



Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

detroitk12.org

Office of Exceptional Student Education

DISTANCE LEARNING PACKET

WORK SKILLS

Weeks 1 - 9: April 14 – June 12, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or detroitk12.org/admin/compliance.

1.3.16.5A:7

1.3.16.5E:7

Safety in the Home Fact Sheet

There are different things people can do to their homes to make them safer. Which of the following safety features do you have at home?

Handrails and lighted stairways

Nonskid strips in the bottom of the shower or tub

Nightlights in halls and bathrooms

Safety screen in front of the fireplace

Locks on bathroom doors that allow them to be opened from either side

Electrical cords are in good shape, not frayed or cracked

Electrical cords run along walls, not across heavily traveled areas or under rugs.

No curtains near stoves or candles

Knives and sharp implements are in a special rack or drawer where small children can't reach them

Working smoke detectors and carbon monoxide detectors

Medications, chemicals, and matches are kept out of the reach of children

3.13.1A:1
3.13.2A:1

HYGIENE AND GROOMING
Worksheet

Name _____ Date _____

Directions: Read the hygiene and grooming chart below and check your own appearance.

| <u>Hygiene/Grooming Habit</u> | <u>Usually</u> | <u>Sometimes</u> | <u>Not Very Often</u> |
|--|----------------|------------------|-------------------------------|
| Bath or shower is taken every day. | | | |
| Deodorant is used every day. | | | |
| Teeth are brushed at least once a day. | | | |
| Hair is brushed and combed. | | | |
| Face is washed at least once a day. | | | |
| Hands are clean and nails are trimmed. | | | |
| Clothes are clean and neat. | | | |
| Hair is washed at least once a week. | | | |
| Underwear and socks are changed daily. | | | |

Name: _____

Date: _____

Four Food Groups

Directions: List three other foods under each of the four food groups.

Grains

crackers

oatmeal

rice

noodles

Dairy Products

cheese

cottage cheese

milk

yogurt

Fruits and Vegetables

carrots

tomatoes

mangos

melons

Meat or Protein

peanut butter

turkey

fish

black-eyed peas

Name: _____

Date: _____

Personal Responsibilities

Directions: During the class discussion, list some personal responsibilities of adults in each section of the table below.

| | | |
|------------------|------------------------|---------------------|
| Physical | Time Management | School/Work |
| Financial | Social | Surroundings |

4. What responsibilities do you have financially?

5. Are you responsible for anyone else in your life? If so, who, and what sorts of things are you responsible for doing for them?

6. What responsibilities do you have regarding your personal surroundings, like your home?

What's Your Take?

Name: _____ Date: _____

Read through the scenarios below. As you read each one, think about how you might respond. How might someone else feel in the same situation? Write down a possible emotion on each line.

Helpful Hints:

1. Someone else might feel the emotion more or less intensely than you do (Satisfied --> Happy --> Overjoyed).
2. In other cases, they might feel a completely different type of emotion (Afraid versus Enraged).
3. People can feel more than one emotion at the same time!

I did not know that my brother was coming to my recital! I feel...

Three empty rectangular boxes for writing responses, each with an arrow pointing to it from the scenario box above.




I do not understand this job assignment at all. I feel...

Three empty rectangular boxes for writing responses, each with an arrow pointing to it from the scenario box above.

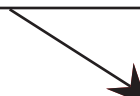


My friend has not called me back all day. He should have arrived home by now. I feel...

Three empty rectangular boxes for writing responses, each with an arrow pointing to it from the scenario box above.

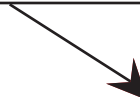


I have to give a presentation in front of the entire class. I feel



The fire alarm just went off and I was not expecting it. I feel ...



I am not looking forward to going to the dentist tomorrow. I feel ...



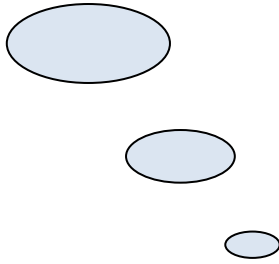
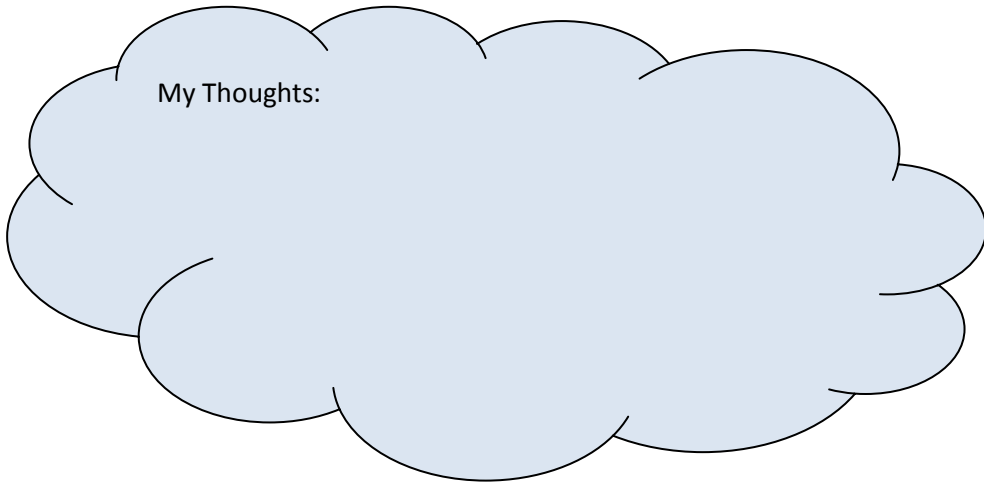
I don't know when my mom will be home, and she is supposed to take me to the bookstore. I have been waiting all afternoon. I feel ...



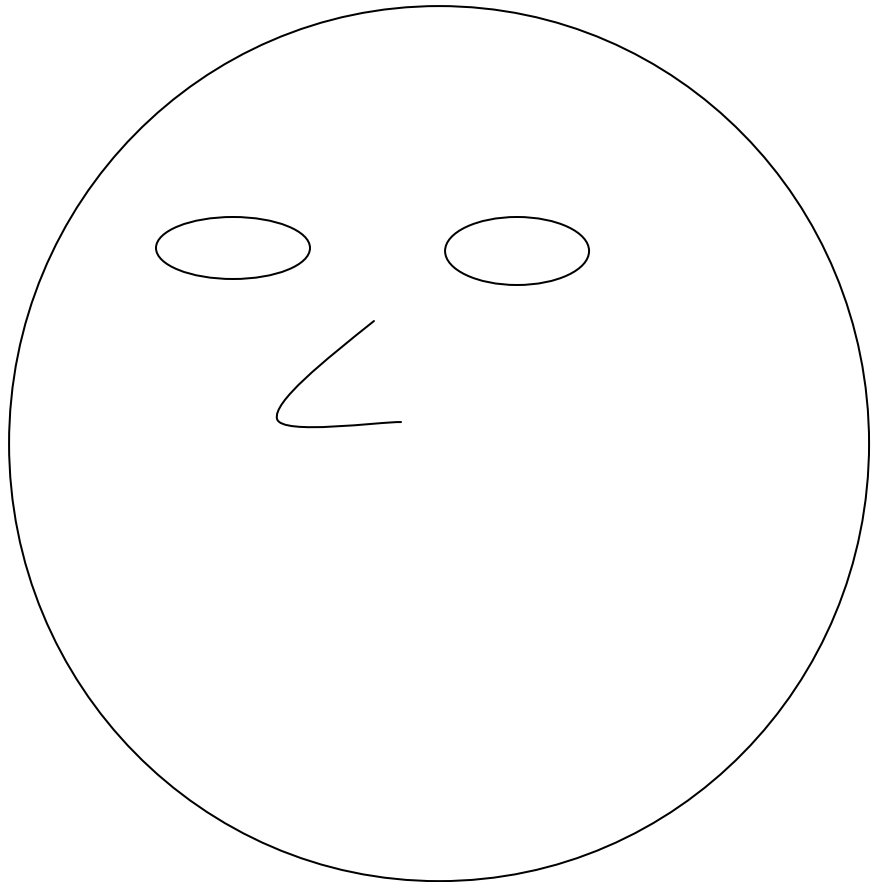
Leslie and I were supposed to go to the mall together, but she went with Susan instead. I feel



My Thoughts:



My Feelings:



Name: _____

Physical Characteristics in My Family

Date: _____

Directions: Think about the physical characteristics of your family members and then write them in below.

| Family Member | Distinguishing Marks | Natural Hair Color | Eye Color |
|---------------|----------------------|--------------------|-----------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

List two physical characteristics that are shared by two or more members of your family (for example, “both my sisters are tall”).

1.

2.

List two physical characteristics that are unique to one member of your family (for example, “dad is left-handed while the rest of us are right-handed”).

1.

2.

Name: _____

Physical Characteristics Fact Sheet

Date: _____

Directions: Everyone has different physical characteristics, and there are many different words we can use to describe ourselves and other people. The chart below offers ideas for describing people, and we'll add more words as a class.

| | | | |
|------------------------|------------|-------------------|--|
| Height | | <i>short</i> | |
| | | <i>tall</i> | |
| Build | | <i>slim</i> | |
| | | <i>husky</i> | |
| | | <i>curvy</i> | |
| | | | |
| Hair | | <i>long</i> | |
| | | <i>short</i> | |
| | | <i>curly</i> | |
| Facial Features | face shape | <i>heart</i> | |
| | | <i>oval</i> | |
| | nose shape | <i>pointed</i> | |
| | | <i>round</i> | |
| | eye color | <i>brown</i> | |
| | | <i>green</i> | |
| | | | |
| | | | |
| | | | |
| Age | | <i>child</i> | |
| | | <i>adolescent</i> | |
| | | <i>elderly</i> | |
| | | | |
| | | | |
| | | | |

Emotional Check-In

Name: _____ Date: _____

Today, I am feeling:



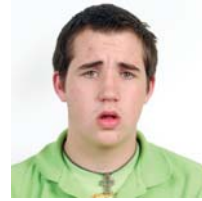
Calm



Happy



Excited



Confused



Nervous



Afraid



Disappointed



Hurt



Sad



Bored



Upset



Angry

Emotional Check-Out

Name: _____ Date: _____

Now, I am feeling:



Calm



Happy



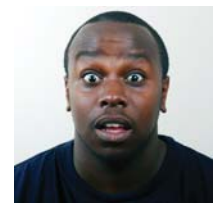
Excited



Confused



Nervous



Afraid



Disappointed



Hurt



Sad



Bored



Upset



Angry

Emotional Check-In

Name: _____ Date: _____

| | | | |
|---|---|--|--|
| Calm Relaxed Happy Interested Excited | Surprised Confused Concerned Nervous Afraid | Cranky Bored Upset Angry Disgusted | Disappointed Hurt Sad Depressed |
|---|---|--|--|

Today, I am feeling _____ because _____

Emotional Check-Out

Name: _____ Date: _____

| | | | |
|---|---|--|--|
| Calm Relaxed Happy Interested Excited | Surprised Confused Concerned Nervous Afraid | Cranky Bored Upset Angry Disgusted | Disappointed Hurt Sad Depressed |
|---|---|--|--|

Today, I am feeling _____ because _____

Here's what you need to know about me!

My name is: _____ Date: _____

Describe activities, places, and people that make you feel:

Relaxed, Calm:

Stressed, Anxious, Nervous:

Interested, Intrigued:

Bored, Apathetic:

Happy, Overjoyed:

Aggravated, Angry:

ENTRY LEVEL JOBS

POSTERS + WORKSHEETS

CASHIER

JOB SITES:

- GROCERY STORES
- RESTAURANTS
- COFFEE SHOPS
- DEPARTMENT STORES
- HARDWARE STORES
- GIFT SHOPS
- POST OFFICES
- RETAIL STORES
- FAST FOOD RESTAURANTS
- AMUSEMENT PARKS
- BOOK STORES

WHAT THEY DO:

- SCANS BARCODES OR SELECTS ITEM ON A DEVICE
- RECEIVE PAYMENT FROM CUSTOMERS IN EXCHANGE FOR A PRODUCT OR SERVICE
- COUNTING MONEY AT THE BEGINNING AND END OF SHIFT
- GIVE BACK CHANGE, REFUNDS AND RETURNS
- ADVISE CUSTOMER OF TOTAL COST

SKILLS NEEDED:

- CUSTOMER SERVICE SOFT SKILLS
- BASIC MATHEMATICS
- COUNTING AND MONEY HANDLING
- ACTIVE LISTENING
- GROCERY STORE - EFFECTIVE BAG PRODUCTS
- CAN EASILY LEARN HOW TO USE CASH REGISTER OR DIGITAL REGISTER.

Auto Detailer

DATE: _____

TRACE THE JOB TITLE

PUT A ✓ NEXT TO A JOB SITE YOU WOULD FIND THIS JOB AT

- RETAIL STORE
- GROCERY STORE
- AUTO SHOP

TRACE AND FINISH THE SENTENCE (WRITE OR CUT & PASTE)

An auto detailer cleans _____

To wash vehicles they use water and _____

They use a vacuum to clean the _____

They use a pressure sprayer on the _____

CHEMICALS EXTERIOR INTERIOR VEHICLE

FREE

Adulting Made Easy

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Get the full version:

ENTRY LEVEL JOBS SIMPLIFIED INFO POSTERS

The image shows three simplified info posters for entry-level jobs. The first is for an **AUTO DETAILER**, showing a person working on a car. The second is for a **HOST/HOSTESS**, showing a person at a restaurant. The third is for a **TELEPHONE OPERATOR**, showing a person at a computer. Each poster includes a photo, a list of 'WHAT THEY DO', and a list of 'SKILLS NEEDED'. At the bottom, there are icons for various skills like communication, problem-solving, and teamwork. A logo for 'Adulting Made Easy' is in the bottom right corner.

OVER 50 CAREER INTEREST POSTERS FOR INDIVIDUALS THAT HAVE NO WORK EXPERIENCE OR DIPLOMA

ENTRY LEVEL JOBS SIMPLIFIED COMPREHENSION WORKSHEETS

The image shows three simplified comprehension worksheets for entry-level jobs. The first is for a **Housekeeper/Maid**, showing a person cleaning a room. The second is for a **HOST/HOSTESS**, showing a person at a restaurant. The third is for a **TELEPHONE OPERATOR**, showing a person at a computer. Each worksheet includes a photo, a list of 'SKILLS NEEDED', and a section for 'WRITE ABOUT THE PARTS OF THIS JOB THAT YOU LIKE OR ENJOY'. At the bottom, there are icons for various skills like communication, problem-solving, and teamwork. A logo for 'Adulting Made Easy' is in the bottom right corner.

TRACING, CUT & PASTE, MULTIPLE CHOICE

Save Money with the Bundle:

ENTRY LEVEL JOBS POSTERS + WORKSHEETS BUNDLE

SIMPLIFIED INFO POSTERS

The image shows three simplified info posters for entry-level jobs: Auto Detailer, Host/Hostess, and Telephone Operator. Each poster includes a photo, a list of 'WHAT THEY DO', and a list of 'SKILLS NEEDED'. At the bottom, there are icons for various skills like communication, problem-solving, and teamwork. A logo for 'Adulting Made Easy' is in the bottom right corner.

OVER 50 CAREER INTEREST POSTERS FOR INDIVIDUALS THAT HAVE NO WORK EXPERIENCE OR DIPLOMA

SIMPLIFIED COMPREHENSION WORKSHEETS

The image shows three simplified comprehension worksheets for entry-level jobs: Housekeeper/Maid, Host/Hostess, and Telephone Operator. Each worksheet includes a photo, a list of 'SKILLS NEEDED', and a section for 'WRITE ABOUT THE PARTS OF THIS JOB THAT YOU LIKE OR ENJOY'. At the bottom, there are icons for various skills like communication, problem-solving, and teamwork. A logo for 'Adulting Made Easy' is in the bottom right corner.

TRACING, CUT & PASTE, MULTIPLE CHOICE



Thank you!

FOR DOWNLOADING THIS RESOURCE!
DON'T FORGET TO LEAVE POSITIVE
FEEDBACK ON TPT IN RETURN FOR
THIS FREEBIE! IF YOU HAPPEN TO
COME ACROSS A TYPO, PLEASE
CONTACT ME SO I CAN FIX THE
PROBLEM FOR YOU!

Leave
Feedback



CLICK TO FOLLOW
FOR DISCOUNTS &
FREEBIES!

YOU MIGHT ALSO LIKE

VOCATION UNITS 1-12 MEGA BUNDLE

| | | | |
|---|---|--|---|
| VOCATION UNIT 1 <i>Looking Professional</i> | VOCATION UNIT 2 <i>Types of Employment</i> | VOCATION UNIT 3 <i>Resumes</i> | VOCATION UNIT 4 <i>Job Search</i> |
| VOCATION UNIT 5 <i>Interviews</i> | VOCATION UNIT 6 <i>Workplace Organization</i> | VOCATION UNIT 7 <i>Job Etiquette</i> | VOCATION UNIT 8 <i>Getting to Work</i> |
| VOCATION UNIT 9 <i>Workplace Safety</i> | VOCATION UNIT 10 <i>Workplace Signs</i> | VOCATION UNIT 11 <i>Workplace Safety</i> | VOCATION UNIT 12 <i>Leaving the Workplace</i> |

**INCLUDES
SUPPLEMENTAL
ACTIVITIES**

Font, Image & Clipart Credit:



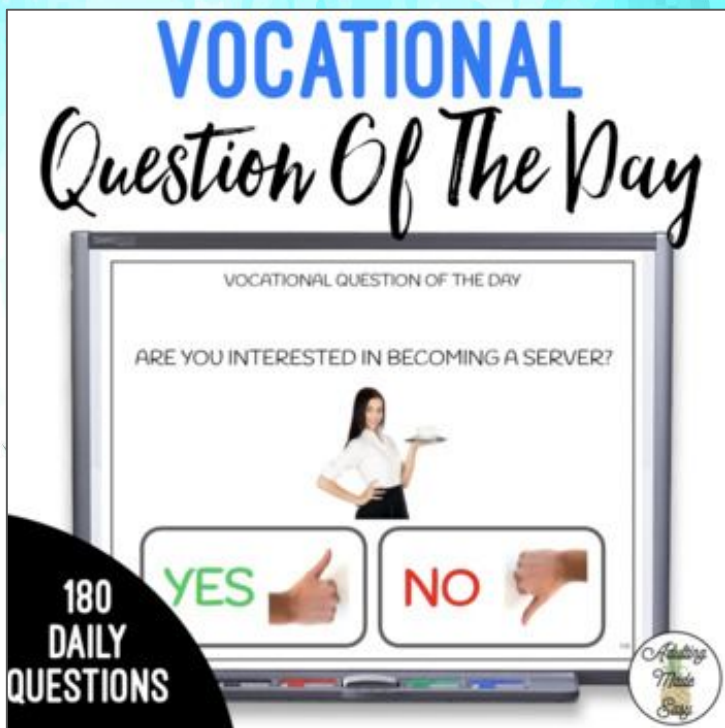
[FREEPIK](#), [DAWNNICOLE](#), [OPENCLIPART.ORG](#),
[PIXABAY.COM](#), [PEXELS.COM](#)
[WWW.SHUTTERSTOCK.COM](#)



Directions & Ideas for Use:

- PRINT & LAMINATE FOR LONGEVITY
- POST AROUND YOUR ROOM
- PUT PAGES INTO A BOOKLET
- FOCUS ON A NEW JOB EACH WEEK
- COMPARE BETWEEN TWO JOBS EACH WEEK
- USE A JOB SEARCH ENGINE WEBSITE TO READ JOB LISTINGS AND SEE LOCAL OPENINGS (SEE NEXT PAGE FOR WEBSITES)

Supplement with:



If you would like a specific position added to this resource, please email me at spedadulting@gmail.com to send your ideas my way and I can update the file to include it!



Why I don't include salary information:

- THE INTENTION OF THESE POSTERS IS INTRODUCE DIFFERENT ENTRY LEVEL JOB OPTIONS FOR STUDENTS THAT MAY HAVE NO EXPERIENCE OR MAY POSSIBLY NOT GRADUATE WITH A DIPLOMA.
- WHILE RATE OF PAY/SALARY IS AN IMPORTANT ASPECT OF A JOB, IT SHOULD NOT BE THE FOCUS WHEN FIRST BUILDING EXPERIENCE OR FIGURING OUT WHAT TYPE OF CAREER STUDENTS ARE INTERESTED IN.
- RATE OF PAY/SALARIES CAN VARY IN EACH STATE, THEY CONSTANTLY CHANGE, AND MAY VARY DEPENDING ON HOW THE JOB IS STRUCTURED.
- IF YOU WOULD LIKE TO DISCUSS AVERAGE PAY FOR ANY OF THESE JOBS, HERE ARE A FEW WEBSITES TO SEARCH ON:
 - WWW.PAYSCALE.COM
 - WWW.INDEED.COM/SALARIES
 - WWW.CACAREERZONE.ORG/ (CA BASED)



CASHIER



JOB SITES:

- GROCERY STORES
- RESTAURANTS
- COFFEE SHOPS
- DEPARTMENT STORES
- HARDWARE STORES
- GIFT SHOPS
- POST OFFICES
- RETAIL STORES
- FAST FOOD RESTAURANTS
- AMUSEMENT PARKS
- BOOK STORES

WHAT THEY DO:

- SCANS BARCODES OR SELECTS ITEM ON A DEVICE
- RECEIVE PAYMENT FROM CUSTOMERS IN EXCHANGE FOR A PRODUCT OR SERVICE
- COUNTING MONEY AT THE BEGINNING AND END OF SHIFT
- GIVE BACK CHANGE, REFUNDS AND RECEIPTS
- INFORM CUSTOMER OF TOTAL COST
- BAG PRODUCTS

SKILLS NEEDED:

- CUSTOMER SERVICE SOFT SKILLS
- BASIC MATHEMATICS
- COUNTING AND MONEY HANDLING
- ACTIVE LISTENING
- GROCERY STORE- EFFECTIVELY BAG PRODUCTS
- CAN EASILY LEARN HOW TO USE A CASH REGISTER OR DIGITAL CASH REGISTER.

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INDOORS



MATH/
NUMBERS



WORK WITH
TECHNOLOGY



WORK WITH
PEOPLE



WORK ALONE

NAME: _____

DATE: _____

TRACE THE JOB TITLE

Cashier



PUT A ✓ NEXT TO A JOB SITE YOU WOULD FIND THIS JOB AT

GROCERY STORE

SCHOOL

DANCE STUDIO

TRACE AND FINISH THE SENTENCE (WRITE OR CUT & PASTE)

A cashier scans

They receive payments from

They count money and give back

They bag

CUSTOMERS

CHANGE

PRODUCTS

BARCODES

NAME: _____

CASHIER

TRACE OR CIRCLE 3 SKILLS NEEDED FOR THIS JOB

bag products

money
handling

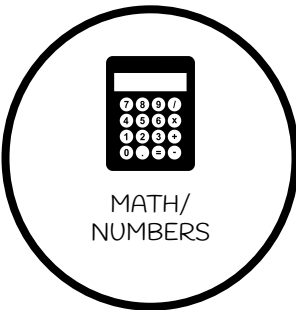
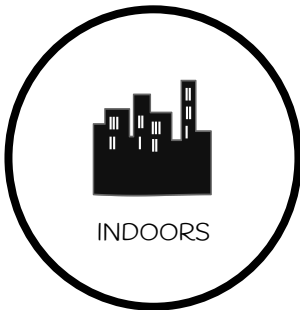
customer
service

coding

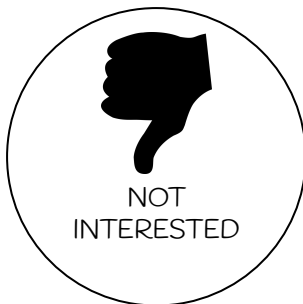
physical
stamina

patience

PUT A ✓ UNDER OR WRITE ABOUT THE PARTS OF THIS JOB THAT YOU LIKE OR ENJOY?



ARE YOU INTERESTED IN APPLYING FOR THIS JOB?



DISH WASHER



JOB SITES:

- RESTAURANTS
- HOTELS
- FAST FOODS
- GROCERY STORE
- PRIVATE RESIDENCES
- BAKERIES
- DELIS
- COFFEE SHOPS
- BARS
- CAFETERIAS

WHAT THEY DO:

- CLEAN/SCRUB DISHES, UTENSILS, POTS & PANS, BY HAND OR DISHWASHER MACHINE
- DRY DISHES AFTER RINSED
- PLACE CLEAN DISHES IN STORAGE AREAS
- DISPOSE OF WASTE
- CLEAN KITCHEN AREAS AND FLOOR

SKILLS NEEDED:

- TIME MANAGEMENT
- CAUTIOUS OR GENTLE WITH FRAGILE DISHES
- WILLINGNESS TO GET WET/DIRTY
- ABILITY TO EFFECTIVELY CLEAN A DISH USING A SPONGE AND SINK
- RECOGNIZE WHEN A DISH IS CLEAN VS. DIRTY
- GOOD HYGIENE WHEN HANDLING CLEAN DISHES

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WORK ALONE



MIGHT GET DIRTY



STAND/MOVE AROUND



LIMITED JOB TASKS



CLEANING

NAME: _____

DATE: _____

TRACE THE JOB TITLE

Dishwasher



PUT A ✓ NEXT TO A JOB SITE YOU WOULD FIND THIS JOB AT

SPORTS ARENA

POST OFFICE

RESTAURANT

TRACE AND FINISH THE SENTENCE (WRITE OR CUT & PASTE)

A dishwasher cleans

They dry dishes after they are

They place clean dishes in

They dispose of

DISHES

STORAGE
AREAS

RINSED

WASTE

NAME: _____

DISHWASHER

TRACE OR CIRCLE 3 SKILLS NEEDED FOR THIS JOB

time
management

recognize
clean vs. dirty

musical talent

gentle

communication

food handling

PUT A ✓ UNDER OR WRITE ABOUT THE PARTS OF THIS JOB THAT YOU LIKE OR ENJOY?



WORK ALONE



MIGHT GET
DIRTY



STAND/MOVE
AROUND

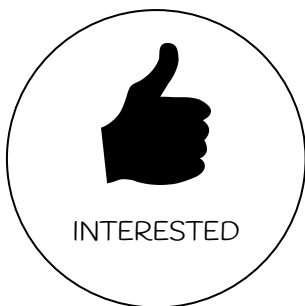


LIMITED JOB
TASKS

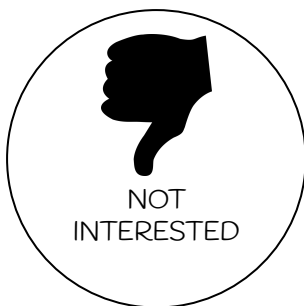


CLEANING

ARE YOU INTERESTED IN APPLYING FOR THIS JOB?



INTERESTED



NOT
INTERESTED



I NEED MORE
INFORMATION

AUTO DETAILER



JOB SITES:

- DRIVE TO COMMERCIAL OR RESIDENTIAL CUSTOMERS
- AUTO DETAILING SHOPS
- CAR SALES LOTS

WHAT THEY DO:

- CLEAN COMPANY OR PERSONAL VEHICLES
- THOROUGHLY WASH, BUFF, WAX, VACUUM, STEAM AND DEODORIZE INTERIOR AND EXTERIOR OF VEHICLES
- USE OF CHEMICALS TO CLEAN
- USE TOOLS OR MACHINES SUCH AS A VACUUM OR PRESSURE SPRAYER

SKILLS NEEDED:

- STAMINA FOR PHYSICAL DEMANDS SUCH AS WALKING, CROUCHING, BENDING, AND STANDING FOR EXTENDED PERIODS
- BASIC SAFETY UNDERSTANDING OF CHEMICALS
- BASIC CUSTOMER SERVICE
- ATTENTION TO DETAIL
- CAREFUL WITH DELICATE MATERIALS OR SURFACES

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OUTDOORS



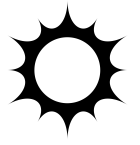
STAND/MOVE
AROUND



WORK WITH
TOOLS



CLEANING



DAY SHIFT

NAME: _____

DATE: _____

TRACE THE JOB TITLE

Auto Detailer



PUT A ✓ NEXT TO A JOB SITE YOU WOULD FIND THIS JOB AT

RETAIL STORE

GROCERY STORE

AUTO SHOP

TRACE AND FINISH THE SENTENCE (WRITE OR CUT & PASTE)

An auto detailer cleans

To wash vehicles they use water and

They use a vacuum to clean the

They use a pressure sprayer on the

© ADULTING MADE EASY

CHEMICALS

EXTERIOR

INTERIOR

VEHICLES

NAME: _____

AUTO DETAILER

TRACE OR CIRCLE 3 SKILLS NEEDED FOR THIS JOB

persuasive

detail oriented

careful

physical
stamina

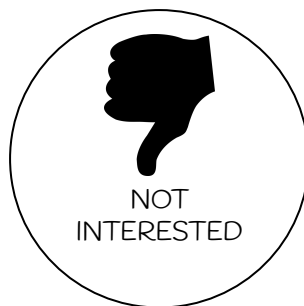
creative

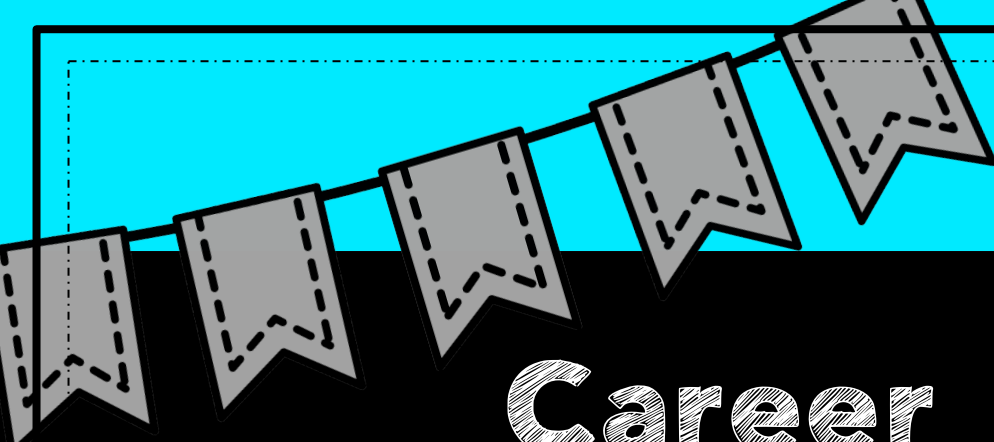
stage
presence

PUT A ✓ UNDER OR WRITE ABOUT THE PARTS OF THIS JOB THAT YOU LIKE OR ENJOY?



ARE YOU INTERESTED IN APPLYING FOR THIS JOB?





Career Exploration

Research and Writing Activity



Career Exploration

Career Choice A _____

Average Starting Pay _____

Work hours _____

Amount of Training Required _____

Cost of Training _____

Job Outlook for the Future _____

Where can this job happen? (Rural, urban, etc?) _____

Do I plan on living somewhere this can happen? _____

Career Exploration

Career Choice B _____

Average Starting Pay _____

Work hours _____

Amount of Training Required _____

Cost of Training _____

Job Outlook for the Future _____

Where can this job happen? (Rural, urban, etc?) _____

Do I plan on living somewhere this can happen? _____

Pros of this choice _____

Cons of this choice _____

Career Exploration

Career Choice C _____

Average Starting Pay _____

Work hours _____

Amount of Training Required _____

Cost of Training _____

Job Outlook for the Future _____

Where can this job happen? (Rural, urban, etc?) _____

Do I plan on living somewhere this can happen? _____

Pros of this choice _____

Cons of this choice _____

Summary

Order of my choices:

- 1) _____
- 2) _____
- 3) _____

Things I still need to consider are _____

Problems I see with my potential job choice _____

Possible solutions to the problems with my potential job choice _____

Extension Activity

Pretend you are going through your life very quickly. Write a paper about how you envision your career in the following time increments:

In my first year of employment, I will, (Describe your essential job duties as well as your pay, and anything else that might be important in your chosen career.)

In 5 years of getting a job, I will (Describe how things have changed or stayed the same over the years.)

In my 30th year of employment, I will, (Describe how things have changed over the years.)

When I retire, some of the things I can say I accomplished in my career include _____

Special Thanks Goes To the Following:



Career Exploration

Career Choice A: _____

Average Starting Pay: _____

Work hours: _____

Amount of Training Required: _____

Cost of Training: _____

Job Outlook for the Future: _____

Where can this job happen? (Rural, urban, etc?) _____

Do I plan on living somewhere this can happen: _____

Pros of this choice:

Cons of this choice:

Career Exploration

Career Choice B: _____

Average Starting Pay: _____

Work hours: _____

Amount of Training Required: _____

Cost of Training: _____

Job Outlook for the Future: _____

Where can this job happen? (Rural, urban, etc?) _____

Do I plan on living somewhere this can happen: _____

Pros of this choice:

Cons of this choice:

Career Exploration

Career Choice C: _____

Average Starting Pay: _____

Work hours: _____

Amount of Training Required: _____

Cost of Training: _____

Job Outlook for the Future: _____

Where can this job happen? (Rural, urban, etc?) _____

Do I plan on living somewhere this can happen: _____

Pros of this choice:

Cons of this choice:

Summary

Order of my choices-

- 1) _____
- 2) _____
- 3) _____

Things I still need to consider are:

Problems I see with my
potential job choice

Possible solutions to
the problems with my
potential job choice:

Extension Activity

Pretend you are going through your life very quickly. Write a paper about how you envision your career in the following time increments:

In my first year of employment, I will, (Describe your essential job duties as well as your pay, and anything else that might be important in your chosen career.)

In 5 years of getting a job, I will: (Describe how things have changed or stayed the same since year 1.) _____

Extension Activity, cont'd

In my 10th year of employment, I will, (Describe how things have changed over the years.)

In 20 years of getting a job, I will: (Describe how things have changed over the years.) _____

Extension Activity, cont'd

In my 30th year of employment, I will, (Describe how things have changed over the years.)

When I retire, some of the things I can say I accomplished in my career include: _____

Name _____

Date _____

What Work Means to Me

Directions: Fill in during class discussion.

Reasons why people work:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Reasons why I want to work:

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Date _____

My Next Move Interest Categories

PART 1

Directions: List two jobs of interest and the interest (industry) category (*Guide for Occupational Exploration*, GOE) for each job.

| Job | Interest category (GOE) |
|----------|-------------------------|
| 1. _____ | _____ |
| 2. _____ | _____ |

PART 2

| | Ranking |
|---|---------|
| Administration and support services | _____ |
| Arts and entertainment | _____ |
| Construction | _____ |
| Education | _____ |
| Farming, forestry, fishing, and hunting | _____ |
| Finance and insurance | _____ |
| Government | _____ |
| Health and counseling | _____ |
| Hotel and food | _____ |
| Management | _____ |
| Manufacturing | _____ |
| Media and communication | _____ |

18.77 Lesson Plan 2

Mining, oil, and gas _____

Professional, science, and technical _____

Real estate and rentals _____

Retail _____

Self-employed _____

Service _____

Transportation and storage _____

Utilities _____

Wholesale and commercial sales _____

Name _____

Date _____

Job of Interest

Directions: Select a job of interest, list the duties required, and describe some ways you could gain the skills required in the job.

Job of Interest: _____

Duties:

1. _____

2. _____

3. _____

4. _____

5. _____

Strategies for developing needed skills (some ideas):

1. _____

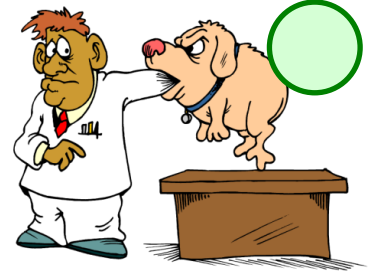
2. _____

3. _____

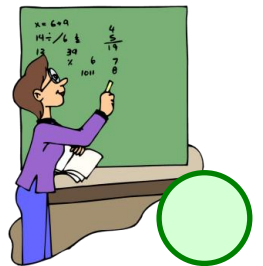
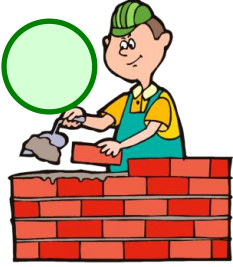
4. _____

OCCUPATIONS WORDSEARCH PUZZLE

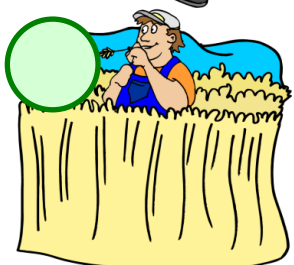
FIND AND CIRCLE THE WORDS IN THE WORDSEARCH PUZZLE AND NUMBER THE PICTURES



d n o r b q y r o l i a t w w
 e a e o u r r s i n g e r s a
 n m s t i e a f s b a k e r i
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 i s e o d h e e c u b d l n e
 s e y d e s r r e h c a e t r
 t n m r r a c r e p o r t e r
 u i t a e c e r e c n a d w b
 z s v s g t s f a r m e r r l
 u u t t i i n r e n e d r a g
 d b e o f t c e n a c t o r i
 d v n p t c r i p u k o o c z
 r e t n i a p a a r r h m w g
 n a m e c i l o p n a s f x d
 r e s s e r d r i a h c e y y



- 1) actor
- 2) artist
- 3) baker
- 4) builder
- 5) businessman
- 6) carpenter
- 7) cashier
- 8) cook
- 9) dancer
- 10) dentist
- 11) doctor
- 12) farmer
- 13) gardener
- 14) hairdresser
- 15) magician
- 16) nurse
- 17) painter
- 18) policeman
- 19) reporter
- 20) secretary
- 21) singer
- 22) tailor
- 23) teacher
- 24) vet
- 25) waiter

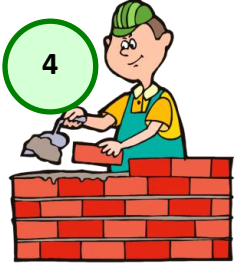


OCCUPATIONS WORDSEARCH PUZZLE ANSWER KEY

FIND AND CIRCLE THE WORDS IN THE WORDSEARCH PUZZLE AND NUMBER THE PICTURES



20



4



17



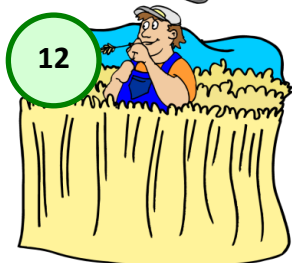
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15

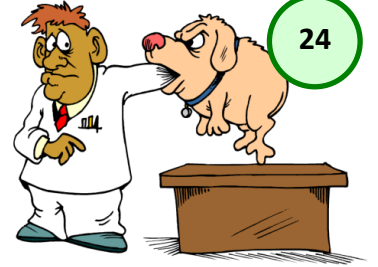


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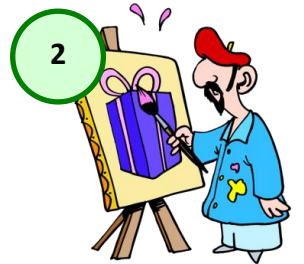


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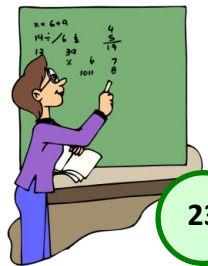
D N + R B + Y R O L I A T + W
 E A + O U R R S I N G E R + A
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 S E + D E S R R E H C A E T R
 T N M R R A C R E P O R T E R
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 + S + S G T S F A R M E R + +
 + U + T I I N R E N E D R A G
 + B E + + T C E N A C T O R +
 + V + + + + R I P U K O O C +
 R E T N I A P A A R R + + + +
 N A M E C I L O P N A S + + +
 R E S S E R D R I A H C E + +



24



2



23



25



3



14



11



13



18



22



5



9



19



21



7



1



8



16

- 1) actor
- 2) artist
- 3) baker
- 4) builder
- 5) businessman
- 6) carpenter
- 7) cashier
- 8) cook
- 9) dancer
- 10) dentist
- 11) doctor
- 12) farmer
- 13) gardener
- 14) hairdresser
- 15) magician
- 16) nurse
- 17) painter
- 18) policeman
- 19) reporter
- 20) secretary
- 21) singer
- 22) tailor
- 23) teacher
- 24) vet
- 25) waiter

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Differentiation of Students Abilities:

- A. **Functional Independence:** Students can work independently, require minimal assistance with reading and writing, they may assist their classmates.
1. The student will be able to follow teacher directives.
 2. The student will be able to brainstorm their own ideas related to work
 3. The student will assist their peers in the participation group.
- B. **Supported Independence:** Students require minimal verbal prompts, may occasionally need assistance with reading, spelling and writing.
1. The student will use and give verbal directives/responses.
 2. The student will use hands-on manipulatives.
 3. The student will benefit from hand guidance.
- C. **Participation:** Students will need more one-on-one assistance; allowed to give verbal or illustrated responses in place of written responses, they require much verbal prompting and repeated instructions.
1. The student will benefit from hand over hand guidance.
 2. The student will work in small groups or one-on-one
 3. The student will trace/color outlines.
 4. The student will demonstrate eye contact.
 5. The student will be able to sort by shapes, color, sizes, and use puzzles.

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Daily Living Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|---|---|---|--|---------------------------------|
| <p>Week One – April 13-17 Managing Personal Finances</p> | <p><u>Objective(s):</u> Students will identify all characteristics for all coins and bills up to \$100.00</p> | <p>1. Introduce the topic by distributing the Coins and Bills fact sheet showing students actual coins and bills and distributing or projecting images. Identify distinguishing characteristics; ask students to point out different features of the coins (e.g., size, color) 2. In small groups, play a money game: One student looks at real money, image, or fact sheet and selects a coin or bill. The student describes the money, one clue at a time. Class members answer orally after each description, giving the name of the coin or bill. 3. Students participate in online games and money activities (see Practical Money Skills for Life's Peter Pig's Counting Game, http://www.practicalmoneyskills.com/games/peterpigs Variety of money-related games and resources on the Internet 4. Classroom: http://www.internet4classrooms.com/skill_builders/counting_coins_math_first_1st_grade.htm http://Math-play.com http://www.math-play.com/money-games.html http://www.squidoo.com http://www.squidoo.com/counting-coins-interactive-games</p> | <p>Coins and bills fact sheets real coins and bills Coin identification docx</p> | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Daily Living Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|--|--|---|--|---------------------------------|
| <p>Week Two - April 20-24 Caring for Personal Needs</p> | <p>Objective(s): # 1.3.13.1 Demonstrate basic aspects of proper hygiene. # 1.3.13.2 Identify proper grooming habits.</p> | <p>Lesson Objective: Why is personal grooming and good hygiene important? State: You will look better and feel better about yourself if you practice good grooming and hygiene habits. In addition, by taking proper care of your hair, your skin, your nails, and your teeth, you will be much healthier.</p> <p>1. Lead a discussion on the differences between "grooming" and "hygiene" (use pictures to represent examples and nonexamples, as needed):</p> <ul style="list-style-type: none"> • "Grooming" is making your outward appearance neat and trim; for example, making sure your clothes are clean and appropriate for the occasion. • "Hygiene" refers to the practices that promote or preserve health. For example, if you do not brush your teeth, you are likely to get gum disease. • Have students suggest examples to differentiate between the two terms. • Note that getting dirty playing or working does not necessarily mean you have bad hygiene practices. <p>Introduce additional relevant vocabulary (e.g., sweat, acne, perspiration, oil gland, dandruff; for additional terms, see Quizlet, [Quizlet-Hygiene Vocab] or Learning English Online,</p> | <p>Show students videos describing skin and hair care (e.g., YouTube, http://www.youtube.com/watch?v=d9_FXQgZt5w; eHow, http://www.ehow.com/video/4407075-teen-skin-care-tips.html).</p> <p>Hygiene and grooming worksheet</p> | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

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| | <p># 13.16.5 Identify potential safety hazards in the home</p> | <ul style="list-style-type: none"> • http://www.learning-english-online.net/areas/vocabulary/people/body/personal-hygiene/personal-hygiene-basics/list-1) and develop class definitions of each term. • Students individually complete the Hygiene and Grooming worksheet. Discuss responses in a general way, as far as guidelines (rather than individual student habit. *worksheet can be completed verbally with yes or no answers <p>Lesson Objective: Students will become aware of potential safety hazards in the home.</p> <p>Instructional Resources: -Safety in the Home fact sheet -Internet resources (e.g., KidsHealth Safety Checklists at http://kidshealth.org/parent/firstaid_safe/home/household_checklist.html; Yahoo! Shine article, [Yahoo Shine-House Hazards]; UL Home Safety Checklist, https://www.usfa.fema.gov/downloads/pdf/home_safety_checklist.pdf; videos at http://www.youtube.com/watch?v=uIUv3hFleLc and http://www.youtube.com/watch?v=KpoLwcX78ic&feature=related)</p> <p>Lesson Introduction: Accidents involve people. Sometimes people are careless in their behavior, and this behavior injures them. Most accidents in the home can be prevented if we practice safe behavior. Today, we are going to talk about some common hazards in the home and how to avoid them.</p> <ul style="list-style-type: none"> • Distribute and discuss the Safety in the Home fact sheet. • Have students identify what accidents could happen if these safety features are not observed. | <p>See Instructional resources listed under Objective: Safety in the home fact sheet, Internet resources</p> | |
|--|--|--|--|--|

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
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| | | <ul style="list-style-type: none">• Have students suggest other safety hazards and how to avoid them.• 3. As a class develop a list of 5-10 safety procedures to follow in the home. Discuss each one. Have students state/repeat back. <p>Home Activity:</p> <ul style="list-style-type: none">• 1. Student and a parent or another family member conduct a home safety inventory.• 2. In class, students report on the results of the home activity. Identify and tally the most common safety hazards students encountered.• Alternative Instructional Strategy:• Provide a picture of a room that includes various safety hazards. Have students identify and safety hazards and what needs to be done to correct them. | | |
|--|--|---|--|--|

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Daily Living Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|---|--|---|--|---------------------------------|
| <p>Week Three - April 27-May 1</p> <p>Buying, Preparing, and Consuming Food</p> | <p><u>Objective(s):</u></p> <p>Knowing the food groups (balanced meals)</p> <p>Knowing safe food storage (temperatures)</p> <p>Cleanliness (avoid cross contamination)</p> <p>Safety in the Kitchen (sharp objects, hot surfaces, etc.)</p> | <p>Have a classroom/home discussion on proper nutrition. Emphasize that just because something tastes good, doesn't mean it's nutritious.</p> <p>Pass out the Healthy Dinner Plate handout.</p> <p>From the "Food Groups in My Meals" worksheet, have the students write down or find pictures of typical foods they usually eat in a day for breakfast, lunch, and dinner.</p> <p>From the "Four Food Groups" worksheet, the students will list 4 foods under each of the 4 food groups and discuss why these foods are important for health.</p> <p>Have students plan one breakfast, one lunch, and one dinner. Write, verbally state or use pictures of foods for each meal.</p> <p>Watch the video, "How Does Cross Contamination Happen?" and discuss what happens when food isn't properly stored.</p> | <p>Healthy Dinner Plate handout https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/</p> <p>Worksheet: 1.5.20.1.A:1/E:1/P:1</p> <p>Video: https://www.youtube.com/watch?v=Xm_X5Ljmrbw</p> | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Self Determination and Interpersonal Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|--|--|--|---|---------------------------------|
| <p>Week Four - May 4-8 Understanding Self Determination</p> | <p>Objective(s): # 2.10.42.1 Students will become aware of the types of responsibilities that adults have</p> | <p>Lesson Introduction: #1 Everyone has responsibilities. Today, we will discuss the different responsibilities of adult life. It’s an opportunity for you to think about the responsibilities you already have as well as the ones you will have in the future, and to discuss how to manage them effectively.</p> <p>Activity:</p> <ul style="list-style-type: none"> •1. Students discuss their different roles at home, work, school, and other significant parts of their lives and identify their individual responsibilities in each area. •2. Students complete the Personal Responsibilities Worksheet individually during the discussion. <p>Lesson Objective: #2 Students will explore personal responsibilities by interviewing adults about their responsibilities.</p> <p>Instructional Resources: Personal Responsibilities Interview worksheet. Lesson Introduction: Exploring the responsibilities of other people will help you understand what we mean when we use the word “responsibility.” It is also important to understand the difference in the responsibilities of a student compared to those of an adult.</p> | <p>Personal responsibility handout # 2.10.42A.1:1 Family show video</p> | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

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|--|--|--|--|--|
| | | <p>School/Online Activity:</p> <ul style="list-style-type: none"> •1. Discuss the importance of understanding others' responsibilities. Discuss particular responsibilities from the different areas of life discussed in 2.10.42.1.A:1. •2. Review the Personal Responsibilities Interview worksheet and explain the home activity. •3. Have students practice asking each other the interview questions. <p>Time: Up To 1 Session(s)</p> <p>Home Activity:</p> <ul style="list-style-type: none"> •1. Students interview a parent or adult friend and complete the Personal Responsibilities Interview worksheet. · •2. Students share interview results with teacher. Compare the different responsibilities of different adults. Discuss: · People who have large families have a lot of responsibilities. · Different occupations have different amounts of responsibility. · <p>Alternative Instructional Strategies</p> <ul style="list-style-type: none"> •1. Share with students an episode of a family television show that they can watch with family. Have them discuss different features of family responsibilities being portrayed. Share results with teacher. | | |
|--|--|--|--|--|

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Self Determination and Interpersonal Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|--|--|---|--|---|
| <p>Week Five - May 11 - 15 Being Self Aware</p> | <p>Objective(s): <u>LCE Objective 2.11.46.1</u>: Understand physical characteristics</p> | <ol style="list-style-type: none"> 1. Brainstorm different ways to describe people and adjectives to use. <ul style="list-style-type: none"> ▪ Students add additional categories of description and adjectives to their copy of the fact sheet. ▪ Discuss how some terms are more positive than others; have students differentiate between traditionally positive and traditionally negative descriptors 2. Introduce the concept of “distinguishing features,” as something that you notice right away when you look at a person. Remind students that words to describe distinguishing features also may be positive or negative. Provide and elicit examples from students. 3. Have students individually complete the My Physical Characteristics worksheet. Review students' worksheets outside of class and discuss individually as needed to emphasize positive characteristics and descriptors of each. <p>*Also, a good time to go over how tall a student is as well.</p> | <p>-Physical Characteristics worksheet</p> <hr/> <p>-Physical Characteristics in My Family Worksheet</p> | <p>Student can identify 2-5 positive physical characteristics about him/herself.</p> <hr/> <p>-Student can identify 2-5 characteristics about him/her and</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
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|--|--|---|---|--|
| | | <p>New Lesson</p> <p>Have students individually complete the Physical Characteristics in My Family worksheet. Discuss in general terms family resemblances, similarities, and differences.</p> <hr/> <ol style="list-style-type: none"> 1. New Lesson 2. Define "emotions"—feelings, such as fear, love, hate, sadness, happiness, etc. As the class brainstorms a list of emotions, write them on the board. 3. On a sheet of paper, write the words "Feelings," "Thoughts," and "Actions." Draw arrows among all three to show the interrelationship. Lead a discussion on how emotions affect and are affected by the other two concepts. <ul style="list-style-type: none"> ▪ Emotions are not thoughts but may come from or produce thoughts. ▪ Emotions are not actions but may come from or produce actions. ▪ Provide an example, such as: You realize that it's nice outside. That makes you happy. You decide to go for a walk. 4. Present the following example: You are whistling as you walk down the street. A large dog runs toward you, barking and growling. You turn and run toward your house. <ul style="list-style-type: none"> ▪ Have student identify possible thoughts, emotions, and actions related to this example scenario. | <hr/> <p>-Feeling, Thoughts and Actions worksheet -thoughts and feelings bubble</p> <hr/> | <p>members of his family.</p> <hr/> <p>-Student will identify 1-3 thoughts, and feelings -Student will understand how thoughts and feelings will influence actions</p> |
|--|--|---|---|--|

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
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|--|--|---|---|--|
| | | <ul style="list-style-type: none"> ▪ Discuss how the three are related in this specific situation. <p>5. Students should complete the Feelings, Thoughts, and Actions worksheet with adult. Discuss responses afterwards, stressing the interrelationship between emotions, actions and thoughts.</p> <hr/> <p>Ask students to list some common emotions; write them on a sheet of paper</p> <ul style="list-style-type: none"> ▪ Student should volunteer to share an experience when they experienced one of the listed emotions. Ask them how the emotion affected their thoughts and their actions. <p>Have students complete Part 1 of the Emotional Inventory worksheet together.</p> <p>Students should complete Part 2 of the Emotional Inventory worksheet by interviewing an adult at home.</p> | <p>https://do2learn.com/organizationtools/EmotionsColorWheel/index.htm</p> <p>-About Me Emotions Worksheet - Emotional Check-in (level 1 or 2) - Emotions Worksheet (level 1) -What's Your Take Worksheet</p> | <hr/> <p>-Student will identify one emotion; how that emotion affects their thoughts and actions</p> |
|--|--|---|---|--|

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Self Determination and Interpersonal Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|---|---|--|--|---------------------------------|
| <p>Week Six - May 18-22 Exploring Employment Choices</p> | <p>Objective(s): <u>LCE Objective 3.18.77.1: Identify occupational categories of interest.</u></p> <p><u>LCE Objective 3.18.77.2: Rank areas of personal interest in order of importance in finding an occupation.</u></p> <p><u>LCE Objective 3.18.77.3: Identify how interests relate to jobs.</u></p> | <p>-Speak with the student regarding your line of work, and what you were interested in as a young adult.</p> <p>-Talk about how chose a job or career based on the skills that you have and your interest in it or in other jobs.</p> <p>-Go through the career interests with your student. Should take about 15 minutes to complete</p> <p>Alternative activity: -Student can learn about and complete worksheet related to a few entry level jobs -Also, career exploration by choosing a career and conducting some research on it.</p> | <p>https://www.my-nextmove.org/explore/ip</p> <p>-Entry Level Jobs posters wit worksheets -Career exploration worksheet</p> | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Employment Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|---|---|--|---|---------------------------------|
| <p>Week Seven - May 25-29 Knowing and Exploring Employment Possibilities</p> | <p>Objective(s): <u>LCE Objective 3.17.71.1:</u> List economic reasons for working at a job. <u>LCE Objective 3.17.71.2:</u> Identify how a job affects building personal and social relationships <u>LCE Objective 3.17.71.3:</u> Identify personal needs that can be met through work.</p> | <p>Have students define “work.” Watch why do people work Why people work” on the What Work Means to Me worksheet. Discuss answers. List on paper Typical reasons for working include:</p> <ul style="list-style-type: none"> ▪ Making money ▪ Being on my own ▪ Being admired ▪ Having something to do ▪ Being with other people ▪ Making use of skills and talents ▪ Having a nice place to go to every day ▪ Helping others ▪ Feeling good about myself ▪ Having some responsibility ▪ Being creative ▪ Leading other people ▪ Being recognized by others | <p>https://youtu.be/I8hdWy_Y9oM - What work means to me worksheet</p> | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
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|--|---|--|--|--|
| | <p><u>LCE Objective</u> <u>3.17.71.4:</u> Describe how work relates to one's self-esteem.</p> | <p>Have students list on their worksheets five personal reasons why they want to work.</p> <p>Discuss student responses. Reinforce comments related to the four lesson objectives: economic reasons to work, how having a job builds personal and social relationships, personal needs that can be met through work, and how working relates to one's self-esteem.</p> | | |
|--|---|--|--|--|

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Employment Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|--|--|---|--|-----------------------------------|
| <p>Week Eight - June 1-5 Knowing and Exploring Employment Possibilities</p> | <p>Objective(s): 3.18.77.1 3.18.77.2 Identify occupational areas of interest and rank your interests.</p> | <p>The teacher will ask the students to complete a Skills Interest Inventory on the website: https://www.mynextmove.org/explore/ip The teacher will read or use visuals to assist students who need extra assistance in completing the Skills Interest Inventory. The students will watch a video that asks them questions related to different job areas. Career suggestions will be generated, based on how students answer the questions from the YouTube website. The students will have a clearer idea of the career they would like to pursue. https://www.youtube.com/watch?v=V8VrIUmk2w Based on their interests, the students will rank their career choices in order of importance and then research their chosen careers, using the website www.OnetOnline.org. Students will learn about the entry-level requirements for the job of their choice.</p> | <ol style="list-style-type: none"> 1. Job of Interest Worksheet 2. Jobs Matching Worksheet 3. Pencils 4. Pictures of Jobs 5. Students will take the online Career Interest Assessment – https://www.mynextmove.org/explore/ip | <p>Completion of activities</p> |

**Charles R. Drew Transition Center Nine Weeks Emergency Lesson Plan, Life Centered Education (LCE) Curriculum:
Work Skills Program**

Domain: Employment Skills

| Competency | LCE Plan #/ Objective(s) | Procedures/ Teacher & Aide Responsibilities | Resources/ Materials | Evaluation/ Assessment |
|---|--|--|--|-------------------------------------|
| <p>Week Nine - June 8 -12 Exploring Employment Choices</p> | <p>Objective(s): 1.18.80.2 List specific job- related requirements.</p> <p>Identify different aptitudes necessary in the performance of various jobs.</p> | <p>The teacher will help the students identify their vocational strengths and weaknesses using job skills information from the www.OnetOnline.org. Students will analyze the relationships between job demands and disability-related functional limitations. They will discuss possible job accommodation requirements and visit the website https://askjan.org/ to learn about available accommodations for individuals who have disabilities. Based on job requirements and qualifications, the students will determine if they need to reconsider their job choices.</p> <p>Students will consider skill training to help them meet their goal of securing their ideal job. The students will use the information they have to decide on vocational classes they would like for the new school year.</p> <p>After making their job choices, the students will use newspaper and magazine clippings to identify and illustrate three job choices.</p> | <p>1.Newspapers/ Magazines</p> <p>2. What is their Job?</p> <p>3. Worksheet (18.77.3A:9)</p> <p>4. Pencils & Pens</p> <p>5. Occupations Word Search</p> <p>6. Job Skill Word</p> | <p>Completion of activities</p> |

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