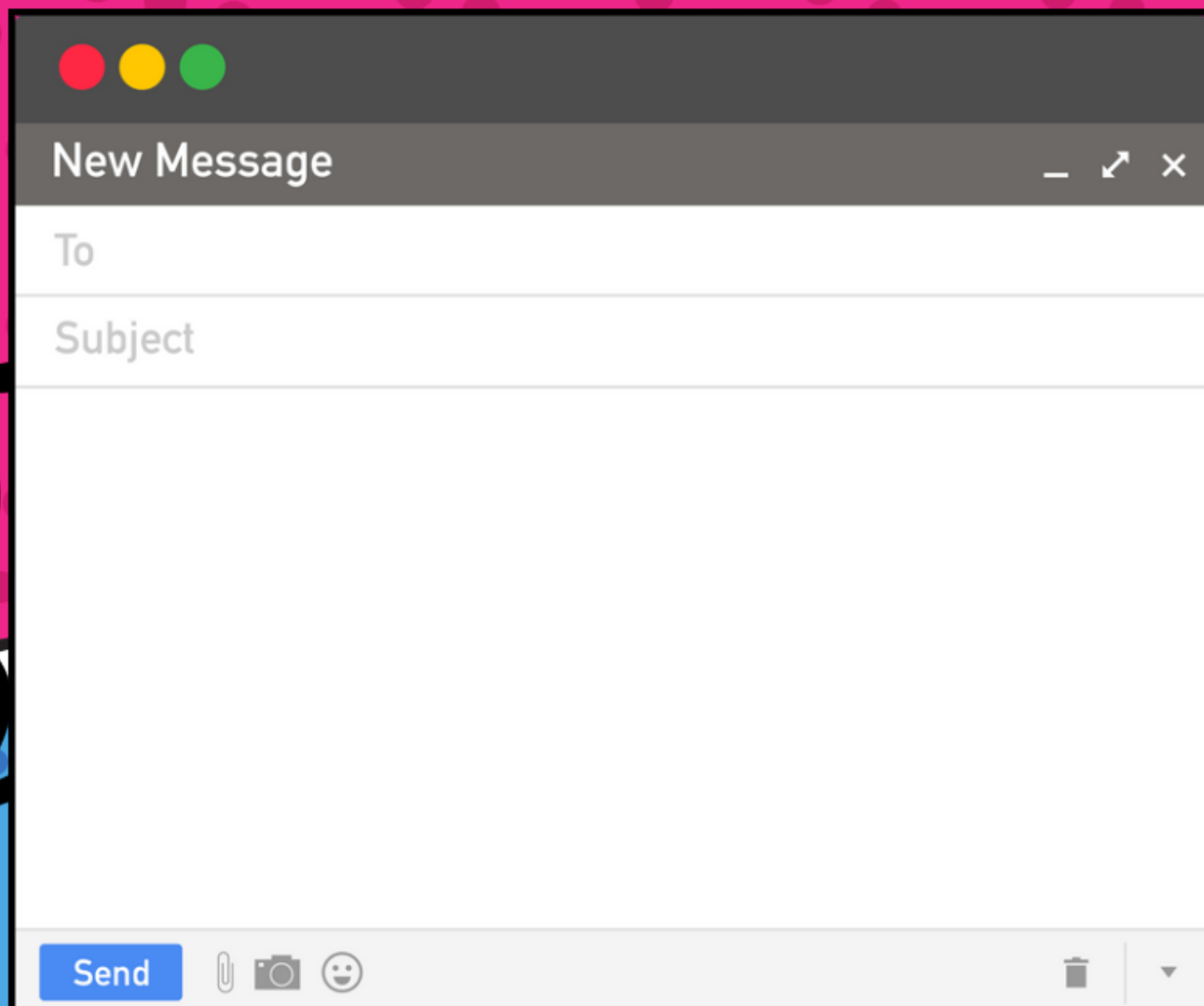
To Jay Johnson <jjohnson@abc.com>

Subject feelin kinda bummed

hey, what up mr.j? i know the permission form for the field trip wuz due today but i got home late and my mom wuz asleep when i got home so i need another day to turn it in, if that's ok? i hope it won't be too late and i can still go.

ty, liam from 2nd block

Send



New Message

To

Subject

Send

Imagine that you came into class today and saw this message on the board from your teacher...

Yo peeps! Yall's fingers look like they on fire with all that textin goin on on them phones. The work ya'll turned in yesterday is sayin a whole different story. Let's ditch the **OMG** and **BRB** talk and start **MESSAGING LIKE A PRO!**

Rewrite these texts with formal language to show me you can write like a boss! 🕶️

9:45 PM

Send

Q W E R T Y U I O P
A S D F G H J K L
↑ Z X C V B N M
123 ☺️ 🎤 space return

Text
Messaging
Like A

PRO



Yo, is it Friday yet? I be
feelin like this week ain't
on nothin but slow mo.

BOSS!

Hey man, you feelin like me and
that this assignment is straight up
savage. I'm gone need some help
for sure!



Lesson 4

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Message Like a Pro.**" The goal of this lesson was to help students explore purposes for using formal and informal language when communicating in writing.

What We Did Today:

- **Brainstorm:** Students began by brainstorming ways they use writing every day to communicate, times they may have used professional or formal writing, and why using professional language in the workplace is important. This activity allowed each student to see why improving their professional writing skills will help them stand out to future employers.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities. *Vocabulary words:* formal language, informal language, tone, text message, email, letter
- **Interactive Discussion:** Students participated in collaborative discussions where they extended learning as they were presented with components and examples of formal and informal language, which included text messages, emails, and letters.
- **Activities:** Students participated in an exciting activity called "Communication Relay," where they practiced applying formal language skills learned. Students then peer-reviewed a partner's work and provided constructive feedback on areas for improvement.
- **Reflection:** Students reflected on the importance of professional communication in their future careers and everyday life.

How You Can Reinforce Learning at Home:

- **Discuss:** Invite your child to share what they learned about formal and informal language, and appropriate format for email and letters.
- **Encourage Reflection:** Ask your child to think about situations where they may need to utilize formal language in their writing. Examples – text messages with dental/medical offices for appointments, times they may need to send professional emails, etc.
- **Extend Learning:** Encourage your child to continue to practice writing in formal language. Suggest that they practice filling out job applications and writing a cover letter. Consider times that you may contact your child's teacher by email and allow them to draft the email and then review it together before sending.

Thank you for supporting your child's journey in learning about skills necessary to achieve their future career dreams. By encouraging using appropriate language and formats when writing, you are helping them develop a strong foundation for future success as an employee.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson Five

Stress Management

“Feeling the Pressure? Think Before you Act!”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn to manage stress by recognizing common stressors and applying coping techniques.
Success Criteria	Students will be able to identify common stressors, apply stress management techniques, and demonstrate appropriate responses to challenging situations.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, Stress Management Toolkit Items: bags for kits, stress balls, fidget tools (pop its”), affirmation cards, sets of strategy cards (each set will include laminated strategy cards and blank cards not laminated)
Defined Vocabulary	stress, stressor, stress management, composure, self-regulation, empathy
Lesson Directions	
Community Building <i>5 minutes</i>	<i>(Slide 1)</i> Choose from the curriculum’s list of ideas OR use the activator below as the community builder. Share the learning goals for this lesson. Remind students that they continue learning about vocational topics and skills that will begin preparing them for the job of their dreams.
Lesson Instructions <i>20 minutes</i>	<ul style="list-style-type: none"> ➤ 2 mins – Activator (Slide 2) Open by asking students, “What stresses you out the most?” Encourage students to share responses. ➤ 2 mins – Vocabulary Development Kahoot! (Slide 3) ➤ 7 mins – Collaborative Discussion & Activity <ul style="list-style-type: none"> ○ (Slide 4-5) Define stress and explain that stress is a common experience, but that we need to find ways to de-stress to take care of ourselves, and that managing stress appropriately will allow us to be happy and healthy. Discuss common stressors and how they can make us feel. ○ (Slide 6) Discuss stress management components and why it is important now and as a future employee. ○ Provide items for a Stress Management Strategy Toolbox to each student (bag, stress ball, fidget tool (pop it”), affirmation cards (students choose 2 each), set of strategy cards - each set will include laminated strategy cards and blank cards not laminated. ○ Explain to students that they will “fill” their toolbox with strategies by adding each strategy card and items (sensory tools and affirmations card) to their “toolbox” (bag) as it is discussed collaboratively <i>(Slide 7)</i>. ○ (Slide 7) Discuss stress management and relaxation strategies to prevent and manage stress. Encourage students to share stress management strategies they already use. Blank cards are included for students to add their own personal strategies or ideas from the collaborative discussion to their personal toolbox. *Remind students to refer to their toolbox whenever they feel stressed! ○ (Slide 8-9) Discuss utilizing stress management strategies in challenging situations for school and work, and why it is important to maintain composure in these situations (remain professional, not escalate a situation, maintain your job, etc.). ➤ 9 mins – Activity & Reflection Students create a personal “My Stress Management Plan” (Student Book, page 23) <ul style="list-style-type: none"> ○ Allow students to find a “thinking” place in the room if they prefer (flexible seating, space on the floor, etc.). As students are transitioning to their location, begin playing relaxation music at a low volume through classroom speakers or a cell phone. Provide instructions below and encourage sharing/reflection with a partner when complete. It will be helpful to flip back to appropriate slides for students to use as examples as they complete each section. Assist students as needed. ○ 3 common stressors they experience ○ 3 stress management strategies they plan to implement to prevent stress ○ 3 stress management strategies they use, or plan to use, when faced with a challenging situation

Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ <i>(Slide 10)</i> Summarize/reinforce concepts of stress management for success at school and students' future workplace. Send the Parent Letter home with students. ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.
Extensions (Use as Needed)	
Extension Activity	<p>Have students keep a journal of stressful events or situations. Ask them to record techniques they utilized and what the outcome was. Have them reflect on how they could handle certain situations differently in the future. Provide conferencing time to meet privately with each student for constructive feedback for self-improvement.</p>
Additional Resources	<p><i>Healthy Coping Strategies for Kids and Teens</i> – utilize this resource to extend instruction</p> <ul style="list-style-type: none"> • Role-play to model practicing healthy coping skills • Teach new coping strategies • Build coping skills into daily routines • Also includes links to other resources, such as deep breathing

Lesson 5 Slides

Slide 1

Feeling the Pressure? Think Before you Act!

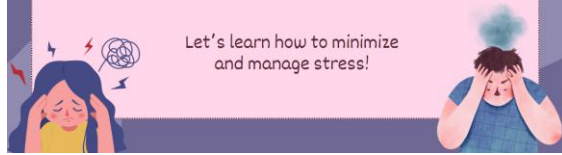
LESSON 5



Slide 2

What stresses you out the most?

Let's learn how to minimize
and manage stress!



Slide 3

Vocabulary

- STRESS
- STRESSOR
- STRESS MANAGEMENT
- SELF-REGULATION
- COMPOSURE
- EMPATHY



Slide 4

What Is Stress?

Stress is what we feel when we have too much to handle.

Common stressors can be ...

- a lot of schoolwork
- school problems
- friend drama
- friendship problems
- major life changes
- peer pressure
- not enough sleep
- worrying about things happening around us



Slide 5

What Is Stress?

Stress is what we feel when we have too much to handle.

Stress can make us feel ...

- overwhelmed
- worried
- cranky
- tired

What feelings have you experienced?



Slide 6

Stress Management

LESS
STRESS!

Step 1: Identify Causes

Recognize the sources of stress.

Step 2: Use Stress
Management & Relaxation
Strategies

Develop a "toolbox" of techniques
to help you prevent stress
or de-escalate stressful situations
to self-regulate your emotions.



Slide 7

Strategies to help manage stress

- prevent by eating healthy and getting some type of exercise daily
- prevent by doing one enjoyable activity every day
- take a break, step away from the problem
- go for a walk
- relax with deep breathing
- do something you enjoy as a distraction (listen to music)
- connect with someone, talk to a friend
- time management (do what is a priority first)
- ask for help from a parent, teacher, counselor if you feel stressed often



WHAT OTHER STRATEGIES DO YOU HAVE IN YOUR STRATEGY TOOLBOX?



Slide 8

Think Before you Act...

What is the only thing you can control? Yourself!

Remember this when you respond to a challenging situation at school or work.

Someone says or does something
you do not like or agree with:

- listen to the other person
- try to understand their perspective
- ask questions to help understand
- Respond, "I hear you," and calmly express your thoughts
- remain calm
- take deep breaths if you need to

Why is it important
to maintain your composure
someone says or does
something you do not like or
agree with?



Slide 9

Think Before you Act...

Remember, the only thing you can control is your own actions!
Keep this in mind when you respond to a challenging situation at school or work.

Dealing with a difficult person:
(peer, teacher, future coworker)

- be mindful of how you react
- use empathy, try to understand their perspective and what they are feeling
- remain calm, try to work out the problem
- do not take it personal, stay focused on what needs to be accomplished
- ask for help from a trusted adult, if you are unable to resolve the problem

Why is it important
to maintain your composure
when dealing with a difficult
person?



Slide 10

Wrap Up

How can learning stress management strategies
help me now and in the future?



- Parent Letters
- CIL Spotlight



My Stress Management Plan

Some of my common stressors:



Stress management strategies that can relax
my mind and body, to prevent stress:



Stress management strategies to help me deal with stress
and self-regulate during a challenging situation:



Deep Breathing

to calm my mind and body



slow, deep breath in
your nose - like
smelling a flower



slow breath out -
like blowing out a
candle

Sensory Tools

for self-regulation when I
am overwhelmed

example - stress ball, pop its, etc.



Do Something You Enjoy

read, draw, play a game,
listen o music



Get Moving

with fun exercise



Journal

write your thoughts or feelings



Do Something Nice for Someone



Talk it Out

talk to a friend



Ask for Help

if I feel stressed often



parent, teacher, counselor, etc.

Take a Break

nap, shower



Go for a Walk



Watch a Comedy Movie



Time Management

prioritize what needs to be done first



Make a Gratitude List



Play with a Pet

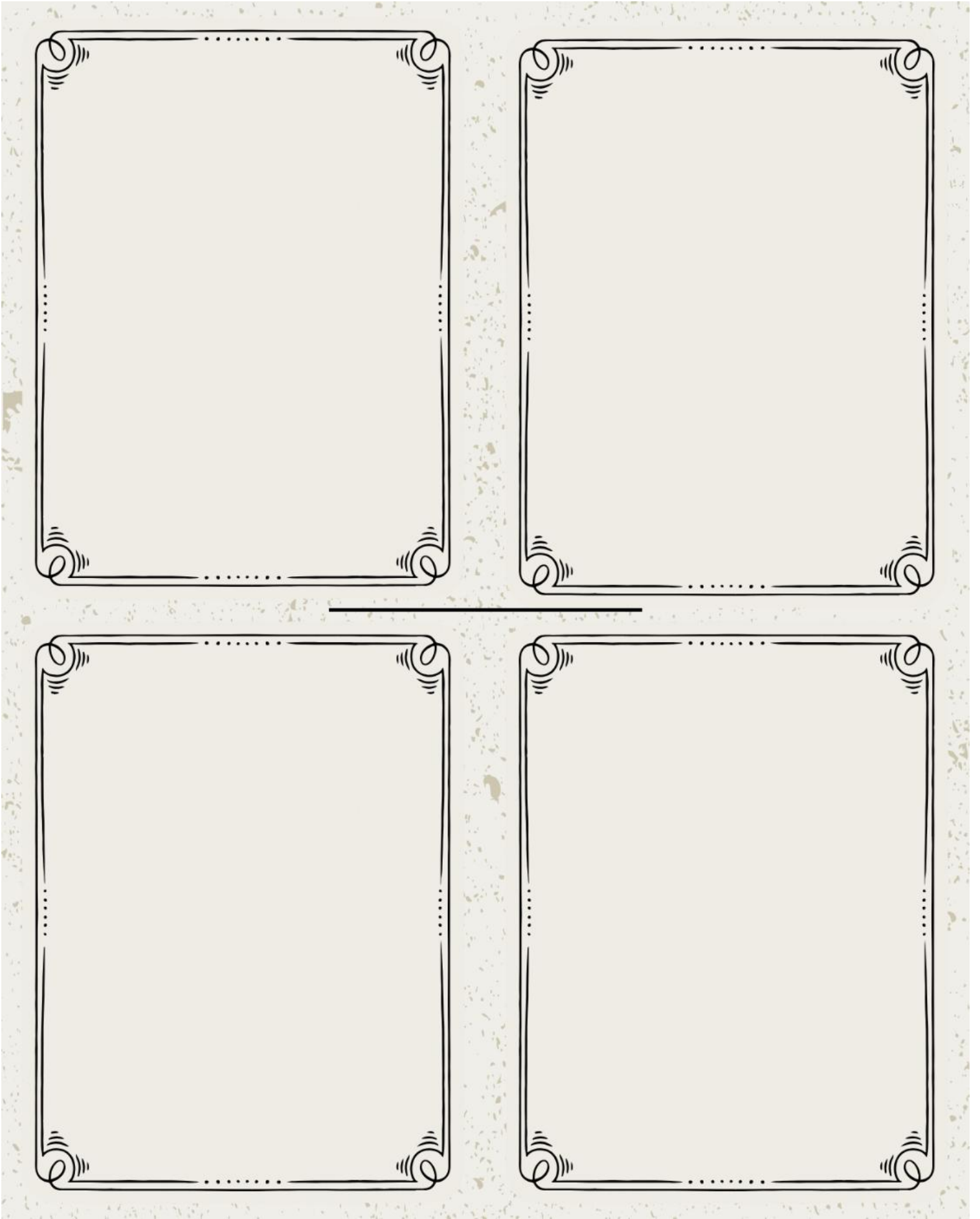


Volunteer



Read Inspirational Quotes or Affirmations







Lesson 5

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Feeling the Pressure? Think Before You Act!**" The goal of this lesson was to help students engage in learning about stress and how to manage challenging situations.

What We Did Today:

- **Brainstorm:** Students began by brainstorming events or situations that are stressful. This activity allowed each student to see that everyone experiences stress and that it looks different for each person.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities. *Vocabulary words: stress, stressor, stress management, self-regulation, composure, empathy*
- **Interactive Discussion and Activity:** Students participated in collaborative discussions where they extended learning as they defined stress, identified common stressors, and how they impact feelings. Students discussed the components of stress management, as well as stress management and relaxation strategies that may be utilized for preventing stress and when they are facing challenging situations at school and in their future workplace. Students learned how to react when someone says something they do not like or agree with, as well as dealing with a difficult person at school or work. Students made their own *Stress Management Toolkit* to use now and in the future!
- **Activity and Reflection:** In reflection of lesson components, students created a personal "*My Stress Management Plan*" to help prevent stress and to remember what strategies are in their "toolbox" to apply in a challenging situation.

How You Can Reinforce Learning at Home:

- **Discuss:** Invite your child to share something new they learned in today's lesson, or perhaps their preferred coping techniques.
- **Encourage Reflection:** Ask your child to share why it is important to prevent and manage stressful situations.
- **Extend Learning:** Encourage your child to utilize and refer to their personal *My Stress Management Plan*. As a family, develop daily stress management practices that are beneficial to everyone at home, such as going for a short walk or playing a short family game in the evenings. Brainstorm activities together!

Thank you for supporting your child's journey in learning about skills necessary to achieve their future career dreams. By encouraging reflection on managing stress, you are helping them develop a strong foundation for self-regulation that will assist them in being a successful employee in the future.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson Six

Organization

“From Mess to Success – Workplace Solutions”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn about different organizational tools and strategies they can use now and, in the workplace, to improve efficiency and productivity.
Success Criteria	<ul style="list-style-type: none"> Students will be able to identify and explain different organizational tools and their importance in both school and the workplace. Students will be able to reflect on and articulate one organizational tool or strategy they plan to implement in their own lives with school or personal tasks.
Materials Needed	<p>*Technology to access lesson slides (PDF) and links.</p> <p>*Parent Letter</p> <p>*6 backpacks filled with items such as printed papers (worksheets, reports, personal notes), a small container that could be used for office supplies as students organize, a disposable trash bag like a Kroger plastic bag or a Publix plastic bag, office supplies (pens, highlighters, sticky notes), new file folders, and random small objects. Ensure some items don't belong (e.g., old snack wrappers, napkins), and place all items in each backpack. Note: Randomly place all items in each backpack in a messy arrangement.</p>
Defined Vocabulary	Organization, planners, to-do list, prioritize, workspace, time management, efficiency, digital organization
Lesson Directions	
Community Building <i>5 minutes</i>	Choose from curriculum's list of ideas
Lesson Instructions 20 minutes	<ul style="list-style-type: none"> ➤ 2 mins – Activator: (Slide 1) - Start with the question, “Would you fix your hair before getting into the shower?” Why or why not? Share that when students do things in a certain order to get ready in the morning, they are really organizing themselves. Relate that there are tools (planners, binders, etc.) that can be used to organize themselves in the workplace. (Slide 2) Highlight how organization impacts productivity and stress management. Share with students they are going to learn more about some different tools today to help with organization. ➤ 3 mins – Vocabulary Development Kahoot! (Slide 2 has link) or you can use Slides 3, 4, and 5 to review the vocabulary/meanings without doing the Kahoot. Pass out student computers (if applicable) for students to complete the Kahoot. ➤ 4 mins – Collaborative Discussion - Use the slides to discuss each of the following organizational tools and strategies students can use now and in the future: <ul style="list-style-type: none"> • (Slide 6) - Planners/Calendars – Discuss how using planners can help track deadlines, assignments, and meetings. Share that there are different kinds of planners and calendars (written – show example of one with time blocks and digital - share example of Google calendar). Use the slide to help explain and provide visual examples. • (Slide 7) - Folders and Labels – Explain how folders (physical or digital - like in Google Drive) can keep documents needed categorized and easily accessible. Use the slide to help explain and provide visual examples. • (Slide 8) - To-Do Lists – Discuss how to-do lists can be used as a way to prioritize tasks placing things that must be done at the top of the list and things that are not urgent at the bottom. Use the slide to help explain and provide visual examples. • (Slide 9) - Workspace Organization (physical tools) – Share how using containers, trays, and drawers can help keep workspaces tidy keeping like items together. For example, keeping pens and pencils together in a container or keeping post-it notes together in a section of your desk. Use the slide to help explain and provide visual examples. ➤ 9 mins – Activity (Slide 10) - “Workspace Makeover Challenge” – Divide students up into teams of 3. Give each team a filled backpack with items such as printed papers (worksheets, reports, personal notes), a small container that could be used for office supplies as students organize, a disposable trash bag like a Kroger plastic bag or a Publix plastic bag, office supplies (pens, highlighters, sticky notes), and random small objects. Ensure some items don't belong (e.g., old snack wrappers, napkins). Share with students that their team will need to push 2 desks together

	<p>(or use a table in the classroom) and then empty the contents of the backpack onto the desk. Their job is to take all items out of the backpack and organize the workspace (desk or table) and items by categorizing them, placing them in folders with a label as needed, putting them in a container as needed, and making a “trash” pile as well placing those items in the disposable trash bag. All items will need to be arranged and organized on the desk or table by the group. With the exception of the trash bag, arrange the other items neatly on the desk to create an organized workspace.</p> <p>Teacher monitors and circulates as students are working providing guidance and feedback as students work checking to make sure they are applying what they have learned and organizing correctly.</p> <p>➤ 2 mins – Reflection (Slide 11) - Discuss the importance of using the organizational tools shared today at school and in future jobs. Ask students, “Which tool or strategy do you think would help you the most right now while in school or at home?” or “What’s one organizational strategy you would like to try to start using?” Record answers on the whiteboard as students share.</p>
Conclusion/Wrap-Up <i>7 minutes</i>	<p>➤ Send Parent Letter home with students</p> <p>➤ 5 mins - Center for Independent Living (CIL)</p> <ul style="list-style-type: none"> Summarize/reinforce concepts of organizational tools/strategies from both the workplace perspective and personal life perspective. <p>➤ Spotlight: Share news or upcoming opportunities at your local CIL.</p>
Extensions (Use as Needed)	
Extension Activity	<p>Create task cards that describe tasks that need to be prioritized (e.g., homework due tomorrow, long-term project, filing paperwork, tidying up supplies, etc.). Put students into partners and pass out the group of task cards to each group. Teams must decide the order of importance and place the task cards on the desk in the sequence they should be handled. Ask teams to explain why they prioritized certain tasks (e.g., urgent vs long-term).</p>
Additional Resources	<p>Utilize printable posters that feature key organizational strategies such as “Declutter Your Space,” “Use a Planner,” and “Prioritize Your Tasks.” Display these around the room to reinforce the lesson’s key points and give students visual reminders during the day.</p> <p>Share organizational tools worksheets with students, such as a task prioritization flowchart, and guide students in how to prioritize tasks based on urgency and importance (e.g., the Eisenhower Matrix). A simple printable with categories like “Important and Urgent,” “Important but Not Urgent,” etc. could be developed and shared with students.</p>

Lesson 6 Slides

Slide 1

From Mess to Success Workplace Solutions



Slide 2



Why Organize?

- Decreases stress level
- Increase productivity
- Makes things easy to find
- Improves time management
- Enhances focus and efficiency
- Make fewer mistakes
- Better collaboration with others

[Vocabulary Kahoot!](#)

Slide 3

Vocabulary for Success



Organization

Keeping things in order so you can find what you need and get things done more easily



Planner

A special notebook, calendar, or app that helps you keep track of important things you need to do.



To-Do List

A simple list where you write down all the tasks or things you need to get done. Check the items off as you go prioritizing those that need to get done first due to deadlines or needs.

Slide 4

Vocabulary for Success



Prioritize

Figuring out which tasks or things are the MOST important or need to be done first due to due dates or deadlines



Workspace

An area where you do your work or school tasks. This can be a desk at work, a study area in your house, or even a spot at school where you complete assignments.



Time Management

The skill of planning how to use your time wisely so you can get things done. It means figuring out what tasks you need to do, how long they will take, and when to do them so you don't feel rushed or overwhelmed.

Slide 5

Vocabulary for Success



Efficiency

Getting things done in a smart and quick way without wasting time or resources



Digital Organization

Keeping your online files, documents, emails, and information organized so you can easily find what you need. It involves using tools like digital folders, apps, and cloud storage to sort and label your files.

Slide 6



Organizational Tools and Strategies

Planners/Calendars

- Planners can help you track deadlines, write down assignments, meetings, and appointments all in one place so you don't miss them or are late.
- Can be written or electronic, whichever you prefer using

Slide 7

Organizational Tools and Strategies

Folders and Labels

- Folders keep our documents/papers categorized and easily accessible (able to reach easily and quickly).
- Use physical folders in colors of your choice or electronic folders like in Google Drive or in your email.
- Label (or name) your folder so you know what kind of information is inside.



Slide 8

Organizational Tools and Strategies

To-Do Lists

- Helps us prioritize tasks placing things that are very important and/or must be done by today or tomorrow at the top of the list.
- After those items, place things that are urgent but perhaps not as important and/or might be due in a few days next.
- Put things that are not as important or can wait because they aren't due soon near the bottom of the list.



Slide 9

Organizational Tools and Strategies

Workspace Organization

- Using containers, trays, desk drawers, filing cabinets with folders, and bookcases can keep things that are similar together.
- For example, place all your pens together in a container on your desk, or stack all your post-it notes together and place them in your desk drawer. At school, you could use a pencil pouch to keep your pencils, pens, and highlighters in so they are all in one area and off your desk until you need them.



Slide 10

Workspace Makeover Challenge

Are you ready?



Slide 11

Reflection and Lesson Wrap Up

Which tool or strategy do you think would help you the most right now while in school or at home?

What's one organizational strategy you would like to try to start using to help you prepare for the workforce?





Lesson 6

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**From Mess to Success – Workplace Solutions.**" The goal of this lesson was to help students learn how to get organized both in school and for their future workplaces. Students learned how to declutter, what it means to prioritize tasks, and various tools they could use to create a functional workspace.

What We Did Today:

- **Brainstorm:** Students began learning more about organization with the following question, "Would you fix your hair before getting into the shower? Why or why not?" This activity allowed each student to see that their daily routines to get ready really are a way to organize that process in the mornings.
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities. *Vocabulary words: organization, planner, to-do list, prioritize, workspace, time management, efficiency, digital organization.*
- **Interactive Discussion:** Students participated in collaborative discussion where they explored a variety of organizational strategies. They learned how planners and calendars can help them stay on top of deadlines and manage their time effectively. We also discussed the importance of using folders and labels to keep materials organized and easy to find. Additionally, they learned that to-do lists help prioritize tasks and ensure nothing gets overlooked, while having a functional workspace promotes focus and productivity.
- **Activities:** Students participated in an exciting activity called "Organize It: Workspace Makeover Challenge" where they had to take items out of a backpack and transform a messy and disorganized workspace into an efficient, well-organized area. This fun challenge helped students understand the value of a clean, organized workspace and how it contributes to staying focused, managing time effectively, and being more productive.

How You Can Reinforce This Learning at Home:

- Encourage the use of planners or calendars to track homework, upcoming tests, and extracurricular activities.
- Help your child create to-do lists for daily tasks, prioritizing what needs to be done first.
- Model time management by showing how you organize your own tasks and commitments.

Thank you for supporting your child's journey in learning valuable organizational skills! By working together to reinforce these strategies at home, you are helping your child develop habits that will set them up for success both in school and in their future careers. 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

Eighth Grade Lesson Seven

Adaptability and Flexibility

“Embracing Change – Teamwork Makes the Dream Work”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	<ul style="list-style-type: none"> Students will learn to identify and demonstrate adaptability and flexibility in response to changes in scenarios and growing in understanding of their importance in both school and workplace environments. Students will differentiate between a growth mindset and a fixed mindset and recognize how adopting a growth mindset can help them better handle challenges and changes.
Success Criteria	<ul style="list-style-type: none"> Students will actively demonstrate adaptability and flexibility during the interactive activities and group challenges. Students will be able to articulate why adaptability and flexibility are important skills to have in workplace scenarios. Students will be able to share how adopting a growth mindset helps them cope with challenges and changes.
Materials Needed	Technology to access lesson slides (PDF) and links. Parent letter <u>Student Book Pages</u> – Change Curve Challenge Worksheet
Defined Vocabulary	Adaptability, flexibility, growth mindset, fixed mindset
Lesson Directions	
Community Building	Start with activator below this week which combines community building with activator step.
Lesson Instructions <i>25 minutes</i>	<ul style="list-style-type: none"> ➤ 7 mins – Community Building/Activator: (Slide 1) - Share today’s lesson title and objectives. To get students thinking about change, announce that you’ll be calling out different changes and need students to listen carefully and follow the directions. Share things such as, “Quickly, switch seats with someone,” or “Hold your pencil with the opposite hand that you normally use and write your first name on a piece of paper.” Feel free to make up your own or use one of these. After 1 or 2 of these, ask students, “How did it feel to have to change so quickly? What helped you adapt?” Explain that adaptability and flexibility are important life skills, especially in the workplace, where things can change quickly. Emphasize that being able to adjust and take on new tasks will make them valuable team members. ➤ Collaborative Discussion – (8 minutes) - Growth Mindset vs. Fixed Mindset ➤ (Slide 2) - Play the video – “Growth Mindset” (3 min, 30 sec) . <ul style="list-style-type: none"> Following the video, share Slide 3 and discuss the differences between growth mindset and fixed mindset. Create a T-chart on the board and label one side “Growth Mindset” and the other “Fixed Mindset.” Share an example on both sides to get the discussion started. Use the supplemental material examples in this lesson to pick from and put on the board. After you provide the first example or two and discuss it with the class, ask the students to provide some examples, and write those up on the board. Ask students, “How can having a growth mindset help you in school and future jobs?” Answers should include responses such as, “A growth mindset helps me keep trying even when I don’t understand something at first, so I can learn and improve,” “When I make mistakes, I see them as learning opportunities, which makes me better at subjects I find difficult,” “It helps me stay positive especially when school work is hard,” “I will be able to take on new tasks at work without being afraid of failing because I’ll see it as a chance to learn something new,” “I’ll be able to face challenges at work and not get discouraged,” and “It makes me open to feedback from others, which can help me get better at my job and advance in my career.” ➤ Collaborative Discussion – (5 minutes) - (Slide 4) - Adaptability and Flexibility <ul style="list-style-type: none"> Share Slide 4 on adaptability and flexibility. Define adaptability as being able to adjust to new conditions, and flexibility as the willingness to change or compromise. Use the slides to share additional information. Share the workplace examples with students from the

	<p>slides. Encourage students to share how they might respond if they were in one of these situations. Ask students, “Why are these skills important for teamwork?” Answers should include responses such as, “It keeps the team moving forward, even if plans change suddenly,” “When everyone is flexible, the team can adjust to new situations without getting frustrated,” “I can step in and help out when someone else is struggling or when they need more support,” “If I’m flexible, we can find solutions together instead of giving up.”</p> <p>➤ Activity –(5 minutes) - (Slide 5) - Change Curve Challenge</p> <ul style="list-style-type: none"> ○ Organize students into pairs or small groups and ask students to find the “Change Curve Challenge” worksheet in their Student Activity Booklet. ○ Share with students that they will select one challenge off of the worksheet with their partner. Together, they must work together to figure out how they would quickly adapt to the change in the fictional workplace scenario using flexibility and teamwork and write their solution down on their individual pages in their workbooks. Students may answer more or all of the challenges on the page if time allows. ○ If time permits, students can go around the room and share their challenge and the solution they developed for it. The teacher would need to provide additional guidance and feedback regarding solutions shared by students.
Conclusion/Wrap-Up <i>5 minutes</i>	<p>➤ Send Parent Letter home with students.</p> <p>➤ (Slide 6) - 5 mins - Center for Independent Living (CIL)</p> <ul style="list-style-type: none"> • Summarize/reinforce concepts of growth mindset vs fixed mindset. • Remind students that being adaptable and flexible helps them grow and strengthens their ability to work well with others. • Spotlight: Share news or upcoming opportunities at your local CIL.
Extensions (Use as Needed)	
Extension Activity	<p>“Flex Your Adaptability Muscles” Team Project – Divide students into small teams and present them with an event to plan that has multiple steps, such as planning a school event, creating a simple group presentation, or designing a community service project. Each team should be given a list of tasks that need to be accomplished, with specific roles assigned to each team member. Throughout the project, introduce unexpected changes or challenges that require the teams to adapt. For example, a team member’s role is swapped with another, or a new requirement is added to the project at the last minute. Encourage students to use adaptability and flexibility to navigate these changes successfully. After the project is completed, have each team present their project, focusing on how they adapted to the changes and how their teamwork improved because of their flexibility. Each team should also reflect on what they learned about themselves and their ability to handle change, as well as how these skills can be useful in future academic and workplace situations.</p>
Additional Resources	<ul style="list-style-type: none"> • “Growth Mindset for Kids” video – Shares about a growth mindset and provides different examples. • “Importance of Adaptability and Flexibility in the Workplace” – Shares how adaptability and flexibility is beneficial in the workplace

Growth Mindset Statement Examples (for use during class discussion to put in T-Chart):

"I might not understand this yet, but I can figure it out if I keep trying."

"Mistakes help me learn, so I'll try again and see what I can do differently."

"This is challenging, but it's a chance for me to grow and get better."

"I'll ask for help because I know I can improve with some guidance."

"It didn't work this time, but I'm going to keep practicing until I get it."

Fixed Mindset Statement Examples (for use during class discussion to put in T-Chart):

"I'm just not good at this, so there's no point in trying."

"I failed, so I'll never be able to do it."

"I'll stick to what I know because I don't want to mess up."

"I can't do this; it's too hard, and I'm not smart enough."

"There's no use in asking for help because I won't get it anyway."

Lesson 7 Slides

Slide 1



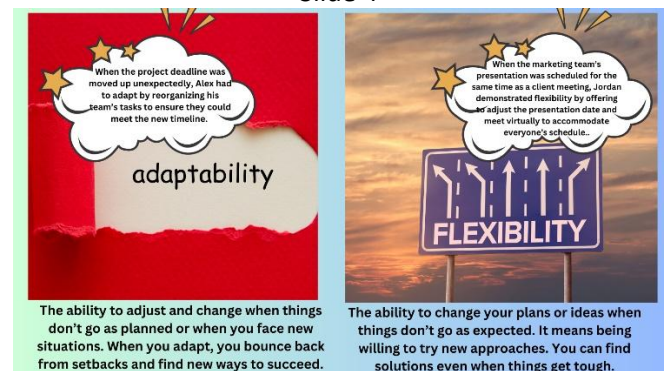
Slide 2



Slide 3

GROWTH MINDSET	FIXED MINDSET
<ul style="list-style-type: none"> The belief that you CAN get better at things with practice and hard work. It means understanding that when you face challenges or make mistakes, those are chances to learn and improve. It's about believing in your ability to GROW and develop your skills over time. A growth mindset encourages you to say, "I CAN learn how to do this with effort!" 	<ul style="list-style-type: none"> The belief that your abilities and intelligence are set in stone and CAN'T change. It means thinking things like, "I'm just not good at this," or "I can't learn anything new." With a fixed mindset, you might avoid challenges because you're afraid of making mistakes. It can hold you back from trying new things and improving because you don't believe you can grow or get better over time.

Slide 4



Slide 5



Slide 6



change **CURVE** Challenge



Challenge #1: Welcome Jamie! - Your project team has just welcomed a new member, Jamie, who is unfamiliar with the project you've been working on for the past month. Jamie seems a little overwhelmed and unsure of where to start. How can you and your teammates adapt to help Jamie get up to speed while continuing to meet your upcoming deadlines?



Challenge #2: The Surprise Task from Mr. Parker - It's 2:00 PM, and your team is feeling confident about finishing your group presentation by the end of the day. Suddenly, Mr. Parker, your supervisor, drops by and asks you to include a new section in the presentation that wasn't originally planned. This new task needs to be completed by 4:00 PM. How will you and your teammates adapt to this last-minute change? How can you divide the responsibilities and work together to ensure the presentation is ready on time?



Challenge #3: New Shift Manager at Fresh Mart - You work at Fresh Mart, and your team's shift manager, Ms. Thompson, has been reassigned to a different store. Now, Mr. Rodriguez has taken her place. Mr. Rodriguez has a very different management style and prefers to have frequent team meetings and has implemented new procedures for stocking shelves and handling customer service. This is a big change from Ms. Thompson's more relaxed approach, where team members had more independence. How will you and your co-workers adapt to this change in management? What steps can you take to ensure that the transition goes smoothly, and that your team continues to provide excellent service to customers while following Mr. Rodriguez's new guidelines?



Lesson 7

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Embracing Change – Teamwork Makes the Dream Work.**" The goal of this lesson was to help students develop skills to cope with change, embrace new challenges with a growth mindset, and understand how these qualities enhance teamwork.

What We Did Today:

- **How Does Change Feel?** - Students began with an activity to get them thinking about the various changes they've encountered and how they feel about those changes. This opening activity provided them with an opportunity to recognize the value of being flexible and open-minded as changes occur.
- **Growth Mindset vs Fixed Mindset Collaborative Discussion and Activity**– Students watched a brief 3-minute video that introduced the concept of a growth mindset. Following the video, the class discussed how these two mindsets influence our approach to challenges and learning. The class completed a T-Chart, sharing examples of growth and fixed mindset statements. Then, students actively contributed their own examples to add to the chart, demonstrating their understanding of how adopting a growth mindset can help them overcome obstacles and embrace new learning opportunities.
- **Adaptability and Flexibility Collaborative Discussion** - Students learned what adaptability and flexibility mean and then discussed real-world examples of how they are used in the workplace. To deepen understanding, students were asked why these skills are crucial for effective teamwork. This discussion helped them see how being open to change and willing to take on new tasks can make a big difference in both school projects and future job environments.
- **Change Curve Challenge Cooperative Learning Activity:** In this activity, students selected a fictional workplace scenario from the worksheet, and working together with a partner, they brainstormed and discussed how they would adapt to the change using flexibility and teamwork. This activity helped students apply what they've learned about adaptability and flexibility in a practical way reinforcing the importance of these skills in real-world solutions.

How You Can Reinforce This Learning at Home:

- **Practice Problem-Solving Together** – When facing a challenge or decision, involve your child in brainstorming solutions. Ask them how they can be flexible and adapt to different outcomes, reinforcing the lesson's focus on teamwork and adaptability.
- **Encourage a Growth Mindset** - Praise your child for their effort when they try something new or overcome a challenge. Remind them that learning from mistakes is part of growing.

Thank you for supporting your child's journey in learning how to adapt to change, embrace new challenges, and develop essential teamwork skills. Together, we are helping them build a strong foundation 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

Eighth Grade Lesson Eight

PROBLEM SOLVING

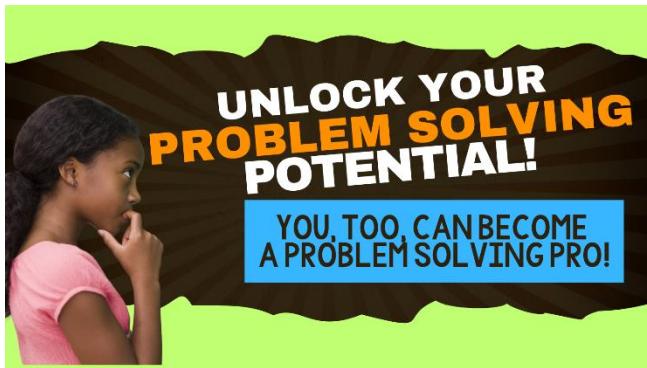
Mind Bender – Unlock Your Problem-Solving Potential

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Understand the importance of problem-solving in school, life, and future careers. Learn and apply a 5-step problem-solving process. Collaborate with peers to solve real-life scenarios.
Success Criteria	Students can identify and describe the 5 steps of problem-solving. Students apply the steps to solve a problem scenario during class. Students reflect on how problem-solving is useful in different aspects of life.
Materials Needed	Problem solving scenarios (school based and work based) Student Book
Lesson Directions	
Community Building (3-5 minutes)	Choose from curriculum's list of ideas.
Defined Vocabulary	Efficient, Implement, Brainstorm, Collaborate, Vulnerable
Lesson Instructions (20-40 minutes)	<p>Introduction</p> <p>Begin by asking students: "What is a problem you've had to solve recently?" (Slide 1) Review lesson goals on (Slide 2). Discuss how problems come in all shapes and sizes, from simple ones (like forgetting a pencil) to more complex ones (like group projects). Introduce the idea that problem-solving is a valuable skill in school, future careers, and everyday life.</p> <p>Activity 1 Vocabulary Introduction (words they will see in collaborative activities) (Slide 3) Review the vocabulary on slide 4 and give examples. Call on volunteers to create their own examples.</p> <p>Activity 2 Problem Solving Process Review the 5 steps of problem solving (Slide 4), and then walk them through the sample on Slide 5. Identify the Problem – What's the issue that needs solving? Gather Information – What facts or details do you know about the problem? Brainstorm Possible Solutions – Think of different ways to solve the problem. Evaluate and Choose the Best Solution – Which solution is the most practical and effective? Implement and Review – Try the solution and see if it works. If it doesn't, go back to step 3</p> <p>Activity 3 Group Activity: Problem-Solving Scenarios</p> <ul style="list-style-type: none"> Divide the class into small groups (3-4 students). Give each group a real-life problem-solving scenario (student booklet, "Problem Solving Pros," 1-4). Ask the groups to apply the 5 steps to their scenario and write down their chosen solution. After 5-7 minutes, have groups share their solutions with the class. <p>Activity 4 Group Activity: Problem-Solving Scenarios in the Workplace</p> <ul style="list-style-type: none"> Next, give each group a workplace problem-solving scenario (Problem Solving Pros on the Job in the student booklet, problems 1-2). Ask the groups to apply the 5 steps to their scenario and write down their chosen solution. After 5-7 minutes, have groups share their solutions with the class.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (5 minutes) Lead class in discussion by asking the questions below on Slides 6 and 7: What challenges did you face in coming up with a solution? How do you think these steps could help you solve problems in the future? Why is problem-solving important in jobs and careers? (Slide 8): Ask students if they think the quote is true – why or why not? Reinforce that we learn from our mistakes and problems when we work through them.</p> <p>CIL News/Offerings (Share news or opportunities from your CIL.)</p>

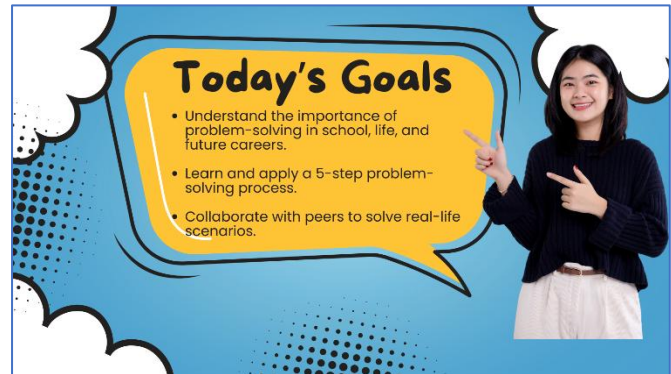
Extras (Use as Needed)

Extension Activities	<p>Personal Problem-Solving Journal: Have students keep a journal for a week where they document problems they face and how they solve them using the 5-step process.</p> <p>Creative Problem-Solving Challenge: Assign students a “design challenge” (e.g., creating a product from recycled materials). They must follow the 5-step problem-solving process to come up with a functional product.</p> <p>Role-Playing Problem-Solving: In a future lesson, students can role-play scenarios like conflicts between coworkers or time management issues at work, and practice solving them.</p>
Additional Resources	<p>10 Problem Solving Activities with Videos</p> <p>https://ditchthattextbook.com/gps-the-series/</p>
Parent Communication	<p>Send home parent letter.</p>

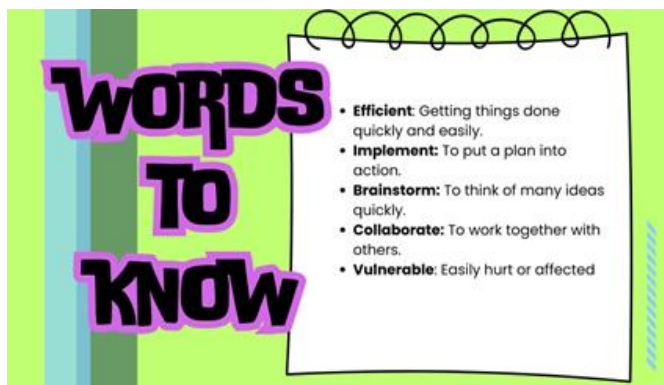
Slide 1



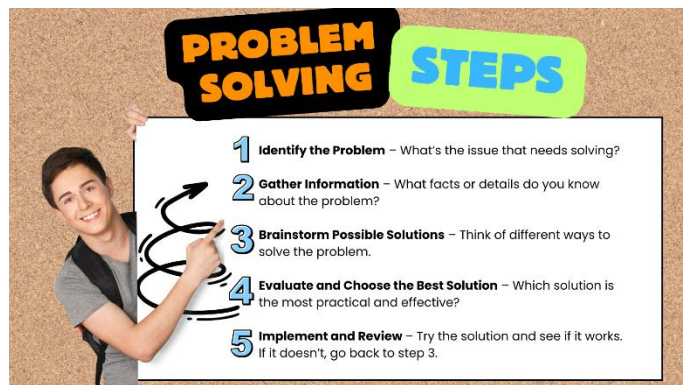
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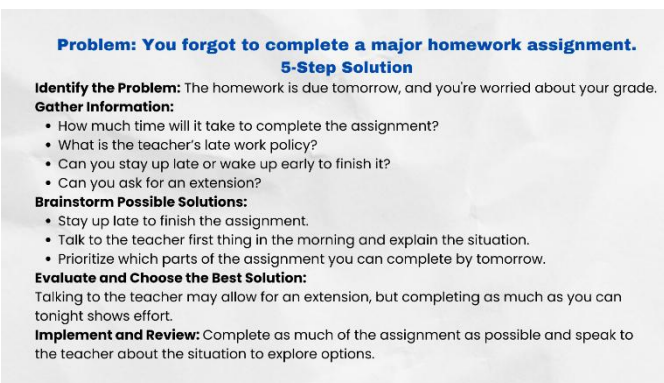
Slide 3



Slide 4



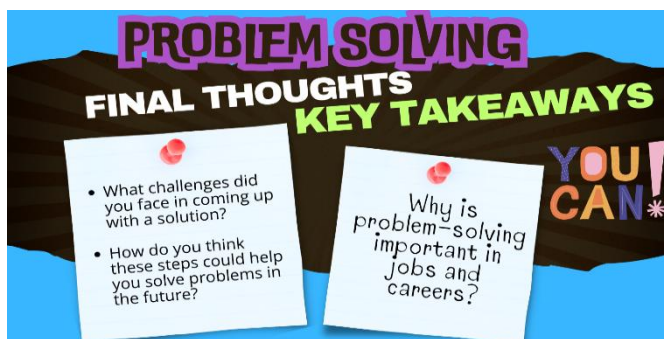
Slide 5



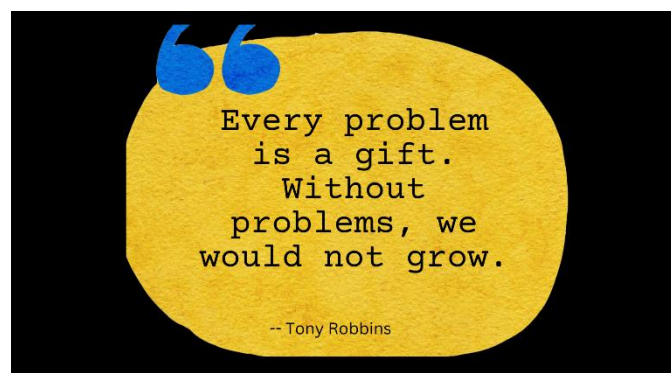
Slide 6



Slide 7



Slide 8



Name _____ Date _____



PROBLEM SOLVING PROS

SAMPLE OF PROCESS

Let's think through a problem using the 5-step process together!

1. **Identify the Problem** – What's the issue that needs solving?
2. **Gather Information** – What facts or details do you know about the problem?
3. **Brainstorm Possible Solutions** – Think of different ways to solve the problem.
4. **Evaluate and Choose the Best Solution** – Which solution is the most practical and effective?
5. **Implement and Review** – Try the solution and see if it works. If it doesn't, go back to step 3

PROBLEM SAMPLE

Group Project Disagreement

Problem: Two group members disagree on the project format.

5-Step Solution

- **Identify the Problem:** The group is divided between creating a model or writing a research paper, with a deadline coming up soon and no progress.
- **Gather Information:** What are the strengths of each option? How much time and effort will each require? What are the project requirements? Can the two ideas be combined?
- **Brainstorm Possible Solutions:**
 - Combine the two ideas by creating a model with a written report.
 - Vote as a group on which idea to pursue.
 - Assign roles based on preferences - one works on the model, the other on the paper.
- **Evaluate and Choose the Best Solution:** Combining both ideas could meet everyone's preferences and meet the project's requirements.
- **Implement and Review:** Start working on both parts. Divide tasks efficiently to ensure progress is made before the deadline.

Name _____ Date _____



PROBLEM SOLVING **PROS**

Directions: Use your problem solving prowess to solve the school related conflicts below:

1. **Identify the Problem** – What's the issue that needs solving?
2. **Gather Information** – What facts or details do you know about the problem?
3. **Brainstorm Possible Solutions** – Think of different ways to solve the problem.
4. **Evaluate and Choose the Best Solution** – Which solution is the most practical and effective?
5. **Implement and Review** – Try the solution and see if it works. If it doesn't, go back to step 3

PROBLEM #1

Your group is assigned a science project, but two members disagree about what the project should focus on. One wants to create a model, while the other wants to do a research paper. The project is due in two days, and no progress has been made yet.

- **Problem:** How can you resolve the disagreement and complete the project on time?

PROBLEM #2

You overhear your best friend saying something negative about you to another classmate. You feel hurt, but you're unsure whether to confront them or let it go. You don't want to ruin the friendship, but you also don't want to ignore the issue.

- **Problem:** How should you address the misunderstanding with your friend while maintaining your relationship?

Name _____ Date _____



PROBLEM SOLVING PROS

Directions: Use your problem solving prowess to solve the school related conflicts below:

1. **Identify the Problem** – What's the issue that needs solving?
2. **Gather Information** – What facts or details do you know about the problem?
3. **Brainstorm Possible Solutions** – Think of different ways to solve the problem.
4. **Evaluate and Choose the Best Solution** – Which solution is the most practical and effective?
5. **Implement and Review** – Try the solution and see if it works. If it doesn't, go back to step 3

PROBLEM #3

You are involved in several extracurricular activities, including soccer, band, and student council. You also have a big Georgia History test next week, but your schedule is packed, and you feel overwhelmed with no time to study.

- **Problem:** How can you manage your time better to balance schoolwork and activities without sacrificing your performance?

PROBLEM #4

You notice that a classmate is being left out and teased by others during lunch and class activities. They don't seem to have many friends, and you feel bad watching it happen. However, you're afraid that if you step in, you might also be left out of the group.

- **Problem:** What steps can you take to help the classmate without putting yourself in a vulnerable position (position of being hurt)?

Name _____ Date _____



PROBLEM SOLVING **PROS** **ON THE JOB!**

Directions: Use your problem solving prowess to solve the work related conflicts:

1. **Identify the Problem** – What's the issue that needs solving?
2. **Gather Information** – What facts or details do you know about the problem?
3. **Brainstorm Possible Solutions** – Think of different ways to solve the problem.
4. **Evaluate and Choose the Best Solution** – Which solution is the most practical and effective?
5. **Implement and Review** – Try the solution and see if it works. If it doesn't, go back to step 3

PROBLEM #1

You're a sales clerk at a sporting goods store. A customer is looking for a popular brand of running shoes, but they are out of stock in their size. The customer is upset and needs the shoes for a race this weekend.



- **Problem:** How can you help the customer without the item in stock?

PROBLEM #2

It's lunchtime at the fast-food restaurant where you work, and you've run out of ketchup packets. Many customers are asking for them, and some are frustrated.



- **Problem:** The restaurant has run out of a key ingredient during the busiest time of day.



Lesson 8

Dear Parents/Guardians,

Today in class, your child learned about **problem-solving skills**. We focused on understanding how to break down real-world challenges using a step-by-step approach. Students practiced solving different problems, from handling disagreements in a group project to managing time with a busy schedule. We also explored work-related scenarios, like resolving customer complaints in a job setting.

Here's what students learned:

- The **5 steps of problem-solving**:
 1. **Identify the problem**
 2. **Gather information**
 3. **Brainstorm solutions**
 4. **Evaluate and choose the best solution**
 5. **Implement and review**
- How to apply these steps to everyday situations at school, home, and even in future job environments.

Ways to reinforce problem-solving at home:

1. **Encourage independent thinking**: When your child faces a small challenge (e.g., deciding what to do if they forget homework or have a disagreement with a friend), ask them to identify the problem and brainstorm possible solutions.
2. **Involve them in family decisions**: When planning something, like a family outing or budgeting for a purchase, involve your child in the decision-making process. Encourage them to think about different options and weigh the pros and cons.
3. **Discuss real-life problem-solving**: Share stories of how you or someone else solved a problem at work, in the community, or in the family. Ask your child to think about how they would handle similar situations.

By practicing problem-solving at home, your child will develop the confidence and skills to handle challenges both now and in the future. Thank you for your continued support in reinforcing these important life skills!

If you have any questions or would like more information, please feel free to reach out to your child's principal.

Sincerely,

Pathways to Partnerships Team

Eighth Grade Lesson Nine

Workplace Readiness

“Launch Your Career: Resume Components”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will understand the basic components and structure of a resume, learn the purpose of each section, and practice tailoring a resume for a specific job application.
Success Criteria	Students will understand components and purpose of a resume, as well as determine effective versus ineffective resumes.
Materials Needed	Technology to access lesson slides (PDF) and links Handouts – Student Book- Resume Reviewer Team Checklist (4 copies per student) and an example of one Good/Effective Resume and example of one Needs Improvement/Ineffective Resume; Good and Needs Improvement Laminated Resumes (4) to post around the room for carousel task Post-it Sticky Chart Paper and Markers Sticky Notes Parent Letter
Defined Vocabulary	Resume, Objective Statement, Education, Experience, Skills, Achievements
Lesson Directions	
Community Building	The community building is built into the activator for this lesson. Start at the activator.
Lesson Instructions <i>25 minutes</i>	<ul style="list-style-type: none"> ➤ 5 mins – Activator: Explain lessons 9 and 10 are going to help students think about launching into their Dream Career (Slide 1) <ul style="list-style-type: none"> ○ Step 1: Show (Slide 2) and lead students in a discussion of what "Super Skills" they think Superman has based on the slide pictures. Have students get with a partner to brainstorm Superman's "Super Skills." What is he good at? What is his name? Where does he live? What are his special skills? How do his special skills help him in situation? Teacher adds student ideas on "Super Skills" post it sticky chart paper. ○ Step 2: Students brainstorm their own "Super Skills" with a partner and write their ideas on sticky notes. Teacher adds students' "Super Skills" chart paper at the front of the room and highlights how everyone has unique skills and experiences that can be valuable. Teacher shares out thoughts from "Super Skills" sticky note on chart paper. ○ Explain these "Super Skills" and experiences are what they'll learn to showcase on a resume to apply for their "Dream Job/Career." ➤ 3 mins – Vocabulary Development Kahoot! (Slide 3- Kahoot Game link on slides) ➤ 4 mins – Collaborative Discussion <ul style="list-style-type: none"> ○ Ask students: "What do you think a resume is and why might someone need one?" ○ Share that a resume is a document that lists a person's skills, experiences, and education to help them get a job. Purpose of a resume is to show your "Super Skills" and how you would be the best fit for the job. ○ Review the components of a resume (Slide 4) ○ Student Book (Student Book pages 29-30): 2 Resumes (One Good Example Resume and One Needs Improvement/Ineffective Example Resume) and Resume Component Checklist (Slide 5): Use the Resume Component Checklist to lead a class discussion of what makes the 1st resume a needs improvement example and what makes the 2nd resume a good example. ➤ 11 mins – Activity: Good vs Needs Improvement/Ineffective Example Resume Reviewer Team Task- Room Carousel (Slide 6) <ul style="list-style-type: none"> ○ Teachers tapes the 4 laminated resumes (John Smith, Dnaiel Frost, Reese Miller, and Star Smith) around the room for the carousel activity ○ Students need the Resume Reviewer Team Checklists- (4 per student in their student book, pages 31-34) ○ Directions for students: Four candidates have submitted their resumes for the part-time APP Developer position at our new startup company, "APPs for YOU." As part of the Resume Review Team, your task is to assess each resume and determine whether it is an example of a good resume or a resume that needs improvement for this role. ○ Teacher puts students into groups of 3-4 ➤ 2 mins - Reflection: <ul style="list-style-type: none"> ○ Vote with your feet (Slide 7): Teacher says the name of each resume and students vote with their feet by walking to the front of the room if they think it is a good/effective resume or walk to the back of

	<p>the room if they feel it is a needs improvement/ineffective resume. Once they vote, teacher asks them to talk with their peers who voted the same as them to explain why they voted the way they did. Then have a few share out.</p> <ul style="list-style-type: none">○ Review the key components of a resume with students○ The next lesson, students will think more on their “Super Skills” to build their own resume for a dream career
Conclusion/Wrap-Up <i>7 minutes</i>	<ul style="list-style-type: none">➤ Send Parent Letter home with students➤ 5 mins - Center for Independent Living (CIL)<ul style="list-style-type: none">• Summarize/reinforce concepts of showing your “Super Skills” and creating a resume➤ Spotlight: share news or upcoming opportunities at your local CIL
Extensions (Use as Needed)	
Extension Activity	Invite a CIL representative to speak about the importance of resumes in job searching and share tips on standing out. Students create a visual board of their “Super Skills” and set goals for how they can develop these skills further
Additional Resources	<p>Purdue OWL Resumes- Offers comprehensive guidance on resume writing, including formatting and examples.</p> <p>Canva:</p> <p>Canva Resume Templates- Provides a variety of free resume templates that students can customize</p> <p>Resume Building No 1: What Is a Resume? - YouTube</p>

Lesson 9 Slides

Slide 1



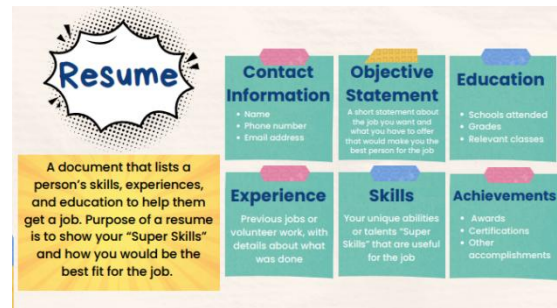
Slide 2



Slide 3



Slide 4



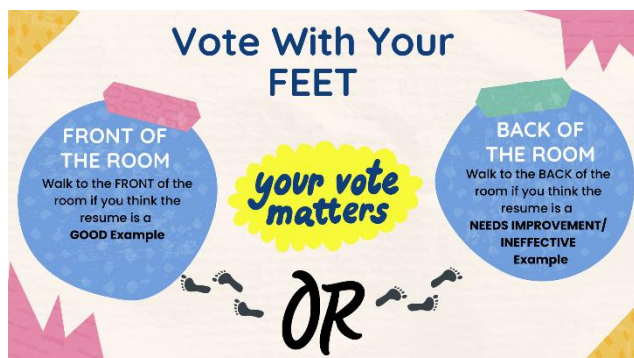
Slide 5



Slide 6



Slide 7



MY REUSME

Name: Janee Dunson

Address: USA

Phone: (555) 123-4567

Objective

I want a job.

Education

Middle School

and High School

I might go to school to learn more about webpages.

Skills

Good at stuff.

Can talk.

I know how to use the computer.

Experience

Volunteer, place with animals

I helped.

Job, babysitting

I watched kids.

Achievements

I achieved in school

SARAH AMELIA

CONTACT

 678-472-0303
 samelia@gmail.com
 42 Ridgeway Dr
Pine Mountain, GA 31822

EDUCATION

SECONDARY SCHOOL

Really Great High School
GPA- 3.5
2019-2022

BACHELOR OF TECHNOLOGY

University of Georgia
GPA- 3.8
2022-current

SKILLS

Web Design
Webpage Creation
Coding
New Technology
Problem-Solving
Microsoft Programs
Strong Communication

ACHIEVEMENTS

Honor's Society
Honor Graduate
Volunteer Recognition for most
hours volunteered

OBJECTIVE

I am a qualified and professional web developer with five years of volunteer experience of managing a website for my local animal shelter. Strong teamwork and creative. Team player with an eye for detail. I am seeking to join your team as your next part-time webpage designer.

EXPERIENCE

WEBPAGE DESIGNER

Local Animal Shelter, Volunteer Position
2017-present

- Create webpage
- Maintain webpage, adding content
- Analyze webpage views and survey data

SCHOOL WEBPAGE COORDINATOR

Really Great High School, President of webpage club
2020-2022

- Team leader for student high school webpage content
- President of webpage club
- Lead meetings
- Increased club participation by 100%

BABYSITTER

Local Babysitter
2020- present

- Cared for children ages 2-8, ensuring their safety and entertainment
- **Developed fun and educational activities**

Resume Components Checklist

- ☐ Resume is professional and is easy to read
- ☐ Resume includes Contact Information: Name, phone number, email address
- ☐ Resume includes an Objective Statement: A short statement about wanting the part-time APP Developer position and what they offer to the position
- ☐ Resume includes an Education: Schools attended, grades, relevant coursework/classes
- ☐ Resume includes Experience: Previous jobs or volunteer work, with details about what they did in the job(s)
- ☐ Resume includes a Skills: Their unique abilities or talents "Super Skills" that are useful for the APP Developer job
- ☐ Resume includes Achievements: Awards, certifications, or other accomplishments
- ☐ Overall, a good resume and great candidate to interview

Resume Reviewer Team Task:

Four candidates have submitted their resumes for the part-time APP Developer position at our new startup company, "APPs for YOU." As part of the Resume Review Team, your task is to assess each resume and determine whether it is an example of a good resume or a resume that needs improvement for this role.



Name: John Smith

Address: 456 Right Atlanta, Georgia

Phone: (555) 987-6543

Email: john.smith123@gmail.com

Objective

I need a part-time job and want to be an app developer.

Education

School: I graduated high school and am in college

Skills

I like video games.

I'm good at sports.

I can type fast.

I like to be on my phone and use apps

Experience

Job, neighborhood yard work

Mowed lawns and raked leaves sometimes.

Created a new app to track feeding my dog

Achievements

I was on a sports team

I got good grades

I made a new app



REESE MILLER

STUDENT

● WORK EXPERIENCE

MIKE AND MIKE LAW FIRM

2023

Volunteer Secretary Position

INSTAGRAM

2023- current

Instagram social media influencer

● EDUCATION

TENNESEE UNIVERSITY

2023 - current

Business Administration career, in progress.

RIMBERIO HIGH SCHOOL

2019-2023

● SKILLS

App Design

Spreadsheet

Social Media Influencer

Great Communicator

Great Communicator

● VOLUNTEER

RIVERSIDE ELEMENTARY SCHOOL

Volunteered as an after school teacher and tutor

MEDIA CAMP COUNSELOR

Volunteer as a middle school Media Camp Counselor

ABOUT ME

Business administration student.

I consider myself a responsible and orderly person.

I am looking forward to my first job as a part-time App Developer at APPs for YOU!

CONTACT ME



123-456-7890



reese.miller@gmail.com



125 Blue Sky Dr
LaGrange, GA 3241



Reese Miller Webpage

My Resume to be an APP Developer

My Name: Star Smith

I want a job as an app developer because I think it's cool. I like to play video games and use apps.

Skills:

I know how to use a computer.

I can type fast.

I watch YouTube tutorials about coding.

School:

I go to Mountain High School

I get mostly good grades, but sometimes I don't pay attention in class.

Projects and Skills:

I tried to make an app once, but it didn't work.

I made a game on my phone.

Extracurricular Activities:

I don't really do any clubs but I like to hang out with friends.

Awards:

I won a participation certificate for something at school.

Contact:

You can email me at star.smith@gmail.com



Daniel Frost

APP Developer

Objective

I am a webpage designer and app developer. I am seeking to join your team as a part-time app developer. I believe in teamwork and know I will be a great addition to your new start-up company.

Contact Me

123 Anyware St.,
Columbus, GA 30241

hello@reallygreatsite.com

reallygreatside.com

@reallygreatsite

Skills

APP Graphics



APP Development



Planning



Problem Solving

Team Work

Education

Web Development 2024-present

University of Georgia

High School Diploma 2020-2024

Northside High School

Work Experience

App Developer 2024- present

Amazon

- Part-time app developer for Amazon
- Amazon volunteer club member
- 10 hours of volunteer community service per month

Junior App Designer, Volunteer 2022-2024

Apple

- Volunteer to learn more about App development
- Learned coding languages
- Learned how to create a webpage wireframe

Achievements

- Developed my own App
- Honor graduate
- FBLA member in high school
- Certification in App Development

Eighth Grade Lesson Ten

Workplace Readiness

“Launch Your Career: Resume Building”

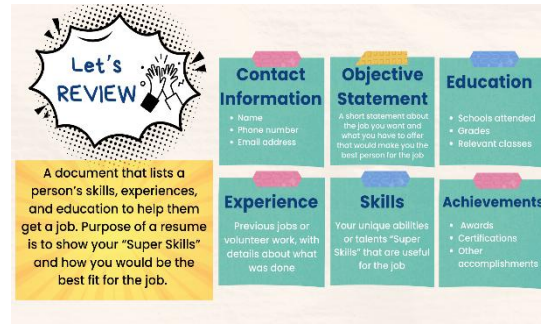
Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will understand the basic components and structure of a resume, learn the purpose of each section, and practice building their own resume for a specific job.
Success Criteria	Students will utilize their knowledge of components of a resume to build their own resume showcasing their “Super Skills” and tailoring their skills and experiences for a specific career that aligns to their DREAM CAREER.
Materials Needed	Technology to access lesson slides (PDF) and links Handouts- Student Book- Resume Components Checklist from previous lesson; Blank Resume Template DREAM CAREER Task Cards- One ziploc bag set per partner group Parent Letter
Defined Vocabulary	Resume, Objective Statement, Education, Experience, Skills, Achievements
Lesson Directions	
Community Building	The community building is built into the activator for this lesson. Start at the activator.
Lesson Instructions <i>25 minutes</i>	<ul style="list-style-type: none"> ➤ 5 mins – Activator: Explain lessons 9 and 10 are going to help students think about launching into their Dream Career (Slide 1) <ul style="list-style-type: none"> ○ (Slide 2)- High five partner review: Students will walk around them room and high five a partner. The teacher will read a definition of one of the components of a resume. Students will tell their high 5 partner what component it is. Students can refer to the slide on the board for support as needed. Students will then rotate to a new high 5 partner and do this until teacher has read a definition for all components of the resume. ➤ 4 mins – Collaborative Discussion (keep Slide 2 up from activator for reference) <ul style="list-style-type: none"> ○ Review the Resume Components Checklist (in student book from yesterday) to remind students of what components are needed for an effective resume. ○ Explain to students they will have a chance to create their own resume with a partner today. Students will be paired to review the Career task cards and choose a career from these task cards that would be a DREAM CAREER to them. They will use their DREAM CAREER task card to create their own resume. As partners they will share ideas of their “Super Skills” and how they can use them in creating a resume for their chosen DREAM CAREER task card. They can also use the slide of the components of a resume to reference as they work. ➤ 11 mins – Activity: Resume Template, Resume Components Checklist, and DREAM CAREER Task Cards (Slide 3) <ul style="list-style-type: none"> ○ Each set of partners will get a bag of DREAM CAREER Task Cards. They will choose the career they would like to create a resume for. ○ Students will work together to share ideas and each create their own resume tailored to the DREAM CAREER. Each student will have a resume template handout to fill in their information (located in their student book). They can also use the “Good Example of Resumes” and Resume Components Checklist from the previous lesson as a guide. ○ Teacher provides support as needed. ➤ 2 mins - Reflection: <ul style="list-style-type: none"> ○ (Slide 4)- Students high five another partner and share their resume. ○ Class discussion on the importance of a resume and how their resume should reflect their “Super Skills” and be tailored for the career and job they are seeking.
Conclusion/Wrap-Up <i>7 minutes</i>	<ul style="list-style-type: none"> ➤ Send Parent Letter home with students ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of showing your “Super Skills” and creating a resume ➤ Spotlight: share news or upcoming opportunities at your local CIL
Extensions (Use as Needed)	
Extension Activity	Students practice creating their resume using the additional job posting task cards. The goal is to show their “Super Skills” and tailor their resume to the career. Have partners exchange resumes for peer feedback utilizing the Resume Components Checklist. Allow students to revisit their resumes after feedback and research to make improvements. Encourage them to highlight their “Super Skills” based on the job they’re applying for.
Additional Resources	Purdue OWL Resumes- Offers comprehensive guidance on resume writing, including formatting and examples. Canva: Canva Resume Templates- Provides a variety of free resume templates that students can customize Resume Building No 1: What Is a Resume? - YouTube

Lesson 10 Slides

Slide 1



Slide 2



Slide 3



Slide 4



● WORK EXPERIENCE

OBJECTIVE

● EDUCATION

● SKILLS

-
-
-

● ACHIEVEMENTS

-
-
-

CONTACT



Dream Career Task Cards

Task Card 1: Environmental Scientist

Job Description: Research environmental issues and develop solutions to protect the planet.

Skills Needed:

- Strong analytical and research skills
- Knowledge of environmental science
- Problem-solving abilities
- Ability to work both independently and as part of a team



Task Card 2: Chef

Job Description: Prepare and cook food, create menus, and ensure food quality and safety.

Skills Needed:

- Culinary skills and creativity in cooking
- Attention to detail and presentation
- Ability to work in a fast-paced environment
- Good time management



Task Card 3: Robotics Engineer

Job Description: Design and build robots and automated systems for various applications.

Skills Needed:

- Strong math and science skills
- Problem-solving abilities
- Knowledge of engineering principles
- Teamwork and collaboration



Task Card 4: Fashion Designer

Job Description: Create clothing and accessories, sketch designs, and oversee production.

Skills Needed:

- Creativity and artistic ability
- Understanding of textiles and fabrics
- Strong communication skills
- Ability to keep up with fashion trends



Dream Career Task Cards

Task Card 5: Social Media Influencer

Job Description: Create engaging content for social media platforms and build a following by sharing interests and lifestyle.

Skills Needed:

- Strong communication and storytelling abilities
- Creativity in content creation (photos, videos)
- Understanding of social media trends
- Ability to connect with an audience



Task Card 6: Video Game Designer

Job Description: Create and develop video games, including graphics, storylines, and gameplay mechanics.

Skills Needed:

- Strong creativity and imagination
- Knowledge of coding and programming languages
- Graphic design skills
- Teamwork and collaboration



Task Card 7: Sports Coach

Job Description: Train and develop athletes, create practice schedules, and strategize for competitions.

Skills Needed:

- Strong leadership and motivational skills
- Good communication and teamwork skills
- Knowledge of the sport and training techniques
- Ability to analyze performance and provide feedback



Task Card 8: Architect

Job Description: Design buildings and structures, ensuring they are safe, functional, and aesthetically pleasing.

Skills Needed:

- Strong math and engineering skills
- Creativity and design skills
- Attention to detail
- Ability to work with clients and collaborate with a team





Lesson 9 and 10

Dear Parents and Guardians,

In the past two Pathway to Dreams lessons, your child participated in engaging lessons titled **“Launch Your Career-Resume Components and Resume Building.”** The goal of the lessons was to help students prepare to jumpstart their career in building knowledge of the components and structure, as well as the purpose, of a resume. They were given the opportunity to build their expertise in crafting their own resumes by learning strategies to showcase their skills and experiences to prospective employers.

What We Did:

- **Brainstorm:** Students began by brainstorming “Super Skills” of a superhero and then determining their own “Super Skills.” This activity allowed each student to see everyone has unique skills and experiences that can be valuable. They learned their unique skills and experience can be showcased on a resume to apply for their “Dream Job.”
- **Vocabulary Kahoot!:** This exciting game engaged students as they were introduced to key terms and concepts that they will encounter when learning about and planning for future vocational opportunities. *Vocabulary words: Resume, Objective Statement, Education, Experience, Skills, Achievements*
- **Interactive Discussion:** Students participated in collaborative discussions where they extended learning as they were introduced to key components of a resume and were challenged to determine effective and ineffective resume examples.
- **Activities:** Students participated in an exciting task where they were charged with the being on a Resume Review Team of a new start-up APP company titled APPs for YOU. Students worked in teams utilizing a Resume Components Checklist to analyze 4 resume examples to determine if their resumes represented them as good candidates to move to the first round of interviews. They utilized their new knowledge of key components of a resume to make this determination. Students then reviewed their own “Super Skills” and worked with a partner to review eight potential careers, which included key skill sets for each career. Students chose a career that aligned to their DREAM CAREER and utilized task cards to create their own resume.

How You Can Reinforce This Learning at Home:

- **Discuss:** Invite your child to share what they learned about key components of a resume.
- **Encourage Reflection:** Ask your child to share their “Super Skills” and the resume they created. Ask them to think about how they can continue to grow their skills and experiences. Also, ask them how they will use a resume in the future.
- **Extend Learning:** Encourage your child to start a resume to capture their skills, experiences, and achievements in middle and high school.

Thank you for supporting your child’s journey in learning about skills necessary to achieve their future career dreams. By encouraging them to think about their unique skills and resume development, you are helping them develop a strong foundation for self-awareness, self-confidence, and personal growth.

Sincerely,

Pathways to Partnerships Team