

Pathways to Partnerships



PATHWAYS
TO PARTNERSHIPS

GVRA + CILs + LEAs



GRADES
6-8

PATHWAY TO DREAMS

Empowering Middle School Students
to Achieve Their Career Dreams



Pre-ETS Curriculum

Adapted 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.

Suggestions for Accommodations/Modifications

All lessons and materials have been designed to encompass pre-teaching vocabulary, visual supports throughout each lesson, chunking information, and repetition.

Individualizing Instruction	Each student's needs will be unique in an adapted setting. Plan with liaisons for specific strategies and individualizing instruction of lessons. It will be important to seek input from school staff who are familiar with students' supports typically provided for instruction, prompting needs, response styles or methods, and engagement.
Visual Supports Page	Students requiring additional processing, comprehension, or language support, may be provided with the Visual Supports Page for each lesson. Students may circle or indicate items at any time, which may facilitate their participation throughout the lesson. It is recommended that after each lesson the Visual Supports Pages be attached to the Parent Letters, to facilitate sharing and communication about the lesson at home.
Collaborative Discussion	Utilize the Visual Supports Page (in addition to typical classroom strategies, assistive technology, and other accommodations for communication/conversation) to assist students in understanding and commenting on the topic, which promotes engagement and collaboration with peers.
Chunking Information	Chunking verbal information provided during instruction assists students with processing and retaining content being presented. For example, share a small amount of information and then follow up with an example, acting out, or other engagement techniques, and so on.
Questioning	Questions may be differentiated. Example: "What is an example of proper grooming?" "How could looking neat and clean help you get a job?" "Is it ok to wear ___ to a job interview?" (yes/no – verbal or with visuals)
Vocabulary	Kahoot! is an engaging educational tool for vocabulary development that is utilized for all lessons for consistency and familiarity among students, as well as consistency with planning, accommodating, and modifying for instructors and other staff assisting students. Kahoot activities may be facilitated as a whole group activity or with individual devices, with the following differentiation. See the next section for differentiating Kahoot activities to provide a kinesthetic approach to incorporate movement.

3 Levels of Differentiation:

Note – Vocabulary cards have been included with each lesson. The cards may be printed in any size that accommodates students' needs. Be sure to print/cut prior to the instructional lesson.

1 – (participatory level, with a high level of support) As each vocabulary word and meaning is introduced with the Kahoot! activity, present that vocab card to the student for an errorless choice. Repeat the word, ask them to point to the word, etc.

2 – *(supported level, with a moderate level of support)* As each vocabulary word and meaning is introduced with the Kahoot! activity, present the student with 2 or 3 cards, as a field of answer choices. As appropriate, students may also be prompted to match the visuals on the Kahoot! slide to the visual on the field of choices as they are introduced to the meaning of the term.

3 – *(independent level, with a typical level of support)* Students engage in the interactive game as directed by the instructor in whole group or on personal/school device (as permitted by the LEA).

Rephrasing

Students with intellectual deficits should be presented with age-appropriate vocabulary; however, instructors should expect to rephrase or simplify instructional language as appropriate for students. Remember to refer to visuals in the slides/lesson or Visual Supports Pages to provide multiple ways to access information. Be sure to use short, simple sentences.

Processing Time

Students will require “wait time” for processing information provided during instruction and when asked to respond or answer a question. Typically, allow 3-5 seconds wait time for a response before prompting a student. A student utilizing an augmentative and alternative communication method (visual cards, electronic devices, etc.) may require additional time to input a response. Be sure to allow ample time for them to respond before prompting.

Prompting

Students may need to be prompted when recalling information, when asked questions or contributing to discussions. Refer to the teacher’s recommendation on type and frequency each student may require.

Student Responses

In addition to alternative or augmentative communication needs, expect students to need assistance with answering questions. Instructors should expect to provide prompts, answer choices to choose from, referring to visuals in the lesson/slides, and even providing an errorless choice when needed. Instructors may state the information and then immediately ask for feedback on the same answer. Remember that repetition is important.

Written Responses

Students may need assistance with written tasks. Some students may need assistance with spelling but are able to write their own short responses. Writing what the students says on a sticky note and allowing them to copy it onto their paper is a great strategy to still promote independence with writing. Other students may verbalize or indicate their answers but benefit from their responses being transcribed to allow cognitive focus to remain on content.

Motivation/Participation

Provide frequent feedback. Provide validation (ex - “good thinking”) for all shared answers to ensure all students feel valued, respected, and included, along with any necessary corrective feedback. Provide positive verbal reinforcement for targeted responses.

Incidental Instruction

Take advantage of naturally occurring learning opportunities to emphasize about disabilities, accommodations for areas of need to be successful, etc. These are most often guided by student interest and questions/conversation.



Kahoot! Adaptation

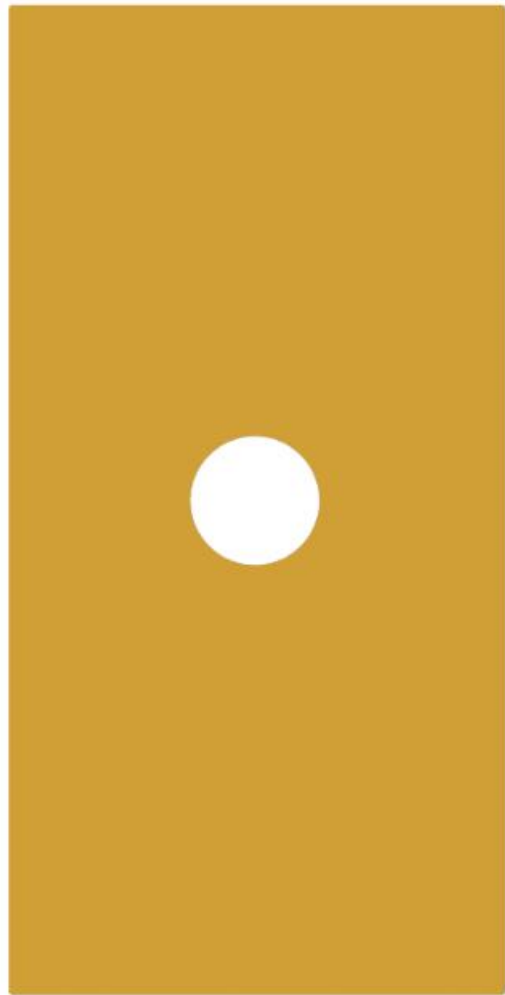
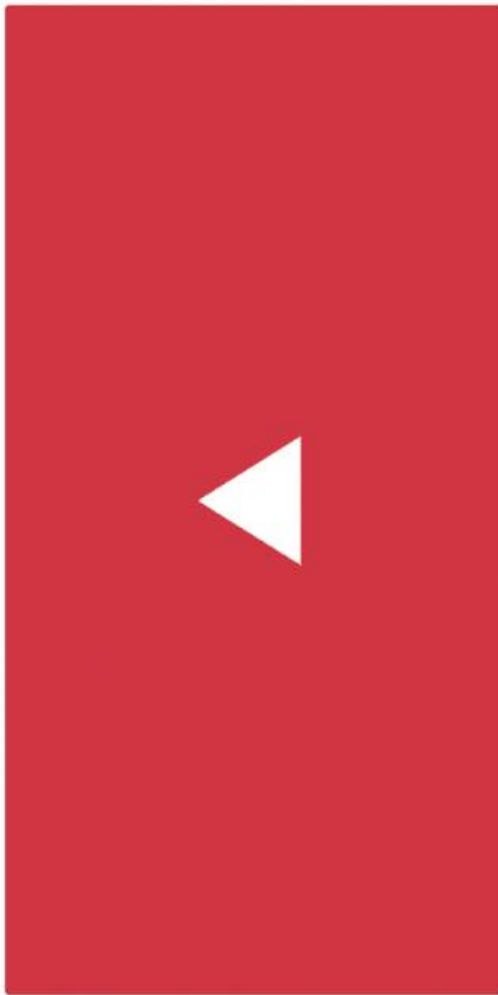
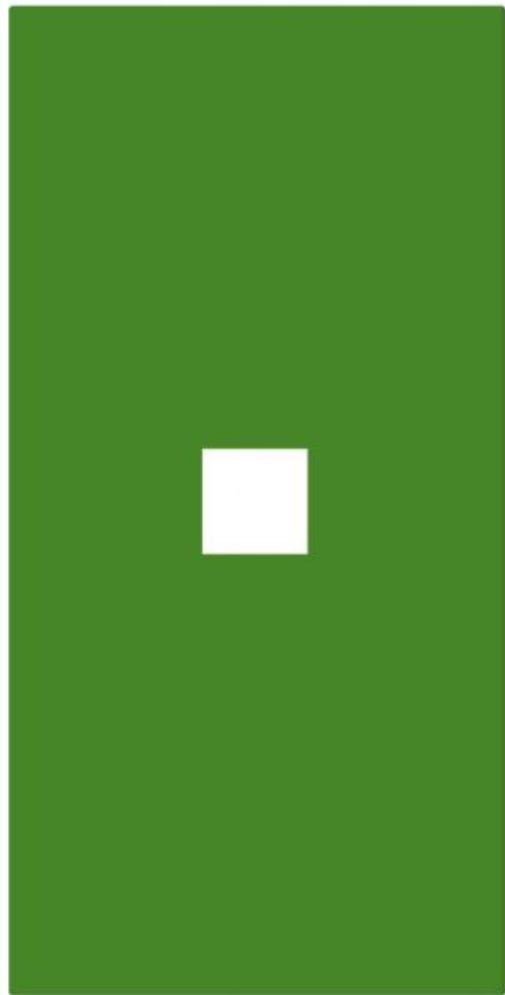
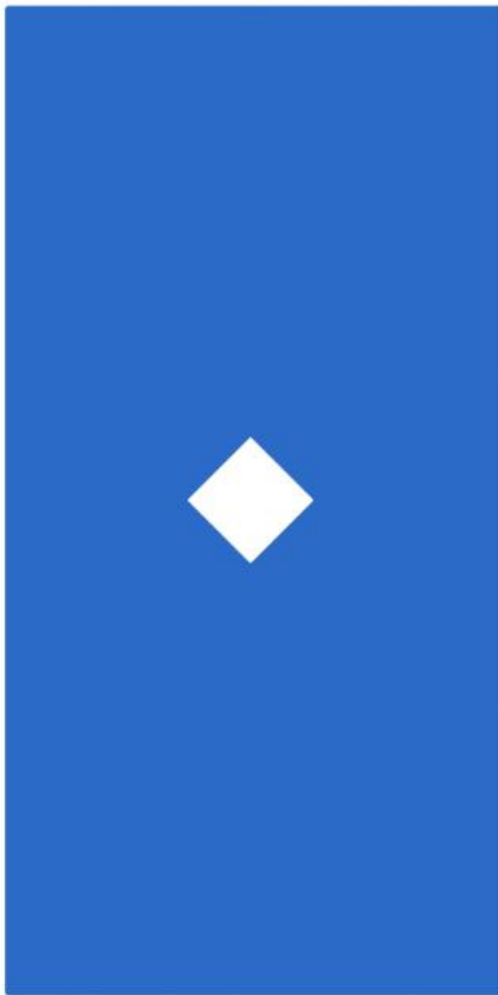
Kahoot activities may be presented as a whole group activity with instructors leading at the board, or students may access activities by logging in to individual devices.

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.



Adapted Curriculum Lesson One

Strengths and Needs

“Building Blocks for Success”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	Students explore self-awareness related to career choices by identifying personal strengths and needs. Students will understand the importance of aligning strengths and needs to jobs of interest.
Success Criteria	Students will identify and express personal strengths, needs, accommodations (<i>conditions for success</i>).
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) (<i>not necessary for all students, based on individual student needs</i>)
Defined Vocabulary	strength, need, accommodation, employment, employee
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Introduce students to Pathway to Dreams: Dream Journey and share the learning goals for this lesson by sharing that students will be learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 5 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 10 mins – Collaborative Discussion & Activity (Slides 3-6, Student Book, pages 3-6) Solicit input and engagement among students by facilitating an engaging discussion among peers, as they follow along and self-reflect in the student book. Guide students in identifying their strengths and challenges (needs), helping write any additional. Assist students with their conditions for success (accommodations), helping write any additional items. It will be important to solicit input from classroom staff who are familiar with these items for students. <ul style="list-style-type: none"> ○ Strengths – ask students to think about what things they are good at or what their teacher or mother says they are good at (ex-drawing, helping others, following routines, chores, class job, etc.), <u>solicit input from classroom staff</u> ○ Challenges/Needs – ask students to think about what things they need help with (ex-reading, staying on task, etc.), reminding them that they can still do things that are hard or challenging but they may need help (accommodations), <u>solicit input from classroom staff</u> ○ Conditions for Success – discuss accommodations, that there are things we may need to consider if they make us frustrated or unhappy (may need to consider the amount of time doing that task), and things we may need to have access to or have to be a successful employee or “worker,” <u>solicit input from classroom staff</u> ○ Emphasize uniqueness among the group and explain that understanding your strengths, needs, and conditions for success can help you choose the job of your dreams. ○ As students circle/indicate choices, staff should support and relate student answers to a work task or environment to extend application of this activity. Example - Susie, if you do not like loud sounds, do you think you would want to work in a factory with loud machines or some place that is quiet? ➤ 5 mins – Reflection Ask students to reflect on topics from today. Invite each student to share one item with their peers. Again, emphasize the uniqueness among the group and how those will be important on their journey to finding their dream job.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 7) Summarize/reinforce concepts of considering strengths, challenges, conditions for success when considering job or career opportunities. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions *(Use as Needed)***Extension Activity**

Use rolls of bulletin board paper to trace the outline of each student's body. Ask students to decorate their outline to reflect their strengths, which may be written, printed and pasted, photos, etc. Assist students as needed. Allow students to hang in the classroom (or other appropriate space) and invite others to come to view their strengths (teachers, school staff, service providers, etc.).

Additional Resources

Georgia Learning System (GLRS, Richmond County): [Characteristics of Student-Led IEPs](#)
Use this reference to learn more about Active Student Participation Inspires Real Engagement (ASPIRE), which includes student benefits of defining their strengths and challenges. Encourage students to use information from the lesson today to share with their IEP team or as a starting point for helping develop their next annual review.

Lesson 1 Slides

Slide 1

LESSON 1

BUILDING BLOCKS FOR SUCCESS

Slide 2

VOCABULARY

strength, need, accommodation, employment, employee

Slide 3

Building Blocks to Finding the Job of Your Dreams ...

Slide 4

Building Blocks to Finding the Job of Your Dreams ...

Slide 5

Building Blocks to Finding the Job of Your Dreams ...

Slide 6

Building Blocks to Finding the Job of Your Dreams ...

Slide 7



Wrap Up

How can understanding your strengths and needs help you choose a job?

• Parent Letters
• CIL Spotlight

Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 1 - Vocabulary Cards

 <p>strength</p>	 <p>need (challenge)</p>
 <p>accommodation</p>	 <p>employment (job)</p>
 <p>employee (worker)</p>	

Lesson 1 - Student Book Pages

Lesson 1 - Building Blocks for Success

HOW DO I FIND MY DREAM JOB?

STRENGTHS *Things I am good at ...*

independent with a routine

speaking

helping others

listening

etiquette

being a leader

teamwork

creativity

organizing

Others _____

Lesson 1 - Building Blocks for Success

HOW DO I FIND MY DREAM JOB?

CHALLENGES *Things I need help with ...*

large crowds

math

completing tasks

walking

reading

stressful situations

communicating

loud sounds

writing

Others _____

Lesson 1 - Building Blocks for Success

What I need to be successful ...

CONDITIONS FOR SUCCESS *To be successful at work, I may need to:*

Carefully consider things I do not like or that frustrate me...

loud sounds

large crowds

a lot of writing

stressful situations

a lot of reading

a lot of math

Other things to consider: _____

Lesson 1 - Building Blocks for Success

What I need to be successful ...

Accommodations that will help me become a successful employee.

To be successful at work, I may need to:

Have access to ...

calculator

computer program that reads words for you

accessible workplace

speech-to-text device

support person

Things I need ...

watch others model tasks

use visual task analysis

eat at specific times

frequent breaks

work flexible hours

My other conditions for success...

Lesson 1 - Visual Supports Pages

LESSON 1

VISUAL SUPPORTS

STRENGTHS (examples)

listening

teamwork

speaking

creativity

helping others

being a leader

independent with a routine

organizing

NEEDS (examples)

reading

math

large crowds

completing tasks

walking

writing

stressful situations

loud sounds

communicating

LESSON 1

VISUAL SUPPORTS

CONDITIONS FOR SUCCESS (examples)

THINGS I MAY NEED TO CONSIDER IF I DO NOT LIKE THEM OR IF THEY FRUSTRATE ME ...

a lot of reading

loud sounds

stressful situations

a lot of writing

crowds

a lot of math

HAVE ACCESS TO ...

have a calculator

have an accessible work place

computer program that reads words for you

have a speech-to-text device

have a support person

DO ...

watch others model tasks

frequent breaks

use a visual task analysis

eat at specific times

work flexible hours

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.



Lesson 1

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Building Blocks for Success.**" The goal of this lesson was to help students explore self-awareness related to career choices by identifying personal strengths, challenges (needs), and conditions for success (accommodations), and aligning each of these topics with jobs of interest.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about and planning for future vocational opportunities.
Vocabulary words: strength, need, accommodation, employment, employee
- **Collaborative Discussion:** Students began with brainstorming strengths (things they are good at) and challenges (tasks they need assistance with). Students engaged in a collaborative discussion about consideration for conditions for success (accommodations) that would help them become a successful employee.
- **Activity & Reflection:** Students completed an activity where they reflected on their own personal strengths, challenges, and conditions for success (accommodations). This activity allowed them to reflect on uniqueness among their classroom community and how individual strengths and challenges will be important as students begin their journey to finding the job of their dreams.

How You Can Reinforce Learning at Home:

Invite your child to discuss one of their greatest strengths and challenges they identified today. Encourage reflection by sharing strengths you observe in your home or community settings. Discuss some examples of jobs that align with their strengths.

Thank you for supporting your child's journey in learning about skills necessary to prepare for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Two

Work Preferences

“Paving the Way for Success!”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	Students explore and analyze personal preferences in relationship to future jobs or a career field of interest.
Success Criteria	Students will identify personal preferences related to vocational skills.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	preference, vocational
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 3 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 3 mins – Collaborative Discussion (Slide 3) Work preferences – Introduce students to the concept of our preferences impacting the types of jobs we may want in the future. Engage students by asking about their preferences related to work settings and solicit examples from each student. (ex – indoors/outdoors, loud place, quiet place, all day/part of the day, etc.) ➤ 10 mins – Activity (Slides 4-12) Lead students in an interactive game of “Would You Rather: Personal Vocational Preferences Edition!” Students may respond with hands, thumbs up/down, personal yes/no visuals or device, or add physical activity by having them stand up/sit down or go to different sides of the room for choices. Relate choices to vocational tasks or jobs as each are presented. For example – (first one) Would you rather work inside somewhere like a school or office OR would you rather work outside like cutting grass? Be sure to discuss the pros and cons of choices. Example – I may want to work outside if I enjoy being outdoors but not if I don’t like to be hot (summer or cold (winter)). Students reflect their vocational preferences in their book as each slide is presented and discussed. *Solicit input from classroom staff for job examples they know would be relevant to student preferences for each choice. ➤ 4 mins - Reflection (Student Book, pages 7-8) Assist students in recording any additional items identified through discussion or that classroom staff share. Invite each student to share one preference with their peers. Emphasize the uniqueness among the group and how those will be important as they navigate finding the job of their dreams.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 13) Summarize/reinforce concepts of considering preferences when selecting a job/career. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions *(Use as Needed)***Extension Activity**

Allow students to take turns providing one of their identified preferences, writing the word in a circle on the whiteboard. Collaboratively, allow students to brainstorm jobs that would utilize this preference by creating a concept web graphic organizer. Students may complete their own concept map (template located with lesson materials). After brainstorming together, students may be provided with additional visuals or may search for visuals of jobs to complete their own concept web.

Additional Resources

Did you know that a student's preferences are required component of the IEP Transition Plan? Use the resources below to learn more. Consider asking students to share preferences identified today with their IEP team and/or in drafting their transition plan.

- MDE Office of Special Education Guidance: [Transition Planning](#)
- [Transition Planning Checklist](#): Beginning in 8th Grade

Lesson 2 Slides

<p>Slide 1</p>	<p>Slide 2</p>	<p>Slide 3</p>
<p>Slide 4</p>	<p>Slide 5</p>	<p>Slide 6</p>
<p>Slide 7</p>	<p>Slide 8</p>	<p>Slide 9</p>
<p>Slide 10</p>	<p>Slide 11</p>	<p>Slide 12</p>
<p>Slide 13</p>		

Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 2 - Vocabulary Cards

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Lesson 2 - Student Book Pages

Lesson 2 - Paving the Way for Success!

VOCATIONAL PREFERENCES

Evaluating personal preferences when considering job and career options is an important step to finding your dream job!

Self-reflect to explore your personal preferences related to vocational tasks, as you begin your journey to discovering your dream job! (circle/mark your preferences)

7

VOCATIONAL PREFERENCES

Other personal preferences for employment:

My preferences will help me consider types of jobs and career options on my journey to finding my dream job!

8

Lesson 2 - Visual Supports Page

LESSON 2 VISUAL SUPPORTS

preference

vocational

game

work inside

work outside

work with people

work with animals

work alone

work with a partner/group

work fast

not work fast

do the same tasks

do different tasks

stay clean

clothes may get dirty

ok to work in a loud place

use technology

work with tools

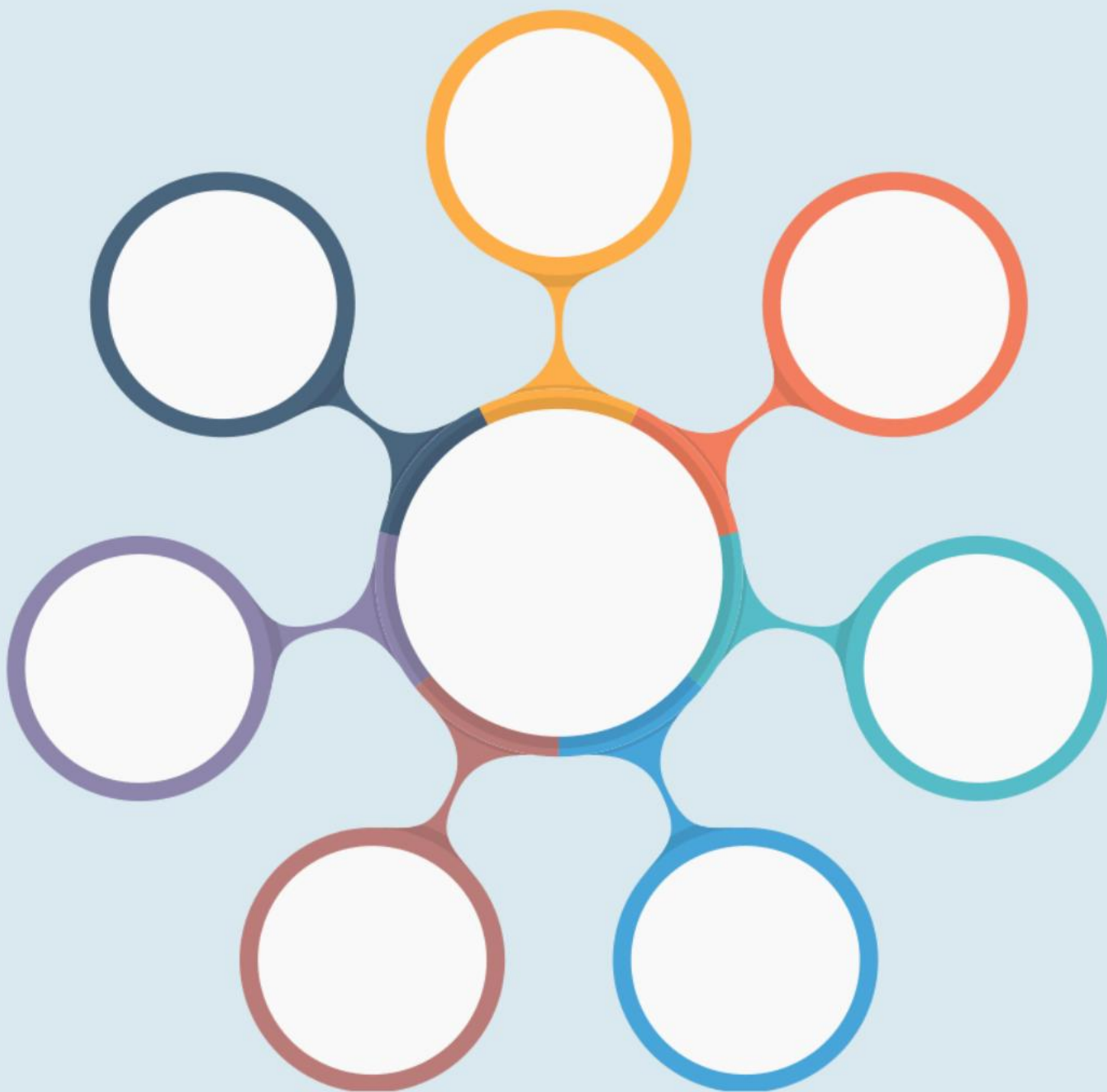
work with money

not have to do a lot of math

work in a quiet place

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

Exploring Jobs Through My Preferences





Lesson 2

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Paving the Way for Success!**" The goal of this lesson was to help students explore and analyze personal preferences related to vocational skills, in preparation for considering future jobs or career field.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about and planning for future vocational opportunities.
Vocabulary words: preference, vocational
- **Interactive Discussion:** Students were introduced to the concept of how our personal preferences impact the types of jobs we may want in the future. Students engaged in a discussion about their preferences related to vocational skills and workplace settings. (ex – indoors/outdoors, loud place, quiet place, all day/part of the day, etc.).
- **Activity and Reflection:** Students participated in an interactive game where they chose vocational tasks or jobs of interest. This activity allowed them to reflect on uniqueness among their classroom community and how individual preferences will be important as students begin their journey to finding the job of their dreams. Students reflected by indicating their personal vocational preferences related to vocational skills and workplace settings. The lesson concluded with students sharing a personal preference with their peers.

How You Can Reinforce Learning at Home:

Invite your child to discuss one of their preferences identified today. Encourage reflection by sharing vocational skills you observe with your child in your home or community settings. Suggest some examples of jobs that may align with their preferences.

Thank you for supporting your child's journey in learning about skills necessary to prepare for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Three

Career Interest Inventory

“Discover Your Dream Career Field”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	Students will identify career areas of interest utilizing a career interest inventory.
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 As Needed: Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	career interest inventory, career field, job
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goal for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 4 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 12 mins – Activity Pictorial Career Interest Inventory (Slide 3-12, Student Book, pages 11-20) Explain to students that they will take their own career interest inventory to discover and explore careers that fit their preferences. Guide students through each page by explaining what job each image represents and asking them to select the <u>one</u> they prefer the most in each box. The first box may be presented as “working on cars, working in a library with books, or working in a kitchen to make food.” Monitor and assess for understanding as students indicate answers. One the last page, assist students with tallying responses and indicating (circle, highlight, etc.) their top 3 preferred career areas, as indicated by the assessment. Lesson facilitators should be familiar with scoring. Ask classroom staff to assist circulating, monitoring, and scoring as needed. ➤ 4 mins – Collaborative Discussion & Reflection (Student Book, pages 21-22) Students should record their top three career areas indicated by the inventory. Assist students as appropriate. ➤ (Slide 13) Remind 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 (match) with their preferences. Review career areas on the last page of the inventory (slide 14), discussing some of the jobs in each career field. Provide a <u>very brief</u> description of jobs. For example, “Automotive, like working on a car or changing a tire.” Allow students to share reactions to results. Consider asking if one of the 3 career fields indicated are more preferred than the other and why. It would be helpful to solicit input from classroom staff who are more familiar with students and may have discussed vocational interests in class.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 14) Summarize/reinforce concepts of using a career interest inventory to help identify possible job and career areas of interest. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions <i>(Use as Needed)</i>	
Extension Activity	<p>Ask students to choose one of the 3 career fields indicated through their career interest inventory. With supervision and guidance, allow them to look up information on jobs within that field. More independent learners may research education or certification requirements, job outlook, etc. Learners requiring more support may research (with supervision/support) short video clips related to the jobs in their selected field. Ask students to reflect on what they have discovered about jobs in their selected field.</p>
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 3 Slides

<p>Slide 1</p> 	<p>Slide 2</p> 	<p>Slide 3</p> 
<p>Slide 4</p> 	<p>Slide 5</p> 	<p>Slide 6</p> 
<p>Slide 7</p> 	<p>Slide 8</p> 	<p>Slide 9</p> 
<p>Slide 10</p> 	<p>Slide 11</p> 	<p>Slide 12</p> 
<p>Slide 13</p> 	<p>Slide 14</p> 	

Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 3 - Vocabulary Cards

		
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Lesson 3 - Student Book Pages

Pages 11-20 – Career Interest Inventory

Lesson 3 - Career Interest Inventory

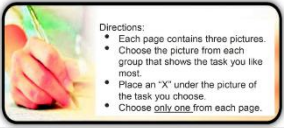
Pictorial Interest Inventory

Structured around eight different career fields

Student name: _____ Today's Date: _____


Birth Date: _____ Age: _____


How to Use This Inventory




Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

A  _____

B  _____

C  _____

Score Sheet

Key letter	number of X's	Interest Area
A		Automotive
B		Clerical
C		Food Services
D		Custodial/Housekeeping
E		Landscape/Building trades
F		Materials and Handling
G		Caring for Others
H		Retail

Automotive: Auto Mechanic Transmission Inspector Gas Station Attendant Auto Body Painter Truck Driver Auto Body Painter	Clerical: Mailroom Assistant File Clerk Data Entry Shipping Mailing Library Page	Food Services: Line Cook Server Dishwasher Baker Cafeteria Worker Prep Chef	Custodial/ Housekeeping: Janitor/Cleaner Tour Guide Laundry Worker Shipping/Receiving Warehouse Warehouse
Landscape/ Building Trades: Construction Carpenter Welding Painting Landscaping Lawn Mowing Snow Shoveling	Materials and Handling: Grocery Stocker Grocery Bagger Produce Stocker Unloading Trucks Packing/Shipping Boxes Shipping Inventory	Caring for Others: Nurses Assistant Hospice Worker Dryclean Assistant Pet Daycare Worker Animal Shelter Worker Hospital Escort	Retail: Cashier Sales Associate Retail Clothing Gift Basket Bookstore Customer Service

Lesson 3 - Discover Your Dream Career Field

CAREER INTEREST INVENTORY

- Explore Your Interests
- Discover Career Fields
- Continue your journey to find your **DREAM** job!

 Dream Big

MY PREFERRED CAREER AREAS

Career Area 1

Related Jobs of Interest

Career Area 2

Related Jobs of Interest

Career Area 3

Related Jobs of Interest

believe

Lesson 3 - Visual Supports

Visual supports are provided in the Pictorial Interest Inventory and vocabulary cards. Instructors supporting staff should utilize these materials for visual supports for lesson 3.

Lesson 3 - Career Interest Inventory

Pictorial Interest Inventory

Structured around eight different career fields

Student name:

Today's Date:

Birth Date:

Age:

How to Use This Inventory



Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

A



B



C



D



E



F



G



H



A



www.shutterstock.com · 83864083

B



www.shutterstock.com 141007120

C



D



E



F



G



H



A



B



C



D



H



F



G



E



A



B



C



D



E



F



G



H



A



B



C



D



E



F



G



H



A



B



C



D



E



F



G



H



Score Sheet

Key letter	number of X's	Interest Area
A		Automotive
B		Clerical
C		Food Services
D		Custodial/Housekeeping
E		Landscape/Building trades
F		Materials and Handling
G		Caring for Others
H		Retail

Automotive: Auto Mechanic Tires/brakes inspector Gas Station Attendant Auto Body Repair Truck Driver Auto Body Painter	Clerical: Mailroom Assistant File Clerk Data Entry Shredding Mailings Library Page	Food Services: Line Cook Server Dishwasher Busboy Cafeteria Worker Prep Chef	Custodial/ Housekeeping: Janitor/Custodian Towel Folder Laundry Sorter Stripping/Making Beds Vacuuming Window Washing
Landscape/ Building Trades: Construction Carpenter Weeding Trimming Leaf Blowing Lawn Mowing Snow Shoveling	Materials and Handling: Grocery Stocker Grocery Bagger Pallet Mover Unloading Trucks Packing/Unpacking Boxes Scanning Inventory	Caring for Others: Nurses Assistant Hospice Worker Daycare Assistant Pet DayCare Worker Animal Shelter Worker Hospital Escort	Retail: Cashier Store Greeter Retail Clothing Cart Retrieval Stocking Shelves Customer Service



Lesson 3

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Discover Your Dream Career Field.**" The goal of this lesson was to help students identify vocational areas of interest by participating in a career interest inventory.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about and planning for future vocational opportunities.
Vocabulary words: career interest inventory, career field, job
- **Activity:** Students completed a career interest survey to discover and explore career areas that align with their preferences. Facilitated through collaborative discussion, students identified related jobs of interest in their top three preferred career areas. This activity allowed them to reflect on how individual preferences will be important as they begin their journey to finding the job of their dreams.
- **Collaborative Discussion & Reflection:** Students were reminded that the purpose of the inventory was not to indicate jobs they should seek, but to help them consider types of jobs that may fit or align with their preferences. As different types of jobs were discussed, students shared personal reactions.

How You Can Reinforce Learning at Home:

Invite your child to discuss one (or more) career fields they identified today through their career interest inventory. Encourage reflection by discussing types of jobs that may align with their interests or career area identified today.

Thank you for supporting your child's journey in learning about skills necessary to prepare for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Four

Career Choices

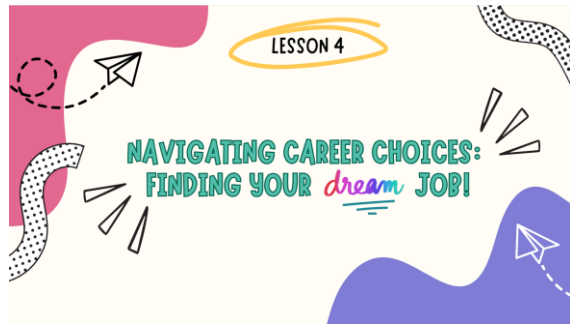
“Navigating Career Choices: Finding Your Dream Job!”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goals	Students will explore vocational opportunities in their preferred career areas, by analyzing and reflecting on career interest inventory results.
Success Criteria	Students will identify related jobs in their preferred career that align with their strengths, needs, and conditions for success (accommodations), to improve their potential for obtaining their dream job.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, velcro target board with balls As Needed: Visual Supports Page
Defined Vocabulary	<i>no new vocabulary, may review previous terms as appropriate</i>
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas OR use the discussion question below as the community builder. Share the learning goal for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 2 mins – Collaborative Discussion (Slide 2) Engage students by asking, “Who would like a job that they enjoy and that makes them happy?” to activate thinking and discussion among peers. Prompt the group to recall some of the things from the previous lesson that are important to remember when looking for a job that you will be happy with. Encourage them to think about jobs where they can use their strengths, that fits with their needs/challenges, fits with their conditions for success, and aligns (“matches”) with a job in one of their preferred career areas. ➤ 8 mins – Activity Ask the group if they have ever played darts or tried to ring a target. Allow each student to throw a velcro ball and hit the target board. Conclude the activity with asking how hard it was to “hit” the center versus the larger areas of the target. ➤ 5 mins - (Slide 3) Introduce students to the concept of finding a “target” job that will help ensure they are happy when they begin working. Ask them which way they turned their body to hit the target (facing the target or away – act this out). When they responded that they faced it, reiterate that they focused on the target just like how they should focus on their strengths, interests, and needs when considering target jobs. <p>Use the <i>Target Jobs</i> visual to explain that it would be difficult to hit the small center but easier to hit the larger areas (like when they just took turns with the target!). Add that it will be easier to hit a “target” job if it’s a bigger area (lots of related jobs to their career area of interest) vs. a smaller area like the center (<i>if they want one specific job</i>).</p> <p>For example, rather than only saying you want to be a hotel manager, consider all related fields that could help you grow and advance towards that desired field, or that may lead to ones you didn’t realize you were interested in.</p> <p>Reinforce thinking about all the jobs that could align with their strengths, needs, and conditions for success rather than only choosing one job they feel they would like. Remind students that this process will help ensure their success</p> <ul style="list-style-type: none"> ➤ 5 mins - Reflection (Student Book, pages 23-24) <i>*see note below</i> Ask students to choose one of their identified career interest areas (as indicated by their inventory), brainstorm a variety of related jobs in that field, and list three related jobs they are very interested in. Guide students to indicating their potential “dream job” (the one they feel the most excited about or that interests them the most). Assist students as needed. Solicit input from classroom staff who may be familiar with specific job interests of students. <p><i>*If time allows, it would be helpful to have students complete the Target Jobs extension activity (Student Book, page 26) before completing the reflection above.</i></p>

Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 4) Summarize/reinforce concepts of considering related jobs in career areas of interest. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ 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 learning concepts for students finding their target dream job. Providing the <i>Target Jobs</i> graphic organizer (Student Book, page 26) and allow students to brainstorm one of the identified vocational interest areas from their career inventory results, assisting as needed. Students may need support to research related jobs in their field of interest. Students may share in small or whole groups. • Invite guest speakers or plan a community-based-instruction trip to a local establishment of popular interest among the class. An on-campus option would be to watch videos about popular career areas.
Additional Resources	Develop self-reflection of requirements for students' preferred career fields or jobs by guiding them in searching for post-secondary education or training that may be required or would benefit them when applying for jobs in the future. Follow with searching for post-secondary options specific to their area of interest, such as the pathways at Roosevelt Warm Springs: RWS Academic Pathways

Lesson 4 Slides

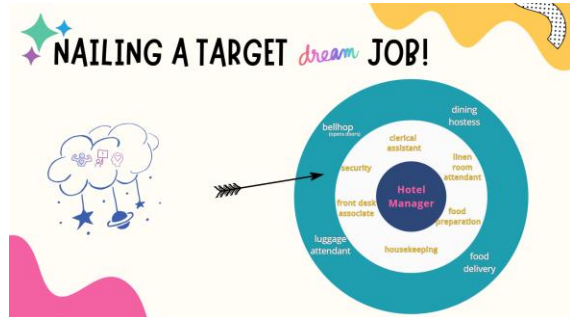
Slide 1



Slide 2



Slide 3



Slide 4



Lesson 4 - Vocabulary




Lesson 4 contains no new vocabulary, as it is an extension from lesson 3. Vocabulary from previous lessons may be reviewed, as appropriate.

Lesson 4 - Student Book Pages

Lesson 4 - Navigating Career Choices: Finding Your Dream Job!

READY, SET, LET'S GO!

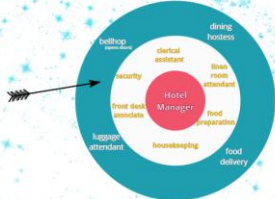
TO FIND MY *dream* JOB, I NEED TO CONSIDER ...

- what jobs will allow me to use my strengths 
- what jobs fit my needs  **AND conditions for success**
- what jobs fit my interests 
- related jobs in my career areas of interest (from career inventory in lesson 3)

DREAM BIG

23

NAILING A TARGET *dream* JOB!



Remember, it will be easier to find a "target" job that will make you happy, if you consider all the related jobs in your preferred career area (larger areas on target) vs. only considering one specific job (small center of target).

I have explored career fields that "match" my interests. Now I am ready to consider related jobs in those fields that "match" my strengths, needs, and conditions for success! Possible target jobs that interest me the most:


- 1 -
- 2 -
- 3 -

I think my dream job is:


24

Lesson 4 - Visual Supports Page


**LESSON 4
VISUAL SUPPORTS**




game




happy




strengths




needs




conditions for success




target



easy



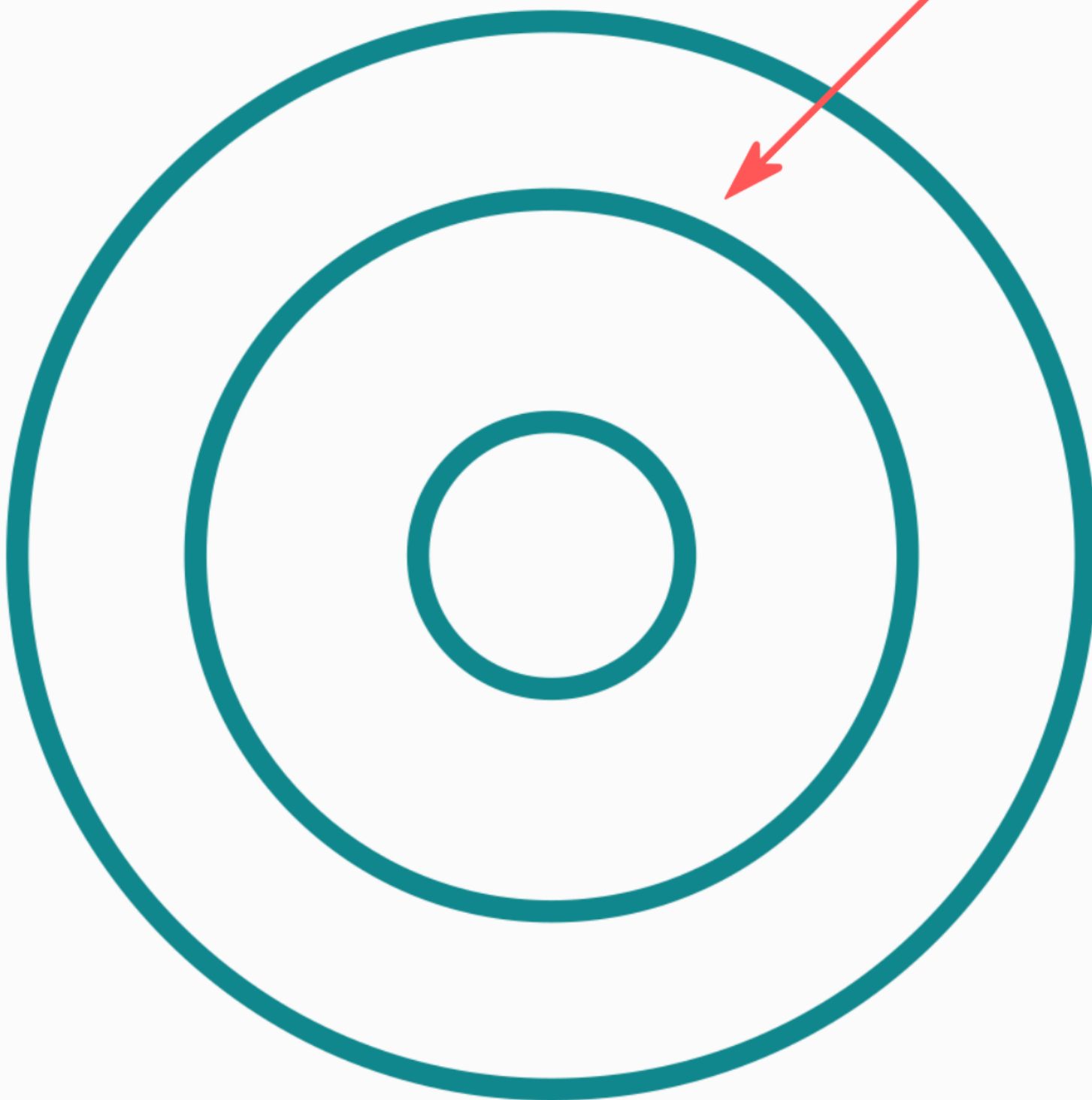
hard



variety/options
(related jobs)

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

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 4

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Navigating Career Choices: Finding Your Dream Job!**" The goal of this lesson was to help students explore vocational opportunities in their preferred career areas. Students identified related jobs in their preferred career areas that aligned with their strengths, needs, and conditions for success, to improve their potential for obtaining the job of their dreams.

What We Did Today:

- **Collaborative Discussion:** Students began by sharing about what types of things would make them enjoy their job and make them happy. Students reviewed items from our previous lesson that are important to look for when considering jobs. They were encouraged to think about jobs that “fit” with their strengths, needs/challenges, and conditions for success (accommodations).
- **Activity:** Students participated in an interactive game introducing the concept of a “target” to demonstrate that it will be easier to find a “target” job that makes them happy if they consider many options rather than saying they want one specific job. Using a target visual, students discussed many types of related jobs to their career areas of interest.
- **Reflection:** Students were asked to choose one of their identified career interest areas (as indicated on their career interest assessment) and explore three related jobs he/she may be interested in.

How You Can Reinforce Learning at Home:

Invite your child to discuss many types of jobs that could align with their strengths, needs, and conditions for success. Provide assistance and encourage them to create a collage for a job (or jobs) they are interested in. Encourage them to include visuals for ideas or items they learn about the job(s).

Thank you for supporting your child’s journey in learning about his/her job choices to prepare for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Five

Self-Advocacy

“Be Your Own Champion”

Pre-Lesson	
Pre-ETS Category	Self-Advocacy
Learning Goals	Students will learn fundamental self-advocacy skills and how to apply those skills in diverse environments, including their future workplace.
Success Criteria	Students will apply self-advocacy concepts learned to advocate for personal needs and desires in a variety of settings.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, Self-advocacy scenario game cards As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	self-advocacy, confidentiality, disclosure
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 3 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 7 mins – Collaborative Discussion (Slide 3) Ask students what they think self-advocacy means. Explain the importance of self-advocacy and key components (understanding your rights, communicating effectively, asking for help). Explain that advocating for yourself will help you get what you need and will help you to be successful and as independent as possible. Ask students if they can think of a time they needed help or had a problem and had to “speak up” or advocate for themselves. (Slide 4) Discuss the importance of students making their own decisions. ➤ 5 mins – Activity: Self-Advocacy Scenarios – Share with students that they are going to play a game to practice applying self-advocacy skills. Scenarios will present a problem where a person will need to advocate for themselves to solve. Instructors should guide students in identifying the challenge or need in each scenario and then appropriate solutions or accommodations, based on the type of scenario. Refer to the Teacher’s Guide for additional details in guiding students through the activity (included below) <p>Instructors choose to facilitate this activity as a game with student groups OR as a <i>Would You Rather</i> in whole group. Instructors may rephrase or adapt any of the scenarios as needed. Solicit input from classroom staff about personal experiences of students that relate to scenarios, or other times where they have advocated (with or without help).</p> <p>(Slide 5) STUDENT GROUPS OPTION – Divide students into partners or small groups. Provide each group with a set of game cards. Explain that their job is to match each problem scenario with the appropriate self-advocacy solution. See activity for differentiation options.</p> <p>(Slides 6-10) WOULD YOU RATHER/WHOLE GROUP OPTION – Some of the scenarios have been adapted into Would You Rather options. As you present each slide, discuss options for advocating or solving, pros and cons, etc.</p> <ul style="list-style-type: none"> ➤ 5 mins - Reflection (Student Book, page 28) Students should complete the self-reflection sections on how they advocate for themselves in everyday life and who may help them advocate for themselves, when needed. Provide appropriate support as needed.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 11) Summarize/reinforce concepts of self-advocacy. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions (Use as Needed)**Extension Activity**

- [Self-Advocacy Activity](#) – Students begin with a fun game of Would You Rather. The teacher/instructor guides the reflection after the game asking students to consider a past decision they have made, how it made them feel, and if they needed help.
- [Video](#) – The Awesome Mary Show: How to Be a Self-Advocate (6:24 mins) This short video reiterates what self-advocacy is, the importance for individuals with a disability, and when and how to advocate for yourself.

Additional Resources

Use the resources from Project10 to further expand strategies for instruction and additional resources related to [Self-Advocacy & Self-Determination](#). Some key concepts for instruction include considering appropriate IEP goals, IEP participation and leadership, and including student activity samples in a portfolio. Portfolios could be used to share with members of their IEP team, as well as a reflection tool for progress made and to assess current needs for self-advocacy and self-determination skills.

Lesson 5 Slides

Slide 1



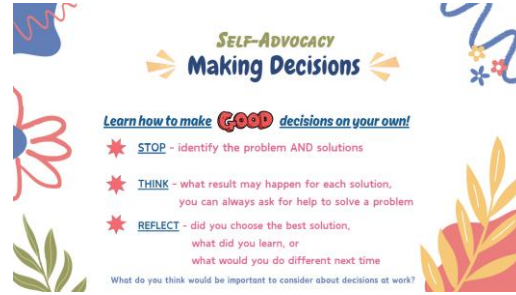
Slide 2



Slide 3



Slide 4

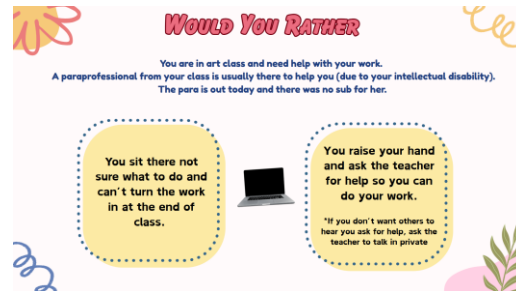


Slide 5



**(use with student group option for activity)*

Slides 6-10



**(Would You Rather option for activity)*

Slide 11



Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 5 - Vocabulary Cards



Lesson 5 - Student Book Page

Lesson 5 - Be Your Own Champion

SELF-ADVOCACY

Speak Up! YOU are your best advocate!

- know your rights
- speak up about your needs & desires
- start making your own decisions
- ask for help when you need it

How I advocate for myself:

If I need help, I can ask:
(circle)

Parent/
Guardian

Family Member
(grandma, aunt, etc.)

Teacher

Others:

EMPOWER Yourself!
to be independent & successful

28

Lesson 5 - Visual Supports Page

LESSON 5 VISUAL SUPPORTS



rights



communicate
(speak up)



help



partner



game



match

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

Lesson 5 Activity: Self-Advocacy Game

Directions: Students will practice applying self-advocacy skills to find a solution to the problem in the provided scenarios, by collaborating with their partner or group.

Differentiation: Scenarios with solutions may be presented together for an errorless choice. Scenarios may be matched with the possible solutions. Scenarios may be provided without any solutions, allowing students to develop their own solutions.

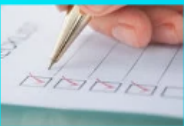
1



Your teacher assigned student groups for a class project over the next two weeks. You do not get along with two of the students in your group. In the past, they have made comments that hurt your feelings.

You ask your teacher if you can speak to her after class. You share that you are really uncomfortable with two people in your group, because they make hurtful comments at times. You ask to be changed to another group for the project.

2



You just started a new job and are having a hard time remembering your assigned tasks due to your ADD. You used to have a checklist at school to help you remember daily tasks.

You remember learning about disclosure of a disability in school. You decide to ask for a meeting with your supervisor to inform them that you have ADD and have a hard time remembering what needs to be done. You ask for a checklist of daily responsibilities to help you make sure to complete all tasks.

3



You are at basketball practice at the rec department and feel very tired, hot, and thirsty. You need a bottle of water but left yours at home and your mom won't be back to pick you up for another hour.

You remember that the water fountain in the building is broken. You decide to ask a friend if they have an extra bottle of water that you may have. You asked three friends and they didn't have any. Finally, you decide to ask your coach for help and they had an extra bottle you could have.

4



On the bus ride home today, your friends were talking about going to see a new movie Saturday. Everyone has a ride except you. Your mom is scheduled to work and your dad will be doing yard work Saturday. Your mom is protective about who you accept rides from.

You consider all of the possibilities for a ride to the movie and start feeling bummed that you will not get to go. Finally, you remember that your grandmother's car repair is finished and that she picks her car up today. You decide to call her and ask if she will give you a ride Saturday.

5



You have had the same best friend since Kindergarten. The two of you usually get along well, but lately you both have been arguing a lot. Your friend says hurtful comments intentionally, when you are arguing.

Realizing that they would say hurtful things because you don't agree with each other is not pleasant. You really want to stop this before it ruins your friendship. You decide to ask them over to talk about why you both may be arguing, and to share that saying hurtful things is not acceptable.

Lesson 5 Activity: Self-Advocacy Game

6



You have a project due in your computer class tomorrow. You usually have a paraprofessional to help you with your work in that class (when you need it), due to your intellectual disability. The para is out today and there was no sub for her.

You raise your hand to ask for help from the teacher, even though this isn't who usually helps you.

*If you do not want to state the help you need around your classmates, you can quietly ask to speak in private.

7



It is the first week in your PE class and the coach said there will be a 1 mile run test next week. You have Cerebral Palsy that causes your legs to hurt some days or when you run long distances. You are worried about passing the test.

You remember learning about self-advocacy and decide to go talk to the coach after class. You explain your medical condition, that sometimes you can not run long distances, and that on some days you have too much pain to run. You still want to run but ask for a shorter distance to prevent leg pain.

8



You are at a restaurant and everyone is deciding what to order. You can not see the menu well with the low lighting (due to your visual impairment). You usually use the flashlight on your phone, but left your phone at home.

You decide to ask someone at your table if you can borrow their phone. Now you are able to use the flashlight to read the menu.

9



You are meeting your friends in an arcade at the mall. When you get there you realize the arcade is on the second floor and do not see a sign for the elevator (you use a wheelchair).

You decide to find someone who works at the mall and ask for directions to the elevator.

10



CHALLENGE

Share a challenging situation you have experienced where you needed to advocate for yourself (with or without help).

Lesson 5 – Self-Advocacy Game

Teacher’s Guide

Scenario	Challenge/Need	Possible Solution
1	Being assigned to work with peers who you feel bully you	Advocate by asking to be assigned to another group due to being bullied in the past
2	Disability: ADD Memory difficulties due to ADHD that impact performance at work	Consider disclosing your disability and asking for a reasonable accommodation you know works for you
3	Personal need that you neglected to prepare for/remember	Be resourceful by considering all appropriate options at the time (this scenario - water fountain, friend, coach) Consider setting an alarm/reminder next time to increase independence and responsibility
4	Personal desire/want	Be resourceful by considering all appropriate options (this scenario – mom, dad, grandmother)
5	A person you trust hurts your feelings	Consider options for appropriately speaking up for yourself/your feelings (this scenario – tell your friend how you feel) Consider how to prevent this from happening again in the future (this scenario – ask friend to talk about it)
6	Disability: Intellectual Disability The paraprofessional that typically provides academic support for your general education classes (one of your accommodations) is absent – you need to ask for help from someone else	Ask a peer/classmate If you do not want to ask a peer or do not want them to know the type of help you need, you can ask the teacher to talk in a private place – it can be discrete!
7	Disability: Cerebral Palsy You are worried about passing a running test due to your leg pain and not being able to run long distances	Discuss your disability/medical need with the coach You may need an accommodation – extended time to run the mile OR to run a shorter distance OR to run on a day you are not experiencing leg pain You may need a modified activity if you are experiencing leg pain every day – such as a timed walk instead of a run
8	Disability: Visual Impairment Need a bright light for reading text	Borrow a phone (light) from someone you are with May also consider asking someone at the restaurant for a light/table lamp
9	Disability: Orthopedic Impairment Need an elevator to get up the stairs in your wheelchair	Look for elevator signs Ask staff where the elevator is located
10	This does not have to be based on a disability	Open ended options, based on personal situations shared. Refer to classroom staff if students need help remembering a challenge or need they experienced in the past, and how they may have advocated for themselves to solve or overcome.



Lesson 5

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Be Your Own Champion.**" The goal of this lesson was to help students learn fundamental self-advocacy skills and how to apply those skills in diverse environments, including their future workplace.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about self-advocacy.
Vocabulary words: self-advocacy, confidentiality, disclosure
- **Collaborative Discussion:** Students discussed the importance of self-advocacy and key concepts (understanding their rights, communicating effectively, and asking for help when they need to). Students shared about a time when they had to "speak up" for themselves, as well as the importance of making their own decisions.
- **Activity:** Students participated in an interactive game where they practiced applying self-advocacy skills to identify solutions to problems in the scenarios presented.
- **Reflection:** Students reflected on how they advocate for themselves in everyday life, and who may help advocate for them, when needed.

How You Can Reinforce Learning at Home:

Invite your child to discuss what self-advocacy means and why it is important to "speak up" for their self. Encourage reflection by sharing ways you have utilized self-advocacy skills.

Thank you for supporting your child's journey in learning how self-advocacy can assist in future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Six

Communication Skills

“Communication Toolbox for Success”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn essential strategies for communicating effectively with others. Students will learn the impact of communication in a future vocational setting.
Success Criteria	Students will identify key behaviors of effective communication skills.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	communication, active listening, body language
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 3 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 8 mins – Collaborative Discussion (Slide 3) Ask students what they think communication is and why they think it is important, or to share one way they communicate with others. Discuss communication and explain that it is not just verbal, but that there are also nonverbal and written forms of communication. Briefly mention alternative modes of communication (visual cards, devices, etc.). (Slide 4) Review types of body language. (Slide 5) Briefly discuss how to be a good “communicator” and <u>model</u> exemplars and non-exemplar behaviors, which will allow students to build their toolbox for communication (<i>how to initiate or respond to someone, show you are a good listener, staying on topic, turn-taking, politely changing a topic, etc.</i>). ➤ 4 mins – Activity “Positive or Negative Communication Behaviors?” (Slide 6) Quizalize (from teacher board: click “play as student” > “Classic Quiz” > “try Classic Quiz” > “Start”) Guide students in an interactive game where they analyze communication behaviors and identify if they are positive or negative. For choices identified as negative behaviors, have students share what an appropriate behavior for the situation would be. <i>*Quizalize website slides are attached in instructor resources, if the website is not accessible via LEA website filters.</i> Ask students to think about why communication is important in the workplace. If this class participates in CBI work (local soup kitchen, etc.), ask them to think about them to think about communication used while they are completing volunteer work. Engage students by providing examples of how/when communication skills learned today will be useful at work interacting with coworkers/teammates, communicating with supervisors, clients, or customers, etc.). Example – You have a problem with a task and need to ask for help. ➤ 5 mins – Reflection (Student Book, page 30) Students should complete the self-reflection sections on communication skills learned and what skill(s) they plan to improve. Solicit input from classroom staff regarding what communication needs or goals are for students.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 7) Summarize/reinforce concepts of effectively communicating with others. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions <i>(Use as Needed)</i>	
Extension Activity	Lead students in an interactive active listening game, “ Mirror, Mirror, ” which promotes active listening skills by encouraging students to pay close attention to nonverbal cues and effectively communicate understanding empathy.
Additional Resources	<ul style="list-style-type: none"> • Video about body language and how they are perceived by others, specifically in the workplace. <i>(2:09 minutes)</i> • do2Learn provides teacher/instructor resources for improving communication skills, such as tone of voice and volume, responding, reciprocal conversations, and staying on topic, as well as several handout activities.

Lesson 6 Slides

Slide 1



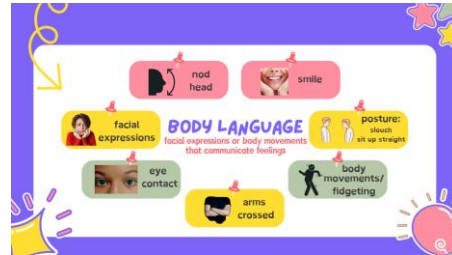
Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Slide 7



Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 6 - Vocabulary Cards



Lesson 6 - Student Book Page

Lesson 6 - Communication Toolbox for Success



COMMUNICATION

sending or receiving information with others
to express thoughts, ideas, or feelings

How We Communicate

verbal:
speaking

nonverbal:
body language

written:
we read and write

some people use alternate ways to help them communicate,
like pictures or devices

Skills I have added to my communication toolbox!

- how to start a conversation/respond to others
- stay on topic/appropriately change a topic
- responding and turn taking
- good volume, so others can hear me
- ask questions, to better understand
- disagree with someone appropriately













Skills I plan to improve:

30

Lesson 6 - Visual Supports Page

LESSON 6

VISUAL SUPPORTS

 <p>communication</p>	 <p>facial expressions</p>
 <p>alternate communication: pictures</p>	 <p>smile</p>
 <p>alternate communication: device</p>	 <p>eye contact</p>
 <p>body language</p>	 <p>arms crossed</p>
 <p>game</p>	 <p>nod head</p>
	 <p>body movements/ fidgeting</p>
	 <p>posture: slouch sit up straight</p>


Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

Quizalize Quiz: “Positive or Negative Communication Behaviors?”


Website Slide Copies

Q 1/6 Score 0

quickly whispering something to my friend sitting next to me, when we are talking with a group




56



[Enlarge image](#) [Enlarge image](#)

Q 2/6 Score 142

tap your friend on the shoulder because you need to get their attention to tell them something important




59



[Enlarge image](#) [Enlarge image](#)

Q 3/6 Score 142

you are talking to someone who is explaining something that is lengthy, but you nod your head up and down and smile at times as they are talking




55



[Enlarge image](#) [Enlarge image](#)

Q 4/6 Score 262

your grandmother is talking to you when you went to visit, but your friends keep texting you so you decide to reply to them quickly




59



[Enlarge image](#) [Enlarge image](#)

Q 5/6 Score 405

your friend has just returned from a month long trip and you have so much to tell them about while they were away, but you take turns bringing up different topics during the conversation, being sure that one topic is finished before changing the subject




59



[Enlarge image](#) [Enlarge image](#)

Q 6/6 Score 553

in conversation with your friend they share their opinion about something that you do not agree with at all - you want to be polite, so you wait until they finish their statement and then respond, "you are wrong about that" to correct them



58

[Enlarge image](#) [Enlarge image](#)



Lesson 6

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Communication Toolbox for Success.**" The goal of this lesson was to help students learn essential strategies for communicating effectively with others, and the impact of communication in a future vocational setting.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about and planning for future vocational opportunities.
Vocabulary words: communication, active listening, body language
- **Collaborative Discussion:** Students were asked to consider and share about what they think communication means and why they feel it is important. Students learned about different modes of communication, such as verbal, nonverbal and written forms. They discussed how to be a good "communicator" (how to initiate or respond to someone, show you are a good listener, staying on topic, turn-taking, politely changing a topic, etc.).
- **Activity:** Students participated in an interactive game where they analyzed communication behaviors and identified if they were positive or negative. For choices identified as negative behaviors, students shared what an appropriate behavior for the situation would be.
- **Reflection:** Students reflected by discussing why communication is important in their future workplace. They extended self-reflection by identifying their own communication skills they would like to improve upon.

How You Can Reinforce Learning at Home:

Invite your child to discuss communication behaviors, sharing positive vs negative examples they learned about today. Encourage further reflection by discussing with them how important communication is in the workplace and share a time when it has helped you with your job. Encourage them to improve communication skills observed at home or in the community!

Thank you for supporting your child's journey in learning about their communications behaviors and the importance for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Seven

Positive Appearance

“Polished and Positive: Shine Inside and Out!”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn the essential skills of hygiene/grooming, appropriate dress for different environments, basic etiquette skills, as well as exploring how each of these will empower them to be a great employee in the future.
Success Criteria	Students will distinguish between appropriate and inappropriate skills for hygiene/dress, appropriate and inappropriate attire/dress for multiple environments, and foundational etiquette skills.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) (not necessary for all students, based on individual student needs)
Defined Vocabulary	hygiene, grooming, etiquette
Lesson Directions	
Community Building 5 minutes	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions 20 minutes	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 3 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 3 mins – Collaborative Discussion Ask students why our appearance (what we look like to others) is important. Ask why it is so important in a vocational setting. Guide students to collaborate with peers in discussing basic hygiene and grooming (slides 3-4), appropriate dress (slide 5-7), and etiquette in social situations in a variety of settings (slide 8-9). Include discussion of exemplar and non-exemplar behaviors for each topic. ➤ 9 mins – Activity (Slide 10) Polished & Positive Jeopardy Game (jeopardylabs.com) - Students will play an interactive jeopardy game focusing on reinforcing hygiene/grooming, appropriate dress, and etiquette skills. Be sure to cheer for points and totals each time to encourage an exciting setting. You may want to offer a prize at the end (game may be played whole group, as one team). Be mindful that items become more challenging as they move from 100 to 500. 100 items would be great to offer to students who require more support. Instructors may offer answer choices if needed for answers. ➤ 5 mins - Reflection (Student Book, pages 31-32) Students reflect on a glow (something they are good at) and a grow (something they are working to improve) for each topic, in preparation for their future success as an employee!
Conclusion/Wrap-Up 5 minutes	<ul style="list-style-type: none"> ➤ (Slide 11) Summarize/reinforce concepts of a “polished and positive appearance.” ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.
Extensions (Use as Needed)	
Extension Activity	Extend learning of etiquette skills in the workplace by using scenario cards where students must find a solution and act out in teams or pairs. Workplace Scenarios (click for scenarios)
Additional Resources	<p>TeachersPayTeachers has many free resources, as well as ones that may be purchased, to extend learning and applying etiquette skills.</p> <ul style="list-style-type: none"> • Phone Etiquette • Discussion Etiquette • Digital Etiquette – search on “digital etiquette” and there are many free activities for etiquette skills related to intro/basic skills, Zoom/Google Meets, email/chat, phone, etc (Tip: filter Life Skills and Middle Grades)

Lesson 7 Slides

<p>Slide 1</p>	<p>Slide 2</p>
<p>Slide 3</p>	<p>Slide 4</p>
<p>Slide 5</p>	<p>Slide 6</p>
<p>Slide 7</p>	<p>Slide 8</p>
<p>Slide 9</p>	<p>Slide 10</p>
<p>Slide 11</p>	

Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 7 - Vocabulary Cards

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Lesson 7 - Student Book Pages

Lesson 7 - Polished & Positive: Shine Inside & Out!

SHINING INSIDE & OUT

Hygiene

- bathe daily
- wash hair
- brush teeth
- wash hands often
- cover cough or sneeze

Hygiene
keeping your body clean to stay healthy

Grooming

- brush/comb hair
- wear deodorant
- wear clean clothes
- trim nails
- apply lotion

Grooming
taking care of your appearance

What would an employer think if you came to work not looking neat and clean?

APPROPRIATE DRESS
Dress for the occasion!

Home

- house clothes
- pyjamas
- house slippers
- robe
- showers cap/flat cover

School

- shorts
- jeans
- collared
- button down
- shirt

no shorts
no shirt, slippers too also
no hats
no inappropriate clothes

Work

- business attire
- business casual
- business dress
- business suit
- business shoes

clothes with words
no hats
no inappropriate clothes

SOCIAL ETIQUETTE

Basic Etiquette Skills

- greet others
- be polite, friendly, helpful
- good hygiene, especially if you are sick
- respect others' personal space
- listen
- ask for help
- ask for directions
- ask for help
- ask for help

In the Workplace

- be on time
- give notice when you need to be out
- be polite to colleagues
- be polite to customers
- be polite to clients
- be polite to suppliers
- be polite to the public
- be polite to the media
- be polite to the press

Good manners & good habits

31

GLOW & GROW!

hygiene/grooming

Glow:

Grow:

dress

Glow:

Grow:

etiquette


Glow:

Grow:

32

Lesson 7 - Visual Supports Page

**LESSON 7
VISUAL SUPPORTS**




appearance



hygiene



grooming



etiquette




appropriate dress



game



glow



grow

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.



Lesson 7

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Polished and Positive: Shine Inside and Out!**" The goal of this lesson was to learn the importance of essential skills such as hygiene, grooming, and appropriate dress for different environments, and basic etiquette skills, as well as exploring how each of these will empower them to be a great employee in the future.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about elements of a positive appearance for future vocational opportunities.
Vocabulary words: hygiene, grooming, etiquette
- **Collaborative Discussion:** Students were asked to share why our appearance is important. They discussed why appearance is essential in a vocational setting. Students collaborated with their peers in discussing what basic hygiene and grooming includes, appropriately dress for home/school/work, and etiquette in social situations in a variety of settings.
- **Activity:** Students participated in an interactive jeopardy game focusing on reinforcing hygiene/grooming, appropriate dress, and etiquette skills.
- **Reflection: Reflection:** Students reflected on a personal "glow and grow." They identified areas they are strong and need to improve as related to developing and maintaining a positive appearance, both inside and out!

How You Can Reinforce Learning at Home:

Discuss appropriate grooming and hygiene, dress, and etiquette skills with your child. Ask them to reflect on what their strengths and needs are in these areas and options for improving skills for each. Provide feedback and praise on observations related to these specific skills identified.

Consider practicing table etiquette during meals and/or at restaurants. Plan a family game night, possibly inviting family members over, and focus on etiquette skills.

If your child has difficulty performing a daily grooming and hygiene routine or dressing independently, consider creating a visual task list of items they should do each morning and evening. Your child's teacher may assist with visuals and possibly laminating the list to hang in the bathroom, bedroom, etc.

Independence with grooming or hygiene and dressing appropriately is essential for independent living and will help them to be successful at a future job.

Thank you for supporting your child's journey in learning about the importance of personal appearance in the workplace and how it will help them obtain and keep the job of their dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Eight

Positive Attitude and Teamwork

“Empowerment Express: Developing Positive Attitudes”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn about and apply teamwork strategies, adaptability, and flexibility for real-world scenarios, and explore solutions for common problems.
Success Criteria	Students will learn what a positive attitude is, how to stay positive, what teamwork is and why being a team player is important now and in the future.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, index cards, thick/bold marker As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	teamwork, adaptable, flexible
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 2 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 8 mins – Collaborative Discussion (Slide 3) Ask students what having a positive attitude means to them. Engage students in discussion of the following among each other. Provide examples and model/role-play appropriate versus inappropriate behaviors throughout the discussion. (slide 4-5) Positive Attitude (slide 6) Teamwork (slide 7-8) Adaptability/Flexibility - provide examples for both school and work (ex- schedule change for sports practice or work hours) (slide 9) Solving Problems ➤ 5 mins – Activity Explain how to play The Line Up Game to students. Assist and encourage problem-solving and communication among the group as students work as a team to complete the challenge. Instructors may decide the most appropriate method for lining up: by last name, age, number of siblings, etc. To assist students requiring support, provide each student with an index card and their “identifier” written on it, that they hold in front of them for the duration of the task. For example, if students are lining up by their last name, instructors would provide each student with an index card with the first letter of their last name written on it. Prepare these prior to the lesson if possible. For additional fun, the theme song music from Mission Impossible (linked to teamwork image on slide 9) may be played at a low volume. If needed for additional support, an alphabet strip has been included on slide 10. Source: Beakers & Ink When finished, ask students to reflect on teamwork skills utilized to problem-solve and communicate with each other. Briefly discuss why working together as a team is important now, at home or in school, and in the future when they have a job. Ask students how they think a positive attitude may impact their ability to work effectively with others. ➤ 5 mins - Reflection (Student Book, pages 33-34) Students self-reflect on maintaining a positive attitude, being a team player, and adaptability/flexibility by applying what they have learned to their own life. Assist students in identifying one problem area that they would like to work on and improve. Solicit input from classroom staff who are familiar with each student’s challenge areas. Explain to students that

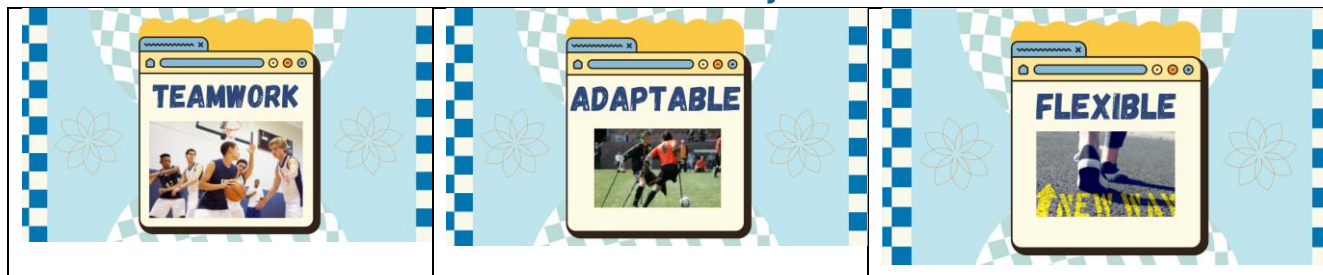
	there are no wrong answers, and that this reflection will help us recognize an area to work on, to help empower our success as an employee in the future.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 11) Summarize/reinforce concepts about why it is important to have a positive attitude and why it is important to be flexible when working on a task or with teammates. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ 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"> • Have students decide on a collective group tradition for beginning or ending class. This will foster teamwork in brainstorming and deciding on the collective tradition (don't forget to consider any physical challenges a student may have) and continue to build relationships and the concept of belonging to a team, to instill a notion of teamwork among peers. Reiterate that teammates help each other and have them recall why teamwork is essential in a future job. Examples: <i>compliment a peer, high fives, secret handshake, collaborative playlist for during arrival/exit. (College Transitions)</i> • Classroom Pact Poster, Negative Thoughts to Positive Statements, Affirmations Mirror, Role-Play Scenarios
Additional Resources	<ul style="list-style-type: none"> • 60 Team-Building Activities for Kids & Middle/High School Students - College Transitions • Team Building Activities for Middle School - TeachHub

Lesson 8 Slides

<p>Slide 1</p> 	<p>Slide 2</p> 
<p>Slide 3</p> 	<p>Slide 4</p> 
<p>Slide 5</p> 	<p>Slide 6</p> 
<p>Slide 7</p> 	<p>Slide 8</p> 
<p>Slide 9</p> 	<p>Slide 10</p> 
<p>Slide 11</p> 	

Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 8 - Vocabulary Cards



Lesson 8 - Student Book Pages

Lesson 8 - Empowerment Express: Developing Positive Attitudes

POSITIVE ATTITUDE

in a good mood and excited to be doing something, focus on the good and look for solutions to challenges

Makes others want to be around you and you get more done in less time!
Employers like that it encourages others to be positive and improves the quality of work!

I have a positive attitude when I ...

- encourage others
- greet others with a smile
- compliment others
- work well with and help others

★ They key to success in the workplace!

TEAMWORK

We do not have to like the people we work with, BUT we do have to get along and work on the same team!

I can be a team player by ...

- being trustworthy
- solving problems together
- communicating clearly
- react appropriately to thoughts/actions of others

33

ADAPTABILITY & FLEXIBILITY

It is important to accept and deal with change in your personal life AND your future workplace. It empowers you to react positively to changes!

Some ways I can be adaptable and flexible ...

- schedule changes
- complete extra tasks if someone is out
- changes in your routine
- learning a new computer program
- being assigned to a new team or group
- help a friend or teammate if asked

★ Be willing to change when there is a need!

PROBLEM SOLVING

- Identify the problem
- consider solutions
- what can you do to prevent the problem in the future
- ask for help if needed

One problem area I plan to improve on:
(ex - encouraging others, accept changes more positively, being late for school, remembering chores)

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Lesson 8 - Visual Supports Page

**LESSON 8
VISUAL SUPPORTS**

positive attitude

teamwork

adaptability

flexibility

solving problems

game

line up

index card

hold up

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.



Lesson 8

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Empowerment Express: Developing Positive Attitudes and Adaptability.**" The goal of this lesson was to help students learn and apply strategies for teamwork, adaptability/flexibility in the workplace, and explore solutions for common problems.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about character traits, such as positive attitude and teamwork.
Vocabulary words: teamwork, adaptable, flexible
- **Collaborative Discussion:** Students discussed what having a positive attitude means to them. They engaged in conversations with their peers about the concepts of positive attitude, teamwork, adaptability/flexibility, and solving problems. Students observed and compared appropriate versus inappropriate behaviors throughout their discussion.
- **Activity:** Students participated in an interactive game that encouraged problem-solving and communication among the group. Students reflected on teamwork skills utilized during the game to problem-solve and communicate with each other. Students discussed why working together on a team is important now, and in the future, when they have a job.
- **Reflection:** Students self-reflect on maintaining a positive attitude, being a team player, and adaptability/flexibility by applying what they have learned to their own life. Students identified one problem area in their life to improve on, to help empower our success as an employee in the future.

How You Can Reinforce Learning at Home:

Invite your child to discuss the concepts discussed in today's lesson, such as what it means to be positive or why it is important to be flexible/adaptable. Encourage reflection by sharing how you have worked on a team and demonstrated adaptability, flexibility and a positive attitude. Ask them to help with small tasks at home AND utilize a positive attitude while helping!

Thank you for supporting your child's journey in learning about teamwork, adaptability/flexibility, positive attitude and problem solving, to prepare them for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Nine

Positive Work Habits

“Brighter Futures: Building Strong Traits”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn to differentiate between good and bad work habits and why they are important for future employment success.
Success Criteria	Students will identify appropriate and inappropriate work habits to be successful in the workplace.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	positive (good) work habits, negative (bad) work habits
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 5 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 4 mins – Collaborative Discussion Ask students if they have just started a new job that they really love, what they would need to do to maintain or keep that job long-term. How would they be successful employees? (Slide 3) Guide students in a collaborative discussion about basic positive/good work habits, being sure to discuss what is not acceptable (negative/bad habits) and why. Examples include items such as good attendance, being punctual, being as independent as possible (utilizing AT/tools for success), making good decisions, tidiness/sharing a workspace, dependability and staying organized/responsibility. Share that these positive work habits build on skills we have learned in previous lessons, such as communication, positive appearance, and positive attitudes. (Slide 4) Discuss the impact on future job opportunities. ➤ 9 mins – Activity (Slide 5) “Positive or Negative Work Habits?” Quizalize (from teacher board: click “play as student” > “Classic Quiz” > “try Classic Quiz” > “Start”) Guide students in an interactive game where they analyze work habits and determine if they are positive or negative. For scenarios identified as negative work habits, have students share what would be appropriate for the situation. <i>*Quizalize website slides are attached in instructor resources, if the website is not accessible via LEA website filters.</i> Conclude with asking students to think about why positive work habits are important (slide 4), which will allow employers to observe that you are a valuable employee. ➤ 2 mins - Reflection (Student Book, pages 35-36) Students should reflect on lesson concepts learned by evaluating work habits presented as positive/good or negative/bad and why they think positive work habits are essential for the workplace.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ (Slide 6) Summarize/reinforce concepts of positive work habits. ➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i> ➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.

Extensions (Use as Needed)	
Extension Activity	Assign students to small work groups in various areas of the building (office, work room, library, etc.). Teachers, instructors, or paraprofessionals should observe students completing their assigned vocational task and provide constructive feedback, as well as reinforce good work habits with positive praise. Consider asking students to evaluate their own performance using a rubric. Students may help create the rubric to evaluate their performance of positive work habits learned in this lesson.
Additional Resources	<p>Further develop students' sense of self-reflection and ability to self-evaluate work habits by adapting the following ideas from Real Science Challenge:</p> <ul style="list-style-type: none">• Collaborate with colleagues in your building to arrange for a variety of “work experience” opportunities, in which students may develop a variety of work habits while completing assigned tasks• Create and use a rubric to assess students or have them self-assess themselves and monitor progress over time, may use with classroom jobs, school-based work experiences, or community-based work experiences• Hold routine conferences with students to set goals and analyze performance for progress and development of positive work habits over time

Lesson 9 Slides

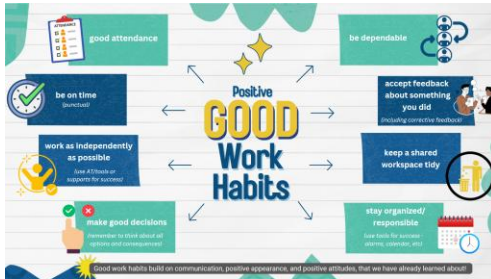
Slide 1



Slide 2



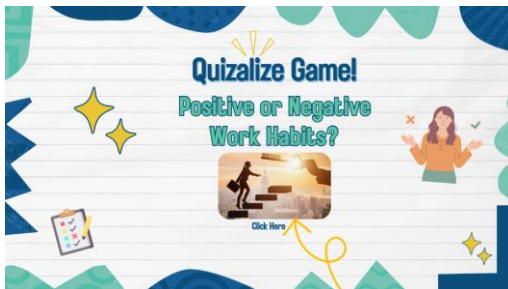
Slide 3



Slide 4



Slide 5

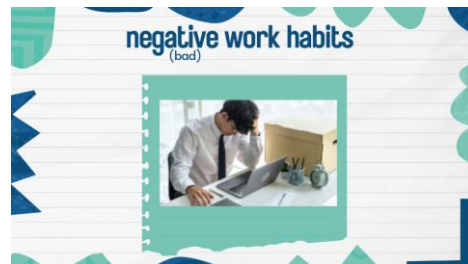
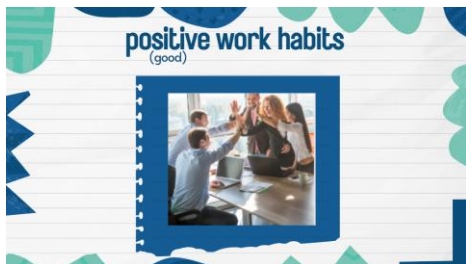


Slide 6



Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 9 - Vocabulary Cards



Lesson 9 - Student Book Pages

Lesson 9 - Brighter Futures: Building Strong Traits

Positive Work Habits

- good attendance
- be on time *(punctual)*
- be dependable
- accept feedback, including criticism
- stay organized *(use tools/supports)*
- keep a tidy workspace
- be as independent as possible *(use tools for success)*
- make good decisions *(remember to think about all options and consequences)*

Benefits

- get more work done
- better quality of work
- feel good about your job
- good teamwork
- less stress
- employer will want you to stay
- may lead to a raise or promotion

dream

35

Positive or Negative Work Habits?

Positive Negative *(circle answer)*

✓ ✗

arriving on time for your shift

saying that you will complete a task before leaving and you do not

complaining to a co-worker about someone else


















listening to feedback about your work and using it to improve

Why do you think it is important to display positive work habits?

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Lesson 9 - Visual Supports Page

LESSON 9 VISUAL SUPPORTS

 positive/good	 negative/bad		
 good attendance	 on time/punctual	 independent <i>(with tools/supports)</i>	 make good decisions
 dependable	 accept feedback/ criticism	 tidy	 tools <i>(ex-calendar)</i>
 get more work done	 better work quality	 feel good about your job	 teamwork
 less stress	 employer want you to stay	 raise/promotion	 evaluate/decide


Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

Quizalize Quiz: “Positive or Negative Work Habits?”



Website Slide Copies

Q 1/8 Score 0

I have an alarm set on my phone to help me know when to get up and get ready for work so that I will not be late.




0





[Enlarge image](#) [Enlarge image](#)

Q 2/8 Score 10

My co-worker and I do not agree on how to complete a task we were assigned together. I know my way is better so I am just going to do it my way when he goes on break.




57





[Enlarge image](#) [Enlarge image](#)

Q 3/8 Score 111

I use a pen scanner to help me when I need to read text, so that I can work as independently as possible. I can still ask for help if I need it.




34





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Q 4/8 Score 147

I am too sick to go to work. My boss will know I am not coming when I do not show up.



50



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Q 5/8

Score 234

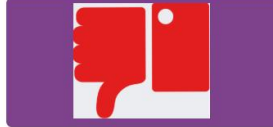
I have a difficult time remembering what days I work. I added the days and times I work to my phone to help me remember.



56



Enlarge image



Enlarge image

Q 6/8

Score 351

I meet with my job coach each week so that she can talk with me about what job tasks I do well and how I can improve on other job tasks.



58



Enlarge image



Enlarge image

Q 7/8

Score 422

I finished all of the job tasks my boss asked me to do but it is not time for me to get off work yet. I get on my phone and just chill until it is time for me to get off.



57



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Q 8/8

Score 517

I share a workspace with my teammate and I do not like to clean up my things every day. It is ok to have a messy workspace as long as I clean up before we have a meeting with visitors.



56



Enlarge image



Enlarge image



Lesson 9

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Brighter Futures: Building Strong Traits.**" The goal of this lesson was to help students differentiate between good and bad work habits and why they are important for future employment success.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about character traits for displaying positive work habits. *Vocabulary words: good work habits, bad work habits*
- **Collaborative Discussion:** Students were asked to share what they thought would be necessary to do, to keep a job they loved. Students participated in a discussion about good and bad work habits, including the impact of each on future job opportunities. Some of these habits included: good attendance, being punctual, working as independently as possible, good decision making, keeping their workplace tidy, and being dependable.
- **Activity:** The lesson facilitators role-played various workplace scenarios. The students' task was to rate the skills as successful work habits or not, providing feedback for negative work habits observed. Students were reminded that practicing positive work habits allows employers to observe that students are good employees.
- **Reflection:** Students reflected on concepts presented in the lesson by evaluating provided work habits as positive or negative and why they think positive work habits are essential for the workplace.

How You Can Reinforce Learning at Home:

Invite your child to discuss good and bad work habits. Share some positive and negative habits you have observed with past coworkers or possibly habits you have identified for improvement for yourself and improved upon over time.

Think of a family member or friend that you could take your child to observe while they are at work and identify positive/negative habits. You may also consider taking them to a grocery store or retail setting and observe employees working in the public to identify positive/negative habits.

Thank you for supporting your child's journey in learning about strong, positive work habits to assist them in achieving and maintaining the job of their dreams.

Sincerely,

Pathways to Partnerships Team

Adapted Curriculum Lesson Ten

Interview Skills

“Interviewing Like a Pro”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn the key components of interview skills, including how to prepare and what to expect, as well as making a good first impression.
Success Criteria	Students will introduce themselves, practice using a professional handshake, and utilize appropriate body language for an interview.
Materials Needed	Technology to access lesson slides (PDF) and links, Student Activity Booklet, Parent Letter Handout, Interview Example Page, Mock Interview Questions As Needed: Visual Supports Page, Vocabulary Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	interview, professional handshake
Lesson Directions	
Community Building <i>5 minutes</i>	(Slide 1) Choose from the curriculum’s list of ideas. Share the learning goals for this lesson. Remind students that they continue learning about vocational (“job”) skills that will help them prepare (“get ready”) for work (“job”).
Lesson Instructions <i>20 minutes</i>	<p>Note: Please reference the Adapted Curriculum Accommodations/Modifications Suggestions</p> <ul style="list-style-type: none"> ➤ 2 mins – Vocabulary Development Kahoot! (Slide 2) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions ➤ 9 mins – Collaborative Discussion Share with students that today we are going to imagine that we found the job of our dreams and that we were called for an interview. If time allows, assist students in recalling their dream job (<i>lesson 4, workbook page 24</i>). Ask students to share how they would prepare for the interview. Explain that an interview is a chance for an employer to see if you are a good fit for their company. Share that they also want to be sure to make a good first impression and this is their chance to talk about/showcase their strengths and some of those positive traits we have learned (communication skills, positive appearance, positive attitude, teamwork, etc.). Solicit student feedback and facilitate discussion: (slide 3) preparing for an interview (slide 4) professional handshake – a video (1:07) is included to model non-exemplar and exemplar examples of a professional handshake before students practice (slide 5) introducing yourself – a video (1:24) is included to model exemplars for greeting, introducing, and answering questions before students practice (slide 6) body language during an interview – model non-exemplar and exemplar behaviors ➤ 6 mins – Activities Mini Mock Interviews <i>*Instructors may choose one or both of the following activities, based on time.</i> Explain to students that we are going to practice the interviewing skills we just learned. Activity 1 – “Watch & Critique” Refer to the example interviews included in the teacher resource materials for this. CIL instructional team will briefly model a mini non-exemplar interview. Ask students if “Andy” did a good job or not. When they reply that he did not, ask them for examples of what was inappropriate interview behaviors to help “Andy” learn and get better. CIL instructional team will briefly model a mini exemplar interview. Briefly discuss differences between interviews. Activity 2 – “Interview Practice” (Slide 7) Share that students will take turns being the interviewer and interviewee. When being interviewed, each student will “enter” (or approach) with a greeting, introduce themselves with a professional handshake, and answer 2 interview questions (<i>more if time allows</i>). Remind students to maintain appropriate body language during the interview. Ask students to stand up and high five a peer. This will be their interview partner. Instructors may also assign students in groups of two (<i>more if appropriate to modify student needs</i>). Provide each group with a set of mock interview questions. Instructors may predetermine questions (by circling with a dry

	<p><i>erase marker</i>), to facilitate student needs or to encourage participation. Be sure to set up chairs for the interviewing location(s) before the lesson.</p> <p>Follow up by asking students if they thought this task was challenging and ask them to share why or why not. Reiterate that they are beginning to learn about interviewing now, so that they may practice and will be more prepared for their future interviews!</p> <p>➤ 3 mins - Reflection (Student Book, pages 37-38) Students should reflect on lesson concepts learned by reviewing interview concepts and categorizing tasks/behaviors as Dos or Don'ts for interview best practices. Solicit corrective feedback for Don'ts.</p>
Conclusion/Wrap-Up <i>5 minutes</i>	<p>➤ (Slide 8) Summarize/reinforce concepts of basic interview skills.</p> <p>➤ Send the Parent Letter home with students. <i>For students requiring communication support, attach the Visual Supports Page to the Parent Letter to facilitate sharing and conversation at home.</i></p> <p>➤ Center for Independent Living Spotlight: Share news or upcoming opportunities at the local CIL.</p>
Extensions (Use as Needed)	
Extension Activity	<p>Allow students time to practice and improve their interview skills at school and home. Follow up with facilitating generalization of student learning, application, and improvement of interview skills by arranging mock interviews with familiar school staff in the classroom or familiar areas of the building. You may further extend generalization by inviting district staff or community members to visit for mock interviews with students.</p>
Additional Resources	<ul style="list-style-type: none"> • Mock Job Interview Rubric (Teacher Resource) • Interactive Job Interview Practice Game – not visually support, but includes short descriptors of Dos and Don'ts of interviewing that may be read aloud • Interview Body Language • Interview Tips with Visuals • Interview Practice Questions

Lesson 10 Slides

Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Slide 7



Slide 8



Vocabulary cards should be provided to students requiring this level of differentiation. It is not necessary for all students and is based on individual student needs. See the Accommodations/Modifications Suggestions page for details. Cards will need to be prepped (cut) prior to each lesson.

Lesson 10 - Vocabulary Cards



Lesson 10 - Student Book Pages

Lesson 10 - Interviewing Like a Pro

Preparing for an Interview

- plan your outfit
- list strengths/experience that make you a good fit
- practice questions with family, friends, teachers
- good hygiene
- arrive early
- relax, take a deep breath, smile

Professional Handshake

- face the person you are greeting
- reach out and shake hands, with your right hand
- firm, but NOT tight

Introducing Yourself

- greet the person you are meeting with a smile and good posture
- introduce yourself with a professional handshake
- after they introduce themselves, reply "nice to meet you"
- answer any questions they may ask

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BODY LANGUAGE

Do	Don't	(circle answer)
		greet others with a firm handshake
		slouch in your seat
		look at your phone
		sit up straight, feet on the floor
		keep eye contact (if you are comfortable)
		cross your arms
		"pop" your knuckles
		twirl hair, pick at nails, have gum, etc
		nod when someone is speaking (remember active listening!)

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Lesson 10 - Visual Supports Page

LESSON 10 VISUAL SUPPORTS

outfit	strengths/ experiences	practice questions with others	hygiene	arrive early	relax, deep breath, smile
greet with a smile	introduce with handshake	practice handshake	practice interview		
do	handshake	sit up straight	eye contact	nod	
don't	slouch	cross your arms	mess with hair/nails	no gum	pop knuckles
					look at phone

Provide the visual supports page to students requiring additional processing, comprehension, or language support. Students may circle or indicate items at any time, to facilitate participation throughout the lesson.

Interview Examples

Roles: Jane – Interviewer

Andy – Interviewee

Props: Inappropriate clothing, appropriate clothing, phone

Non-exemplar Interview:

Andy enters the interview area on his phone. When Jane stands and reaches out to shake hands as she introduces herself, Andy reaches out and fist bumps her as he quickly sits down and does not introduce himself at all.

Jane Hello, you must be Andy.

Andy Yep, that's me.

Jane Well, we are, uh, glad to have you here today. Let's get started. Would you tell me a little about yourself?

Andy *(abruptly cutting Jane off as she was finishing, pulling his phone up to look at the screen)* Can you hold on just a sec, I need to get this. *(answers, says he's in an interview and will catch up with the person later)* Sorry, what were you saying?

Jane Would you tell me a little about yourself? What are some of your strengths?

Andy *(pulls up phone to text someone)* Well I like to party and have fun. I don't like to be too serious.

Jane That sounds very interesting, Andy. Will you share why you think we should hire you?

Andy Well I mean, everyone likes me so I would be perfect for any job.

Jane What hours and days would you be available to work? Do you have flexibility for weekends and holidays?

Andy Well like I said, I like to party so if I don't have something planned, I can come in.

Jane I think we have what we need from this interview and would like to thank you for coming today.

Andy K, see ya later. *(leaves without shaking hands)*

Exemplar Interview:

Andy enters the room and immediately smiles while making eye contact with Jane.

Jane Hello, I am Jane Smith. You must be Andy. *(stands and reaches out to shake hands)*

Andy *(reciprocating the handshake and introduction)* Yes ma'am, I am Andy Thompson. It is nice to meet you. Thank you for your time today. *(both sit down)*

Jane I appreciate you coming in. Let's get started. Would you tell me a little about yourself and share some of your strengths?

Andy I do not have a lot of experience, but I am a hard worker and a quick learner. I work well by myself and I also like working with a team.

Jane Why do you think we should hire you?

Andy I think I would make a great employee and would love to become part of a team and find a place to work long-term.

Jane What hours and days would you be available to work? Do you have flexibility for weekends and holidays?

Andy Other than when I am in school, I can be very flexible on the days and hours I work. I believe in taking turns with others for weekends and holidays, to be fair to everyone on the team.

Jane I think we have what we need from this interview and would like to thank you for coming in today. Do you have any questions?

Andy When do you expect to make a hiring decision?

Jane We will decide by the end of next week. Do you have any other questions?

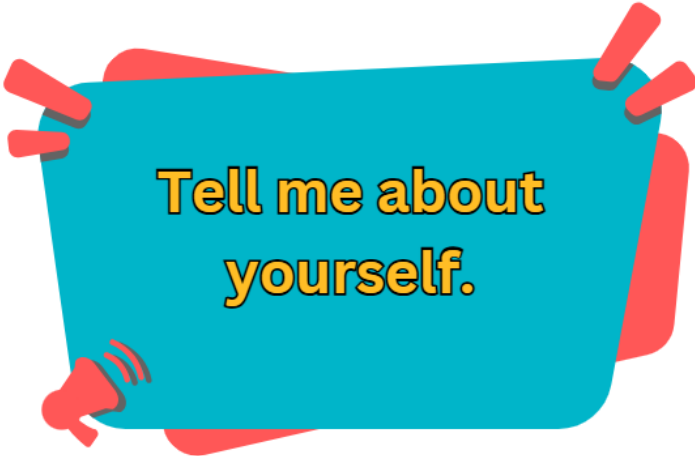
Andy No ma'am.

Both stand up, shake hands, say goodbye and leave the interview location.

Lesson 10 Activity: Mock Interview Questions

Directions: Students will practice applying key interview skills learned, by role-playing with their partners. Students should take turns being interviewed and interviewing their partner. Students will "enter" (or approach) with a greeting, introduce themselves with a professional handshake, and answer 2 interview questions (more if time permits). Refer to the lesson plan for more details.

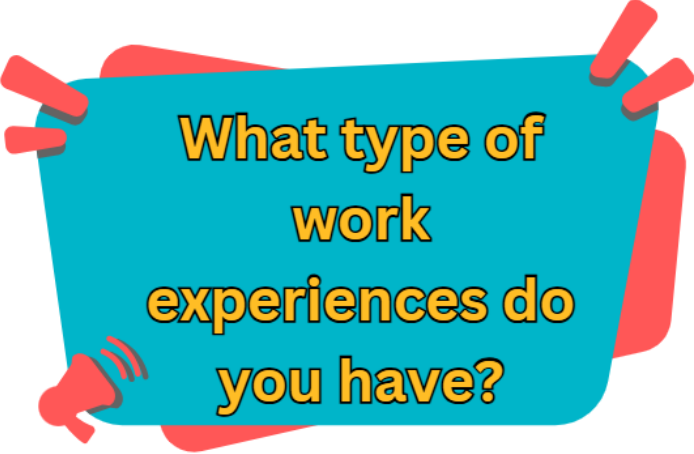
Differentiation: Peer-assisted-learning may be utilized by allowing more independent students to model the activity for a learner with high support needs. A peer or staff may also provide a scripted or rehearsed model of answering a single question.







Tell me about
yourself.



What are
some of your
greatest
strengths?



What type of
work
experiences do
you have?



**What are your
areas of
weakness?**



**What would you
do if you didn't
agree with
someone at
work?**



**Why should we
hire you?**





Lesson 10

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Interviewing Like a Pro.**" The goal of this lesson was to help students learn the key components of interview skills, including how to prepare and what to expect during an interview.

What We Did Today:

- **Vocabulary Kahoot!:** Today's lesson began with an exciting Kahoot! game to pre-teach key terms and concepts presented when learning about interviews.
Vocabulary words: interview, professional handshake
- **Collaborative Discussion:** Students discussed how they would prepare if they were called for an interview for their dream job. They learned how to introduce themselves, a professional handshake, and appropriate body language during an interview.
- **Activity:** Students participated in an interactive activity to practice their interview skills. They took turns with their peers being interviewed and interviewing others. When being interviewed, each student practiced introducing themselves with a professional handshake and answering interview questions. Students were reminded to maintain appropriate body language during the interview.
- **Reflection:** Students reflected on lesson concepts learned by reviewing interview concepts and categorizing tasks/behaviors as Dos or Don'ts for interview best practices.

How You Can Reinforce Learning at Home:

Invite your child to discuss what they learned about the interview process and what skills are important to utilize during an interview. Ask them to demonstrate how to introduce themselves with a professional handshake! Show them a video about using interview etiquette. Engage your child in practicing introductions, handshake, and answering basic interview questions with family members.

Thank you for supporting your child's journey in learning about interviewing skills to prepare for achieving their future career dreams.

Sincerely,

Pathways to Partnerships Team