

Pathways to Partnerships



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.

Visual Supports Page	Students requiring additional processing, comprehension, or language support, may be provided 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 the 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 and accommodations for communication/conversation, to assist students in understanding and commenting on the topic, to engage and collaborate with peers.
Questioning	Questions may be differentiated. Example: “What is an example of proper grooming?” “How could the way you look help or hurt your chances of getting a job?” “Is it ok to wear __ to a job interview?”
Vocabulary	<p>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 educators assisting students.</p> <p><u>3 Levels of Differentiation:</u></p> <p>Note - Additional slides have been included with each lesson (one vocabulary word per slide). These may be printed and used as vocab cards. The slides may be printed in any size that accommodates students’ needs. Be sure to print/cut prior to the instructional lesson.</p> <p>1 – (<i>high level of support</i>) As each vocabulary word and meaning is introduced with the Kahoot! activity, present that vocab card to the student for an errorless choice.</p> <p>2 – (<i>moderate level of support</i>) 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.</p> <p>3 – (<i>typical level of support</i>) Students engage in the interactive game as directed by the instructor in whole group or on personal/school device (as permitted by the LEA).</p>
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.
Prompting	Students may need to be prompted when asked questions or contributing to discussions. Refer to the teacher’s recommendation on type and frequency each student may require.
Motivation/Participation	Provide validation (ex - “good thinking”) for all shared answers. Provide positive verbal praise and thanks for sharing targeted responses.

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 and 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. Materials: student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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 3) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (slides 7-11) ➤ 8 mins – Collaborative Discussion & Activity (Slides 4-6) Student Book, pages 3-4 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 items. Assist students with their conditions for success (accommodations), helping write any additional items. <ul style="list-style-type: none"> ○ Strengths – ask students to think about what things they are good at (ex-drawing, helping others, etc.) ○ Challenges/Needs – ask students to think about what things they need help with (ex-reading, staying on task, etc.) ○ Conditions for Success – discuss accommodations, that there are things we may need to avoid (not eliminate), have, or do to be a successful employee or “worker” ○ 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. ➤ 7 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"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize concepts of considering strengths, challenges, conditions for success when considering job or career opportunities • Spotlight: share news or upcoming opportunities at your 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 view their strengths (teachers, school staff, service providers, etc.).
Additional Resources	Georgia Department of Education: 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

<p>Slide 1</p>	<p>Slide 2</p>
<p>Slide 3</p>	<p>Slide 4</p>
<p>Slide 5</p>	<p>Slide 6</p>

Slides 7-11 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 1 - Vocabulary Slides

<p>Slide 7</p>	<p>Slide 8</p>
<p>Slide 9</p>	<p>Slide 10</p>
<p>Slide 11</p>	

Lesson 1 - Student Book Pages

Lesson 1 - Building Blocks for Success

HOW DO I FIND MY DREAM JOB?

STRENGTHS Things that will help me become a successful employee ...

independent with a routine speaking helping others being a leader

listening teamwork creativity etiquette organizing

Others _____

CHALLENGES (needs) Things I need help with ...

large crowds math writing loud sounds

walking reading stressful situations completing tasks communicating

Others _____

3

What I need to be successful ...

CONDITIONS FOR SUCCESS Accommodations will help me become a successful employee ...

To be successful at work, I may need to ...

Circle YOUR conditions for success:

Avoid certain things...	Have access to...	Do these things...
a lot of reading	calculator	watch others model tasks
a lot of writing	computer program that reads words for you	use visual task analysis
large crowds	accessible workplace	eat at specific times
stressful situations	speech-to-text device	frequent breaks
loud sounds	support person	work flexible hours
a lot of math		

My other conditions for success...

AVOID	HAVE	DO
_____	_____	_____
_____	_____	_____
_____	_____	_____

4

Lesson 1 - Visual Supports Pages

LESSON 1 VISUAL SUPPORTS

STRENGTHS (examples)	NEEDS (examples)
listening	reading
speaking	math
teamwork	large crowds
creativity	completing tasks
helping others	walking
etiquette	writing
being a leader	stressful situations
independent with a routine	loud sounds
organizing	communicating

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 VISUAL SUPPORTS

CONDITIONS FOR SUCCESS (examples)

AVOID:

avoid a lot of reading avoid loud sounds avoid stress avoid a lot of writing avoid crowds avoid a lot of math

HAVE:

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.



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 by 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:** 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 the group 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 This 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. Materials: student books, Parent Letter, <i>Concept Web</i> copies (for extension activity) As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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 13) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (Slides 24-25) ➤ 6 mins – Collaborative Discussion (Slide 14) 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.) ➤ 3 mins – Activity: (Slides 15-23) Lead students in an interactive game of “<i>Would You Rather: Personal Vocational Preferences Edition!</i>” Students may respond with hands, thumbs up/down, personal yes/no visuals or device, or add physical activity by having them stand up or sit down for choices. Relate choices to vocational tasks or jobs as each are presented. ➤ 6 mins - Reflection: Student book, pages 5-6 - Students should indicate their vocational preferences, with assistance recording any additional items identified. 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"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concept of considering preferences when selecting a job/career • Spotlight: share news or upcoming opportunities at your 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 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. <ul style="list-style-type: none"> • MDE Office of Special Education Guidance: Transition Planning • Transition Planning Checklist: Beginning in 8th Grade

Name _____

CONCEPT WEB

Exploring Jobs Through My Preferences



Lesson 2 Slides

Slide 12



Slide 13



Slide 14



Activity: Would You Rather? – Personal Vocational Preferences Edition (Slides 15-23)



Slides 24-25 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 2 - Vocabulary Slides

Slide 24



Slide 25



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)

5

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!

6

Lesson 2 - Visual Supports Page

LESSON 2 VISUAL SUPPORTS

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.



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 our preferences impacting the types of jobs we may want in the future. Students engaged in a discussion of their preferences related to vocational skills and work settings. (ex – indoors/outdoors, loud place, quiet place, all day/part of the day, etc.).
- **Activity:** Students participated in an interactive game where they chose vocational tasks or jobs in which they were interested. Students then reflected by indicating their vocational preferences and sharing with peers. This activity allowed them to reflect on uniqueness among the group and how individual preferences will be important as students begin their journey to finding the job of their dreams.

How You Can Reinforce This 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. Materials: Pictorial Career Interest Inventory copies, student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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 27) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (slides 30-32) ➤ 12 mins – Activity: Pictorial Career Interest Inventory – (Slide 28) Explain to students that they will take their own career interest inventory to discover and explore careers that fit their preferences. Distribute assessment (<i>only names need to be recorded on page 1</i>) and 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. Monitor and assess for understanding as students indicate answers. On the last page, assist students with tallying responses and indicating (circle, highlight, etc.) their top 3 preferred career areas, as indicated by the assessment. 4 mins – Collaborative Discussion & Reflection: Student book, pages 7-8 – Students should record their top three career areas indicated by the inventory. During discussion, students should write any jobs discussed that may be of interest to them in each career area recorded. Provide assistance as appropriate. (Slide 29) 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 fit or align with their preferences. Go over the last page of the inventory, discussing some of the jobs in each career field (provide a very brief description of jobs). 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.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of using a career interest inventory to help identify possible job and career areas of interest • Spotlight: share news or upcoming opportunities at your local CIL
Extensions (Use as Needed)	
Extension Activity	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.
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

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



B



www.shutterstock.com : 141007126



C



D



E



F



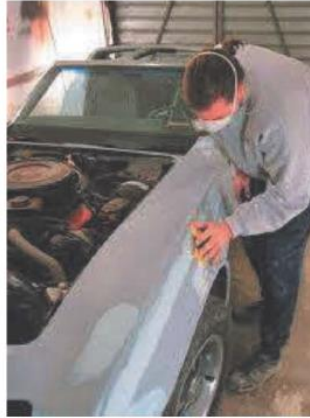
G



H



A



B



C



D



H



F



G



E



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A



B



C



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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

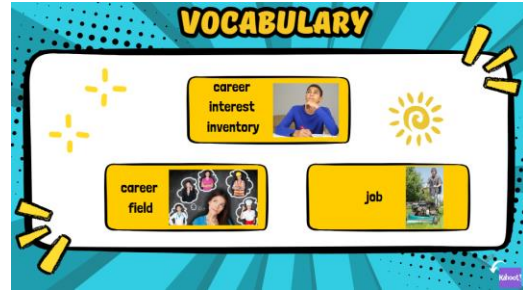
<p>Automotive: Auto Mechanic Tires/brakes inspector Gas Station Attendant Auto Body Repair Truck Driver Auto Body Painter</p>	<p>Clerical: Mailroom Assistant File Clerk Data Entry Shredding Mailings Library Page</p>	<p>Food Services: Line Cook Server Dishwasher Busboy Cafeteria Worker Prep Chef</p>	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

Lesson 3 Slides

Slide 26



Slide 27



Slide 28



Slide 29



Slides 30-32 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 3 - Vocabulary Slides

Slide 30



Slide 31



Slide 32



Lesson 3 - Student Book Pages

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

7

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

8

Lesson 3 - Visual Supports

Visual supports are provided in the Pictorial Interest Inventory and vocabulary slides/cards. Instructors supporting staff should utilize these materials for visual supports for 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 took their own career interest survey to discover and explore career areas that fit their preferences. 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. Different jobs were discussed, and students shared personal reactions.

How You Can Reinforce This 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

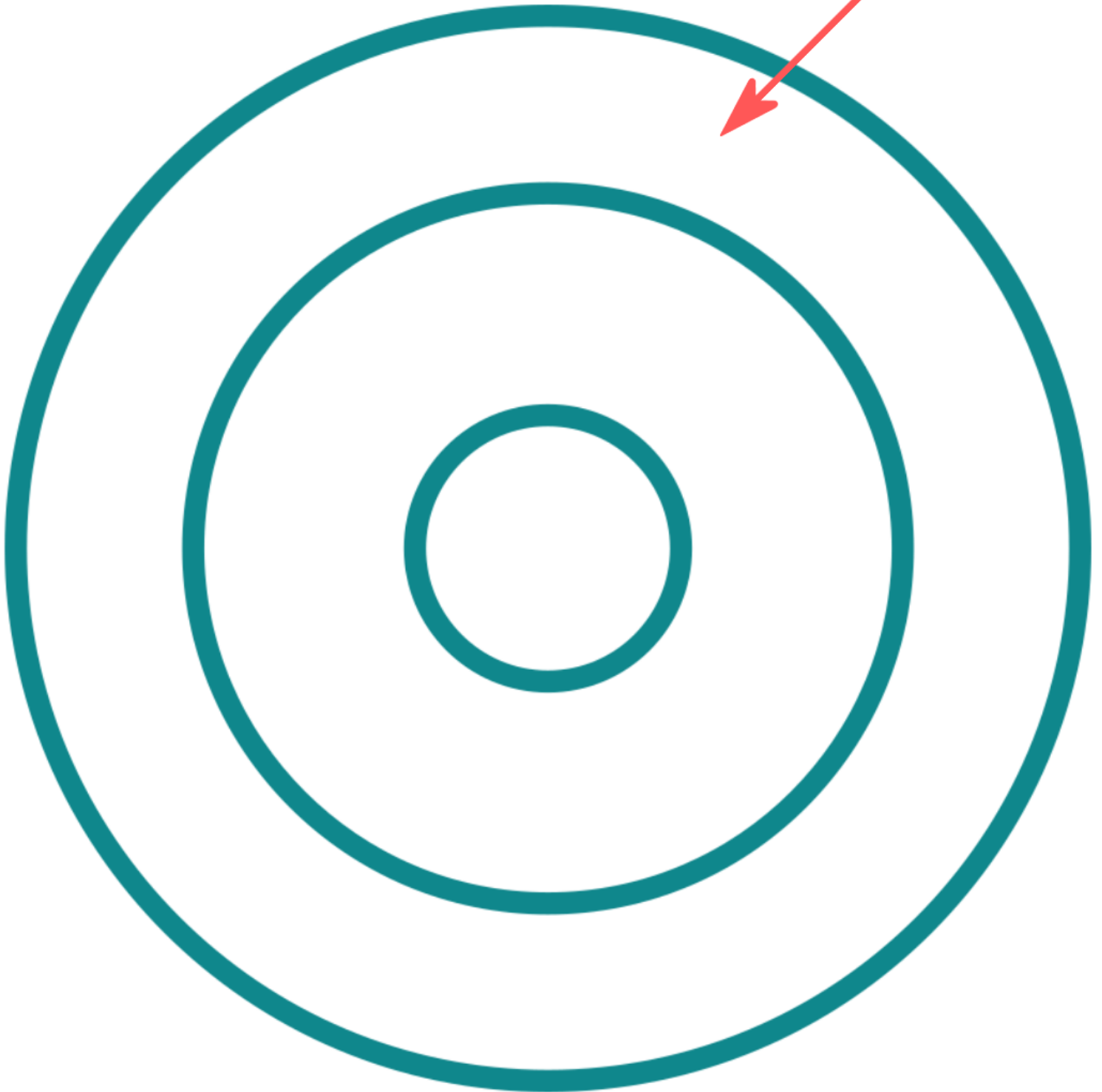
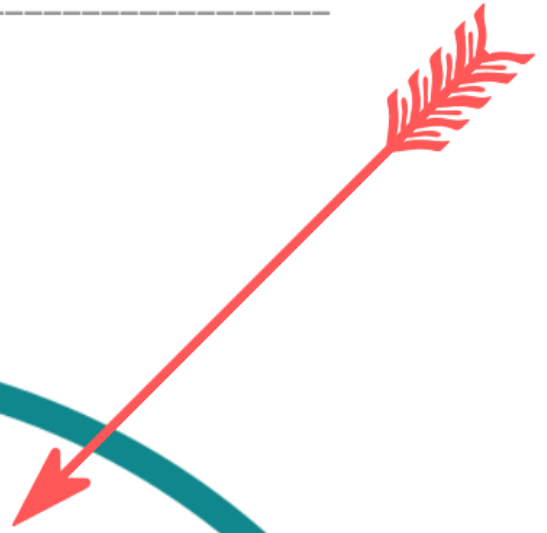
Career Choices

“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. Materials: velcro target board with balls, student books, Parent Letter, <i>Target Jobs</i> copies (for extension activity) As Needed: Visual Supports Page, Slides for Vocab Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	<i>no new vocabulary, may review previous terms as appropriate</i>
Lesson Directions	
Community Building <i>5 minutes</i>	Choose from curriculum’s list of ideas
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 – Collaborative Discussion (Slide 34) 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. (Slide 35) Introduce students to the concept of finding a “target” job that will help ensure they are happy when they begin working. Use the visual of the <i>Nailing a Target Job</i> 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>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 just choosing one job they feel they would like.</p> <ul style="list-style-type: none"> ➤ 7 mins - Reflection: Student book, pages 9-10 - 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. <p><i>If time allows, it would be helpful to have students complete the Target Jobs extension activity before completing the Student Book pages.</i></p>
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of considering related jobs in career areas • Spotlight: share news or upcoming opportunities at your 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 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 a 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

Name _____

TARGET JOBS



Explore career options by completing your TARGET JOB 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 experience that could lead to your dream job!

Lesson 4 Slides

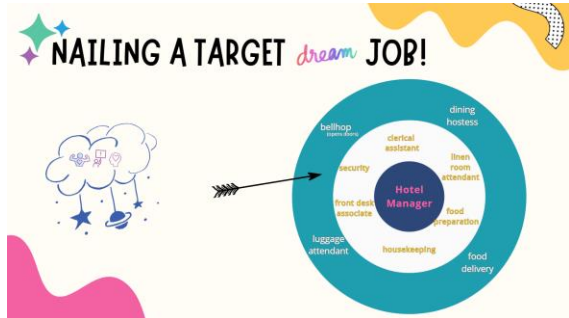
Slide 33



Slide 34



Slide 35



Lesson 4 - Vocabulary Slides

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!

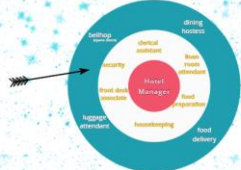
TO FIND MY *dream* JOB, I NEED TO CONSIDER ...

- 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 inventory in lesson 3)

DREAM BIG

9

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:


10

Lesson 4 - Visual Supports Page


LESSON 4 VISUAL SUPPORTS




game




happy




strengths



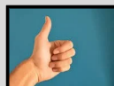
needs




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.



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 This 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.
Materials Needed	Technology to access lesson slides (PDF) and links. Materials: Self-advocacy scenario game cards, student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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! <i>(Slide 37)</i> Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards <i>(Slides 41-43)</i> ➤ 7 mins – Collaborative Discussion <i>(Slide 38)</i> Ask students what they think self-advocacy means. Explain the importance of self-advocacy and key components (understand your rights, communicate effectively, ask for help). Ask students if they can think of a time they had to “speak up” or advocate for themselves. <i>(Slide 39)</i> Discuss the importance of students making their own decisions. ➤ 5 mins – Activity: <i>(Slide 40)</i> Share with students that they are going to play a game to practice applying self-advocacy skills. Explain that you will give each group a set of game cards, which will present a problem where a person will need to advocate for themselves to solve. Explain that their job is to match each problem scenario with the appropriate self-advocacy solution. Divide students into partners or small groups and provide each group a set of cards for the game. See Activity 5 handout for differentiation. ➤ 5 mins - Reflection: Student book, page 11 - 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"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of self-advocacy • Spotlight: share news or upcoming opportunities at your local CIL
Extensions <i>(Use as Needed)</i>	
Extension Activity	<ul style="list-style-type: none"> • Self-Advocacy Activity – Students begin with a fun game of Would You Rather. The teacher/instructor guides 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 <i>(6:24 mins)</i> 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 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.



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.



You just started a new job and are having a hard time remembering your assigned tasks. 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 ADHD 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.



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.



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.



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 just because you don't agree with each other is hurtful. 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 Slides

Slide 36



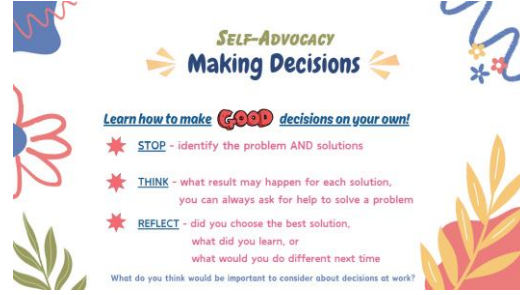
Slide 37



Slide 38



Slide 39



Slide 40



Slides 41-43 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 5 - Vocabulary Slides

Slide 41



Slide 42



Slide 43



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:



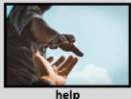



If I need help, I can ask:

EMPOWER Yourself!
to be independent & successful

11

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.



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 This 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, and 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. Materials: student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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 45) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (Slides 50-52) ➤ 8 mins – Collaborative Discussion (Slide 46-47) Ask students what they think communication is and why they think it is important. 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.). Review types of body language. (Slide 48) Briefly discuss how to be a good “communicator” and model 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 49) 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 website is not accessible via LEA website filters.</i> Ask students to think about why communication is important in the workplace. Engage students by providing examples of how/when communication skills learned today will be useful at work. ➤ 5 mins - Reflection: Student book, page 12 - Students should complete the self-reflection sections on communication skills learned and what skill(s) they plan to improve.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of effectively communicating with others • Spotlight: share news or upcoming opportunities at your local CIL
Extensions (Use as Needed)	
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. (2:09 minutes) • 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

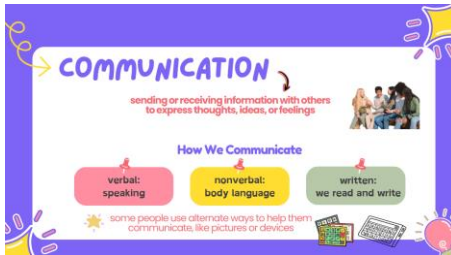
Slide 44



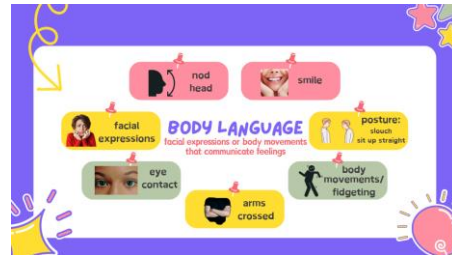
Slide 45



Slide 46



Slide 47



Slide 48



Slide 49



Slides 50-52 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 6 - Vocabulary Slides

Slide 50



Slide 51



Slide 52



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


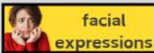

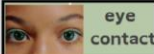



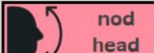

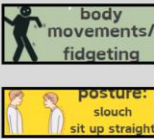
Skills I have added to my communication toolbox!

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

Skills I plan to improve:

Lesson 6 - Visual Supports Page

**LESSON 6
VISUAL SUPPORTS**

 communication	 facial expressions
 alternate communication: pictures	 eye contact
 alternate communication: device	 arms crossed
 body language	 nod head
 game	 posture: slouch sit up straight

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](#)



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

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 This 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 a time 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. Materials: student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	hygiene, grooming, etiquette
Lesson Directions	
Community Building <i>5 minutes</i>	Choose from curriculum’s list of ideas
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! <i>(Slide 54)</i> Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards <i>(Slides 59-61)</i> ➤ 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 <i>(slide 55)</i>, appropriate dress <i>(slide 56)</i>, and etiquette in social situations in a variety of settings <i>(slide 57)</i>. Include discussion of exemplar and non-exemplar behaviors for each topic. ➤ 9 mins – Activity: <i>(Slide 58)</i> Polished & Positive Jeopardy Game (jeopardylabs.com) - Students will play an interactive jeopardy game focusing on reinforcing hygiene/grooming, appropriate dress, and etiquette skills. ➤ 5 mins - Reflection: Student book, pages 13-14 - 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 <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of “polished and positive appearance” • Spotlight: share news or upcoming opportunities at your local CIL
Extensions <i>(Use as Needed)</i>	
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 <i>(click for scenarios)</i>
Additional Resources	TeachersPayTeachers has many free resources, as well as ones that may be purchased, to extend learning and applying etiquette skills. <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 <i>(Tip: filter Life Skills and Middle Grades)</i>

Lesson 7 Slides

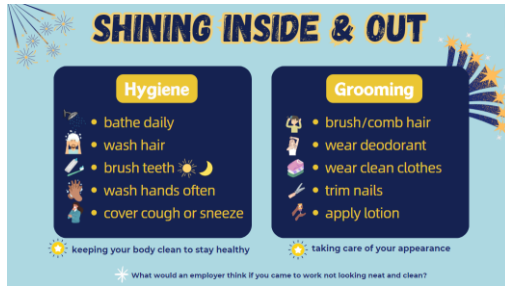
Slide 53



Slide 54



Slide 55



Slide 56



Slide 57



Slide 58



Slides 59-61 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 7 - Vocabulary Slides

Slide 59



Slide 60



Slide 61



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

☀ keeping your body clean to stay healthy

Grooming

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

☀ 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

- clean clothes
- comfortable
- neatly clipped
- clean up/hair cover

School

- clean
- professional
- neat
- tidy
- well-kept
- appropriate for the occasion

Work

- business-like
- professional
- neat and polished
- appropriate for the occasion
- well-kept
- appropriate for the occasion

SOCIAL ETIQUETTE

Basic Etiquette Skills

- greet others
- be polite, friendly, helpful
- good hygiene, especially if you are sick
- maintain public areas you encounter
- table manners
- listen to others
- active listener
- be aware of your body language

In the Workplace

- be on time
- give notice when you need to be out
- ask time for meetings
- keep in clean work area
- good communication skills

☀ Come to work with a fever or sick
☀ wear head/hair cover
☀ violate rules

13

Glow & Grow!

hygiene/grooming

Grow:

Glow:

dress

Grow:

Glow:

etiquette


Grow:

Glow:


14

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.



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 .

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.

How You Can Reinforce This 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 their self 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

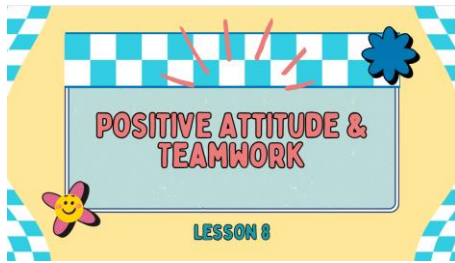
Positive Attitude and Teamwork

“Empowerment Express: Developing Positive Attitudes and Adaptability”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goals	Students will learn and apply teamwork strategies, adaptability/flexibility for real-world scenarios, and explore solutions for common problems.
Success Criteria	Students will learn what a positive attitude is and how to remain positive, as well as 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. Materials: index cards, thick/bold marker, student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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 63) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (Slides 69-71) ➤ 8 mins – Collaborative Discussion - Ask students what having a positive attitude means to them. Engage students in discussing among each other: positive attitude (slide 64), teamwork (slide 65), adaptability/flexibility (slide 66), and solving problems (slide 67). When discussing strategies for being a team player, be sure to include how to react appropriately when someone says or does something you do not like. Model appropriate versus inappropriate behaviors throughout discussion. ➤ 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 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 last name, instructors would provide each student with an index card with the first letter of their last name written on it. For additional fun, the theme song music from Mission Impossible may be played at a low volume. If needed for additional support, an alphabet strip has been included on slide 68. Source: <i>Beakers & Ink</i> <p>When finished, ask students to reflect on teamwork skills utilized to problem-solve and communicate with each other. Briefly discuss why working together on 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.</p> <ul style="list-style-type: none"> ➤ 5 mins - Reflection: Student book, pages 15-16 - Students self-reflect on their own attitude, being a team player, adaptability/flexibility, and problem solving. Explain that there are no wrong answers, and that this reflection may help us recognize areas 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"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of 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 • Spotlight: share news or upcoming opportunities at your 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

Slide 62



Slide 63



Slide 64



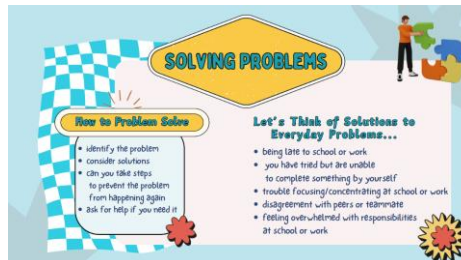
Slide 65



Slide 66



Slide 67



Slides 69-71 should be used for vocabulary cards.
 A set may be printed and cut for each student 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.

Lesson 8 - Vocabulary Slides

Slide 69



Slide 70



Slide 71



Lesson 8 - Student Book Pages

Lesson 8 - Empowerment Express: Developing Positive Attitudes & Adaptability

POSITIVE ATTITUDE

When you are in a good mood and are excited to be doing something

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!

Ways I can improve my attitude:

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!

What makes me a team player:

15

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!

I can improve the way I respond to a change of plans by:

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 "everyday" problem I can solve now:
(ex - being late for school or remembering chores)

16

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.



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.

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.

How You Can Reinforce This 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 showed 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

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.
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. Materials: Mock Interview Questions, student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab 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>	Choose from curriculum’s list of ideas
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 73) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (Slides 79-80) ➤ 9 mins – Collaborative Discussion Share with students that today we are going to pretend we found the job of our dreams and that we were called for an interview. Ask students to share how they would prepare (get ready) for the interview. Solicit student feedback and facilitate discussion: preparing for an interview (slide 74), professional handshake (slide 75), introducing yourself (slide 76), and body language during an interview (slide 77). ➤ 6 mins – Activity: Mini Mock Interviews (Slide 78) Explain that we are going to practice our interviewing skills. Share that students will take turns being interviewed and interviewing the other. When being interviewed, each student will “enter” (or approach) with a greeting, introduce themselves with a professional handshake, and answer 2 interview questions (more if time allows). Remind students to maintain appropriate body language during the interview! Assign students in groups of two (more if appropriate to modify for student needs) and provide each group with a set of mock interview questions. Instructors may predetermine questions (<i>by circling with a dry erase marker</i>), to facilitate student needs or encourage participation. Follow up with 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 prepared for their future interviews! ➤ 3 mins - Reflection: Student book, pages 17-18 - Students should reflect on lesson concepts learned by reviewing interview concepts and categorizing tasks/behaviors as Dos or Don’ts for interview best practices.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of basic interview skills • Spotlight: share news or upcoming opportunities at your local CIL
Extensions (Use as Needed)	
Extension Activity	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.
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 9 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 9 Slides

Slide 72

LESSON 9

Interviewing Like a Pro

Slide 73

Vocabulary

interview 

professional handshake 

Slide 74

When your resume and application land you a job interview ... Let's get ready!

INTERVIEW PREP

- plan your outfit
- list your strengths/experience that makes you a good fit
- practice questions with family, teachers, CIL
- good hygiene (rest right before & check appearance)
- arrive early (10-15 minutes)
- relax, take a deep breath, smile

Slide 75

PROFESSIONAL HANDSHAKE

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

Practice with a friend!

 video (1:34)

Slide 76

INTRODUCING YOURSELF

- greet the person you are meeting (Hi, hello, etc), with a smile and good posture
- introduce yourself with a professional handshake (My name is ...)
- after they introduce themselves, reply "Nice to meet you"
- answer any questions they may ask

Practice with a friend!

 video (1:24)

Slide 77

BODY LANGUAGE

During an Interview You Want to Look Positive and Confident

✓ Dos	✗ Don'ts
<ul style="list-style-type: none"> greet others with a firm handshake sit up straight, feet on floor Keep eye contact (if you are comfortable) nod when someone is speaking (remember active listening) 	<ul style="list-style-type: none"> slouch in your seat cross your arms mess with your hair, nails, or have gum "pop" your knuckles look at your phone

Slide 78

MOCK INTERVIEWS

- Take turns being interviewed and interviewing your partner
- Interviewee - "enter" (or approach) with a greeting, introduce yourself with a professional handshake, and answer interview questions
- Remember appropriate body language during the interview!



Slides 79-80 should be used for vocabulary cards.

A set may be printed and cut for each student 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.

Lesson 9 - Vocabulary Slides

Slide 79

interview 






Slide 80

professional handshake 


Lesson 9 - Student Book Pages

Lesson 9 - 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

17

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 <i>(if you are comfortable)</i>
			cross your arms
			"pop" your knuckles
			twirl hair, pick at nails, have gum, etc
			nod when someone is speaking <i>(remember active listening!)</i>

18

Lesson 9 - Visual Supports Page

LESSON 9 VISUAL SUPPORTS



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.



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 and planning for future vocational opportunities.

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 This 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

Adapted Curriculum Lesson Ten

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. Materials: student books, Parent Letter As Needed: Visual Supports Page, Slides for Vocab Cards (print & cut a set for each student requiring) <i>(not necessary for all students, based on individual student needs)</i>
Defined Vocabulary	good work habits, bad work habits
Lesson Directions	
Community Building <i>5 minutes</i>	Choose from curriculum’s list of ideas
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 82) Review the 3 levels of differentiation on the Accommodations/Modifications Suggestions, vocabulary cards (Slides 86-87) ➤ 4 mins – Collaborative Discussion Ask students if they just started a new job that they really love, what would they need to do to maintain or keep that job long-term. How would they be a successful employee? Guide students in a collaborative discussion about basic positive/good work habits (slide 83), being sure to discuss what is not acceptable (negative/bad habits) and why. Examples include items such as good attendance, being punctual, as independent as possible (utilizing tools for success), making good decisions, tidiness, and dependability. Include the impact on future job opportunities (slide 84. Mention that these skills build on good communication, positive appearance, and positive attitudes, all of which we have learned about in previous lessons. ➤ 9 mins – Activity: (Slide 85) Explain to students that the lesson facilitators will role-play various workplace scenarios and that it is their job to evaluate the skills demonstrated as appropriate, successful work habits or not. Students should provide specific, corrective feedback for each non-exemplar scenario. Instructors may assign students a partner, to be part of an “evaluator group,” or complete the activity as whole group, based on student need/support. Conclude with reviewing that practicing positive work habits allows employers to observe that you are a valuable employee. ➤ 2 mins - Reflection: Student book, pages 19-20 - Students should reflect on lesson concepts learned by evaluating work habits presented as good or bad and why they think positive work habits are essential.
Conclusion/Wrap-Up <i>5 minutes</i>	<ul style="list-style-type: none"> ➤ Send 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> ➤ 5 mins - Center for Independent Living (CIL) <ul style="list-style-type: none"> • Summarize/reinforce concepts of positive work habits • Spotlight: share news or upcoming opportunities at your 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	Further develop students’ sense of self-reflection and ability to self-evaluate work habits by adapting the following ideas from Real Science Challenge : <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 10 Activity: Role-Play Scenarios

Directions: Lesson facilitators act out scenarios. Students demonstrate skills learned in the lesson by observing and evaluating scenarios for positive or negative work habits. When students observe negative work habits, they should provide specific, corrective feedback on what would have been an appropriate, positive work habit.

Differentiation: Instructors may utilize peer-assisted-learning by assigning partners or small groups of "evaluators." For more independent learners, student groups may also role-play while peers evaluate and provide feedback.

Scenario: Employee 1 arrives late to work. The team has already assigned roles and began a team project assembling a new piece of equipment. Employee 2 expresses that employee 1 being late every day is not fair to the team. Employee 1 responded that he/she can't "control traffic."

Scenario: Two employees are presenting a presentation to the company directors in 30 minutes. Employee 1 arrives at employee 2's office asking if he/she is ready to go set up for the meeting. Employee 2 realizes he/she printed handouts for everyone at the meeting, but had not sorted the copies into folders. Both employees quickly work to prepare the folders. With 15 minutes left before the meeting, they both prepare to go to the conference room when employee 2 realizes he/she forgot to share the presentation, so that it could be viewed in the conference room. They must still get there and set up for the meeting as well. Employee 1 remarked, "I knew I should have just done all of this myself."

Scenario: A supervisor is providing feedback to an employee on their job performance evaluation. When the supervisor shared areas for improvement, with specific non-satisfactory examples, the employee responded negatively to each one, such as:

- poor attendance - had to help family move, car issues, etc
- not completing all assigned tasks - claims he/she has a “bad memory”

Scenario: An employee calls in to work 2 hours before their shift. The supervisor reminds the employee this has happened six times already this month. The supervisor asks if there is any way he/she can come in today, as the business is having a community event and three others have already called out, making the team extremely short handed. The employee said he/she couldn't because they had an appointment.

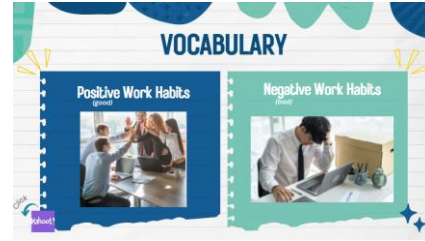
Scenario: Employee 1 packed his/her belongings to go home at the end of their shift. Employee 2 was arriving as employee 1 was leaving. Employee 2 observed fast food containers and bag sitting on the end of the desk. There were also several soda bottles, along with papers, pens, and other supplies all over the desk area. Employee 2 asked employee 1 if he/she was going to take the food items with them. Employee 1 responded that they were in a hurry to meet someone for dinner and would “take care” of it tomorrow.

Lesson 10 Slides

Slide 81



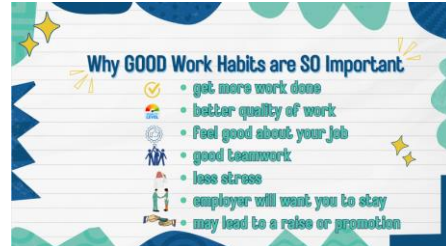
Slide 82



Slide 83



Slide 84



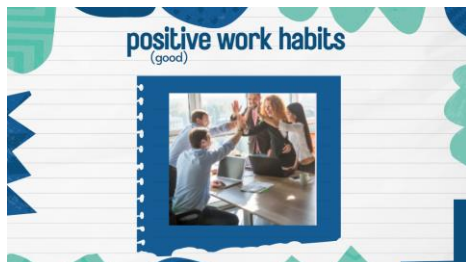
Slide 85



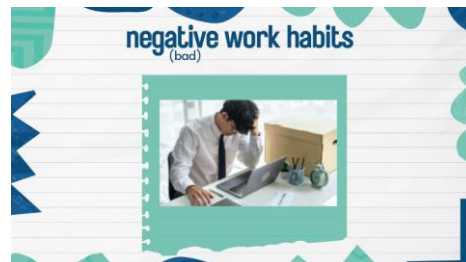
Slides 86-87 should be used for vocabulary cards.
 A set may be printed and cut for each student requiring this level of differentiation.
 It is not necessary for all students and is based on individual student needs.
 See the Accommodations/Modifications Suggestions page for details.

Lesson 10 - Vocabulary Slides

Slide 86



Slide 87



Lesson 10 - Student Book Pages

Lesson 10 - Brighter Futures: Building Strong Traits

GOOD 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

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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

















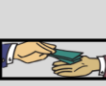

listening to feedback about your work and using it to improve

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

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Lesson 10 - Visual Supports Page

LESSON 10 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.



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 and planning for future vocational opportunities.

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, being as independent 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.

How You Can Reinforce This 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 could also take the 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