














# Job Exploration



Job Category	Preferences	Skills Needed																
 Horticulture	<b>I like:</b>  • Working outside. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	yes	no	<input type="radio"/>	<input type="radio"/>	<b>I am able to:</b>  • Label packages. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	yes	no	<input type="radio"/>	<input type="radio"/>								
yes	no																	
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yes	no																	
<input type="radio"/>	<input type="radio"/>																	
<b>Location</b>  Sun Fresh Farm	 • Working on a team. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	yes	no	<input type="radio"/>	<input type="radio"/>	 • Count and sort vegetables. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	yes	no	<input type="radio"/>	<input type="radio"/>								
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<b>Job Title</b>  Harvest Worker	 • Working early hours. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>  • Following safety procedures. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	yes	no	<input type="radio"/>	<input type="radio"/>	yes	no	<input type="radio"/>	<input type="radio"/>	 • Weigh crops accurately. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>  • Water crops. <table border="0" style="margin-left: 20px;"> <tr> <td style="text-align: center;">yes</td> <td style="text-align: center;">no</td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </table>	yes	no	<input type="radio"/>	<input type="radio"/>	yes	no	<input type="radio"/>	<input type="radio"/>
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## Further Discussion:

Do you have the skills needed?

How could you learn the skills you need?

What other skills may be needed for this job? \_\_\_\_\_












Where could you get training? \_\_\_\_\_

Is this a realistic job for you?



# Job Exploration



Job Category	Preferences		Skills Needed	
 Automotive	<b>I like:</b>  • Working outside.	<b>I am able to:</b>  • Use car wash equipment.		
<b>Location</b>  Clean Car Shop	 • Using cleaning supplies.	 • Work with little supervision.		
<b>Job Title</b>  Car Wash Attendant	 • Being active at work.   • Wearing a uniform.	 • Clean and dry automobiles.   • Work quickly.		

## Further Discussion:

Do you have the skills needed?

How could you learn the skills you need?

What other skills may be needed for this job? \_\_\_\_\_

Where could you get training? \_\_\_\_\_

Is this a realistic job for you?



# Job Exploration



## Help Wanted

Location: Sun Fresh Farm

Job: Harvest Worker

Job Description: Sun Fresh Farm is looking for someone to join our team on our organic produce farm. The harvest worker is responsible for gathering a variety of crops, including lettuce, kale and herbs. Other duties include taking care of crops as assigned and keeping work areas clean and organized. Team members must be punctual and dependable. It is recommended that team members wear appropriate sunscreen and clothing to protect skin from Sun.

Job Skills and Attitudes:

- Able to work outside in the Sun.
- Able to work with other team members.
- Able to work early hours.
- Able to follow safety procedures.
- Able to label packages.
- Able to count and sort vegetables.
- Able to weigh crops accurately.
- Able to water crops.

Hours and Times: Help needed Tuesday to Saturday from 6:00 a.m. to 11:00 a.m.

To Apply:

- Complete application with two references.
- Interview with farm manager.



# Job Exploration



## Help Wanted

Location: Clean Car Shop

Job: Car Wash Attendant

Job Description: We are looking for a car wash attendant to help wash cars at our Smith Road location. Duties include running car wash equipment and drying cars by hand. Other responsibilities include keeping the car wash facility clean and keeping cleaning supplies stocked and organized. Car wash attendants are provided 2 uniform shirts and must wear a clean uniform every day.

Job Skills and Attitudes:

- Able to move around the car wash facility safely.
- Able to use cleaning equipment appropriately.
- Able to interact with customers.
- Able to work with little supervision.
- Able to work quickly.

Hours and Times: Weekdays from 12:00 p.m. to 6:00 p.m.

To Apply:

- Complete application with two references.
- Interview with the owner.



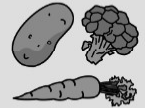
# HELP WANTED

Where: Sun Fresh Farm

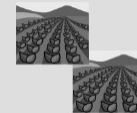
Who: Harvest Worker



What: We need a person who can count and sort vegetables.



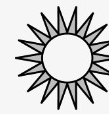
We need a person who can weigh crops.



Skills: You need to work well on a team.



You need to work outside in the Sun.



When: Tuesday to Saturday from 6:00 a.m. to 11:00 a.m.



How to apply: Send application to Sun Fresh Farm.





# HELP WANTED

**Where: Clean Car Shop**



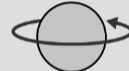
**Who: Car Wash Attendant**



**What: We need a person who can wash and dry cars.**



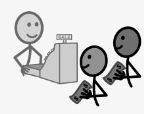
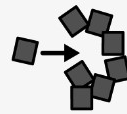
**We need a person who can move around the car wash safely.**



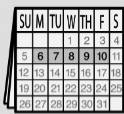
**Skills: You need to be able to work quickly.**



**You need to interact with customers.**

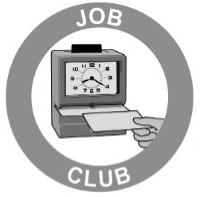


**When: Weekdays from 12:00 p.m. to 6:00 p.m.**



**How to apply: Send application to Clean Car Shop.**





# Job Preference Form



**Which job do you like more?**



**Sun Fresh Farm,  
Harvest Worker**



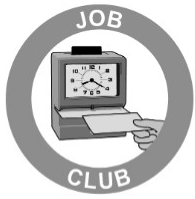
**Clean Car Shop,  
Car Wash Attendant**



**Why is this job a better fit for you?**

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# Job Preference Form



Which job do you like more?		
	<p><b>Sun Fresh Farm, Harvest Worker</b></p>	
	<p><b>Clean Car Shop, Car Wash Attendant</b></p>	

## What job tasks do you like from this job?

<p>Working with little supervision</p>	<p>Counting and sorting crops</p>	<p>Washing and drying cars</p>
<p>Working quickly</p>	<p>Working on a team</p>	<p>Labeling packages</p>
<p>Watering crops</p>	<p>Working outside</p>	<p>Working with others</p>



 **Instructional Targets**

**Employability**

- **Job Awareness:** Demonstrate skills needed for a job interview.

**Lifelong Learning**

- **Writing:** Complete written forms related to life and job skills.

**Personal Life**

- **Communication:** Effectively ask and respond to questions within community, daily living and vocational activities.

 **Differentiated Tasks**

**Level 3** Team members will...

- Demonstrate appropriate job interview skills, including body language and response to questions.
- Write to complete forms related to employability and other real-world situations.
- Share information and opinions, ask and answer questions and make comments during a discussion.

**Level 2** Team members will...

- Respond to personal information questions related to a job interview.
- Generate words, sentences and paragraphs on forms related to employability and other real-world situations.
- Share information, ask and answer questions and make comments using picture supports during a discussion.

**Level 1** Team members will...

- Use nonverbal modes to respond to personal information questions.
- Generate words or sentences on forms related to a job or real-life situation.
- Participate in discussions using communication technology and picture supports.



**Topic Connection**

Throughout this unit, team members are learning about staying safe during fun activities and work experiences in the summer. This lesson focuses on applying and interviewing for a job. When looking for a job, it is important to apply for a job that makes you feel safe and confident.



**Topic Words**



job*	water*
protect	wear*
summer	work*
Sun*	



**Employability Words**

apply	experience	reference
attitude	interview	skills
category	location	title
description	realistic	training

\* Power Words

**Benchmark Assessments**

- Core Rubrics: Employability
- Transition Planning: Vocational

**Monthly Checkpoint Assessments**

- Level 2 and 3: Employability
- Level 1, Combined Daily Living , Employability and Lifelong Learning, Questions 3 & 4



**Lesson at a Glance**

**Activity 1**

**Activity 2**



**Instructional Activities**

Completing a Job Application

Interviewing for a Job

? See how these activities fit into the **Suggested Monthly Plan**.



**ULS Materials and Resources**

**Job Descriptions**

**Job Applications** (Templates C and B)

**Transition Passport: Vocational/ Resume/ Personal Resume**

**Job Interview Schedule** 

**Job Interview Schedule** 

**Transition Passport: Vocational/ Interviewing:**

Interview Practice Guide

Interview Accomodations

Interview Review

Interview Checklist

Interview Summary Log

**Transition Passport: Personal Life/ Everyday Communication:**

Introducing Yourself

Speaking Clearly

Using Good Body Language

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**Additional Materials**

 **Instructional Target**

**Lifelong Learning**

- **Writing:** Complete written forms related to life and job skills.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, say, "What do we have to fill out when applying for a job—a job application or a prescription?" Discuss team members' responses.</li> <li>• Explain that a job application is filled out to give employers information about a person who wants a job. If employers like the application, they may call the person in for an interview.</li> <li>• In this activity, team members will fill out a job application for one of the two jobs described in Lesson 17. Tell team members, "Your job is to fill out a job application."</li> <li>• Review the learning goal with team members: <b>I will complete a job application as the first step in getting a job.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display and review the two job descriptions. Review the job preferences associated with those jobs from Lesson 17. Use the job previously selected in Lesson 17 to complete this activity.</li> <li>• Display the Job Application. Two application templates are provided, one text only and one with single symbol-support. Use the template that meets the needs of the majority.</li> <li>• Model completing the application. Talk through the process. Explain any unfamiliar vocabulary. Stress being complete and neat when filling out an application. Encourage team members to comment and ask questions.</li> </ul>
<b>Provide Practice</b>	<p><b><i>Provide team members with the appropriate application template based on individual needs.</i></b></p> <p><b>Level 3:</b> Have the team member complete the appropriate job application. Have team members review and edit as needed.</p> <p><b>Level 2:</b> Have the team member complete the appropriate job application with supports as needed.</p> <p><b>Level 1:</b> Have the team member select from a limited choice to answer familiar personal questions such as name and city of residence to participate in completing an application (may be errorless choice).</p> <ul style="list-style-type: none"> <li>• Display the Job Interview Schedule and schedule interviews with team members. Have team members note the date and time of the interview on their personal calendar.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Read one of the completed job applications aloud.</li> <li>• Check or have team members check for accuracy of the information.</li> </ul>



**Check Understanding** 

**Level 3:** Can the team member complete a job application?

**Level 2:** Can the team member complete a job application with supports?

**Level 1:** Can the team member select from a limited choice to answer familiar personal questions in order to participate in the completion of a job application?

 **Instructional Targets**

**Employability**

- **Job Awareness:** Demonstrate skills needed for a job interview.

**Personal Life**

- **Communication:** Effectively ask and respond to questions within community, daily living and vocational activities.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, ask, "What should you do when you walk into an interview—introduce yourself or give a hug?" Discuss team members' responses.</li> <li>• Explain that most jobs require an in-person interview. An interview is a series of questions about the person and why they are a good match for the job. This activity will let team members practice interviewing for a job. Tell team members, "Your job is to use good communication skills during an interview."</li> <li>• Review the learning goal with team members: <b>I will use good communication skills during an interview.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display and review the Interview Checklist with team members in preparation for individual interviewing.</li> <li>• Explain that during an interview the employer is deciding if you will get the job (display the Interview Checklist as a visual). Remind team members that it is important to introduce yourself, speak clearly and use good body language. Display and review the Introducing Yourself, Speaking Clearly and Using Good Body Language posters and role-play each.</li> <li>• Role-play an interview with team members or staff. Consider inviting community members to participate in mock interviews in person or virtually.</li> <li>• Display and follow the Interview Practice Guide as a visual to support the modeling process.</li> </ul>
<b>Provide Practice</b>	<p><b>Before the Interview:</b> Provide team members with the appropriate Transition Passport: Interview Practice Guide based on individual needs and have them complete the guide with support as needed. Have team members review the information in the guide often. Review the Transition Passport: Interview Checklist, Introducing Yourself, Speaking Clearly and Using Good Body Language posters.</p> <p><b>During the Interview:</b></p> <p><b>Observer:</b> Provide each team member with a Transition Passport: Interview Review. Have team members observe interviews with fellow team members and make notes on their performance. (What was positive? What can be improved?)</p> <p><b>Interviewee:</b></p> <p><b>Level 3:</b> Have the team member participate in mock interviews using appropriate communication skills (communicate clearly, body language, etc.).</p> <p><b>Level 2:</b> Have the team member respond to personal information questions during a mock interview with supports.</p> <p><b>Level 1:</b> Have the team member use an active communication mode to participate in a mock interview.</p> <p><b>After the Interview:</b> Provide feedback to the interviewee. Encourage team members to share their positive (what they liked about the interview) and constructive comments (what can be improved) using notes from the Interview Review.</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Review the interview process and feedback with the interviewee.</li> <li>• Place the completed Interview Review in the Transition Passport Binder: Vocational/ Interviewing.</li> <li>• Complete the summary log sheet located in the Transition Passport Toolbox: Vocational/ Interviewing/ Summary Log.</li> </ul>



**Check Understanding ?**

- ✱ **Level 3:** Can the team member demonstrate appropriate job interview skills?
- ✱ **Level 2:** Can the team member respond to personal information questions during a job interview with support?
- ✱ **Level 1:** Can the team member select from a limited choice to answer familiar personal questions?



# Applications and Interviews



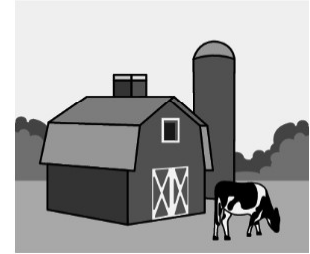
## Job Description

**Location:** Sun Fresh Farm

**Job Title:** Harvest Worker

**Duties:**

The harvest worker is responsible for gathering various types of crops. The harvest worker must be able to work safely and accurately. The job is physically demanding and requires the worker to be outside.



**Specific Job Duties:**

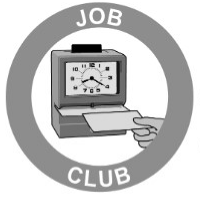
- Collect crops like lettuce, kale and herbs.
- Label packages appropriately.
- Count and sort vegetables.
- Weigh crops accurately.
- Water crops.

**Hours and Times:**

Tuesday to Saturday from 6:00 a.m. to 11:00 a.m.

**Job Skills and Attitudes:**

- Must be punctual and dependable.
- Must wear appropriate sunscreen and clothing to protect skin from Sun.
- Must be able to work on a team.
- Must be able to work early hours.
- Must be able to keep work areas clean and organized.
- Must be willing to help with other tasks as needed.



# Applications and Interviews



## Job Description

**Location:** Clean Car Shop

**Job Title:** Car Wash Attendant

**Duties:**

The car wash attendant is responsible for washing and drying cars at our Smith Road location. This job involves using cleaning equipment and drying cars by hand.



**Specific Job Duties:**

- Use cleaning equipment like a water hose, spray cleaner and scrub brushes.
- Clean cars with attention to detail.
- Dry cars by hand after they are washed.
- Vacuum cars if requested.
- Report any problems to a supervisor.
- Other duties as assigned.

**Hours and Times:**

Weekdays from 12:00 p.m. to 6:00 p.m.

**Job Skills and Attitudes:**

- Able to move around the car wash facility safely.
- Able to use cleaning equipment appropriately.
- Able to interact with customers.
- Able to work with little supervision.
- Able to work quickly.



# Applications and Interviews



Which job will you apply for?



Sun Fresh Farm



Clean Car Shop



Desired Position: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_

## Education

School: \_\_\_\_\_ Years Attended: \_\_\_\_\_ to \_\_\_\_\_

## Availability

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							



# Applications and Interviews



Previous Experience		
<b>Location:</b>	<b>Description:</b>	<b>Dates:</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____

References		
<b>Name:</b>	<b>Relationship:</b>	<b>Telephone #:</b>
_____	_____	_____
_____	_____	_____





# Applications and Interviews



## Which job will you apply for?



Sun Fresh Farm



Clean Car Shop



Desired Position: \_\_\_\_\_



Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_



Street Address: \_\_\_\_\_



City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_



Telephone: \_\_\_\_\_

## Education

School: \_\_\_\_\_



Years Attended: \_\_\_\_\_



to \_\_\_\_\_

## Availability

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 a.m.							
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
12:00 p.m.							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							



# Applications and Interviews



## Previous Experience



**Location:**



**Description:**



**Dates:**

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## References



**Name:**



**Relationship:**



**Telephone #:**

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# Applications and Interviews



Name	Interview Date	Interview Time	Job of Interest


 **Instructional Target**

**Employability**




- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options.

 **Differentiated Tasks**

Level 3 Team members will...	Level 2 Team members will...	Level 1 Team members will...
<ul style="list-style-type: none"> <li>• Name one or more preferred jobs and state reasons for preference.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize tasks within given jobs and identify these tasks as those they like or do not like.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate job activities of interest.</li> </ul>

 **Topic Connection**

Throughout this unit, team members are learning about trying new activities as well as exploring job opportunities for the summer. Just like when trying a new activity, it is important to consider a variety of options when looking for potential work experiences. This lesson focuses on job options that may be available in the summer.

 <b>Topic Words</b> 	 <b>Employability Words</b>
<p>beach      paid      water*</p> <p>job*      summer      work*</p>	<p>category      interest      job      learn</p>

\* Power Words

**Benchmark Assessments**

- Core Rubrics: Employability
- Transition Planning: Vocational

**Monthly Checkpoint Assessments**

- Level 2 and 3: Employability
- Level 1, Combined Daily Living , Employability and Lifelong Learning, Questions 3 and 4



## Lesson at a Glance

### Activity 1



#### Instructional Activities

What Job Is Right for Me?



See how these activities fit into the **Suggested Monthly Plan**.



#### ULS Materials and Resources

##### Job Interest Survey

animal care  
child care  
factory  
housekeeping

**Transition Passport: Vocational/ Job Interest Survey/ Summary Log**

**Transition Passport: Vocational/ Job Interest Surveys**

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L<sup>3</sup> Skills: Life Skills



#### Additional Materials

##### Career Videos:

**Agricultural Equipment Operators Career Video** (<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=45209300>)

**Child Care Workers Career Video** (<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=39901100>)

**Assemblers and Fabricators, except Machine Career Video** (<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=51209900>)

**Laundry and Dry-Cleaning Workers Career Video** (<https://www.careeronestop.org/videos/careeronestop-videos.aspx?videocode=51601100>)

*Videos provided by CareerOneStop, a service of the U.S. Department of Labor's Employment and Training Administration*

 **Instructional Target**

**Employability**

- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, ask, "Where would you like to work—a water park or a factory?"</li> <li>• Explain that each job on the survey lists a location, a job and a job category. Team members should discuss the jobs, job categories, type of work and possible training needed for each of the jobs listed. Tell team members that it is their job to learn about different jobs and decide if they would like to do that job.</li> <li>• Review the learning goal with team members: <b>I will choose whether I like or do not like a job.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display the Job Interest Survey. Review the job categories and jobs provided.</li> <li>• Choose one of the jobs on the survey to discuss with team members. Introduce the job by watching the Career Video related to that job. Video links are provided in the additional materials section of the Lesson at a Glance page. For example, if you choose to discuss the Assembly Line Factory job, watch the Assemblers and Fabricators, except Machine Career Video.</li> <li>• Discuss the location of the job, activities that might be involved in the given job, skills that may be needed and if you have or need to learn those skills, etc. Encourage conversation by asking questions such as, "What job skills might be needed?" If additional information is needed, model the use of resources such as online searches.</li> <li>• Once a job is understood, model marking your interest level on the survey. Discuss that not all team members may like the same job. Team members may also like some things about a job, but not others</li> </ul>
<b>Provide Practice</b>	<p><b>Provide each team member with a Job Interest Survey. Assist team members in locating information about each of the jobs.</b></p> <p><b>Level 3:</b> Have the team member indicate their interest level for each job and explain why.</p> <p><b>Level 2:</b> With prompting, have the team member match job tasks to a job and select tasks that are preferred.</p> <p><b>Level 1:</b> Have the team member select a task from a job of interest from a field of two choices.</p> <ul style="list-style-type: none"> <li>• Once the survey is completed, team members will fill out the job interest Summary Log. Team members will mark a (+) for job categories interested in, a (-) for job categories NOT interested in and a (?) for job categories to learn more about. This log will give a quick way to view preferred job categories over time.</li> <li>• A copy of the Job Interest Survey form and the Job Interest Survey log may be kept in the Transition Passport Binder: Vocational / Job Interest Surveys</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Read a Job Interest Survey and review which jobs are of interest.</li> <li>• Check the jobs that have been recorded in the Summary Log to see how many jobs of interest have been listed over time.</li> </ul>



**Check Understanding** 









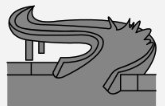
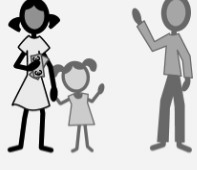


- ❄️ **Level 3:** Can the team member select a preferred job and state why?
- ❄️ **Level 2:** Can the team member match job tasks to a job and select preferred tasks with support?
- ❄️ **Level 1:** Can the team member select a job task from a choice (may be field of two choices).



# Job Interest Survey



Transition Passport / Vocational / Job Interest Surveys

<b>Job</b>	<b>Job Category</b> 	<b>Sounds Interesting</b> 	<b>Not Interested</b> 	<b>Want to Learn More</b> 
<b>Farm</b>  Feed and groom farm animals	<b>Animal Care</b> 			
<b>Assembly Line</b>  Assemble parts to make and prepare water rafts for shipments	<b>Factory</b> 			
<b>Water Park</b>  Supervise children in water play area	<b>Child Care</b> 			
<b>Hotel Pool</b>  Wash, dry and fold beach towels to be used at the pool	<b>Housekeeping</b> 			

 **Instructional Targets**

**Employability**

- **Work Skills:** Demonstrate basic employability skills, including work, social and hygiene habits.

**Personal Life**

- **Communication:** Effectively ask and respond to questions within community, daily living and vocational activities.

 **Differentiated Tasks**

Level 3 Team members will...	Level 2 Team members will...	Level 1 Team members will...
<ul style="list-style-type: none"> <li>• Demonstrate consistent work skills that lead to employability.</li> <li>• Share information and opinions, ask and answer questions and make comments during a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate work skills with some support, including staying on task, following directions, responding to authority and asking for help.</li> <li>• Share information, ask and answer questions and make comments using picture supports during a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively respond to supported directions from a supervisor.</li> <li>• Participate in discussions using communication technology and picture supports.</li> </ul>

 **Topic Connection**

Throughout this unit, team members are learning about activities and job opportunities for the summer. Having a good attitude during activities or on the job is important. This lesson addresses work attitudes on the job that could also apply when enjoying new or familiar activities.

 <b>Topic Words</b> 	 <b>Employability Words</b>												
<table border="0"> <tr> <td>beach</td> <td>Sun*</td> </tr> <tr> <td>job*</td> <td>work*</td> </tr> <tr> <td>summer</td> <td></td> </tr> </table>	beach	Sun*	job*	work*	summer		<table border="0"> <tr> <td>actor</td> <td>fix*</td> <td>scenario</td> </tr> <tr> <td>attitudes</td> <td>problem*</td> <td></td> </tr> </table>	actor	fix*	scenario	attitudes	problem*	
beach	Sun*												
job*	work*												
summer													
actor	fix*	scenario											
attitudes	problem*												

\* Power Words





## Lesson at a Glance

### Activity 1



#### Instructional Activities

Work Attitude Play



See how these activities fit into the **Suggested Monthly Plan**.



#### ULS Materials and Resources

**Work Attitude Play:** Work Without Complaining

**Work Attitude Play:** Keep Your Work Area Clean

**Work Attitude Play:** Asking for Time Off

**Picture/Word Cards** 

SymbolStix PRIME



#### Additional Materials

 **Instructional Targets**

**Employability**

- **Work Skills:** Demonstrate basic employability skills, including work, social and hygiene habits.

**Personal Life**

- **Communication:** Effectively ask and respond to questions within community, daily living and vocational activities.






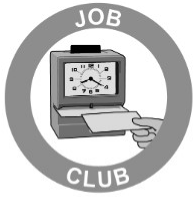
**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, say, "What should you do if you are very busy and hot at your job at the beach—do your job without complaining or tell your co-workers and customers how hard your job is?"</li> <li>• Explain that specific job skills and experience are not the only factors that lead to successful employment. This lesson focuses on the important issue of attitudes on the job. Explain to team members that they will take turns playing characters in a Work Attitude Play. Say, "Your job is to role-play in a Work Attitude Play. Listen to find the work attitude and decide if the attitude is good or bad."</li> <li>• Review the learning goal with team members: <b>I will identify a good attitude to have at work.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display and have staff or team members assist in modeling a chosen play. Read or role-play the play and discuss what attitude is being addressed. Use the questions at the bottom of the Work Attitude Play for further discussion.</li> </ul>
<b>Provide Practice</b>	<p><b>Provide each team member with one of the Work Attitude Plays.</b></p> <ul style="list-style-type: none"> <li>• <b>Each scenario has two or three "actors." Use the Picture/Word Cards to choose characters as visual indications of which character each actor is playing. The play can be acted out by staff members or team members. Voice output devices may be programmed to allow for participation of all team members as a character in a role-play.</b></li> </ul> <p><b>Level 3:</b> Have the team member demonstrate work skills as they role-play. Then have team members identify the problem presented and how it could be fixed to show a good attitude at work.</p> <p><b>Level 2:</b> With prompting, have the team member demonstrate work skills in a role-playing activity. Then have team members identify which character in the play shows a good or bad attitude at work.</p> <p><b>Level 1:</b> Have the team member actively participate to respond to a supervisor in a role-playing activity. Have team member make a selection to identify a good or bad work attitude (errorless choice can be provided).</p> <p>Repeat the play several times, giving different team members a chance to be an actor. Continue to discuss the problems and solutions from these scenarios.</p>
<b>Review</b>	<p>Following the play, check for understanding by asking the provided discussion questions:</p> <ol style="list-style-type: none"> <li>1. What is the problem?</li> <li>2. What needs to be fixed?</li> <li>3. How can this problem be fixed?</li> <li>4. What will happen if the problem is not fixed?</li> </ol>

 **Check Understanding** 

-  **Level 3:** Can the team member demonstrate work skills in a role-play scenario? Can the team member identify the problem presented and how it could be fixed to show a good work attitude?
-  **Level 2:** With support, can the team member demonstrate work skills in a role-play scenario? Can the team member identify which character in the play shows a good or bad attitude at work?
-  **Level 1:** Can the team member actively respond to a supervisor in a role-play scenario? Can the team member respond to show whether a character acted in a good or bad way (errorless choice can be provided)?



# Work Attitudes



## Scenario #1: Working Without Complaining

(Actors: Nancy, Jen, Boss)



**Nancy:** We are so busy today. Where are all these people coming from?

**Jen:** It's a hot day out here in the Sun. That's when people come to the beach, Nancy!

**Nancy:** I know. I just wish they were not all hungry. It is too hot to work this hard.

**Jen:** Turn the fan on you. That will give you some air.

**Nancy:** Yeah, hot air. I am about to melt!

**Jen:** It's not that bad, Nancy. At least we are in the shade in here.

**Nancy:** I'd rather be out there. I like to play in the heat, not work in it.

**Boss:** Nancy, no more complaining. You knew a job at the beach would be hot.

**Nancy:** I guess. But I thought it would be more fun! This isn't fun today.

**Boss:** Having a job is not always fun, Nancy. But it does give you a paycheck.

**Nancy:** I know. I do need the money. I guess I am just grumpy today.

**Boss:** Customers and coworkers do not want to hear you complain. You need to do your job well no matter what. Can you do that?

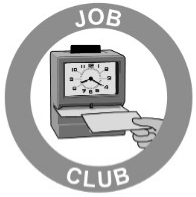
**Nancy:** I will try. I really don't like to hear people complain either. I'm sorry.

**What is the problem?**

**What needs to be fixed?**

**How can this problem be fixed?**

**What will happen if the problem is not fixed?**



# Work Attitudes



## Scenario #2: Keep Your Work Area Clean

(Actors: Joe, Donna)



**Joe:** This ice cream shop is a great place to work for the summer!

**Donna:** Why do you like it so much, Joe?

**Joe:** I think it is fun making sundaes and shakes. I am getting faster too!

**Donna:** You are getting faster, but that is not always good.

**Joe:** Why is it not good?

**Donna:** You make a mess when you go too fast. We need to keep our work area clean.

**Joe:** (looking around) It doesn't look too bad.

**Donna:** That is because I keep cleaning things up.

**Joe:** Hey, I clean up before I leave!

**Donna:** I know, but we are serving food here. It needs to be clean all the time.

**Joe:** I guess you are right, Donna. I was just trying to be as good as you.

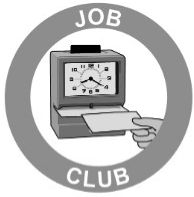
**Donna:** You will be. It just takes time. And now it is time for you to clean up your own mess!

**What is the problem?**

**What needs to be fixed?**

**How can this problem be fixed?**

**What will happen if the problem is not fixed?**



# Work Attitudes



## Scenario #3: Asking for Time Off

(Actors: Sam, Boss)



**Boss:** Good morning, Sam. Jen is on vacation this week, so we will have to do some of her work today.

**Sam:** No worries, Boss! I can handle it.

(later that day)

**Sam:** Alrighty, Boss. All the towels are washed and folded, and the deck chairs have been cleaned. I even cleaned the windows like Jen always does.

**Boss:** Great. Thanks, Sam.

**Sam:** No problem. I will see you next week.

**Boss:** Next week? You are supposed to work tomorrow and Thursday.

**Sam:** Oh well, I decided to go on a vacation for the rest of the week. You said Jen went on vacation, so I am too.

**Boss:** Sam, you can't just go on vacation without asking for time off first. I need to schedule enough people to work.

**Sam:** Ask for time off? Is that what Jen did?

**Boss:** Yes, she told me two months ago she was planning a vacation. That gave me enough notice and time to plan appropriately.

**Sam:** I see. That makes sense, Boss. Well, I would like to take a vacation too. Maybe I could take some time off next month?

**Boss:** That's a better idea, Sam. Let's put it on the calendar and I will make sure I have enough people to work when you are not here.

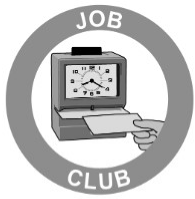
**Sam:** Sounds good. Thank you, Boss!

**What is the problem?**

**What needs to be fixed?**







**How can this problem be fixed?**

**What will happen if the problem is not fixed?**



# Work Attitudes



<p>Nancy</p> 	<p>Jen</p> 
<p>Boss</p> 	<p>Joe</p> 
<p>Donna</p> 	<p>Sam</p> 

 **Instructional Targets**

**Employability**

- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options. Recognize and participate in job training opportunities in the community.
- **Work Skills:** Demonstrate basic employability skills, including work, social and hygiene habits.

**Community Living**

- **Community Resources:** Explore opportunities for civic participation.
- **Recreation and leisure:** Make plans and access community resources.

 **Differentiated Tasks**

**Level 3** Team members will...

- Name one or more preferred jobs and state reasons for preference.
- Participate in and review community job training opportunities.
- Demonstrate consistent work skills that lead to employability.
- Independently identify and describe opportunities for civic participation.
- Actively plan, prepare and participate in a community event or activity.

**Level 2** Team members will...

- Recognize tasks within given jobs and identify these tasks as those they like or do not like.
- Participate in supported community job training opportunities.
- Demonstrate work skills with some support, including staying on task, following directions, responding to authority and asking for help.
- With support, identify and describe opportunities for civic participation.
- With support, plan, prepare and participate in a community event or activity.

**Level 1** Team members will...

- Indicate job activities of interest.
- Engage in school and classroom supported participation jobs.
- Actively respond to supported directions from a supervisor.
- Actively respond to identify opportunities for civic participation.
- Actively respond to plan, prepare and participate in a community event or activity.



**Topic Connection**

The theme of this unit is enjoying fun and work activities near and around the beach. This lesson focuses on taking care of beaches and presents a volunteer activity for team members to participate in cleaning up a beach they care about. Volunteering provides team members a real-world experience to foster employability skills and as well as a chance to consider other volunteer activities as part of their preferred leisure activities.



**Topic Words**



beach                      Sun\*  
 job\*                        water\*  
 protect                    work\*



**Employability Words**

agency                      date                      job                      time  
 contact person          event                    task                    volunteer

\* Power Words



**Lesson at a Glance**

**Activity 1**

**Activity 2**



**Instructional  
 Activities**

Planning a Volunteer Project

Completing a Volunteer Project



See how these activities fit into the **Suggested Monthly Plan**.



**ULS  
 Materials  
 and  
 Resources**

**Volunteer Request and Sign-Up Sheet** (sample)

**Volunteer Request and Sign-Up Sheet** (sample)

**Volunteer Request and Sign-Up Sheet** (blank)

**Transition Passport:**  
 Vocational/ Volunteering/ Volunteer Activity Review  
 Vocational/ Volunteering/ Summary Log

SymbolStix PRIME



**Additional  
 Materials**

camera



 **Instructional Targets**

**Employability**

- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options. Recognize and participate in job training opportunities in the community.

**Community Living**

- **Community Resources:** Explore opportunities for civic participation.
- **Recreation and leisure:** Make plans and access community resources.

This activity requires a volunteer project, event or activity. This unit's suggested volunteer project is to host a "Protect the Beach Event." Contact the individual who can authorize such an activity and describe the event and role of volunteers. Use alternative volunteer activities when needed. Team members should be encouraged to participate in the identification of volunteer opportunities.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, say, "We have learned a lot about how to enjoy the beach in the summer. We have also explored job opportunities that may be available at the beach. Now, we will think about taking care of the beach. We are having a "Protect the Beach Event" to clean up the beach. What could you volunteer to do to help—gather supplies or sort recyclables?" Discuss team members' responses.</li> <li>• Explain that this activity will help team members learn about different jobs by volunteering. Volunteering does not earn money, but it can help build valuable work skills. Volunteering can provide a realistic training experience. NOTE: If possible, the experience should be authentic. If a site for the volunteer activity cannot be found, the planning activity can be simulated through role-play.</li> <li>• Tell team members that they will be determining what tasks are needed for a volunteer job. Team members will then sign up for preferred tasks. For example, say, "We will be creating a sign-up sheet to volunteer to help with the "Protect the Beach Event." Your job is to find out what tasks are needed and volunteer (sign up) for the task you would like to perform."</li> <li>• Review the learning goal with team members: <b>I will volunteer for a task I like.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Display the Volunteer Request and Sign-Up Sheet. Model completing the form. Role-play asking a contact person about tasks needed during the volunteer job.</li> <li>• Discuss the possible tasks that are listed and how each would be done. Then ask team members to role-play volunteering for a task they would like to perform. Ask questions such as, "Who enjoys making flyers? Who would be the best team member to mark off the area to clean?"</li> </ul>
<b>Provide Practice</b>	<p><b><i>This month's volunteer activity provides the opportunity to support the Beach Beautification Club and help the community by having a "Protect the Beach Event."</i></b></p> <ul style="list-style-type: none"> <li>• Have team members contact the person in charge of the event to determine what tasks are needed and mark them on the Volunteer Request and Sign-Up Sheet. NOTE: Have team members mark the event on their personal calendar.</li> <li>• Have team members discuss the specific steps for completing each task</li> <li>• Have team members identify the skills needed for each step of each task.</li> <li>• Have team members sign up for the specific task or tasks they would like to do.</li> </ul> <p><b>Level 3:</b> Have the team member identify a volunteer task of interest and the skills needed for the task.  <b>Level 2:</b> With prompting, have the team member select one of the volunteer tasks of interest.  <b>Level 1:</b> Have the team member select a volunteer task of interest (may be single or errorless choice).  Encourage group discussion by asking team member volunteers to discuss:</p> <ul style="list-style-type: none"> <li>• The materials needed for each task.</li> <li>• How each task should be done.</li> <li>• The time each task may take.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Read the completed Volunteer Request and Sign-Up Sheet.</li> <li>• Check team member's understanding of the specific items that need to be completed as part of the task they have selected.</li> </ul>



**Check Understanding ?**

- \* **Level 3:** Can the team member identify a volunteer task of interest and the skills needed for the task?
- \* **Level 2:** Can the team member identify a volunteer task of interest?
- \* **Level 1:** Can the team member select a volunteer task of interest (may be single or errorless choice)?

 **Instructional Target**

**Employability**

- **Job Awareness:** Recognize and participate in job training opportunities in the community.
- **Work Skills:** Demonstrate basic employability skills, including work, social and hygiene habits.  
If this activity is planned as an actual community event, confirm transportation as needed.

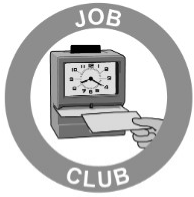
 **Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question. For example, say, "What event did we volunteer to help with—Protect the Beach Event or Cookies for Campers Sale?"</li> <li>• Remind team members about the volunteer event. Review the sign-up sheet and remind team members of the tasks that they have signed up to do.</li> <li>• Discuss the materials and/or equipment each team member will need.</li> <li>• Tell team members that it is now time to perform their volunteer jobs. For example, say, "It is time to do our volunteer jobs. You need to use your good work skills to finish the job."</li> <li>• Review the learning goal with team members: <b>I will use good work skills to complete my volunteer job.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>• Review the schedule for the volunteer event. Discuss what each team member will bring for his or her task.</li> <li>• Role-play skills as needed such as greeting others, following directions and using good manners.</li> <li>• Model and have team member model the correct job skills for various tasks associated with the volunteer job.</li> </ul>
<b>Provide Practice</b>	<ul style="list-style-type: none"> <li>• <b>On the day of the event, team members will complete the volunteer tasks with supervision as needed.</b></li> <li>• <b>Photographs of volunteer participation should be taken for use in the Volunteer Activity Review.</b></li> <li>• <b>Supervisors and other team members should provide feedback and suggestions as appropriate.</b></li> </ul> <p><b>Level 3:</b> Have the team member complete the task he or she selected independently.</p> <p><b>Level 2:</b> Have the team member complete the task he or she selected with support and supervision as needed.</p> <p><b>Level 1:</b> Have the team member participate in the completion of a volunteer task by actively responding to supervisor's directions with support.</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>• After the volunteer event or simulation, review the event with the team members.</li> <li>• Get feedback about completing the volunteer task.</li> <li>• Ask: <ul style="list-style-type: none"> <li><i>Did you do your job well? (Did you do every step? Did you ask for help when needed? Did you stay focused on your job?)</i></li> <li><i>Were you polite and helpful to others?</i></li> <li><i>Would you do this job again? (Why or why not?)</i></li> </ul> </li> <li>• Have team members review their volunteer experience using the Volunteer Activity Review. Assist team members in logging their volunteer experience using the Volunteer Activity Summary Log.</li> </ul>

 **Check Understanding** 

- ✳ **Level 3:** Can the team member complete the task he or she selected independently?
- ✳ **Level 2:** Can the team member complete the task he or she selected with support and supervision as needed?
- ✳ **Level 1:** Can the team member participate in the completion of a volunteer task by actively responding to a supervisor's directions with support (errorless choice can be used)?



# Volunteer Request and Sign-Up



**Event:** Protect the Beach Event

**Date and Time:** June 18 from 8:00 a.m. to 10:00 a.m.













**Agency Name:** Beach Beautification Club

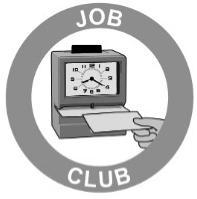
**Phone number:** 555-3654

**Location of Event:** Cityview Beachfront

**Agency Contact Person:** Mrs. Aquattica

**Volunteer Coordinator:** Isla Sealler

Tasks before the event:	Volunteer Name	Tasks Done
 Contact beach management for permission		
 Make and hang flyers		
 Gather supplies (garbage bags, receptacles, gloves, trash sticks, sifters, rakes, water bottles, hand sanitizer and sunscreen)		
 Organize transportation to beach		
Tasks during the event:	Volunteer Name	Tasks Done
 Mark off area of beach to be cleaned		
 Pick up litter and trash on beach		
 Sort recyclable and nonrecyclable trash items into appropriate receptacle		
 Sift sand to find small trash items		
 Rake beach		
 Dispose of litter, trash and recyclables appropriately		
Tasks after the event:	Volunteer Name	Tasks Done
 Wash hands thoroughly		
 Return supplies and tools to appropriate location		



# Volunteer Request and Sign-Up



Event: \_\_\_\_\_ Date and Time: \_\_\_\_\_

Agency Name: \_\_\_\_\_ Phone number: \_\_\_\_\_

Location of Event: \_\_\_\_\_

Agency Contact Person: \_\_\_\_\_ Volunteer Coordinator: \_\_\_\_\_

Tasks before the event:	Volunteer Name	Tasks Done
Tasks during the event:	Volunteer Name	Tasks Done
Tasks after the event:	Volunteer Name	Tasks Done