

## Vocational Connections

# Unit 1: My Life, My Choices

### **Unit Overview:**

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Unit 1 contains introductory activities to initiate the discovery process. The unit will focus on self-investigation and reflection to support the students' exploration of their vocational image. The students are encouraged to develop self-awareness about their interests and abilities and to learn beginning self-advocacy skills as they become more confident in their needs and preferences.

### **Topics Covered:**

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Discovering me:  
Understanding my learning style  
My ideal job  
Self-advocacy: speaking up

### **Desired Outcomes:**

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Students will complete this unit with a much clearer sense of their unique talents and interests. They will be able to generally identify a field of employment that is of interest to them. Additionally, they will be able to identify and articulate their preferred ways of learning new tasks, skills, and information. This is important in the workplace as they will also learn self-advocacy skills to communicate with employers about the ways they can be their best. Toward this goal, students will be able to demonstrate their willingness and ability to advocate for their needs.

# Lesson 1: Part 1 and 2 Overview

## Unit 1

### Discovering Me

**This lesson will allow students to better understand their unique interests and talents as they prepare for their personal career path.**



*Students participating in this lesson will learn:*

1. to see themselves in professional roles.
2. how to begin planning for a career based on their interests and talents.
3. that their personal preferences and characteristics are important and meaningful.
4. how their challenges and solutions fit into a bigger picture of who they are.



*Students will be able to:*

1. articulate their interests and preferences.
2. consider solutions to challenges they encounter.
3. self-describe their strengths.



*Target Outcome:*

1. Students will have a clearer sense of their unique interests, and be able to discuss strategies for overcoming challenges they may face as they begin to apply their interests to employment.



*Measurable Outcome:*

1. Students will be able to describe one solution to an obstacle they may face as they begin to seek employment.

# Lesson 1: Part 1

## Unit 1

### The Road to Now

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1 b, c, d</p>	<p>Reading</p>	<p>Writing 11-12.2 d</p>	<p>Language L11-12.1 L11-12.2 L11-12.3</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 7, 8</p>		<p>2-1, 2, 3 3a- 1,2, 5 3b- 1 (ET) 3b 1, 2, 3, 4, 5, 6, (A/H) 3b 1, 2, (HPS) 3b 1, 3 (BIS) 3b 1 (HS) 3b 1 (NAS)</p>	<p>2- 1, 2 3a 1 3b 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) slide 2 (Also available in PDF)</li> <li>2. poster board, one per student</li> <li>3. glue sticks</li> <li>4. scissors</li> <li>5. several magazines, different varieties</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Share a story from your childhood that reflects interests and hobbies you had as a child that has grown into an adult interest. For example, you might share that as a child, you used to play “school” with your stuffed animals because you always wanted to be a teacher for as long as you can remember. Explain that your love of teaching began as a child and developed over time.</li> <li>2. Ask a few students if they could share what they loved when they were younger.</li> <li>3. Explain to the students that they will begin reflecting on their own interests that began when they were a child, continuing on to current times.</li> </ol>				

# Lesson 1: Part 1 (continued)

## Unit 1

### The Road to Now

#### Lesson Details



4. Explain that using the magazines available, you would like the students think about their interests as a child continuing on to current times and cut out images that represent those interests.
5. Explain that if any picture is interesting to them, cut it out. If a picture makes them feel happy, cut it out. If the picture reminds them of what they loved as a child or now, cut it out.
6. If you were able to create your own model poster, share it with the students to guide their thinking on how they will create their own.

#### Lesson Activity:

1. Provide students with a **poster, magazines, scissors,** and **glue** for creating their poster.
2. Allow students several minutes to look through the magazines and cut out images.
3. When students have completed cutting out several images, Display **PPT/PDF slide 1**. Compare the events in life to traveling on a road. The road behind us is our past (the places we have already been) and the road ahead of us is our future (or destination).
4. Instruct students to sketch a winding road, similar to the image on the PPT. Students will lay out and glue their images on their road. Images that remind them of their earliest childhood interests will be glued at the most narrow point of the road and ending with images that represent the most current interests at the widest point of the road.
5. *ASK: Do you see a theme or something in common with all those pictures?*
6. Instruct students to write their theme word on the bottom of the poster that captures their images.
7. As time allows, have students share their poster with each other.

# Lesson 1: Part 1 (continued)

Unit 1

## The Road to Now

### Lesson Details

#### Lesson Reflection:

1. After sharing out student posters, use the following prompts to reflect on the activity:
  - *How did you decide what to cut out?*
  - *Was it easy or difficult to come up with a one word theme for your pictures?*
  - *Can you think of one career field that involves the theme you chose? (For example, if someone cut out lots of pictures of dogs and cats, perhaps a veterinarian tech would be a good career fit).*
  - *Can you remember playing when you were a kid in some way that involved the theme you have chosen?*

#### Homework:

- 1) Instruct students to take their poster home to share with their families. Encourage students to ask their family members if they can remember the student having these interests and how he/she showed these interests? Instruct students to be prepared to discuss their family conversations at the next class.

# Lesson 1: Part 2

## Unit 1

### Maps, Detours, and Destinations

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1 b, c, d</p>	<p>Reading</p>	<p>Writing 11-12.2 d</p>	<p>Language L11-12.1 L11-12.2 L11-12.3</p>
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<p>Lesson Materials</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) slides 3-10 (Also available in PDF)</li> <li>2. “Maps, Detours, and Destinations” Activity Sheet 1:1.1</li> </ol>				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 3-10.</li> <li>2. Make enough copies of Activity Sheet 1:1.1 for each student.</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by viewing <b>PPT/PDF slides 3-10</b>. Each slide has a road sign on it. Ask students if they know what the sign means, where they might come across each sign, and what they would do if they came across this sign. Explain that just like when traveling on the road, sometimes in life, we come across road signs that force us to change our path.</li> <li>2. Next, share a story from your own life of a time that you had a goal and something came up along the way that caused you to have to rethink your plan.</li> <li>3. Ask a student to share a recent example. It could be as simple as her wanting to attend a concert but she had a test to study for instead.</li> <li>4. Explain to students that sometimes in life, we think we know how something is going to turn out, but something or someone changes the course of our plan.</li> </ol>				

# Lesson 1: Part 2 (continued)

## Unit 1

### Maps, Detours, and Destinations

#### Lesson Details



#### Lesson Activity:

1. Provide each student with **Activity Sheet 1:1.1**. Explain to students that you would like them to reflect on different plans that they have had in their lives.
2. Allow students plenty of time to process through one challenge they faced and record their thought on their worksheet.

#### Lesson Reflection:

1. After students have completed their worksheets, invite students to discuss their responses. Help them focus on the strengths they showed while making adjustments to their original plan and encourage them that they will be able to make adjustments in a positive way as they begin to travel toward their career.
2. Use the following discussion prompts to further conversation:
  - *How did you feel about having to change your plans?*
  - *How did you go about deciding what to do?*
  - *Did anyone help you? How?*
  - *How did you feel after you made your choice?*
  - *What compromises did you have to make?*
  - *What did you learn about yourself as you had to make this change in your plans?*

# Maps, Detours, and Destinations

## Activity 1:1.1

Think about different plans that you have had in your life. Complete the activity below.



Write about a time you wanted to do something but your plan had to change:

I wanted to...

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What obstacle, roadblock, or challenge did you face?

But then...

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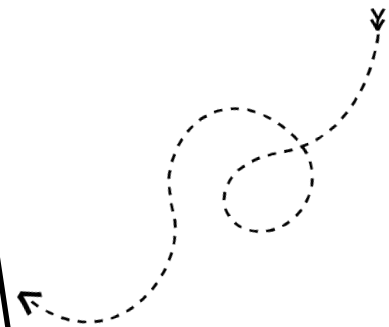
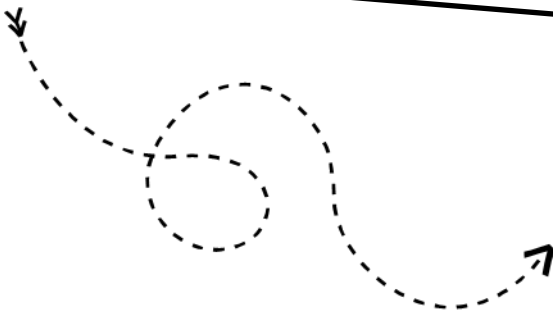
What change in your plans did you have to make?

So I had to...

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# Activity 1:1.1 (continued)

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Now, reflect on the experience.



What did you learn about yourself?  
What strengths did you show?


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**What potential obstacles or roadblocks might come up for you as you begin to travel toward that career goal? What are some possible solutions to “detour” around the roadblock?**

 Career Road Block:

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Possible Solutions:

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 Career Road Block:

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Possible Solutions:

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# Lesson 1:

# Unit 1

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 1:

Possible Prompts and Answers to Assist Students:

**Maps, Detours, and Destinations**  
Activity 1:1.1

Think about different plans that you have had in your life. Complete the activity below.

Write about a time you wanted to do something but your plan had to change:  
I wanted to...

What obstacle, roadblock, or challenge did you face?  
But then...

What change in your plans did you have to make?  
So I had to...

### Prompts for Personal Road Blocks:

- Have you ever planned on meeting a friend and the meeting got canceled? Why? What did you do instead?
- Have you ever wanted to buy something, but the thing you wanted to sold out, or you didn't have enough money to buy it? How did you respond?
- Describe a time when the weather effected your plans.
- Has there ever been a time where you wanted to go somewhere, but you didn't have a ride? What did you do?

Activity 1:1.1 (continued)

Now, reflect on the experience.

What did you learn about yourself?  
What strengths did you show?

What potential obstacles or roadblocks can you imagine might come up for you as you begin to travel toward that career goal?  
What are some possible solutions to "detour" around the roadblock?

Career Road Block: Possible Solutions:

Career Road Block: Possible Solutions:

### Prompts for Career Road Blocks:

- An application seems confusing to fill out (Poss. Solutions - ask a friend or family member for help, break it up into chunks)
- You interviewed for a job, but didn't get it (Poss. Solutions - Don't get discouraged, apply for more jobs, reflect on what went well in the interview and what you can improve on)
- There are no openings for the job you want (Poss. Solutions - Stay current with job postings in the community, apply anyways in case something opens up)

# Lesson 2: Part 1 and 2 Overview

## Unit 1

### Understanding My Learning Styles

**This lesson encourages students to understand their preferred ways of learning.**



*Students participating in this lesson will learn:*

1. the basic concept of learning styles and how they affect success.
2. the differences among learning styles.
3. how to identify their own learning style.
4. strategies for successful learning based on the student's preferred style.



*Students will be able to:*

1. describe the importance of knowing one's learning style when approaching new or different tasks.
2. understand how their learning style is unique and not based on intelligence.
3. communicate their learning style preferences and strategies.



*Target Outcome:*

1. Students will understand their unique ways of learning and be able to apply those preferences generally as they face new learning tasks.



*Measurable Outcome:*

1. Students will be able to describe their preferred learning style(s).
2. Students will be able to describe one strategy they can use to help them learn a new task or skill.

# Lesson 2: Part 1

## Unit 1

### Trying Something New

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p><b>Speaking &amp; Listening</b> 11-12. 1 c 11-12. 4</p>	<p><b>Reading</b> Informational Text 11-12. 4</p>	<p><b>Writing</b> 11-12.3 d</p>	<p><b>Language</b> 11-12. 1 a 11-12. 2 11-12. 4</p>
	<p>CDOS</p>	<p>2-1, 2 3a- 1, 2, 3, 4 2- 1, 2 3a- 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>2- 1, 2 3a- 1, 2, 5 3b- 1 (ET) 3b- 1, 2, 3, 4, 5, 6 (A/H) 3b- 1, 3 (BIS)</p>	<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a- 1 3b- 1 (AH) 2- 1, 2</p>
<p>Lesson Materials</p>	<p>1. “When I Try Something New and Different...” Activity 1:2.1</p>				
<p>Instructor Preparation</p>	<p>1. Make enough copies of Activity 1:2.1 for each student.</p>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin with a story about your own learning preference.</li> <li>2. Explain that we can all learn the same thing, but the way we go about learning something may be different.</li> <li>3. Explain that knowing how you learn best can save a lot of time (and sometimes frustration) when learning something new.</li> <li>4. Tell students that today they will begin exploring the ways that they best learn.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Provide each student with the “<b>When I Try Something New and Different...</b>” Activity 1:2.1 sheet.</li> <li>2. Ask students to finish the sentences the best they can. Encourage the details of the responses by exploring the situations and feelings surrounding the times when they have had to learn something new.</li> <li>3. Allow students several minutes to complete the activity sheet. Assist as needed.</li> </ol>				

# Lesson 2: Part 1 (continued)

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Unit 1

Trying Something New

Lesson  
Details

## Lesson Reflection:

1. Have students take a minute to compare their answers on their worksheet with a classmate. ASK: *Are your responses exactly the same? How are they different?*
2. Have students share why understanding your learning preferences is helpful when learning a new task.

# Trying Something New

## Activity 1:2.1

### When I Try Something New and Different

We are always learning to do something new in our lives. Maybe it was taking a new bus, going to a new school, learning a new video game, swimming, taking on a new chore at home, playing an instrument or doing something that you

What was something new you learned to do recently?  
Write it below:



Describe how you felt while you learned to do that new skill/activity: (ie: *I felt nervous, excited...*).

I felt \_\_\_\_\_

I felt \_\_\_\_\_

I felt \_\_\_\_\_

I felt \_\_\_\_\_

What thoughts did you have while learning the new activity/skill? (ie. *I thought, "What if I can't do this?"*)

I thought \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

# Lesson 2: Part 2

## Unit 1

### Discovering My Learning Style

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12. 1 c 11-12. 4</p>	<p>Reading 11-12. 4</p>	<p>Writing 11-12.3 d</p>	<p>Language 11-12. 1 a 11-12. 2 11-12. 4</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2-1, 2 3a- 1, 2, 3, 4 2- 1, 2 3a- 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>2- 1, 2 3a- 1, 2, 5 3b- 1 (ET) 3b- 1, 2, 3, 4, 5, 6 (A/H) 3b- 1, 3 (BIS)</p>	<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a- 1 3b- 1 (AH) 2- 1, 2</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) slides 11-21 (Also available in PDF)</li> <li>2. “Learning Style Inventory” Activity 1:2.2</li> <li>3. “Understanding How I Learn Best” Activity 1:2.2</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin by explaining that in this lesson, students will begin to narrow in on how they learn best by looking at a variety of examples of learning styles. Explain that everyone learns differently and that understanding how you learn can help you when learning something new.</li> <li>2. View <b>PPT/PDF slides 11-17</b>. Go through each of these slides to introduce and briefly discuss each learning style. As you go through each one, have students raise their hand if they think this may be their learning style.</li> <li>3. Provide each student with the <b>“Learning Style Inventory” Activity sheet 1:2.2</b>. Explain that they will look at each learning style separately and mark an X only next to the statements that are true for them.</li> <li>4. Tell students that after completely each learning style section, they will begin to see which learning style they are leaning towards.</li> </ol> 				

# Lesson 2: Part 2 (continued)

## Unit 1

### Discovering My Learning Style

#### Lesson Details

#### Lesson Activity (Part 1):

1. Allow students several minutes to work through the “Learning Style Inventory.” Assist as needed.
2. If appropriate and needed, read through each statement as a class, allowing students to mark an X or leave blank as each statement is read.
3. When students have completed the inventory, have them go back and add up the total of X’s marked for each section. Have students write their top three learning styles on the last page of Activity 1:2.2.

#### Lesson Activity (Part 2):

1. Once students have determined their top three learning styles, divide students into groups according to their top learning style (the style that received the most X’s). All students sharing the same top learning style will work together.
2. Provide each group with 3-5 copies of the **“Understanding How I Learn Best” Activity 1:2.2** that matches their group’s learning style. (Ex. Provide the “Language Learning Style” group with ONLY the language learning sheet.)
3. Give groups a few minutes to read through the information on the sheet, specifically the strategies that this type of learner may use.
4. Then, using **PDF/PDF slides 18-21**, display an example of something a person may need to learn. After reading the example, have each group look back at their activity sheet and discuss a way that a learner with their learning style might best like to learn this new activity.
  - For example, PPT/PDF slide \_ says *“I need to learn how to take the public bus to my new job”* The students in the “Mathematical Learning Style” group may discuss making a checklist of all the stops that they will pass on the bus before they need to get off the bus.
5. This may be difficult for students at first, so be prepared to assist and offer suggestions. For each example, have 1 or 2 groups share.





# Lesson 2: Part 2 (continued)

Unit 1

## Discovering My Learning Style

### Lesson Reflection:

1. Use the following prompts to engage students in discussion:

- *Did your learning preference surprise you or was it a good fit with what you already knew about yourself? In what ways?*
- *Classroom teachers usually have a teaching style. Can you identify what my teaching style is?*
- *How does my teaching style fit with your learning preferences?*
- *Can you offer one strategy you can use in this class to help you learn more effectively based on your learning styles?*
- *Why is understanding your learning style important for the workplace?*

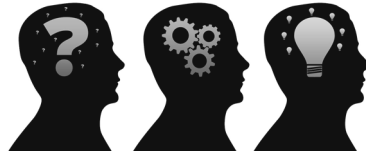


Lesson  
Details

# Discovering My Learning Style

## Activity 1:2.2

### Learning Style Inventory



We can be more successful at learning new things if we know how we best learn. To find out how you best learn, mark an “X” next to each statement that best describes you for each learning style.



#### Language Learning Style



*“I learn best by using language through speaking, hearing, reading, and writing.”*

“X”	Learning Statement
	I am a good at writing.
	I love to tell jokes and stories.
	I have a good memory for names, places, dates, or trivia.
	I enjoy word games.
	I enjoy reading books.
	I spell words accurately.
	I appreciate nonsense rhymes, puns, tongue twisters, etc.
	I enjoy listening to the spoken work (stories, commentary on the radio, books on tape, etc.).
	I have a good vocabulary for my age.
	I communicate with others using my words clearly.

Total Number of “X’s” for this section: \_\_\_\_\_

## Activity 1:2.2 (continued)



### Mathematical Learning Style



*"I learn best with simple and specific steps. Math is also a strength of mine."*

"X"	Learning Statement
	I ask a lot of questions about how things work.
	I can work through math problems in my head quickly.
	I enjoy math class.
	I find math computer games, chess, checkers or other strategy games interesting.
	I enjoy working on logic puzzles or brainteasers.
	I enjoy putting things in categories.
	I have a good sense of cause and effect.
	I like to experiment in a way that shows an advanced way of thinking.

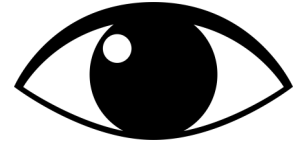
Total Number of "X's" for this section: \_\_\_\_\_

## Activity 1:2.2 (continued)

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### Visual Learning Style



*"I learn best through the use of pictures and videos, and other images."*

"X"	Learning Statement
	I see clear visual images.
	I read maps, charts, and diagrams more easily than text.
	I daydream a lot.
	I enjoy art activities.
	I like to view movies, slides, or other visual presentations.
	I enjoy doing puzzles, mazes, "Where's Waldo?" or similar visual activities.
	I build interesting three-dimensional constructions (example: LEGO buildings).
	I get more out of pictures than words while reading.
	I doodle on workbooks, worksheets, or other materials.

Total Number of "X's" for this section: \_\_\_\_\_

## Activity 1:2.2 (continued)



### Kinesthetic Learning Style



*“I learn best by doing and physically practicing a skill. I use movement and motion while thinking.”*

“X”	Learning Statement
	I am good in one or more sports.
	I move, twitch, tap or fidget while seated for a long time in one spot.
	I like to copy people’s faces or actions.
	I love to take things apart and put them back together again.
	I put my hands all over something I have just seen.
	I enjoy running, jumping, wrestling, and/or other physical activities.
	I show great control when using my hands (example: wood working, sewing, mechanics).
	I have a dramatic way of expressing myself.
	I enjoy working with clay or other things that feel different.

Total Number of “X’s” for this section: \_\_\_\_\_

## Activity 1:2.2 (continued)



### Musical Learning Style

*"I learn best when information is in rhyme, rhythm, tune or pattern"*



"X"	Learning Statement
	I can tell when music sounds off-key or disturbing in some other way.
	I remember melodies of songs.
	I have a good singing voice.
	I play a musical instrument or sing in a choir or other group.
	I have a rhythmic way of speaking and/or moving.
	I sometimes hum to myself.
	I tap rhythmically on the table or desk as I work.
	I am sensitive to environmental noises (e.g. rain on the roof).
	I respond positively when a piece of music is playing.
	I sing songs that I have learned previously.

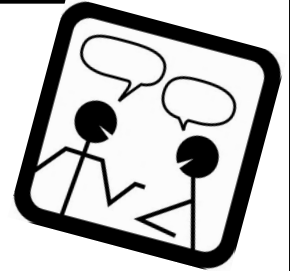
Total Number of "X's" for this section: \_\_\_\_\_

## Activity 1:2.2 (continued)



### Interpersonal Learning Style

*"I learn best when I communicate and interact with others."*



"X"	Learning Statement
	I enjoy socializing with peers.
	I seem to be a natural friend or leader.
	I give advice to friends who have problems.
	I seem to be street-smart.
	I belong to clubs, committees, or other organizations.
	I enjoy informally teaching others.
	I like to play games with others.
	I have two or more close friends.
	I care about how others feel and have concern for others.
	Others seek out my company.

Total Number of "X's" for this section: \_\_\_\_\_

## Activity 1:2.2 (continued)



### Intrapersonal Learning Style

*"I learn best when observing and taking time to reflect. I best in one-on-one situations"*

"X"	Learning Statement
	I display a sense of independence or a strong will.
	I have a realistic sense of my strength.
	I do well when left alone to play or study.
	I march to the beat of a different drummer in my style of living and learning.
	I have an interest or hobby that I do not talk much about.
	I have a good sense of where I am going in life.
	I prefer working alone to working with others.
	I can accurately express how I am feeling.
	I am able to learn from my failures and successes in life.

Total Number of "X's" for this section: \_\_\_\_\_



**My top three learning styles are:**

\_\_\_\_\_

\_\_\_\_\_



# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Language Learning Style**



\_\_\_\_\_ A person with this learning style might like to... \_\_\_\_\_

Use talking and language when learning  
Read, write, and listen  
Learn new words or verbal tasks  
Present orally or in written word  
Take formal training  
Write or talk creatively

### \_\_\_\_\_ Strategies for Learning \_\_\_\_\_

Verbal instruction  
Reading aloud  
Taking notes while learning or training  
Written or tape recorded messages  
Use various written materials  
Make up stories that apply to the task  
“Sticky” notes available and encouraged  
Keep a personal spelling log for written tasks

# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Mathematical Learning Style**



\_\_\_\_\_ A person with this learning style might like to... \_\_\_\_\_

Have a specific goal  
Figure out relationships  
Know how to solve things  
Be precise  
Work with numbers  
Measure progress with a graph or chart  
Be organized and efficient  
Manage money  
Work on computers

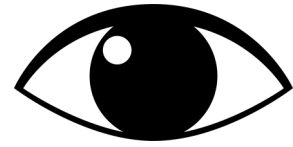
\_\_\_\_\_ Strategies for Learning \_\_\_\_\_

Use checklists, to-do lists, and schedules  
Record as much information as possible  
Break tasks up into segments and sequences  
Use an outline/categorize ideas  
Develop a system of organization  
Use numbers as memory triggers  
Maintain clear goals  
Create a visual layout

# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Visual Learning Style**



———— A person with this learning style might like to... ————

Draw or visualize

Imagine

Use colors

Remember information in pictures

See information or be shown a diagram

Create images in their mind

Can think through the design or process with the assistance  
of visuals, notes, or pictures

———— Strategies for Learning ————

Use color coding/large print

Draw pictures on index cards

Use a piece of paper to move down the page during reading

Highlight important words or phrases

Use video or pictures, maps, graphs of task sequences

Watch a role-play or someone performing task first

Associate pictures with words

Visualize in their mind someone saying words

Prepare visual model as samples or guides

# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Kinesthetic Learning Style**



————— A person with this learning style might like to... —————

- Be physically active
- Have a variety of tasks
- Make or create things
- Think when body is moving
- Show they understand something through movement.

### ————— Strategies for Learning —————

- Keep training experiential/playful
- Be given step-by-step instruction
- Have something in their hand to squeeze or fiddle with
- Walk, and talk as they are thinking or processing
- Take notes on flash cards
- Practice, practice, practice
- Do a little at a time and take activity breaks
- Talking into a tape recorder
- Cutting and pasting sequencing of notes
- Repetitive note taking
- Act out what they want to say

# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Musical Learning Style**



———— A person with this learning style might like to... ————

- Sing to themselves
- Have music in the background
- Tap or move to rhythms
- Connect music to emotions
- Be soothed by music
- Use rhymes or rhythms with memorization
- Listen to others
- Avoid auditory distractions or other sound when focusing

———— Strategies for Learning ————

- Learn by word or music association
- Use rhyming or poetic patterns with instructions
- Tap or keep a beat while learning
- Use headphones with music
- Read or repeat instructions aloud
- Tape themselves and play it back
- Make silly songs

# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Interpersonal Learning Style**



\_\_\_\_\_ A person with this learning style might like to... \_\_\_\_\_

- Be talkative and listen
- Think out loud
- Be social and communicate with others well
- Teach
- Remember through stories or associations with others
- Get feedback
- Be a leader
- Learn through discussion

\_\_\_\_\_ Strategies for Learning \_\_\_\_\_

- Consider role-plays
- Get feedback on their work
- Encourage asking for help and associating with people
- Work with a mentor, buddy, or in groups
- Act out what they are learning
- Teach you what they learned
- Brainstorm with others
- Repetition
- Talk through ideas or problems with others
- Read or write with assistance from others

# Discovering My Learning Style

Activity 1:2.3

## Understanding How I Learn Best: **Intrapersonal Learning Style**



———— A person with this learning style might like to... ————

Observe and reflect  
Think or be alone  
Have time to think things through  
Have fewer but closer friends  
Be independent  
Be in quieter environments  
Follow another person's lead  
Be in close relationship with just a few friends

———— Strategies for Learning ————

Tape record their own instructions  
Take time to think about what they are learning  
Encourage positive self-talk  
Consider training in a quiet place with few distractions  
In louder environments, use ear plugs  
Brainstorm  
Time for discovery  
Diaries to write what they are learning or thinking about  
Read to self instead of aloud  
Have ample time for questions

# Lesson 2:

# Unit 1

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 2:

Example:

**Trying Something New**  
Activity 1.2.1

**TRYING** Something New

We are always learning to do something new in our lives. Maybe it was taking a new bus, going to a new school, learning a new video game, swimming, taking on a new chore at home, playing an instrument or doing something that you never expected.

What was something new you learned to do recently?  
Write it below:

**I learned how to take the bus**

Describe how you felt while you learned to do that new skill/activity. (ie. I felt nervous, excited...)

I felt nervous  
I felt responsible  
I felt anxious  
I felt \_\_\_\_\_

What thoughts did you have while learning the new activity/skill? (ie. I thought, "What if I can't do this?")

I thought "I have to make sure I keep close track of the time so that I don't miss my bus"

**Learning Style Inventory**  
Activity 1.2.2

Learning About My Own Learning

Students can be more successful at learning new things if we know how we best learn. To find out how you best learn, an "X" next to each statement that best describes your learning style.

**Mathematical Learning Style**  
"I learn best with simple and specific steps. Math is also a strength of mine."  
Learning Statement: \_\_\_\_\_  
I can ask a lot of questions about how things work.  
I enjoy \_\_\_\_\_  
I find math \_\_\_\_\_  
I enjoy \_\_\_\_\_  
I have \_\_\_\_\_  
I think \_\_\_\_\_  
I excel in one \_\_\_\_\_

**Intrapersonal Learning Style**  
"I learn best when observing and taking time to reflect. I best in one-on-one situations."  
Learning Statement: \_\_\_\_\_  
I display a sense of independence or a strong will.  
I have a realistic sense of my strength.  
I prefer to work when left alone to play or study.  
I am a better drummer in my style of playing than in the style of others.  
I have a strong sense of self.

**Kinesthetic Learning Style**  
"I learn best by doing and physically practicing a skill. I use movement and motion while thinking."  
Learning Statement: \_\_\_\_\_  
I like to use my hands.  
I like to use my body.  
I like to use my voice.  
I like to use my eyes.  
I like to use my ears.  
I like to use my nose.  
I like to use my mouth.  
I like to use my feet.  
I like to use my fingers.  
I like to use my toes.

**Visual Learning Style**  
"I learn best through the use of pictures and videos, and other images."  
Learning Statement: \_\_\_\_\_  
I see clear visual images.  
I read maps, charts, and diagrams more easily than text.  
I daydream a lot.  
I enjoy art activities.  
I like to view movies, slides, or other visual presentations.  
I enjoy doing puzzles, mazes, "Where's Waldo?" or similar visual activities.  
I like to build interesting three-dimensional constructions (e.g. LEGO buildings).  
I get more out of pictures than words while reading.  
I doodle on workbooks, worksheets, or other materials.  
Total Number of "X's" for this section: \_\_\_\_\_

**Language Learning Style**  
"I learn best by using language through speaking, hearing, reading, and writing."  
Learning Statement: \_\_\_\_\_  
I am a good at writing.  
I love to tell jokes and stories.  
I have a good memory for names, places, dates, or trivia.  
I enjoy word games.  
I enjoy reading books.  
I spell words accurately.  
I appreciate nonsense rhymes, puns, tongue twisters, etc.  
I enjoy listening to the spoken word (stories, commentary on the radio, books on tape, etc.).  
I have a good vocabulary for my age.  
I communicate with others using my words clearly.  
Total Number of "X's" for this section: \_\_\_\_\_

**Interpersonal Learning Style**  
"I learn best when I communicate and interact with others."  
Learning Statement: \_\_\_\_\_  
I enjoy socializing with peers.  
I seem to be a natural friend or leader.  
I give advice to friends who have problems.  
I am street-smart.  
I like to be in clubs, committees, or other organizations.  
I like to formally teach others.  
I like to play games with others.  
I like to be around more close friends.  
I have a good sense of empathy or concern for others.  
I like to work out my company.  
Total Number of "X's" for this section: \_\_\_\_\_

Students will need one copy of each sheet shown. Students will complete each checklist first to understand their learning style.

**Understanding How I Learn Best**  
Activity 1.2.3

**Language Learning Style**

A person with this learning style might like to...  
Use talking and language when learning  
Read, write, and listen  
Learn new words or verbal tasks  
Present orally or in written word  
Take formal training  
Write or talk creatively

Strategies for Learning  
Verbal instruction  
Reading aloud  
Taking notes while learning or training  
Written or tape recorded messages  
Use various written materials  
Make up stories that apply to the task  
"Sticky" notes available and encouraged  
Keep a personal spelling log for written tasks

**Visual Learning Style**

A person with this learning style might like to...  
Draw or visualize  
Use colors  
Remember information in pictures or be able to think through the details of visuals, notes, or diagrams  
Use color coding/large print

**Mathematical Learning Style**

A person with this learning style might like to...  
Have a specific goal  
Figure out relationships  
Know how to solve things  
Be precise  
Work with numbers  
Measure progress with a graph  
Be organized and efficient  
Manage money  
Work on computers

**Musical Learning Style**

A person with this learning style might like to...  
Sing to themselves  
Have music in the background  
Tap or move to rhythms  
Connect music to emotions  
Be soothed by music  
Use rhymes or rhythms with memorization  
Listen to others  
Avoid auditory distractions or other sound when focusing

**Kinesthetic Learning Style**

A person with this learning style might like to...  
Be physically active  
Use tasks that use their body  
Be in motion  
Be in a hurry  
Be in a hurry  
Be in a hurry

**Intrapersonal Learning Style**

A person with this learning style might like to...  
Observe and reflect  
Think or be alone  
Have time to think about what they are learning  
Have fewer but closer friends  
Be independent  
Be in quieter environments  
Follow another person's lead  
Be in close relationship with just a few friends

Strategies for Learning  
Tape record their own instructions  
Take time to think about what they are learning  
Encourage positive self-talk  
Consider training in a quiet place with few distractions  
In louder environments, use ear plugs  
Brainstorm  
Time for discovery  
Diaries to write what they are learning or thinking about  
Read to self instead of aloud  
Have ample time for questions

You will only need a few copies of each one for students to work in small groups.



# Lesson 3: Part 1 and 2 Overview

## Unit 1

### My Ideal Job

**This lesson encourages students to understand their preferred ways of learning.**



*Students participating in this lesson will learn:*

1. explore and identify their Ideal Conditions for Employment (ICE).
2. identify their image of themselves as workers.
3. gain awareness of others' perceptions of them as job seekers/workers.
4. learn about skills and qualifications for various jobs.



*Students will be able to:*

1. create an Ideal Job Summary.
2. communicate their ICE and provide rationalization.
3. rule out certain jobs or career paths.



*Target Outcome:*

1. Students will begin to picture themselves in the workplace.



*Measurable Outcome:*

1. Students can describe their ideal work environment and can also discuss what compromises they would be willing to make and why.

# Lesson 3: Part 1

## Unit 1

### Picture Perfect

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1.c,e</p>	<p>Reading RI 11-12.7</p>	<p>Writing 11-12.4 11-12.11.a</p>	<p>Language 11-12.2 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4 3b 1 (ET) 3b 4 (A/H) 3b 5 (HPS) 3b 6 (BIS) 3b 7 (HS) 3b 6 (NAS)</p>		<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a- 1 3b- 1</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. “Picture Perfect Professional” Activity 1:3.1</li> <li>2. Colored pencils</li> <li>3. Magazines</li> <li>4. Scissors</li> <li>5. Glue sticks</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Invite students to spend a few moments thinking about how they see themselves as workers.</li> <li>2. You may invite students to share their thoughts, which may stimulate the thinking of other students.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Provide each student with the “<b>Picture Perfect Professional</b>” Activity 1:3.1.</li> <li>2. Invite students to choose either <b>colored pencils</b> to draw or use <b>magazines</b> and <b>glue</b> to create a collage that represents their ideas about themselves as workers.</li> <li>3. Allow students several minutes to create a “picture perfect” representation of themselves as workers.</li> </ol>				



# Lesson 3: Part 1 (continued)

Unit 1

## Picture Perfect

### Lesson Details

#### Lesson Reflection:

1. Have students share one of their pictures/collages with each other.
2. Use the following prompts to engage students in discussion:
  - *How would you like to dress for your job?*
  - *Why does this style of dress appeal to you?*
  - *In what kinds of workplaces would this style of dress be appropriate?*

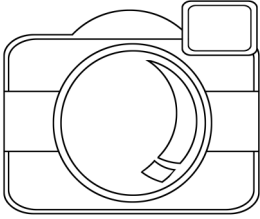
#### Homework:

1. Ask the students to invite a friend or family member to create a drawing or collage that they feel represents the student in a workplace. This will be done on the back side of Activity 1:3.1.
2. Encourage the students to have their friend or family member create their picture *before* looking at the student's version.
3. Students should be prepared to discuss whether or not they disagree with their family/friend's picture.

# Picture Perfect

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Activity 1:3.1



**Create a picture of what you imagine yourself looking like in your career.**

A large, tilted rectangular frame with a double-line border, intended for drawing a picture of oneself in a career. The frame is slightly slanted to the right. At the bottom of the frame, there is a horizontal line for a name and the text 'As a Professional Worker' in a bold, sans-serif font.

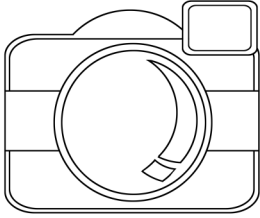
\_\_\_\_\_

*Name*

**As a Professional Worker**

## Activity 1:3.1

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**Now, have a friend or family member create a picture of how they see you as a professional.**

A large, tilted rectangular frame with a decorative border. The top edge of the frame has a pattern of diagonal lines. The frame is tilted slightly to the right. Below the frame, there is a horizontal line for a name.

*Name*

**As a Professional Worker**

**Do you agree with this image of yourself?  
Why or Why not?**

# Lesson 3: Part 2

## Unit 1

### Ideal Conditions for Employment

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1.c,e</p>	<p>Speaking &amp; Listening 11-12.1.c,e</p>	<p>Reading RI 11-12.7</p>	<p>Writing 11-12.4 11-12.11.a</p>	<p>Language 11-12.2 11-12.6</p>
<p>Lesson Materials</p>	<p>1. PowerPoint (PPT) slides 22-29 (Also available in PDF) 2. "Picture Perfect Employment" Activity 1:3.2</p>				
<p>Instructor Preparation</p>	<p>1. Preview PPT/PDF slides 22-28. 2. Make enough copies of Activities 1:3.2 for each student.</p>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by viewing the images on <b>PPT/PDF slides 22-28</b>. Each slide shows a workplace (some that look ideal, some that don't, while others are indifferent. Have students respond to the different workplaces by expressing whether or not this would be a place they would like to work at.</li> <li>2. Begin the lesson by telling them you are going to explain your idea of ideal conditions for your workplace. In this portion of the activity, you are actually going to list unrealistic expectations for a workplace. For example, you might say that you would like to only work 3 days a week instead of 5, or, you want there to be catered lunches every day in the teacher's lounge.</li> <li>3. Ask students to tell you what they think about your expectations. Display <b>PPT/PDF slide 29</b> to discuss realistic vs. unrealistic.</li> <li>4. Invite students to begin thinking about their idea of ideal conditions at the workplace.</li> </ol>				

# Lesson 3: Part 2 (continued)

Unit 1

## Ideal Conditions for Employment

Lesson  
Details



### Lesson Activity:

1. Provide each student with the “**Ideal Conditions for Employment**” **Activity 1:3.2**
2. Explain that this worksheet is designed to give them questions to reflect on that will help them get a better sense of what work environments are a closer fit to their needs and preferences.
3. Allow students a large amount of time to reflect. They may even discuss quietly with another student. Encourage them to write just keywords as they come and not to get caught up in sentences or spelling. Encourage a free flow of ideas.

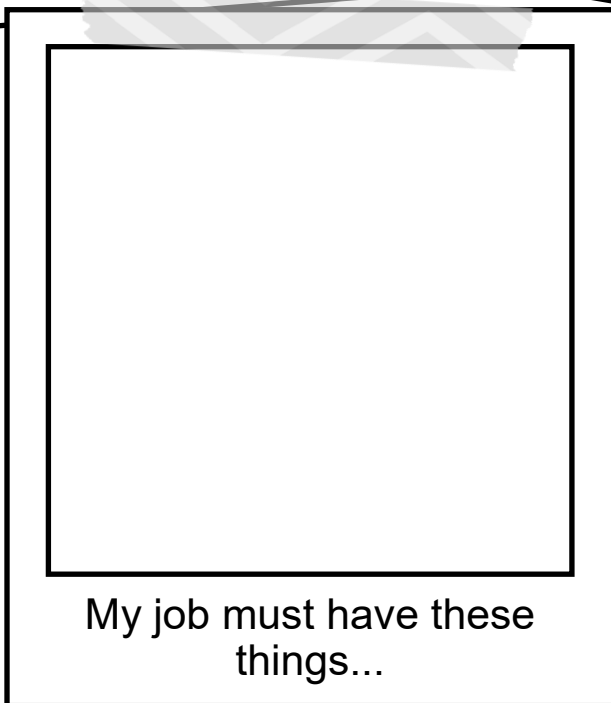
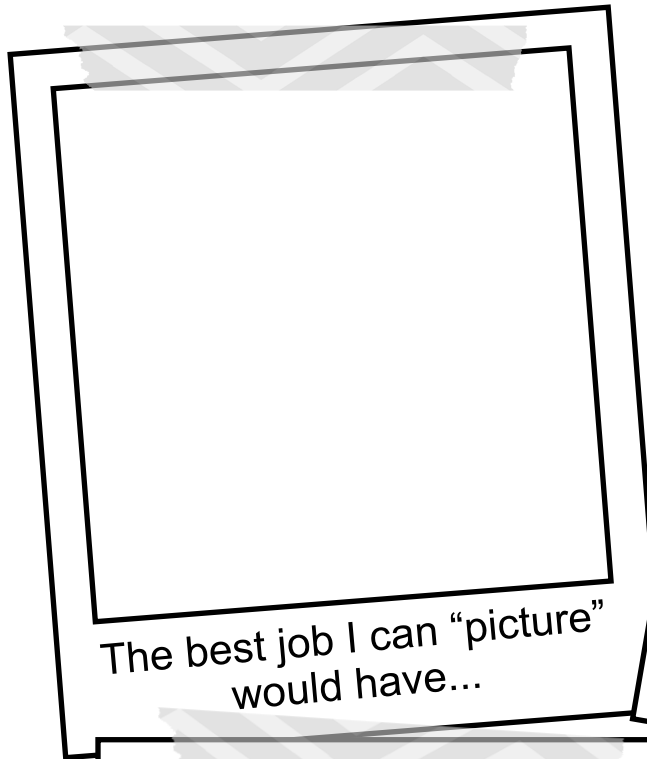
### Lesson Reflections:

1. After students have had a chance to complete Activity 1:3.2, engage students in discussion using the following prompts:
  - *What is one thing you learned about your preferred work environment?*
  - *What would you do if you had to work in conditions that didn't appeal to you? What compromises are you willing to make?*

# Ideal Conditions for Employment

## Activity 1:3.2

Think about your ideal place of employment. Read each picture caption. Inside each picture frame, write words or phrases that finish the caption.



Picture Perfect

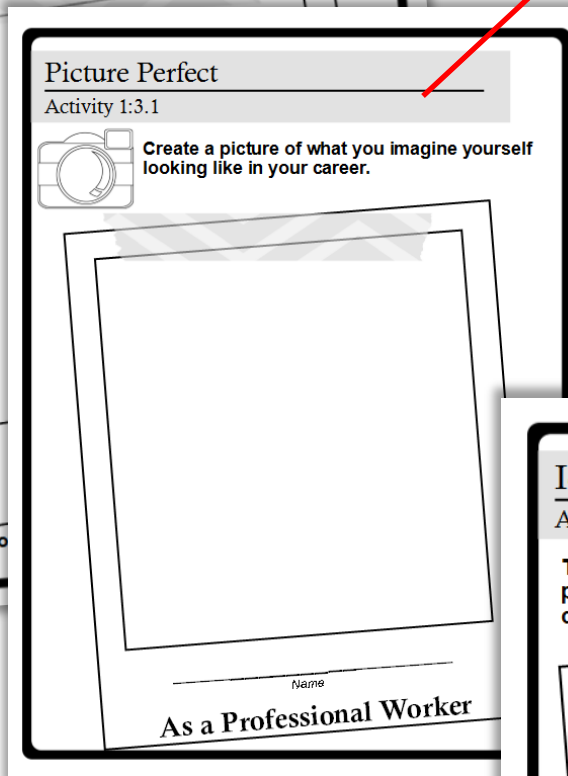
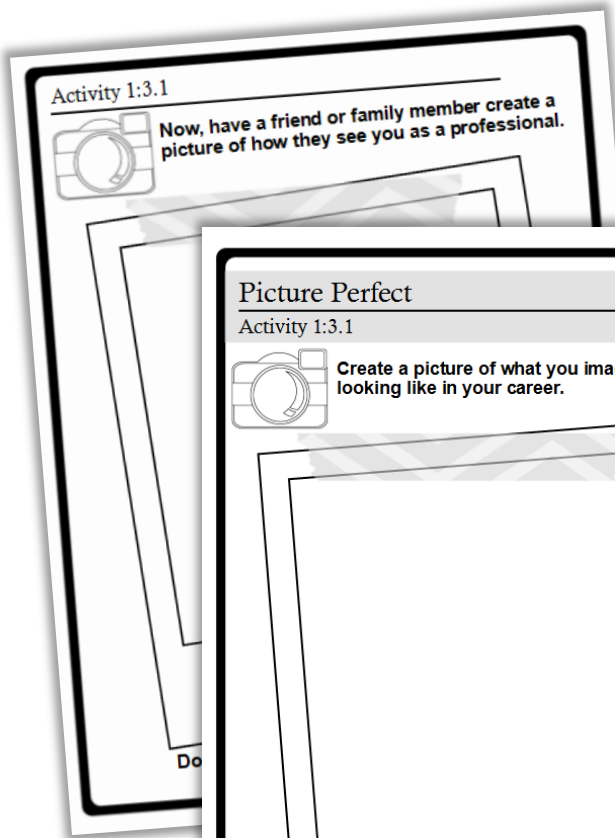


# Lesson 3:

# Unit 1

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 3:



Prompt students:

- What types of clothes do you picture yourself wearing? (uniforms, casual...etc...)
- Are you working alone or with others?
- What equipment, tools, or materials do you see yourself using?

Possible responses are shown



# Lesson 4: Part 1 and 2 Overview

## Unit 1

### Self-Advocacy

**This lesson will support students as they become effective advocates for their needs in the workplace.**



*Students participating in this lesson will learn:*

1. learn what self-advocacy means and what it means for their unique needs.
2. learn the most effective and positive ways to self-advocate.
3. identify situations where self-advocacy may be necessary.
4. develop strategies for advocating accommodations to help them be more successful.



*Students will be able to:*

1. share their personal definition of self-advocacy.
2. role play self-advocacy.
3. identify specific accommodations to foster their success.
4. use “I statements” in self-advocacy.



*Target Outcome:*

1. Students will feel more confident advocating for their needs and gain practical tools for doing so effectively.



*Measurable Outcome:*

1. Students will be able to define self-advocacy, both personally and generally.
2. Students will be able to come up with one “I statement” that expresses their unique needs.

# Lesson 4: Part 1

## Unit 1

### What is Self-Advocacy?

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1.c</p>	<p>Speaking &amp; Listening 11-12.1.c</p>	<p>Reading RI 11-12.4</p>	<p>Writing 11-12.11.a</p>	<p>Language 11-12.1.b 11-12.4.c</p>
	<p>CDOS 2- 1, 2 3a 1, 2, 3, 4</p>		<p>3b 1, 2, 3, 4, 5, 6 (AH)</p>	<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a- 1 3b- 1 (AH)</p>
<p>Lesson Materials</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) slides 30-33 (Also available in PDF)</li> <li>2. “Avocados and Advocacy” Activity 1:4.1</li> <li>3. Dictionaries (optional)</li> <li>4. An avocado</li> </ol>				
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. Preview PPT/PDF slides 30-33.</li> <li>2. Make enough copies of Activities 1:4.1 for each student.</li> <li>3. Gather several dictionaries for student use. (optional)</li> <li>4. Get an avocado. Ahead of time, cut it in half, and lift the pit out to ready it for the lesson. Place the pit back inside the avocado and put the two halves back together.</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin lesson by showing the students an avocado. Hold it up and ask for some observations about its appearance. (It has a tough but flexible outer skin, for example).</li> <li>2. Then, separate the two halves of the avocado and let them see the inside. Let them see how soft the inside is.</li> <li>3. Pull the pit back out and have students notice how hard it is on the inside. This inner pit needs to be “solid” so it can do all the hard work of providing the fruit with all of its many health benefits.</li> <li>4. Ask students if they knew that the avocado is one of the healthiest food we can eat. Its benefits range from preventing heart disease to healing cancerous cells in our body.</li> <li>5. Display <b>PPT/PDF slide 30</b> with the words “avocado” and “advocacy” next to each other to show the similarities between the two words. Have students observe the different layers of an avocado.</li> </ol>				

# Lesson 4: Part 1 (continued)

## Unit 1

### What is Self-Advocacy?

#### Lesson Details



6. Ask students if they know what the word “advocacy” means. Allow students to share out their thoughts about the word.
7. Optional: Provide each student with a **dictionary**. Invite students to look up the word “advocacy.” Assist as needed. Have a student read aloud the definition.
8. Use **PPT/PDF slide 31** to discuss the meaning of self-advocacy. Then, watch the video about self-advocacy (link on **PPT/PDF slide 32** or visit [https://www.youtube.com/watch?v=B6890lXdG\\_w&feature=youtu.be](https://www.youtube.com/watch?v=B6890lXdG_w&feature=youtu.be)).

#### Lesson Activity:

1. Provide each student with the “**Avocados and Advocacy**” **Activity 1:4.1 sheet**. Display the second avocado image on **PPT/PDF slide 33**.
2. Explain that an avocado can help us think about self-advocacy.
3. Direct students’ attention to the outer skin layer of the avocado. Point out that the avocado’s skin is flexible.
4. **ASK:** *How might you need to be flexible in a work environment?* Have students write those examples on the activity sheet.
5. Next, point out the soft inner layer, just under the skin where all the nutrients are. Explain that the soft inner layer is like our emotions, they can easily be damaged, but our emotions are protected by our outer skin.
6. **ASK:** *How can our emotions effect us at work? How can we protect our emotions?* Help trainees think about ways emotions come in to play at work and have them write the examples down on their sheet. (ex. A coworker may snap at them for not doing something right. It may hurt their feelings. Instead of letting their emotions take over, they might need to take a quick break to gain composure.)
7. Next, point out the solid pit in the core of the avocado. Explain that this pit represents our inner source of strength and courage.

# Lesson 4: Part 1 (continued)

## Unit 1

### What is Self-Advocacy?

#### Lesson Details



8. **ASK:** *In what ways are you a strong person? What are your core values?*
9. Help students write down their strengths and core values on the activity sheet. Explain that it is our core values and strength that drives us to speak up for ourselves to make sure we are getting what we need to be successful. When we are aware of our strengths, we believe that we have value in the workplace.
10. Finally, have students complete the reflections questions on the activity sheet.
11. Discuss how each part of themselves is needed and important for self-advocacy just as each part of the avocado is essential to the whole growth and health of the avocado. When they are faced with a situation when they need to self-advocate, invite them to recall the characteristics of the avocado.

#### **Lesson Reflection:**

1. Engage students in conversation using their Activity 1:4.1 sheet and using the following prompts:
  - *Can you give a specific example of a time when you had to self-advocate? Using the avocado metaphor, what skills did you need on the outside, the inside, and at your core?*
  - *What part of you feels the most vulnerable? For example, maybe you feel very solid in who you are (the pit) but you let stuff get under your skin (you get hurt easily).*
  - *What is the hardest part for you about advocating for your needs?*
  - *Is there a role model you have for self-advocacy? Is there someone you know (or a character from a book, movie) who had to advocate for themselves?*
  - *If you could identify one skill needed to be an effective self-advocate, what would it be?*

# What is Self-Advocacy?

Activity 1:4.1

Looking at an avocado can be a good reminder of who we are as a person and the skills we may need to self-advocate.



The **outer skin** is flexible and protects the avocado.

*Ways I might need to be flexible at work:*

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The **inside flesh** is soft and easily damaged, like our emotions.

*Ways my emotions might effect me at work:*

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The **core** is hard and strong and provides the avocado with nutrients.

*What are my core values that keep me strong?*

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# Activity 1:4.1

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**When might self-advocacy be needed?**



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**What skills do you need to self-advocate?**



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**In your own words, describe what self-advocacy means to you:**

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# Lesson 4: Part 2

## Unit 1

### Speaking Up for My Needs

<p>ELA/CDOS Standards</p>	<p>ELA 11-12.1.c</p>	<p>Speaking &amp; Listening 11-12.1.c</p>	<p>Reading RI 11-12.4</p>	<p>Writing 11-12.11.a</p>	<p>Language 11-12.1.b 11-12.4.c</p>
<p>Lesson Materials</p>	<p>1. PowerPoint (PPT) Slides 34-35 (Also available in PDF) 2. "I Feel, I Need" Activity 1:4.1</p>				
<p>Instructor Preparation</p>	<p>1. Preview PPT/PDF slides 34-35. 2. Make enough copies of Activity 1:4.2 for each student.</p>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Begin the lesson by explaining that today, students are going to begin thinking about things they need in order to be successful at home, school, and work.</li> <li>2. Display <b>PPT/PDF slide 34</b>. Ask students to identify who the person is on the slide (Tom Cruise). If students are not familiar with him, explain he is a very accomplished actor who has been in many movies.</li> <li>3. <b>ASK:</b> <i>What does an actor need in order to be successful?</i> (ex. needs to have good expression in speaking, has to memorize scripts, may need to perform stunts...etc.)</li> <li>4. Explain that we all know that he is an accomplished actor, but what many do not know is that he is severely dyslexic. Explain that an actor with dyslexia would have a very difficult time reading hundreds of pages of scripts. To meet his needs, Tom Cruise has worked with his directors to get all his scripts on audio tape. This accommodation has helped Tom to be enormously successful despite his disability.</li> <li>5. Define the word <i>accommodation</i> on <b>PPT/PDF slide 35</b>.</li> </ol>				



# Lesson 4: Part 2 (continued)

## Unit 1

### Speaking Up for My Needs

#### Lesson Details

#### Lesson Activity (Part 1):

1. Provide each student with the “I Feel, I Need” Activity 1:4.1 sheet.
2. Invite students to describe their disability in their own words and write down thoughts at the top of the sheet. If any student feels comfortable sharing, allow them to do so.
3. Read through the example of Tom Cruise’s disability and discuss his accommodation.
4. Complete the second example together: “*Jennifer’s disability makes it difficult for her to speak clearly.*” Discuss possible accommodations that would help Jennifer be successful despite her disability.
5. Next, have students share examples of other disabilities that can impact our lives. Choose one, and work together to come up with one accommodation for that disability.
6. Finally, in the last puzzle box, have the students write down a personal need that they may have in the last portion of the chart. Students can write down one or more accommodations that help them to be successful. Assist students as needed to help them come up with their own accommodations. Invite students to share if they are comfortable.

#### Lesson Activity (Part 2):

- 1) After students have reflected on their own unique need, have students look at the back side of their 1:4.2 Activity sheet.
- 2) Explain that it is important that they learn how to tell others about their needs. Tell students that they can do this by using an “I statement.”
- 3) Read the example given on the activity sheet. Have students first read the “I statement” for Tom Cruise and then, help students to construct their own “I statement.”

# Lesson 4: Part 2 (continued)

Unit 1

## Speaking Up for My Needs

### Lesson Reflection:

1. Engage students in discussion by using the following prompts.

- *Why is it important to ask for accommodations that we need?*
- *What is one accommodation you might need in the workplace?*



Lesson  
Details

# Speaking Up for My Needs

## Activity 1:4.2

An **accommodation** is a special arrangement that is made in order to help you be successful.

How would you describe your disability in your own words?

**Ways a disability can impact a life:**

*Tom Cruise has dyslexia, making it difficult to read.*

**Accommodations that may help:**

*He can get his scripts on tape to listen to instead of reading.*

Write down some accommodations that could help each person

**Ways a disability can impact a life:**

*Jennifer's disability makes it difficult for her to speak clearly.*

**Accommodations that may help:**

**Ways a disability can impact a life:**

**Accommodations that may help:**

**Ways a disability can impact MY life:**

**Accommodations that may help:**

## Activity 1:4.2

---

**Practice telling someone what you need with an “I Statement.”**

*“I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_.  
What I need is \_\_\_\_\_.”*

*Example for Tom Cruise:*

*“I feel frustrated when I read my scripts because I have dyslexia.  
What I need is to have my scripts recorded on tape for me to listen to.”*

**Write your own “I statement” that will help you explain what you need in order to be successful.**



*“I feel \_\_\_\_\_  
when \_\_\_\_\_  
because \_\_\_\_\_.  
What I need is \_\_\_\_\_.”*

# Lesson 4:

# Unit 1

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 4:

Possible responses for each section:

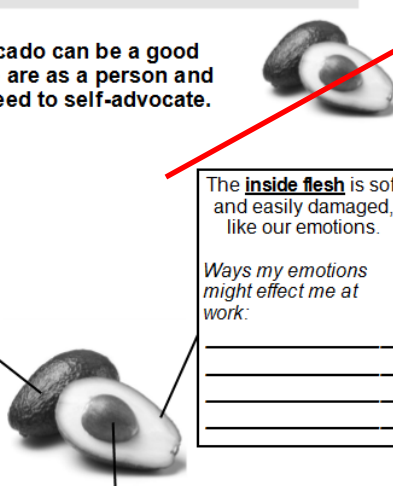
Outer Skin: My boss might ask me to switch tasks when I'm not expecting it. a customer might interrupt what I am doing.

Inside Flesh: I could get frustrated when learning something new. I might get embarrassed if I do something wrong

Core: I believe in hard work, not giving up, and honesty.

What is Self-Advocacy?  
Activity 1:4.1

Looking at an avocado can be a good reminder of who we are as a person and the skills we may need to self-advocate.



The **outer skin** is flexible and protects the avocado.

Ways I might need to be flexible at work:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The **inside flesh** is soft and easily damaged, like our emotions.

Ways my emotions might effect me at work:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The **core** is hard and strong and provides the avocado with nutrients.

What are my core values that keep me strong?

\_\_\_\_\_

\_\_\_\_\_



Possible Responses:

- I might need to self-advocate at work when I need more time to complete a task because of my disability.
- I might need to self-advocate at work when I need an accommodation to help me be successful

Possible Responses:

- I need to be confident.
- I need to be able to use communication good skills.

Activity 1:4.1

<p>When might self-advocacy be needed?</p> 	<p>What skills do you need to self-advocate?</p> 
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In your own words, describe what self-advocacy means to you:

\_\_\_\_\_

\_\_\_\_\_

# Lesson 4:

# Unit 1

## Instructor Notes and Suggestions (continued)

### Speaking Up for My Needs

Activity 1:4.2

An **accommodation** is a special arrangement that is made in order to help you be successful.

How would you describe your disability in your own words?

Write down some accommodations that could help each person

<b>Ways a disability can impact a life:</b> Tom Cruise has dyslexia, making it difficult to read.	<b>Accommodations that may help:</b> He can get his scripts on tape to listen to instead of reading.
<b>Ways a disability can impact a life:</b> Jennifer's disability makes it difficult for her to speak clearly.	<b>Accommodations that may help:</b> Jennifer can write down her thoughts.
<b>Ways a disability can impact a life:</b> Tim is in a wheelchair and can't use stairs.	<b>Accommodations that may help:</b> Tim can ask for all his classes to be on the first floor.
<b>Ways a disability can impact MY life:</b> I get overwhelmed when someone is giving me directions.	<b>Accommodations that may help:</b> I can have directions written down for me in smaller chunks.

Possible Responses Shown

Prompt students to think about times when they feel their disability has held them back or frustrated them.

Prompt students to think about accommodations that have helped them in the past (ex. more time to complete an assignment, someone reading something to them, breaking a larger task into smaller chunks).

Activity 1:4.2

Practice telling someone what you need with an "I Statement."

"I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_."  
What I need is \_\_\_\_\_."

Example for Tom Cruise:

"I feel frustrated when I read my scripts because I have dyslexia.  
What I need is to have my scripts recorded on tape for me to listen to."

Write your own "I statement" that will help you explain what you need in order to be successful.

"I feel \_\_\_\_\_  
when \_\_\_\_\_  
because \_\_\_\_\_  
What I need is \_\_\_\_\_."

# Lesson 5: Part 1 and 2 Overview

## Unit 1

### Making Informed Choices

**This lesson invites students to begin to consider a field that may be of interest to them as they begin narrowing the type of work they would like to do.**



*Students participating in this lesson will learn:*

1. a variety of tools for narrowing down their career interests.
2. consider some of the tools necessary to begin a particular a career.
3. how to do an online career assessment.



*Students will be able to:*

1. name a general career field that is of interest to them.
2. discuss with a family member or helper what their career interests are.



*Target Outcome:*

1. Students will have sufficient information about their own career interests to engage in informed discussions with family, teachers, and helpers.



*Measurable Outcome:*

1. Students will be able to describe a career field that is of interest to them and based on the assessment seems to be a good fit.
2. Students will be able to use these tools to participate in important vocational discussions with helpers, teachers, and family members.

# Lesson 5: Part 1

## Unit 1

### Pick a Side

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1 11-12.2 11-12.5</p>	<p>Reading</p>	<p>Writing 11-12.6</p>	<p>Language 11-12.1.b 11-12.6</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 5, 6, 7, 8</p>		<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a- 1 3b- 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) Slides 36-50 (Also available in PDF)</li> <li>2. Printable Posters: “<i>Completely Like Me</i>,” “<i>Somewhat Like Me</i>,” and “<i>NOT Like Me</i>”</li> </ol>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Explain that today you are going to play a game called “Pick a Side” Point out the <b>posters</b> displayed in your classroom.</li> <li>2. Explain that you will be reading several statements that describe an interest and you would like them to decide whether the statement completely describes them, somewhat describes them, or does not describe them at all. Tell students that when you read the statement, you would like them to stand next to the poster that represents their answer.</li> </ol> <p style="text-align: center;"><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Display <b>PPT/PDF slides 36-50</b>. As you go through each slide, students will move to the appropriate section of the room to represent their response.</li> <li>2. As time allows, have students share why they are standing in a certain section. Compare their responses with those standing in other sections. (<i>Ex. Sarah likes to cook because she enjoys working with different ingredients, but Amber doesn’t enjoy it because measuring the ingredients can be confusing.</i>)</li> </ol>				



# Lesson 5: Part 1 (continued)

Unit 1

Pick a Side

Lesson  
Details

## Lesson Reflection:

1. After you have gone through each slide, engage students in discussion by using the following prompts.
  - *Was there one statement that got you really excited?*
  - *Was there one or more statements that you really had to think about? If so, which ones?*
  - *If you had to create a statement about something that completely describes you, what would it be?*
  - *If you had to create a statement about something that somewhat describes you, what would it be?*
  - *If you had to create a statement about something that describes the opposite of you, what would it be?*
  - *When it comes to choosing a job, why is it important to know your interests and dislikes?*

Completely

Like Me

**Someewhat**

**Like Me**

**Not**

**Like Me**

# Lesson 5: Part 2

## Unit 1

### My Career Choice

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1 11-12.2 11-12.5</p>	<p>Reading</p>	<p>Writing 11-12.6</p>	<p>Language 11-12.1.b 11-12.6</p>
<p>Lesson Materials</p>	<p>1. Access to laptops/computers 2. Access to the following website: <a href="http://www.yourfreecareertest.com/#">http:// www.yourfreecareertest.com/#</a> 1. “My Career Choice” Activity 1:5.1</p>				
<p>Instructor Preparation</p>	<p>1. Arrange for access to personal computers with internet access. 2. Make enough copies of Activities 1:5.1 for each student. 3. If possible, bookmark the above web address on student computers for easy access.</p>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <p>1. Explain to students that today they are going to focus on potential careers that interest them. Explain to students that they will be completing a survey that will help them narrow down possible career interests. 2. Provide each student with a <b>personal laptop or computer</b>. Have students go the website listed above.</p> <p style="text-align: center;"><b>Lesson Activity (Part 1):</b></p> <p>1. Explain that the survey is going to list several different interests that could lead to a career choice. 2. Once each student has successfully gotten to the above website, either as individuals or as a whole class, read through each statement on the survey. 3. After reading each statement, have the student click on the phrase that best describes their feeling for each statement. (Very interest, interested, slightly interest, not interested) 4. Allow several minutes for completing the survey.</p>				




# Lesson 5: Part 2 (continued)


## Unit 1

### My Career Choice

#### Lesson Activity (Part 2):

- 
1. After students have completed the survey, provide each student with “**My Career Choice**” **Activity 1:5.1 sheet**.
  2. Have students complete this activity sheet as a reflection of the survey.

#### Lesson Reflection:

- 
1. Engage students in discussion by using the following prompts.
    - *Why do people use career surveys?*
    - *What benefit can you see to using a career survey tool?*
    - *Where do you think the biggest influence on career path comes from?*
    - *How does using a career survey help people find a potential career interest?*

#### Lesson Details



- #### Homework:
1. Invite students to discuss the survey results with a friend or family member to see what they think.
  2. Tell students to be prepared to discuss their conversations.

# My Career Choice

Activity 1:5.1

## Career Choices

**Think about the career survey results and answer the following questions.**

Before the assessment, did you already know what type of career you might like to do? (circle one)

YES

NO



How well do you think this survey described an appropriate career choice? (circle one)

Very Well ----- Somewhat ----- Not At All



After taking the survey, does another career choice come to mind? If yes, what career?

---

After taking the survey, how do you feel about choosing a career that fits best for you? (example: *nervous, excited to get started, concerned...*)

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# Lesson 5:

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 5:

Completely  
Like Me

You will only need ONE copy of these posters to be placed in your classroom.

Not  
Like Me

Somewhat  
Like Me

Students will complete this sheet after taking a career survey.

### My Career Choice

Activity 1:5.2

## Career Choices

Think about the career survey results and answer the following questions.

Before the assessment, did you already know what type of career you might like to do? (circle one)

YES NO

How well do you think this survey described an appropriate career choice? (circle one)

Very Well ----- Somewhat ----- Not At All



After taking the survey, does another career choice come to mind? If yes, what career?

After taking the survey, how do you feel about choosing a career that fits best for you? (example: nervous, excited to get started, concerned...)





# Lesson 6: Part 1 and 2 Overview

## Unit 1

### Problem Solving

**This lesson outlines the basic steps for problem solving and encourages students to use critical thinking and communication for effective problem solving.**



*Students participating in this lesson will learn:*

1. to look at many possible solutions, especially the solutions that are the simplest.
2. to identify the root of a problem before attempting to solve.
3. the steps for effective problem solving.
4. how communication and compromise are often key components for effective problem solving.



*Students will be able to:*

1. Identify solutions to problems.
2. Work through steps for effective problem solving.
3. Integrate compromise and communication in the problem solving process.
4. Discuss potential solutions for a real life problem they are experiencing.



*Target Outcome:*

1. Students will be able to critically evaluate a problem and understand the tools necessary for effective problem solving.



*Measurable Outcome:*

1. Students will be able to describe a real life problem they are struggling with and have a workable structure to navigate the problem and work toward a solution.

# Lesson 6: Part 1

## Unit 1

### Don't Get "Floored" By Problem Solving

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1 11-12.4</p>	<p>Reading 11-12.7</p>	<p>Writing 11-12.6</p>	<p>Language 11-12.2</p>
<p>Lesson Materials</p>	<p>1. 5 sheets of large newsprint</p>				
<p>Instructor Preparation</p>	<p>1. Collect 5 pieces of large newsprint.</p>				
<p>Lesson Details</p>	<p style="text-align: center;"><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Introduce this lesson by telling students that the school wants to prepare its students for the potential invasion of biting red ants. The only solution for this problem is for students to figure out a way to get their feet from touching the carpet/tile.</li> <li>2. Lay the 5 sheets of newsprint in various places on the floor without any further instruction.</li> </ol> <p style="text-align: center;"><b>Lesson Activity (Part 1):</b></p> <ol style="list-style-type: none"> <li>1. Instruct students that they have 5 seconds to get their feet off the tile/carpet. Students will most likely gather on the various sheets of paper.</li> <li>2. Now tell them that the ants have eaten away at their paper floor and they need to fold their papers in half. They will likely all try to cram on the smaller pieces of paper.</li> <li>3. Instruct them that the ants have continued to invade and have eaten more of their paper. Remind them that their instruction is to get their feet off the floor.</li> </ol>				



# Lesson 6: Part 1 (continued)

## Unit 1

### Don't Get "Floored" By Problem Solving

#### Lesson Details



4. As the paper gets smaller and smaller, they will have to figure out ways to share the ever-smaller space provide by the paper. Observe and make mental notes of their problem solving strategies.
5. There will come a point when the papers are no longer big enough for everyone to stand on. Invite students to share suggestions.
6. When they are out of suggestions, ask them if standing on paper is their only option. The idea is that they will come to realize that there are desks and chairs also in the room and they could have simply sat on their chairs with their feet up or sat on desks to avoid their feet being on the floor.

#### Lesson Reflection:

1. Engage students in discussion using the following prompts:
  - *Why did you decide to use the paper to get your feet off the floor?*
  - *Did anyone have the idea to sit on the desks or chairs? If you had this idea, what prevented you from sharing this idea with the group?*
  - *Sometimes the most obvious solution is right in front of us. Why do you think we often miss the most obvious solution?*
  - *Can you share a time when you had a problem to solve and the easiest solution was the best solution?*



# Lesson 6: Part 2

## Unit 1

### Solve it With Steps

<p>ELA/CDOS Standards</p>	<p>ELA</p>	<p>Speaking &amp; Listening 11-12.1 11-12.4</p>	<p>Reading 11-12.7</p>	<p>Writing 11-12.6</p>	<p>Language 11-12.2</p>
<p>Lesson Materials</p>	<p>CDOS</p>	<p>2- 1, 2 3a 1, 2, 3, 4, 5, 6, 7, 8 2- 1, 2</p>	<p>2- 1, 2, 3 3b 1, 2 (HPS) 3a 1, 2, 5 3b 1, 3 (BIS) 3b 1 (ET) 3b 1 (HS)</p>	<p>3b- 1, 2, 3, 4, 5, 6 (AH)</p>	<p>2- 1, 2 3a- 1 3b- 1 (AH)</p>
<p>Instructor Preparation</p>	<ol style="list-style-type: none"> <li>1. PowerPoint (PPT) slides 51-52 (Also available in PDF)</li> <li>2. Problem Solving Scenario Cards</li> <li>3. "Steps to Problem Solving" Activity 1.6.1</li> </ol>				
<p>Lesson Details</p>	<p><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Introduce this lesson by sharing a story of a time you had a problem to solve and how you solved it.</li> <li>2. Invite students to share their own examples.</li> </ol> <p><b>Lesson Activity (Part 1):</b></p> <ol style="list-style-type: none"> <li>1. Display <b>PPT/PDF slide 51</b> and provide each student with the <b>"Steps to Problem Solving" Activity 1.6.1 sheet</b>.</li> <li>2. Use the slide to discuss the process of problem solving.             <ul style="list-style-type: none"> <li>• First, identify the root of the problem. Explain that in a tree, roots are underground and we sometimes must dig into the ground to find them. Explain that similarly, when dealing with a problem, we sometimes have to dig a little deeper to see what's really going on.</li> <li>• Next, we have to come up with small steps to help us arrive at a solution. Just like tree trunk supports to the tree, small steps help support finding a solution.</li> </ul> </li> </ol>				

# Lesson 6: Part 2 (continued)

## Unit 1

### Solve it With Steps

#### Lesson Details



- Finally, explain that as we work through steps that help us solve the problem, we “blossom” into a solution that fixes the problem. The leaves that grow on a tree represent the solution.
3. Display **PPT/PDF slide 52** to show an example of problem solving. The students’ activity sheet has this same graphic organizer on it.
  4. Next, instruct students to break up into equal groups. Optional: Do not give them instructions for how to do this. Let them use problem solving strategies to figure out how to divide the group.
  5. Once students are in groups, explain that their group will be given a problem that requires a solution. They will work together to complete the graphic organizer on their activity sheet.

#### Lesson Activity:

1. Pass out the **problem scenarios cards**, one per group. Instruct students to work together to complete their graphic organizer on their activity sheet using their assigned problem. Assist and monitor as needed.

#### Lesson Reflection:

1. Engage students in discussion using the following prompts:
  - *How easy or difficult was it to identify the root of the problem?*
  - *Did everyone agree on the root of the problem. This is the first step to effective problem solving.*
  - *Were the steps to solving the problem obvious, or did it take a little time to figure out the possible steps?*
2. Finally, invite all the students to share a real problem they are working through in their own lives. Have the group work through a solution that is satisfactory to the student.

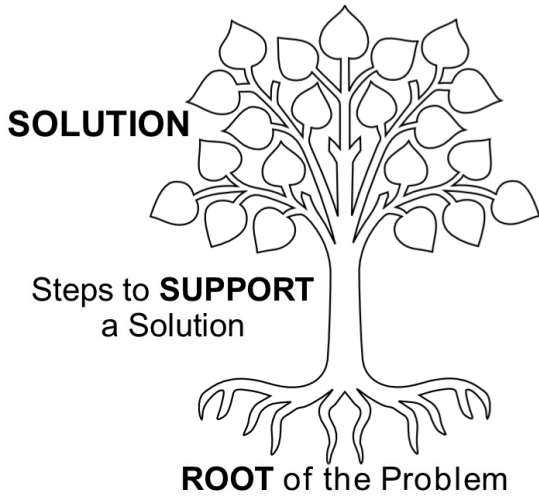
Print cards onto cardstock and cut apart.

<p>After basketball practice you go back to the locker room to change. When you go to put your shoes on you can't find them.</p> <p><b>What could you do?</b></p>	<p>On the bus ride to school this morning people are pointing and laughing at you. When you get to school you go in the bathroom and see that you have pink gum all over the back of your pants.</p> <p><b>What could you do?</b></p>
<p>In the middle of a group presentation in front of your class, you sneeze. You use your hand to cover your mouth but now your hand is full of stuff you sneezed out.</p> <p><b>What could you do?</b></p>	<p>You are taking an important test where talking is not allowed. As you are writing an essay your pencil breaks.</p> <p><b>What could you do?</b></p>
<p>You borrowed your sister's bike without asking and popped a tire.</p> <p><b>What could you do?</b></p>	<p>The teacher is giving directions, but the person sitting next you keeps talking. You missed the directions and don't know what to do.</p> <p><b>What should you do?</b></p>
<p>Last night you were busy playing soccer and got home late. You didn't do your homework and now the teacher is upset with you.</p> <p><b>What should you do?</b></p>	<p>You waited a long time for your mom to pick you up from school. She still isn't there.</p> <p><b>What would you do?</b></p>
<p>An adult you don't know outside the grocery store asks for help finding his lost dog.</p> <p><b>What would you do?</b></p>	<p>You finished your work early on the job.</p> <p><b>What should you do?</b></p>

# Solve it With Steps

Activity 1:6.1

## Steps to Problem Solving



**Read your problem with your group and then work together to develop a solution.**

The problem in my own words:

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**Now break the problem down:**

**ROOT** of the problem:

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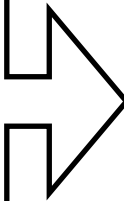
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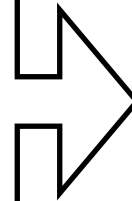
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Steps to **SUPPORT** a solution:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



**SOLUTION:**

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# Lesson 6:

# Unit 1

## Instructor Notes and Suggestions

The following activity sheets will be used in lesson 5:

Print cards onto cardstock and cut apart.

<p>After basketball practice you go back to the locker room to change. When you go to put your shoes on you can't find them.</p> <p><b>What could you do?</b></p>	<p>On the bus ride to school this morning people are pointing and laughing at you. When you get to school you go in the bathroom and see that you have pink gum all over the back of your pants.</p> <p><b>What could you do?</b></p>
<p>In the middle of a group presentation in front of your class, you sneeze. You use your hand to cover your mouth but now your hand is full of stuff you sneezed out.</p> <p><b>What could you do?</b></p>	<p>You are taking an important test where talking is not allowed. As you are writing an essay your pencil breaks.</p> <p><b>What could you do?</b></p>
<p>You borrowed your sister's bike without asking and popped a tire.</p> <p><b>What could you do?</b></p>	<p>The teacher is giving directions, but the person sitting next you keeps talking. You missed the directions and don't know what to do.</p> <p><b>What should you do?</b></p>
<p>Last night you were busy playing soccer and got home late. You didn't do your homework and now the teacher is upset with you.</p> <p><b>What should you do?</b></p>	<p>You waited a long time for your mom to pick you up from school. She still isn't there.</p> <p><b>What would you do?</b></p>
<p>An adult you don't know outside the grocery store asks for help finding his lost dog.</p> <p><b>What would you do?</b></p>	<p>You finished your work early on the job.</p> <p><b>What should you do?</b></p>

You will need to copy and cut out each problem solving card. Copy on cardstock for durability, if possible.

Students will complete this activity sheet in a small group.

### Solve it With Steps

Activity 1:6.1

## Steps to Problem Solving

**Read your problem with your group and then work together to develop a solution.**

The problem in my own words:

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**Now break the problem down:**

**ROOT of the problem:**

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**Steps to SUPPORT a solution:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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**SOLUTION:**

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