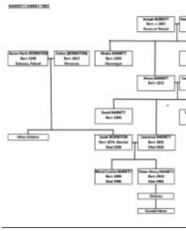
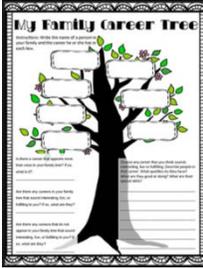


Lesson Plans -- Pre-employment Transition Skills

Job Exploration and Counseling

The skill of learning about yourself in relation to the world of employment, while exploring occupational interests. Developing strategies to actualize work goals.

Life Skills	Resource Room
<p>1. Picture Interest Career Survey</p>	<p>1. Histogram – Career Family Tree</p>
<p>Name of Activity: Picture Interest Career Survey</p> <p>Target Audience: Life Skills or Resource (students who prefer or need visuals)</p> <p>Duration of Activity: This inventory can be used once or repeated periodically to see if student interests have changed.</p> <p>Region (can circle both): This tool can be used either for students in Urban or Rural settings.</p> <p>Review/Summary: This is an informal career interest survey that can be administered to a group or an individual student to get a sense of what types of jobs they may prefer. The visuals aren't as clear as they could be so it is important to explain each of the occupations represented. This discussion, however, while it can take a while is good in that students can learn about different occupational options at the same time.</p> <p>This item can be checked out for review by your local TNF and purchased at: The cost is about \$ 65.00 for 60 booklets. http://jist.emcp.com/picture-interest-career-survey.html.</p>	<p>Name of Activity: Histogram – Career Family Tree</p> <p>Target Audience: While this activity is listed under the area of Resource, it can easily be adapted to use with students who need more structure and support.</p> <p>Duration of Activity: This activity can take place during a class period but may take longer for some students. Also, if students need to consult their families for information, it could be completed in two different class periods.</p> <p>Region (can circle both): This activity can be used either for students in Urban or Rural settings.</p> <p>Review/Summary: A histogram or career family tree is a hands on activity that gives students an opportunity to reflect on the career or occupational choices made by family members and how it may influence their career choices. The web has a wealth of examples such as the one below.</p> <p>The idea is to have students identify the careers or occupations of each of their immediate and extended family members then reflect on those choices asking themselves questions such as: Would I like to do that job? Why or Why Not? Is there a pattern? What might I like about that job? Dislike?</p> <p>This activity also gets students talking to family members about their jobs asking what they like or dislike. While there are several readymade worksheets suitable for this activity, teachers can simply ask students to make posters of their own using a tree and branches as a structure.</p> 



Oregon Transition Community Network:
<http://triwou.org/projects/tcn/topicspage/854/career-family-tree>

A Prezi Presentation:
<https://prezi.com/pjvqgw5bplnv/career-family-tree/>

An Online Wizard:
<http://vacareerview.org/resources/pdf/professionals/workshops/2011f/Let's%20Get%20Creative/InteractiveGrades6-8CareerFamilyTree.pdf>

A Google Search for "career family tree" will net lots of templates and examples.

2. Unique Learning System

Name of Activity: Unique Learning System- Job Interest Surveys within the Transition Passport

Target Audience: Lifeskills

Duration of Activity: As appropriate to students, can follow guidance under Monthly Instructional Topics for suggested placement in the Transition Passport

Region (can circle both): This tool can be used either for students in Urban or Rural settings.

Review/Summary: This is an informal survey, with 26 surveys, four jobs per survey.. Students can make the choice whether or not they interested or would like to learn more. Could be used in conjunction with Job Tour review and summary log

2. Career Jeopardy Game

Name of Activity: Career Jeopardy Game

Target Audience: This activity is listed under the resource level student but could be used for students with more significant needs. The website has games for elementary as well as secondary students. The elementary games provide information in basic, easily understood language.

Duration of Activity: This activity can be conducted during a single class period and there are enough of them, could be used over time with students to explore several occupational types.

Region (can circle both): This tool can be used either for students in Urban or Rural settings.

Review/Summary: This is a great activity for those days were students need a more relaxed interactive activity. Students enjoy the game as they learn about different career options. It is played just like Jeopardy on television only the categories correspond to training required. Teachers can adapt this activity by teaching each of the occupations in the game first or downloading the PPP and adding visuals.

Many examples and versions of the Career Jeopardy Game can be found online and are free for use in education.

Career Jeopardy Game (Minot Public Schools)

<p>(also located within the Transition Passport). For example: Students expressing interest or would like to learn more about stocking shelves and cleaning in a gift shop, can schedule a tour of local gift shops and complete Job Tour Review activity sheet, that includes, jobs they witnessed, what they liked, didn't like, possible job consideration.</p> <p>https://www.n2y.com/unique-learning-system/</p>	<p>This website has information about several career clusters and corresponding Career Jeopardy Games. At the bottom of the page you will find several elementary level games which include careers suitable to most any age. The language is simpler on these games.</p> <p>http://pages.minot.k12.nd.us/votech/File/Jeopardy.htm</p> <p>A template for making your own game: http://pages.minot.k12.nd.us/votech/Jeopardy/games/Education.ppt</p>
<p>3. Brigance Transition Skills Activities</p>	<p>3. Career Interest Inventory</p>
<p>Name of Activity: Brigance Transition Skills Activities- Student Book: Educational and Career Interest Discussion Topic 8 "What kinds of jobs interest you?"</p> <p>Target Audience: Life Skills</p> <p>Duration of Activity: As appropriate to students (20-40 minutes)</p> <p>Region: This tool can be used either for students in Urban or Rural settings.</p> <p>Review/Summary: Informal activity. Students list things they like to do well. List variety of jobs and the student then circles the jobs that meet their likes. This activity encourages students to learn about jobs (previously unknown) that align interests hobbies with jobs.</p> <p>http://www.curriculumassociate.com/products/detail.aspx?Title=BrigTSA</p>	<p>Name of Activity: Web Based Career Interest Inventories</p> <p>Target Audience: Since many of these inventories are text based, they would likely be better for those students with some reading skills. The reading levels of these tools vary. That being said, they could easily be adapted by providing reading support or text readers for students.</p> <p>Duration of Activity: These inventories can take anywhere from 30 minutes to over an hour to complete depending on the length and/or students reading speed.</p> <p>Region (can circle both): This tool can be used either for students in Urban or Rural settings.</p> <p>Review/Summary: These inventories help students identify interests and what career options match their interests. They match tasks required by a particular occupation to tasks a student indicates they refer. Students typically answer a series of questions asking what their working preferences are. For example: working alone, being with people, working with my hands, working outside, inside etc. The student's responses are then compared to the skills or tasks required with specific occupation netting possible career options for the student to explore further. It is important in using these activities, to emphasize to students that these are just occupations that use the skills they indicated they preferred to use. They still need to decide if that is an occupation they might be interested in exploring more.</p>

	<p>Follow up activities could include: written reflections, posters, essays, or outlines related to specific occupations or outcomes.</p> <p>These inventories are helpful when trying to identify student preferences in terms of employment. These are examples and many more can be found on the web by doing a search for “career interest inventories”. Many of them are free.</p> <p>The My Next Move: Interest Profiler: https://www.mynextmove.org/explore/i</p> <p>This inventory was developed by the US Department of Labor and thus is free to use. Students can either answer questions as in the previous inventories and be matched to careers that may be of interest or if they know what career they want to explore they can locate and learn about that career specifically.</p> <p>Oregon Career Information System: https://oregoncis.uoregon.edu/</p> <p>The IDEAS sort allows students to identify tasks they prefer over others and match them with occupational clusters.</p> <p>This system is Oregon based and designed for use in schools and has other features useful for the teacher. There are several inventories geared toward helping students identify a career and a college or training program. It is worth noting that Vocational Rehabilitation Offices throughout Oregon use this system. There is a small subscription fee for this site though many schools in Oregon already have it.</p> <p>If you want to know if your school has a subscription or if you want to request training you can contact: Laura McCoid at: lmccoid@uoregon.edu</p>
<p>4. Brigance Transition Skills Inventory</p>	<p>4. Project Access</p>
<p>Name of Activity: Brigance Transition Skills Inventory Career Interests</p> <p>Target Audience: Life Skills</p> <p>Duration of Activity: As appropriate to students (20-40 minutes)</p> <p>Region: This tool can be used either for students in Urban or Rural settings.</p> <p>Review/Summary: Assessment that is supporting students in career interests and choices. This can be done individually, in a group or as an interview. Assessment results could also be used in setting career goals</p> <p>http://www.curriculumassociate.com/products/detail.aspx?Title=BrigTSI</p>	<p>Name of Activity: Project Access</p> <p>Target Audience: Resource</p> <p>Duration of Activity: Dependent on activity and student level and interest. Approximately 30-40 minutes.</p> <p>Region (can circle both): This tool can be used either for students in Urban or Rural settings.</p> <p>Review/Summary: This curriculum contains 287 lesson plans with a “Crosswalk” that aligns each of the 5 Pre-ETS with a lesson. There are a total of 71 lesson plans in Job Exploration.</p> <p>http://projectaccess.uoregon.edu/</p>

5. Person Centered Plan

Name of Activity: Facilitated Person Centered Plan

Target Audience: Lifeskills or Resource

Duration of Activity: 2 hours

Region (can circle both): This tool can be used either for students in Urban or Rural settings.

Review/Summary: This facilitated process can be used to gather information about an individual's life experiences which leads to identifying their strengths, gifts, and capacities. As specific details have been collected, future possibilities are explored in areas such as Employment, Education, Daily Living, and Community living. Specifically considering the breakdown of skills that can be applied to a job interest area.

Work Based Learning

Life Skills	Resource Room
<p>1. <u>Informational Interview Questions</u></p> <p>Teaching Networking Skills: Paving a Way to Jobs and Careers https://www.communityinclusion.org/pdf/networkingmanual_F.pdf</p> <p>Duration: 1 time / 12 units Region: Urban and Rural</p> <p>Summary: This manual, designed to be incorporated in school-to-work transition programs, also applies to other groups of individuals with limited work experience. Through this curriculum, students practice and put into use networking skills such as: identifying their own network, approaching others, talking about their skills and interests, learning about what employers look for, exploring careers and job options, and exhibiting good business etiquette. Activities vary to accommodate diverse learning styles, and the trainer can select the lessons that best fit the needs of the group.</p>	<p>1. <u>Informational Interview Questions</u></p> <ul style="list-style-type: none"> ● Preparations for an informational interview ● What questions to ask a business ● Follow up with business <p>https://career.berkeley.edu/Info/InfoInterview</p> <p>Duration: 1 time Region: Urban and Rural</p> <p>Summary: This site has a checklist to ensure the student is well prepared for the Informational Interview. There is a list of sample questions for the student to select from. It also has suggestions of what the student can to follow up with the person they met with.</p>
<p>2. Job Shadow</p> <p>http://www.themanufacturinginstitute.org/~media/368372F6DA5946B095B1D0EBF8B88760/Implementation_of_a_Work-Based_Learning_Model.pdf</p> <p>Target Audience: Life Skills with some</p>	<p>2. Name of Activity: Job Shadow Checklist and Parent Release form</p> <p>http://www.themanufacturinginstitute.org/~media/368372F6DA5946B095B1D0EBF8B88760/Implementation_of_a_Work-Based_Learning_Model.pdf</p>

<p>modifications</p> <p>Duration of Activity: Each time a job shadow is done</p> <p>Region: Rural and Urban</p> <p>Summary Page 15: Job Shadow Checklist Page 18: Parent release form Page 24: Assessment of Student Job Shadowing Participation</p>	<p>Target Audience: Resource Room</p> <p>Duration of Activity: Each time a job shadow is done</p> <p>Region: Rural and Urban</p> <p>Summary Page 15: Job Shadow Checklist Page 18: Parent release form Page 24: Assessment of Student Job Shadowing Participation</p>
<p>3.School Based Business Develop a business within the classroom or school that will develop skills needed for students in the workplace. Examples of this are: 1. Making jewelry from crepe paper http://babbledabledo.com/design-for-kids-crepe-paper-bracelets/ 2. Making dog treats recipe: http://www.wideopenpets.com/10-recipes-homemade-dog-treats/</p> <p>Duration: 30 minutes Target Audience: Life skills (parts of the activity)</p> <p>Region: Rural and Urban</p>	<p>3. School Based Business Develop a business within the classroom or school that will develop skills needed for students in the workplace.</p> <p>1. Making jewelry from crepe paper http://babbledabledo.com/design-for-kids-crepe-paper-bracelets/ 2. Making dog treats recipe: http://www.wideopenpets.com/10-recipes-homemade-dog-treats/</p> <p>Students can go in communities with a Gen Ed peer and see if stores would like to carry their product</p> <p>Duration: 45+ minutes Target Audience: Resource Room Region: Rural and Urban</p>
<p>4. Work Experience (Correlation w/ school business)</p> <p>http://www.ncwd-youth.info/innovative-strategies/practice-briefs/engaging-youth-in-work-experiences</p> <p>Target Audience: Life Skills with individualized planning Duration: Ongoing Region: Urban and Rural</p> <p><i>This Innovative Strategies Practice Brief provides practical examples and resources used by promising and exemplary youth programs to engage youth in work</i></p>	<p>4. Work Experience (correlation with school business)</p> <p>http://www.themanufacturinginstitute.org/~media/368372F6DA5946B095B1D0EBF8B88760/Implementation_of_a_Work-Based_Learning_Model.pdf</p> <p>Target Audience: Resource Room Duration: Ongoing Region: Urban and Rural</p> <p>This contains a guide for the student and the teacher to set goals for the work experience. There is also the checklist that can be done with the student and their job coach to make</p>

<p><i>experiences. The youth programs featured in this brief have been recognized by NCWD/Youth as <u>Innovative Strategies</u>. NCWD/Youth's Innovative Strategies features workforce development programs and practices that serve youth with disabilities, either as a target population or as part of other youth populations.</i></p>	<p>sure that the student is familiar with what does to be done, and how to do it, their first day of work. Page 23: Student Goals Agreement Page 15: Orientation checklist for Work</p>
<p>5. Employability Skills Inventory</p> <p>https://www.dol.gov/odep/documents/essential_job_skills.pdf</p> <p>Target Audience: Life Skills and Resource Room Duration: When preparing for work experience or job Region: Rural and Urban</p> <p>Summary:</p> <p>To be successful at any long-term job or career you will need to master basic employability skills. Employability skills are also considered "transferrable skills," meaning the skill sets all employers seek in employees are not specific to a particular job. These skills can actually be learned and practiced at any job. For example, regardless if you hold a job as a cashier, secretary, or pet groomer, you will need to have good communication, teamwork, and problem-solving skills. These are just a few of the employability skills you will need as you begin to search for and ultimately land your first job.</p>	<p>5. Employability Skills Inventory</p> <p>http://www.afb.org/info/living-with-vision-loss-for-job-seekers/lesson-plans-for-teachers-and-professionals/transition-to-work-program-activity-guide/lesson-3-employability-skills/12345</p> <p>Target Audience: Resource Room Duration: When student is looking for 1st work experience (job) or starting a new work experience (job) Region: Rural and Urban</p> <p>Summary:</p> <p>To be successful at any long-term job or career you will need to master basic employability skills. Employability skills are also considered "transferrable skills," meaning the skill sets all employers seek in employees are not specific to a particular job. These skills can actually be learned and practiced at any job. For example, regardless if you hold a job as a cashier, secretary, or pet groomer, you will need to have good communication, teamwork, and problem-solving skills. These are just a few of the employability skills you will need as you begin to search for and ultimately land your first job.</p>

1. Name of Activity: _____
2. Duration of Activity (one time or ongoing): _____
3. Region (Urban or Rural): _____
4. Review with Summary: _____

Post-Secondary Counseling

Life Skills	Resource Room
<p>1. Going to College http://www.going-to-college.org/ This Web site contains information about living college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help you get a head start in planning for college.</p>	
<p>2. College vs High School: https://www.wcupa.edu/viceProvost/ussss/ossd/documents/Differences_Between_HS_and_College_for_Students_with_Disabilities.pdf This website shows a comprehensive list between the differences between expectations in college vs expectations in high school. (Tip: use google images search for a variety of visual ideas around this topic)</p>	
<p>3. https://thinkcollege.net/ Think College is a comprehensive website that explores college options for students with intellectual disabilities. Think College website includes a college search, resource library, training and webinars, and technical assistance.</p>	<p>3. http://www.ncwd-youth.info/411-on-disability-disclosure Disability 411: Unit 6: Postsecondary Disclosure - This unit clearly answers five specific disclosure questions: Why, when, what, to whom, and how to disclose a disability in postsecondary settings. Terminology provided in this unit will help you better understand these questions. We strongly suggest that you read the discussion focusing on "why to disclose" on page 6-3.</p>
<p>4. http://www.pacer.org/transition/learning-center/postsecondary/ Postsecondary education can open doors of possibilities for youth with disabilities. Learn about the differences between accessing accommodations in high school and college, as well as other important post-secondary information such as preparing for post-secondary education, selecting the right program, campus life, financial aid and knowing your rights. Share these short videos and printable resources with students, families, teachers, and guidance counselors.</p>	
<p>5. College planning for students with disabilities: https://oregonstudentaid.gov/finaid-student-disabilities-planning.aspx This website reviews accommodations rights and responsibilities for students in college. The website also explores tips for finding a college that will meet student needs and tips for the transition from high school to college.</p>	

Workplace Readiness

Still need this lesson plan

Save page for Workplace Readiness lesson plan

Pre-ETS Self-Advocacy

Life Skills	Resource Room
<p>1. ME! Lessons for Teaching Self-Awareness & Self-Advocacy (with student specific modifications. Spanish handouts provided.) https://goo.gl/KVuqp7</p>	<p>1. ME! Lessons for Teaching Self-Awareness & Self-Advocacy https://goo.gl/KVuqp7</p>
<p>Duration of Activity: 10 Units with 23 lessons plans ranging from 45-60 mins Region: Urban AND Rural Review/Summary: Units range from IEP awareness to communication and advocacy. Can be used in High School and beyond. Scripted lesson plans as well as Spanish versions of handouts for students. Ability to modify to fit a variety of students. Useful portfolio developed throughout. Connected to Common Core State Standards. FREE!</p>	
<p>2. Learn about Self-Advocacy: Speaking Up! https://goo.gl/dqVZfR</p>	<p>2. Back to the YouthHood https://goo.gl/hq57U4</p>
<p>Duration of Activity: 15 minute video Region: Urban AND Rural Review/Summary: Informational video with ability to stop and respond to the questions. Adaptable to accommodate appropriate levels of communication needs. Can be used in High School and beyond. FREE!</p>	<p>Duration of Activity: Ongoing Region: Urban AND Rural Review/Summary: Interactive online program including journal writing, activities folder, goal setting with life map, class notebook and a youthhood poll with printable results at completion. FREE with sign in!</p>
<p>3. In the Driver's Seat: Six Workshops to Help with Transition Planning and Self-Advocacy (with student specific modifications) https://goo.gl/1QX61B</p>	<p>3. In the Driver's Seat: Six Workshops to Help with Transition Planning and Self-Advocacy https://goo.gl/1QX61B</p>
<p>Duration of Activity: Each workshop is designed to take 2-3 hours. Suggested 1 workshop a week. Region: Urban AND Rural Review/Summary: During the workshops, youth experience hands-on learning that helps them achieve adult, life goals. With encouragement and support, young adults identify their skills, interests, and needs, and work toward improving their ability to self advocate. FREE!</p>	
<p>4. It's My Choice/Moving Students Forward https://goo.gl/iWMbu8</p>	<p>4. Dude Where's My Transition Plan? https://goo.gl/Cx9dNm</p>
<p>Duration of Activity: Varies based on student level of independence Region: Urban AND Rural Review/Summary: FREE downloadable workbook that helps with self-advocacy and</p>	<p>Duration of Activity: 27 page Booklet Region: Urban AND Rural Review/Summary: Fillable Transition plan guide. Includes resources for frequently asked questions. FREE!</p>

<p>transition planning for students with significant disabilities. It's a useful tool for many including those with less significant disabilities.</p>	
<p>5. Stories from Self-Advocates https://goo.gl/LvNyNk</p>	<p>5. Speak Up! Using What You've Got to Get What You Want https://goo.gl/gj6yvN</p>
<p>Duration of Activity: Varies based on student level of independence Region: Urban AND Rural Review/Summary: This tool helps you learn how to speak up and advocate for yourself. With this tool, you can map out personal goals, learn about your rights and responsibilities, learn the best way to ask for help, and get organized.</p>	<p>Duration of Activity: teacher determined. Region: Urban AND Rural Review/Summary: variety of self-advocate videos telling their stories. Use as discussion starters and lesson content per teacher discretion.</p>