
Module 1

Setting Goals

Personal Goals

Work Goals

Jobs and Careers



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Purpose



The purpose of this Module is to assist students in setting personal goals and employment-related goals.

The activities and supplemental resources provided in this Module are designed for a range of abilities in transition classes at the high school level, allowing for differentiated instruction.

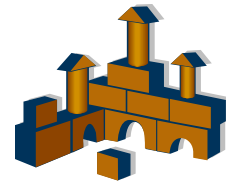
Module Objectives



Students will:

- Identify personal interests and preferences
- Understand basic work-related goals that everyone should try to achieve
- Establish personal and general work-related goals
- Become familiar with job and career possibilities
- Understand the impact of employment on personal development and independence

Alignment with NYS Learning Standards



Career Development and Occupational Studies (CDOS)



Standard 1: *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

(Elementary)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (a) begin a career plan that would assist in the transition from school to eventual entry into a career option
- (b) demonstrate an awareness of their interests, aptitudes, and abilities
- (c) know the value of work to the individual and society in general
- (e) explore the preferences for working with people, information, and/or things
- (f) demonstrate understanding of the relationship of decision making to the attainment of future goals

(Intermediate)

Key Idea 1-1: Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- (b) demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research

Continued

Family and Consumer Science/Health/ Physical Education



Standard 3: *Students will understand and be able to manage their personal and community resources.*

Key Idea 3-1: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

(Elementary)

- (a) Students know the different jobs in their communities and the contributions made by individuals performing those jobs

(Intermediate)

- (e) Students understand how working contributes to a quality living environment
- (f) Students identify their own abilities and interests as possible guides to career choice.

(Commencement)

- (c) Students analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward those goals

Background Information



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 1**.

- **The process of identifying goals can often be as important as working to achieve goals.**

A goal is something to aim for. Students should be guided in setting goals that are very personal, realistic yet rewarding, and achievable.

- **The identification and development of personal interests can be a goal.**

Students need opportunities to think and talk about their personal interests and preferences. The development of interests starts with exposure to possibilities.

- **Goals can consist of daily tasks that can often be challenging.**

It is not always easy to establish goals because sometimes the students do not know what to expect in the future and have difficulty looking forward. Instructors should emphasize that daily accomplishments, no matter how minor they may seem, can be considered goal achievement.

Continued



The following are the KEY CONCEPTS that should be emphasized when carrying out the activities in MODULE 1.

- **There are basic work-related goals that everyone should strive to achieve.**

All employees should aim for the same basic accomplishments:

- Excellent attendance
- Excellent punctuality
- Quality work
- Completed work
- Compliance with policies and procedures
- Positive relationships
- Teamwork
- Willingness to learn
- Desire to set new goals to achieve
- Professional behavior (polite, clean, cooperative)

- **Plans for the future are based on:**

- Personality
- Abilities
- Environment

According to leading career-theory expert Dr. John Holland, students need the opportunity to figure out:

- What do they enjoy?
- What is their personal style?
- What skills do they have?
- What would they like to learn about?
- What abilities do they have?
- What environment are they most comfortable in?
- What do they want to spend time doing?

As students determine the answers to these questions they can start to set personal and work-related goals for the future.

Continued



The following are the **KEY CONCEPTS** that should be emphasized when carrying out the activities in **MODULE 1**.

- **There is a difference between a “job” and a “career.”**

- **A job is defined as:** a specific duty, role, or function
- **A career is defined as:** employment in (or pursuit of) consecutive progressive achievement in public, professional, or business life.

The primary purpose of job readiness is to take the necessary steps to obtain a job. For many students it will be the very first time they will be entering the workforce. The process of getting and keeping a job can be challenging.

Career-planning requires several steps and more complex goals.

The students will need guidance in identifying and pursuing basic employment. They should not be pressured to be thinking long-term when most of them are trying to navigate one day at a time.

But it is important that they are exposed to the concept of pursuing a field of interest that can lead to a long-term career.

- **A sense of independence is the ultimate goal of job readiness.**

The students will be learning about how to prepare for a job, secure employment, and survive on the job. As they start planning to enter the workforce, they will begin the process of achieving independence.

Independence is defined as:

- Not subject to control by others
- Self-governing
- Not looking to others for one’s opinions
- Showing a desire for freedom.

People who are truly independent know when they need assistance, and they welcome help from others when it is required.



Occupations with Projected Large Number of Annual Openings in New York State.

These are the fields where good workers will be valued in New York State.

- Cashiers
- Retail Workers
- Waiters and waitresses
- Office clerks, general
- Janitors and cleaners
- Home health aides
- Teacher assistants
- Combined food preparation and serving, such as fast food
- Personal and home care aides
- Receptionists and information clerks
- Stock clerks and order fillers
- Food preparation workers
- Laborers and freight, stock, and material movers
- Secretaries

Source: Finding a Job in New York State
New York State Department of Labor
Division of Research and Statistics
July 2008

Refer to the New York State Department of Labor website to gain up-to-date information about occupation projections.

(www.labor.state.ny.us)

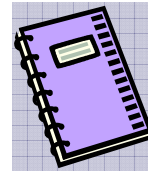
Module Vocabulary



Before conducting job readiness activities in this module, review the following key vocabulary words with the students:

- ❖ Goal
- ❖ Aim
- ❖ Success
- ❖ Plan
- ❖ Job
- ❖ Career
- ❖ Achieve
- ❖ Prefer
- ❖ Paycheck
- ❖ Job Readiness
- ❖ Independence
- ❖ Future

Module Journal Topics



Encourage students to keep a notebook that contains their handouts, drawings, pictures from magazines, personal written notes, and/or photographs. This “Journal” will be a record of the steps they take to become “job-ready.”

Suggested journal topics:

- My plan for tomorrow.
- My goal(s) after I leave high school.
- Jobs that look interesting.
- What I enjoy and what I do well.

Activities

Module 1



Activity #1 – Daily Goals

Description of Activity

In this Activity students will learn about setting goals and will identify daily goals that are easy to achieve.



Supplies



- ❖ \$5 bill
- ❖ Low-fat food item
- ❖ Cell Phone
- ❖ Apple or low-fat snack

Handouts

- ❖ **Goal!**
- ❖ **Daily Goals**
- ❖ **Soccer**
- ❖ **Football**
- ❖ **Goal Posts**

Activity Directions

ASK: What do the players try to do in soccer? Football? Hockey?

Explain that in these games the players try to make a goal.

- Display handouts Soccer, Football, Goal Posts

ASK: Does anyone know what the word “GOAL” means?

Define GOAL as something that you aim for, something that you try to achieve. In sports the goals can add up to winning the game.

Distribute handout: Goal!

Explain that goals can be large and small.

Large goals could be:

- Save enough money to buy a new outfit, including new shoes.
- Lose 30 pounds.
- Make a million dollars before age 30.

Smaller goals could be:

- Save \$5 a month. (Hold up a five dollar bill.)
- Eat healthy, low-fat snacks. (Hold up an apple or low-fat snack.)
- Turn the cell phone off when talking to a friend. (Hold up the cell phone, turn it off, put it away.)

ASK: What are some things that you try to do every single day?

Examples of these “goals” might be:

- Get to school on time.
- Get homework done.
- Sit quietly in class.
- Be nice to everyone, even when they are not always nice in return.

ASK: What are some things that you would like to do every day, but are not always successful?

The same examples apply:

- Get to school on time.
- Get homework done.
- Sit quietly in class.
- Be nice to everyone, even when they are not always nice in return.

ASK: Is it possible to do these things every day for a week?

- Explain that some goals sound interesting but are very hard to achieve.

Share the following examples and see how the class reacts:

ASK: Is this a good goal for me?

My goal is to grow a beard down to my knees.

- Explain how goals need to be realistic. If a goal cannot be achieved it can be frustrating, or if it does not make any sense then it should be reconsidered.

ASK: Is this a good goal for me?

My goal is to go to dinner with Paris Hilton (or Hannah Montana, Zak Efron, or any other celebrity that the students may know).

- Explain how some goals may seem far-fetched, but with determination, research and a lot of luck, they might be achievable.

ASK: Is this a good goal for me?

My goal is to eat an apple a day. (Hold up an apple.)

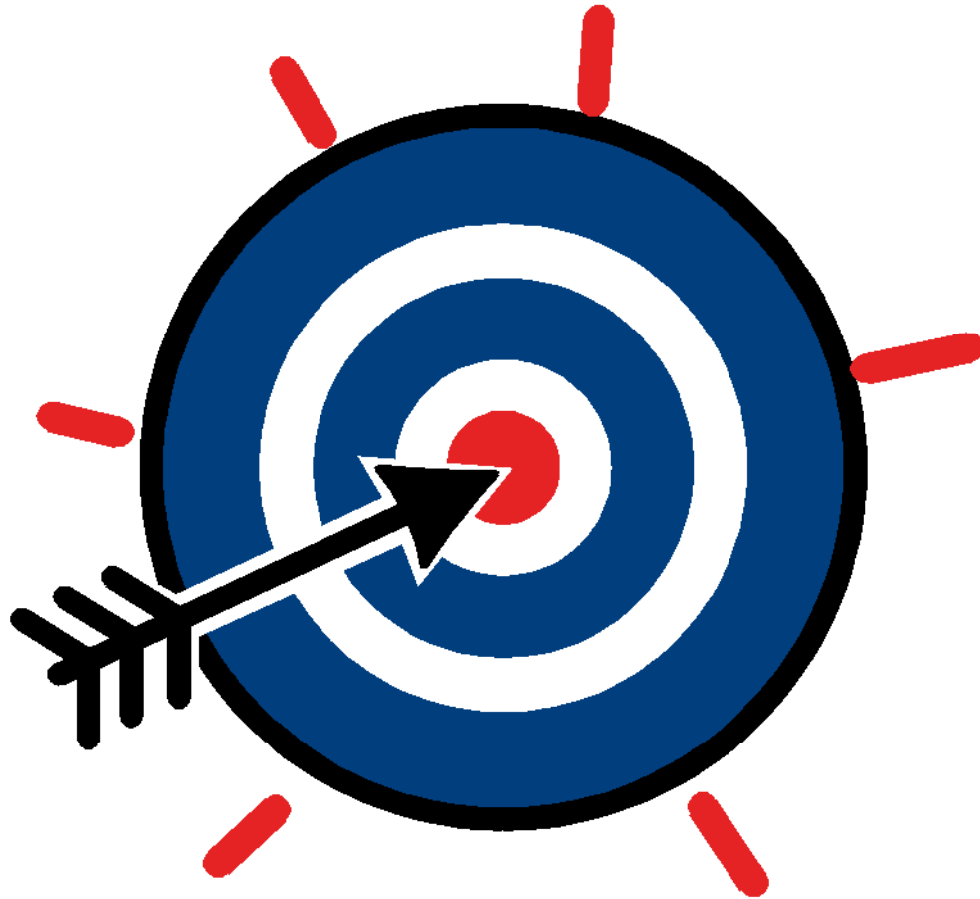
- Explain that goals should be something that are sensible and are personally important to the person setting the goal. In this case, eating an apple every day is a healthy snack (and hopefully the Instructor likes apples).

ASK: What would be other daily goals that I could achieve every day? Any suggestions?

(The Instructor should be prepared for some honesty from the students!)

- **Distribute handout:** Daily Goals
 - Ask the students to pick a small, easy goal for each item on the handout. The class can discuss what the possible goals might be *in general – not identifying goals for each other.*
 - They do not have to agree on a goal for everyone, but should share ideas about what might be identified as possible goals.
 - It is important that the students do not choose goals for each other, especially because they may not be sensitive when making recommendations (e.g., recommending losing weight, buying better clothes, paying attention in class, etc.).
 - Stress that the goals should be sensible and important to the person setting the goal.
 - The instructor should determine whether the students can complete the handout in class or as a homework assignment. They should put a ✓ if the goal is accomplished each day.
 - If possible, the instructor should discuss student progress on achieving the goals during follow-up classes.

Goal!



Module 1-Goal

DAILY GOALS

Name: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Food Goal: 						
Class Goal: 						
Friend Goal: 						
Family Goal: 						

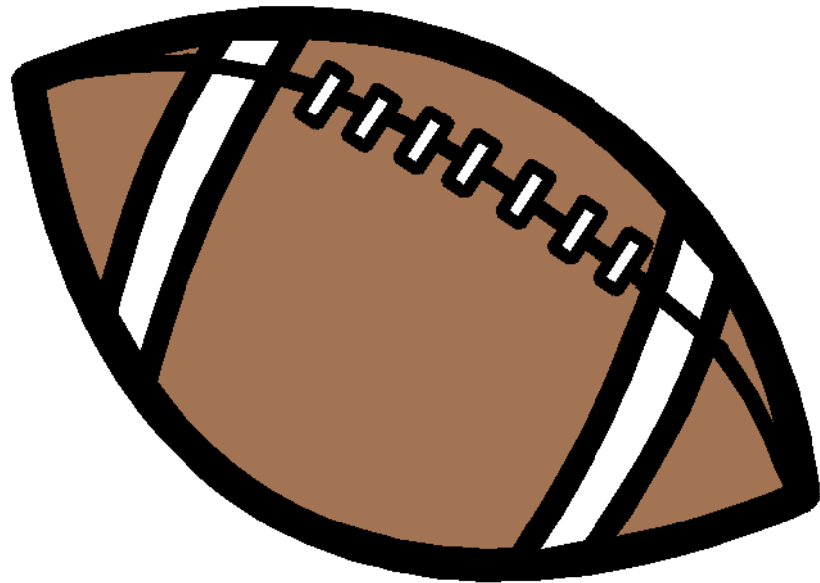
I Win!

Soccer

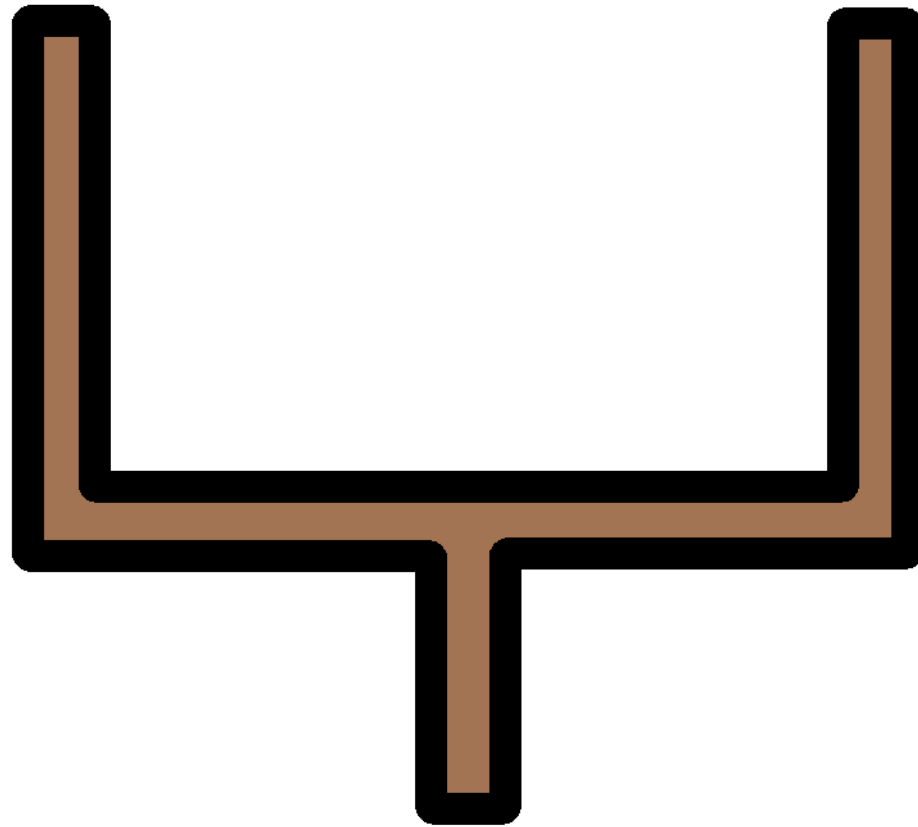


Module 1-Soccer

Football



Goal Post



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #2 – Interests and Jobs

Description of Activity

In this Activity students will learn how interests and preferences can be connected to jobs.



Supplies



- ❖ Sample tools used at home and in the workplace that represent different jobs, such as:
 - Comb and hairbrush (Cosmetology)
 - Broom (Maintenance)
 - File folders (Office work)
 - Mail (Delivery)
 - Coffee mug or tray with food (Serving)
 - Dishes (Cleaning, Setup)
 - Books and Bookshelf (Display)
 - Folded clothes (Retail)
 - Mop (maintenance)
 - Laptop or desktop computer (data entry, computer projects)

Continued



Handouts



- ❖ *Yard Work*
- ❖ *Outdoors*
- ❖ *Repair*
- ❖ *Clean Up*
- ❖ *Store*
- ❖ *Restaurant*
- ❖ *Fast Food*
- ❖ *Children*
- ❖ *Theater*
- ❖ *Sports*
- ❖ *Janitor*
- ❖ *File*
- ❖ *Mall*
- ❖ *Stores*
- ❖ *Health Care*
- ❖ *Tools*
- ❖ *Repairs*
- ❖ *Car Repair*
- ❖ *Big Stores*
- ❖ *Factory*
- ❖ *Delivery*
- ❖ *What is Okay?*
(2 pages)

Activity Directions

ASK: What do the players try to do in soccer? Football? Hockey?

Explain that in these games the players try to make a goal.

ASK: Does anyone know what the word “GOAL” means?

Define GOAL as something that you aim for, something that you try to achieve. In sports the goals can add up to winning the game.

Explain that in this Activity the students are going to try to identify what their personal goals are, based on their interests.

ASK: What is your favorite thing to do?

Explain that some “favorite things” can be done in jobs (except sleeping!).

- Pull various items out of a box and ask the group if the item is something they enjoy using. Discuss how each item is used at home but could also be used in a job.
 - Comb and hairbrush (Cosmetology)
 - Broom (Maintenance)
 - File folders (Office work)
 - Mail (Delivery)
 - Coffee mug or tray with food (Serving)
 - Dishes (Cleaning, Setup)
 - Books and Bookshelf (Display)
 - Folded clothes (Retail)
 - Mop (maintenance)
 - Laptop or desktop computer (data entry, computer projects)

ASK: How do you use these items now?

ASK: How would you use this item in a job?

- Provide examples of specific work places and actual jobs.

For example, a mop might be used for cleaning a bank in the evening after it is closed.

Dishes need to be cleared, cleaned, sorted, stacked, displayed, or loaded with food. These jobs are done in restaurants and retail shops.

- Tell students that you are going to ask them to move around the room, based on your instructions. (An alternative is to have students raise their hands based on the instructions.)

The instructor will be asking students to identify their interests, and then will connect those interests to possible jobs.


ASK: If you like being outdoors, move to (location in the room).

ASK: If you are in that outdoors group and you would like to be outdoors a lot and in any weather, move to (another location in the room).


- To that sub-group, point out that they may want to consider a job that requires them to be outdoors a lot. Give examples, such as the following businesses.

Be very clear about the types of jobs that might be available to the students in the class. Describe specific responsibilities.

- Landscaping
- Environmental Centers
- Repair (phone, electrical, equipment)
- Trash Collector
- Wetlands Delineation



Show Handouts



❖ *Yard Work*

❖ *Outdoors*

❖ *Repair*

❖ *Clean Up*

This is not the time to point out how some students may have unrealistic expectations about the types of jobs that they may be able to do. The purpose is to identify interests and preferences, giving the students a chance to think about what they like to do.


ASK: If you like being around people, move to (location in the room).

ASK: If you like being around people *all day long* with lots of talking and activity, move to (another location in the room).


- To that sub-group, point out that they may want to consider a job that requires them to interact with people a lot. Give examples, such as the following businesses.

Be very clear about the types of jobs that might be available to the students in the class. Describe specific job responsibilities.

- Retail
- Restaurant work
- Fast Food stores
- Schools/Child Care
- Theaters
- Convention Centers



Show Handouts



<ul style="list-style-type: none">❖ <i>Store</i>❖ <i>Restaurant</i>❖ <i>Fast Food</i>	<ul style="list-style-type: none">❖ <i>Children</i>❖ <i>Theater</i>❖ <i>Sports</i>
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This is the opportunity to point out that some jobs may be challenging for students in the class, but they can still participate in a field of interest. For example, they may not be able to carry trays and wait on customers, but they can take orders and prepare food and be a valuable part of restaurant service. (This is a good chance to talk about the skills required for excellent customer service.)

The students may not be able to participate in sporting events, but they can work at sports venues selling tickets and souvenirs, keeping score, and helping the players and coaches. They can still be right in the middle of something that they enjoy.


ASK: If you like things around you to be very organized and neat, move to (location in the room).

ASK: If you like to be the one who likes to *put things in order and make them neat and tidy*, move to (another location in the room).


- To that sub-group, point out that they may want to consider a job that requires them to organize things or make them neat and clean. Give examples, such as the following businesses.

Be very clear about the types of jobs that might be available to the students in the class. Describe specific job responsibilities.

- Maintenance
- Filing
- Retail/Mall (Display set-ups)
- Grocery stores (shelf arrangements)
- Health care facilities



Show Handouts



<ul style="list-style-type: none">❖ <i>Janitor</i>❖ <i>File</i>❖ <i>Mall</i>	<ul style="list-style-type: none">❖ <i>Store</i>❖ <i>Health Care</i>
--	---

This is a good opportunity to point out that students can fulfill a valuable function by helping other employees so they can do their work efficiently. For example, a doctor needs to be able to find medical records that have been filed properly.

The students in these jobs can be very important in making sure that customers can see and purchase products. For example, in the retail business displays should be set up in an organized fashion and the shelves should always be full so that customers will buy from the store.

Optional Question: (asked only if appropriate for the students in the class)


ASK: If you like to do things that require movement and muscle power, move to (location in the room).

ASK: If you like to lift things and move around *all day long*, move to (another location in the room).


- To that sub-group, point out that they may want to consider a job that requires them to be constantly on-the-go and able to lift and move things around. Give examples, such as the following businesses.

Be very clear about the types of jobs that might be available to the students in the class. Describe specific job responsibilities.

- Construction
- Maintenance
- Equipment/Car Repair
- Grocery stores/Discount stores (bagging, shelving)
- Factory (assembly, shipping)
- Delivery



Show Handouts



- ❖ *Tools*
- ❖ *Repairs*
- ❖ *Car Repair*

- ❖ *Big Stores*
- ❖ *Factory*
- ❖ *Delivery*

This is a good opportunity to point out that a student may not be able to be a letter carrier (mail carrier) for the U.S. Government, but they can be responsible for delivering mail in a large office building. Factory work may be challenging for some of the students in the class, but they can be responsible for testing products, sealing packages for shipping, repairing equipment, and other tasks that keep the business running smoothly. They can be in jobs that match their interests and skills.

ASK: Can you describe what interests you?

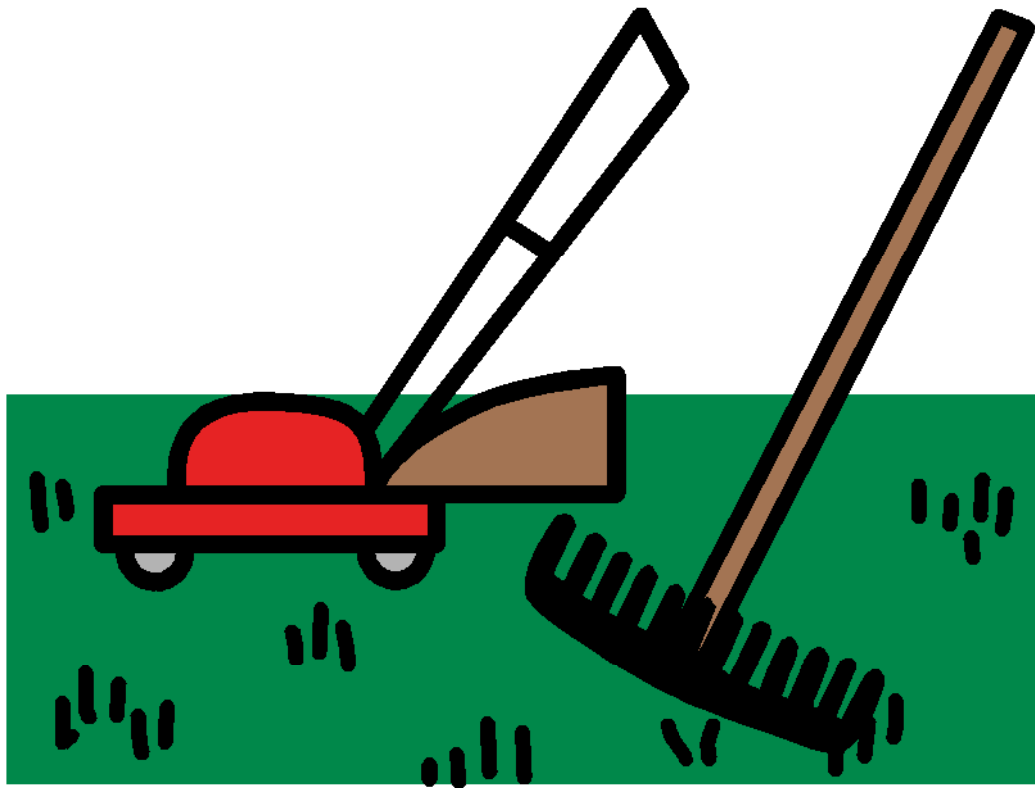
- Explain that the goal until the next class is for the students to identify what they like to do (and what they dislike). By thinking about what they enjoy, they can start to set goals for the jobs that they would like to do.

- ***Distribute the Handout*** What is Okay?

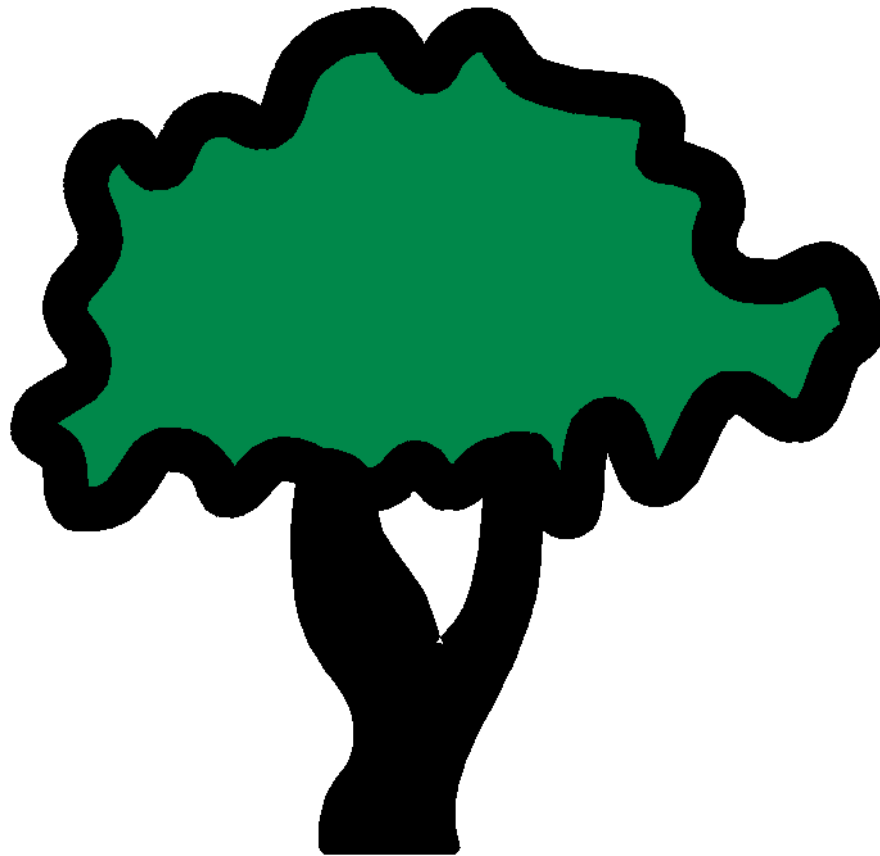
Go over the handout as a group, pair students to work with each other on completing the checklist, or ask the students to take the handout home and discuss it with parents and guardians.

Remind students that this activity is to help them think about the environment they would like to work in. Not everyone gets to do a job that matches their interests, but students should be encouraged to start thinking about **where** they would like to work and **what** they would like to do.

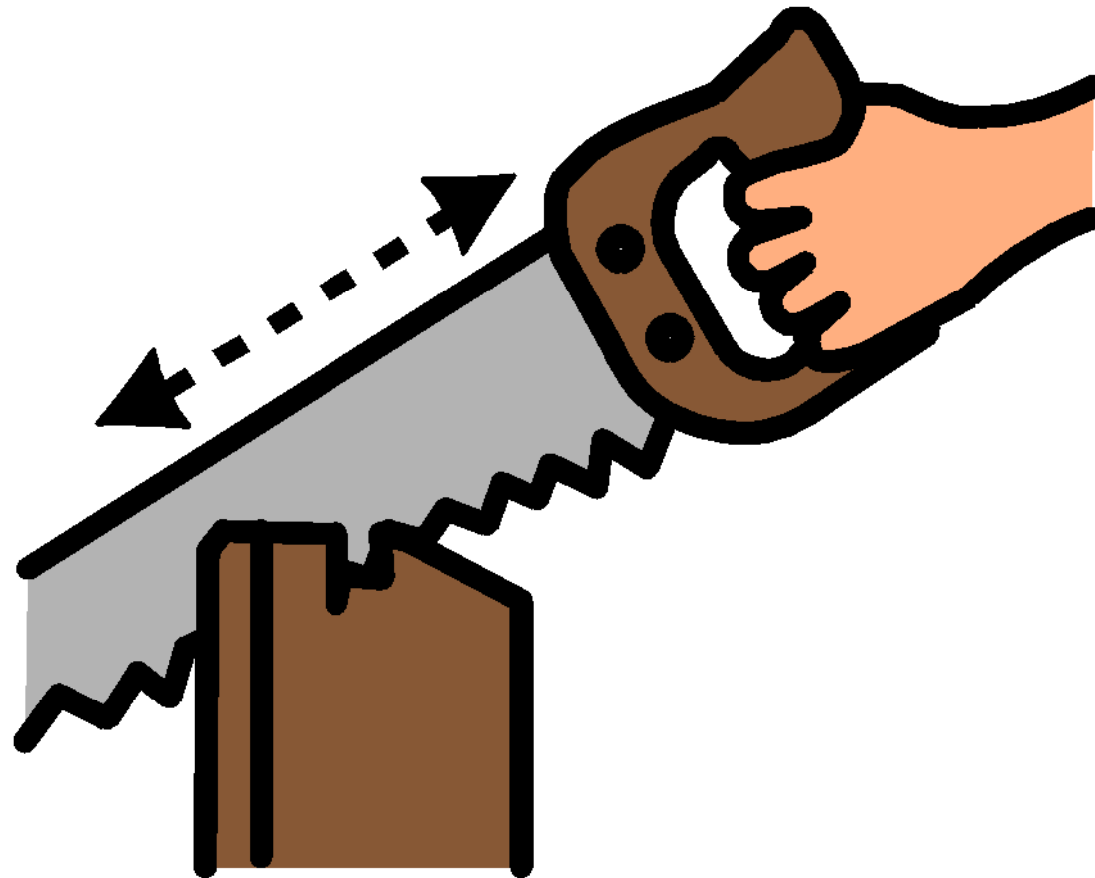
Yard Work



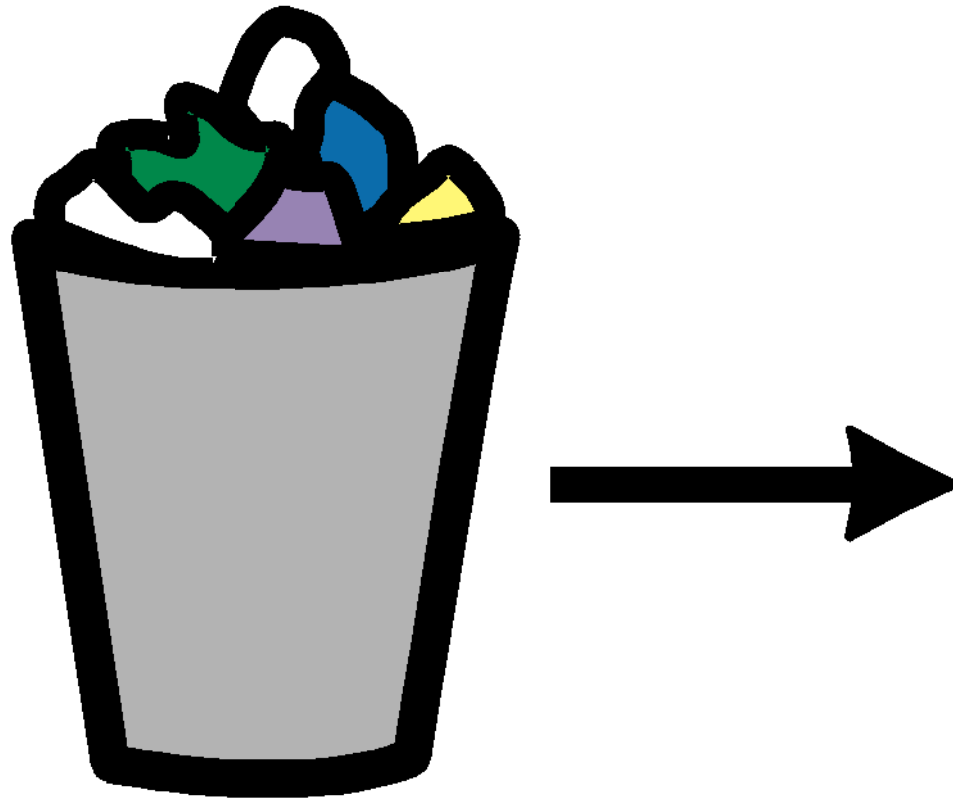
Yard Work



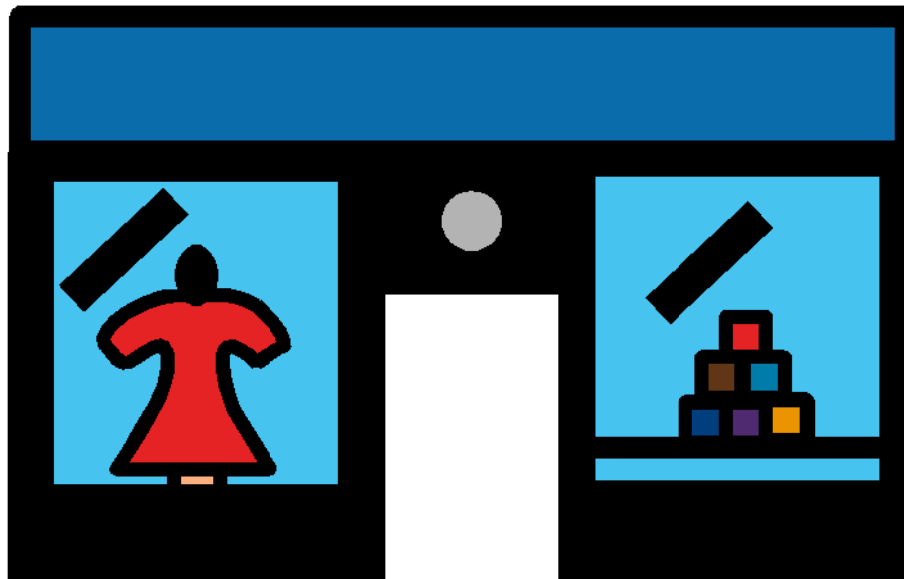
Saw



Clean Up



Store



Module1-Store

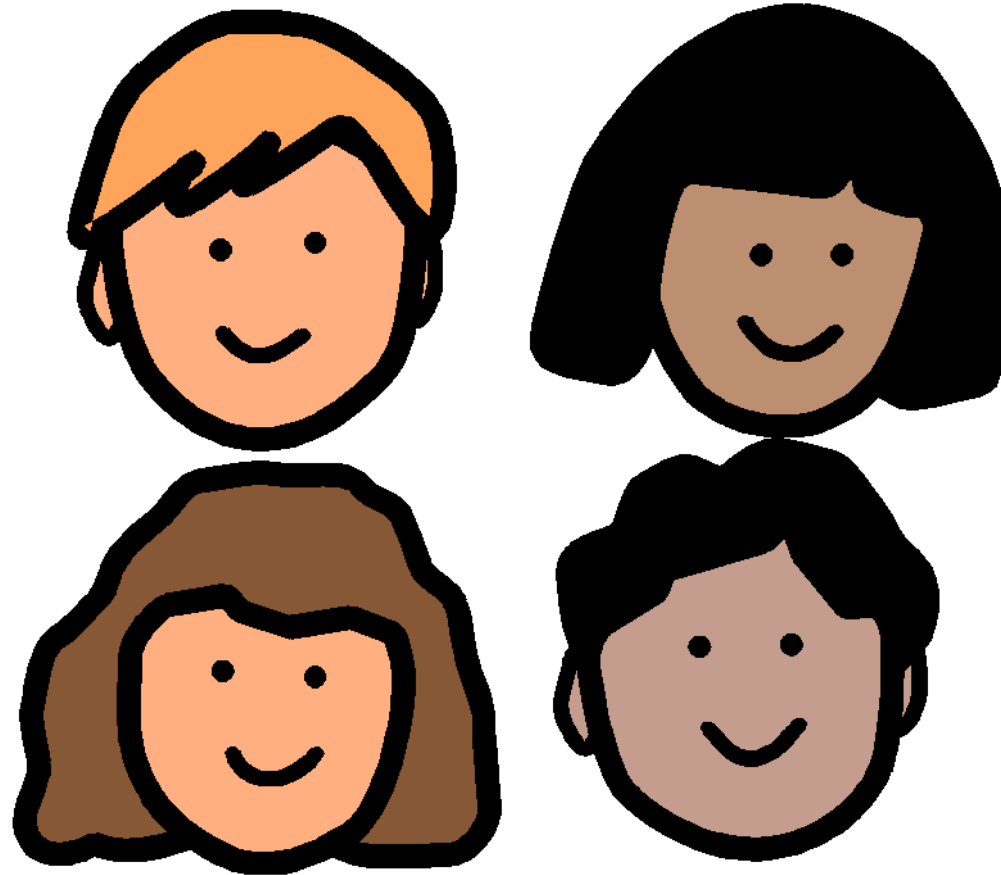
Restaurant



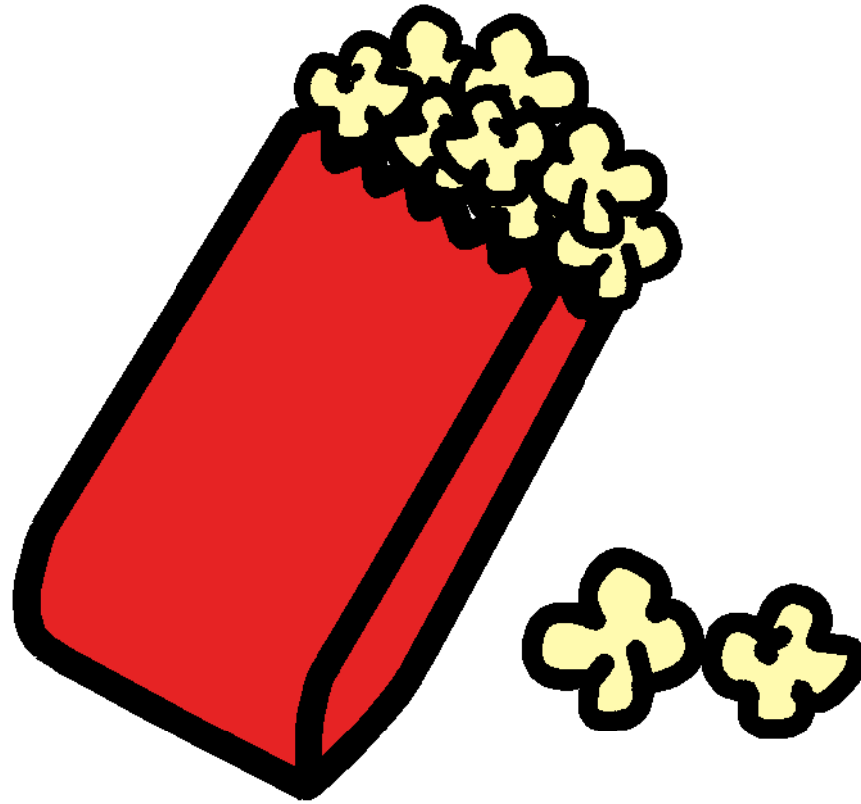
Fast Food



Children



Theater



Sports



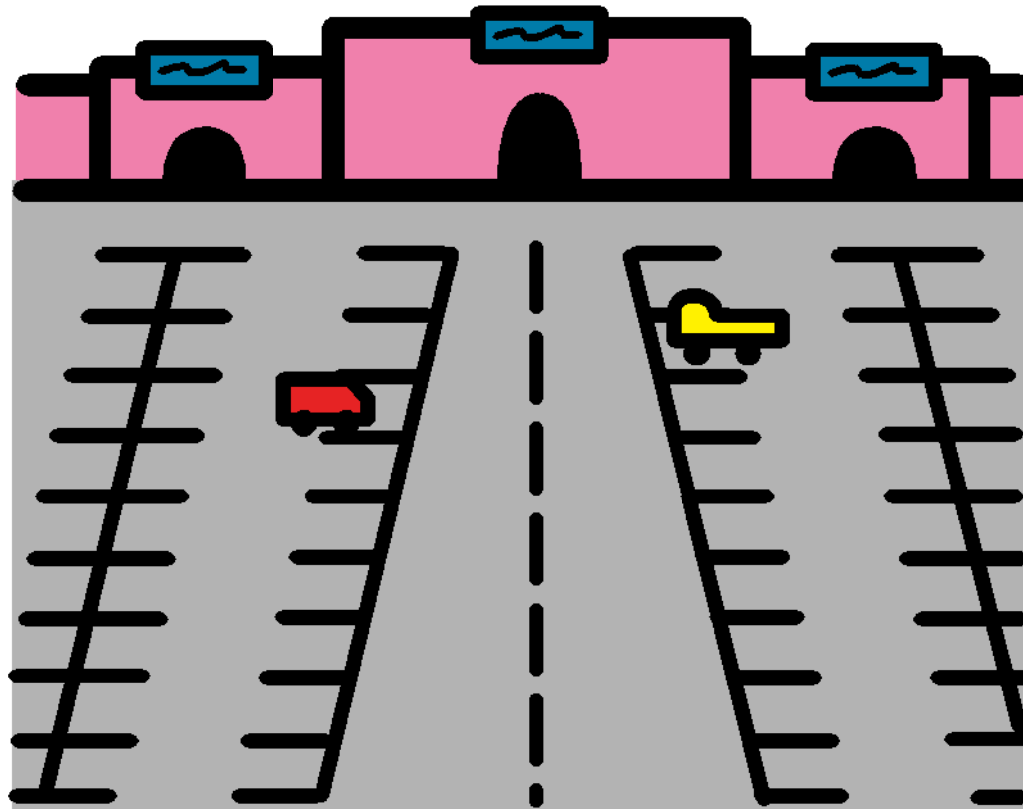
Janitor



File



Mall



Module1-Mall

Stores



Health Care

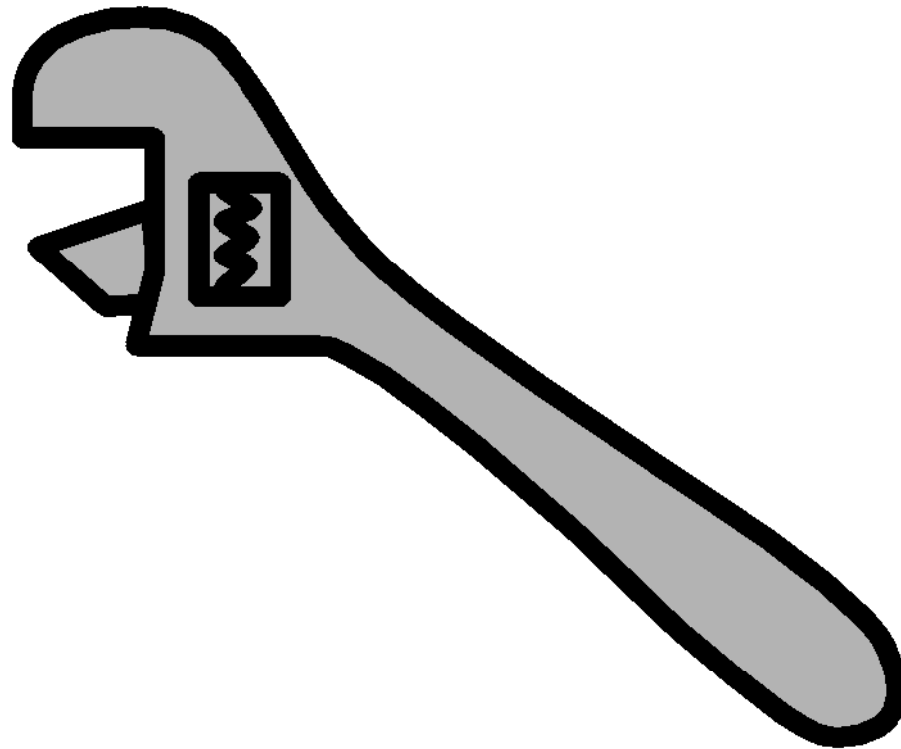


Tools

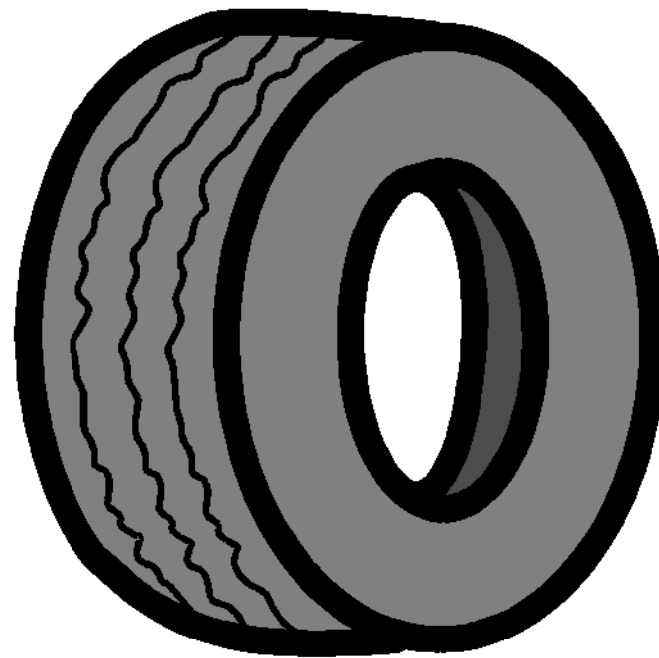


Module1-Tools

Repairs



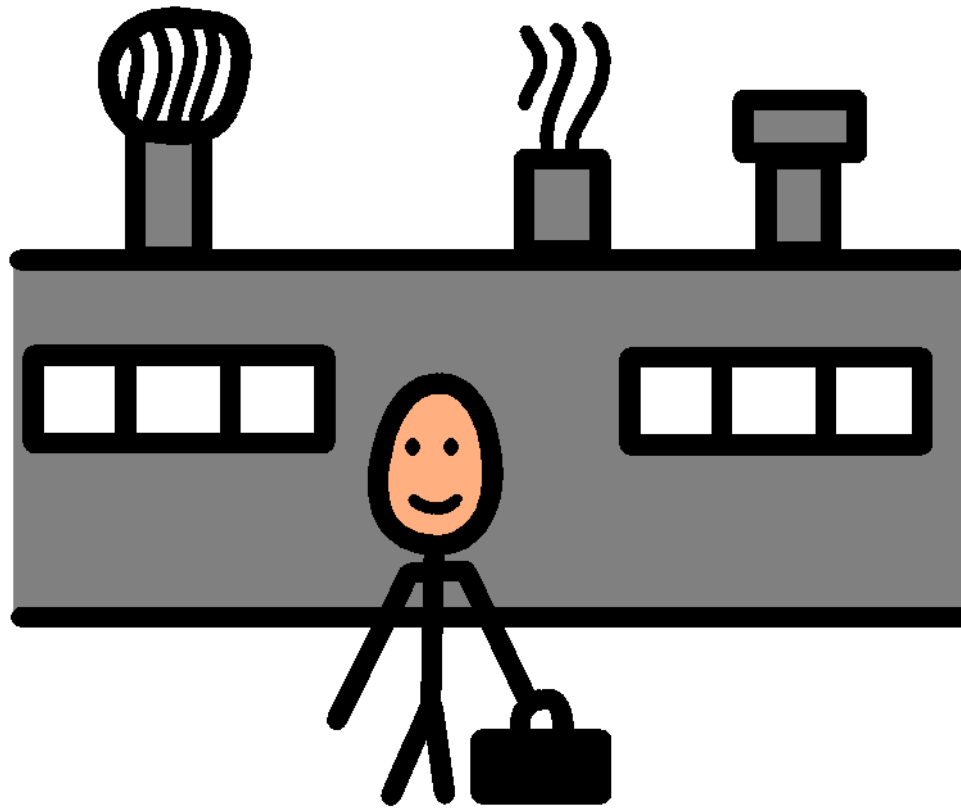
Car Repair



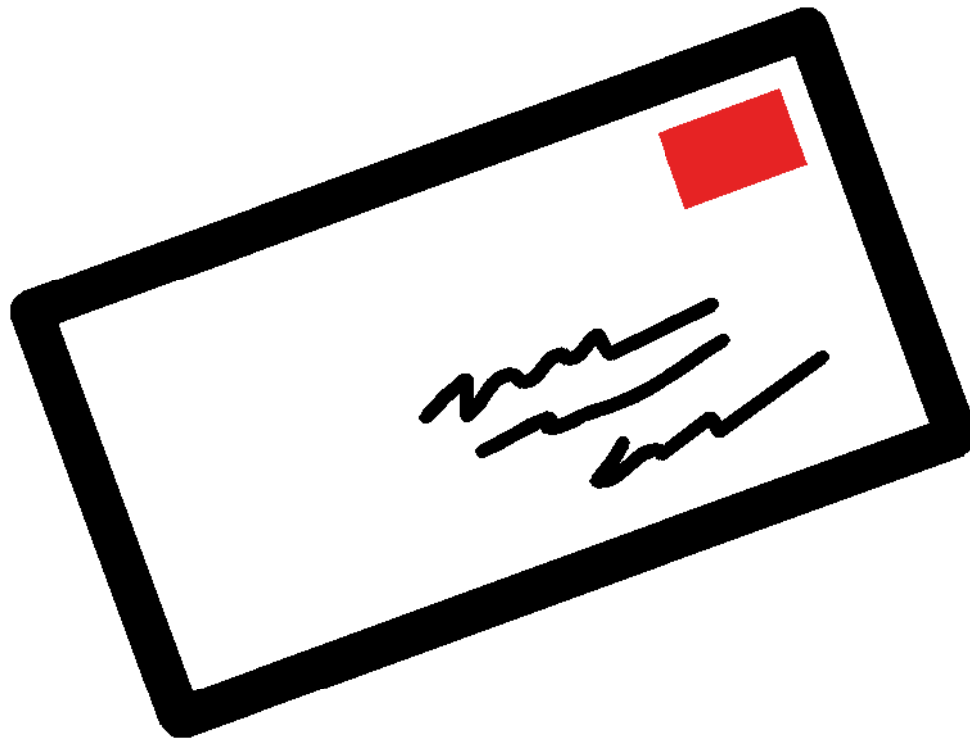
Big Stores



Factory



Delivery



What is Okay?

If you got a job, what would be okay and not okay?

	Okay	Not Okay
Working indoors		
Working outdoors (including bad weather)		
Doing physical labor		
Lifting things		
Doing clerical work (like filing & copy work)		
Doing cleaning		
Organizing and sorting things		
Working with food		
Working on a computer		
Having to read things		
Having to write things		
Having to do math		
Doing the same thing all day		
Doing lots of different things during the day		
Working in an office		
Working in a factory		
Working in a store		
Working in a warehouse		
Working in a small building		
Working in a big building		
Working by yourself		
Working with a few people		
Working with lots of people		
Working in a place that is noisy		
Working a place that is quiet		
Having to talk to people		

Continued

What is Okay?

**If you got a job, what would be okay
and not okay?**

	Okay	Not Okay
Having to be quiet all day		
Having a supervisor nearby most of the time		
Not having a supervisor nearby		
Helping customers		
Dressing up for work		
Wearing a uniform		
Dressing how ever you want		
Moving around a lot		
Sitting all day		
Standing all day		
Getting dirty at work		
Working around children		
Starting work in the morning		
Starting work in the afternoon		
Starting work in the evening		
Working on weekends		
Working on holidays		

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #3 – Dreams and Goals

Description of Activity

In this Activity students will explore preferences and dreams to assist them in setting goals.



Supplies



- ❖ Stickers for the bingo card

Handouts

- ❖ *JABBERS DREAMS N' GOALS* Game bingo card
- ❖ A choice of handouts for recording goals:
 - My 2 Goals
 - My Goals (2 versions)
 - My Personal Goals

Activity Directions

In this Activity the students will participate in a series of conversations about personal preferences and dreams. The class will use a “game” developed by RiotWorks, an organization with the mission to promote self-advocacy and self-determination.

Students will need a “bingo” card and a set of stickers. The Activity, however, is not played like Bingo. It is not a competitive game with winners or losers. The point of the Activity is for the students to have the opportunity to identify what they dream about and “jabber” about it with their peers.

Instructors should make sure that everyone in the class has a chance to participate and that students are respectful of the observations and dreams of their peers.

Directions to *JABBERS: DREAMS N’ GOALS* follow.

Select the appropriate handouts after the game so that the students can record their goals.

Jabbers

Goals 'n Dreams

A Game for Self Advocates!



© Riot Works
7420 SW Bridgeport Road
Suite 210
Portland OR 97224
www.theriotrocks.org

**Great for
Self-Advocacy
Meetings!**

Jabbers


Dreams n' Goals

Dreams n' Goals Jabbers helps people to think about their life and develop life goals. After playing the game, participants will have a better idea of the kinds of dreams and goals they have and which ones they want to work on.

Who can play? Jabbers Dreams 'n Goals is meant for self-advocates. Self-advocates are people with disabilities who speak up in their own way for themselves and others. But anyone can play. Parents, family, friends, staff can join in too. It's easy. As few as two people can play but this game works best in a group of three or more. We've played it with over 50 people in a room, and it's a lot of fun. The more people involved, though, the harder it is to be sure that each player gets a chance to think a topic through.

How do we play? Each player gets a game card that shows 20 colorful icons within numbered boxes spread across the page. Players must also have access to stickers that will come into play later.

There are 20 statements, each referring to a particular life topic and numbered icon. Nineteen (19) topics cover different life areas. The 20th topic is an "open" item where each player can write in something specific to their life that was not already covered. The idea is for the Group Leader to raise each topic one at a time and facilitate a discussion about the topic. Participants are encouraged to **Jabber** away!

The Group Leader starts by reading the first topic and encouraging discussion -- **Jabber**. As the jabbering winds down, each person decides if the topic represents a dream or goal in their life. If it does, the player puts a  sticker in the spot found inside the appropriate numbered box. The Group Leader works players through all 20 topic areas. Have FUN but watch the clock! Time moves fast once the **Jabbering** starts!










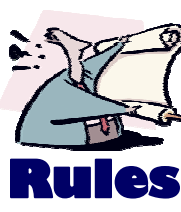




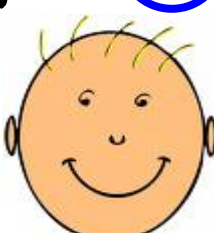


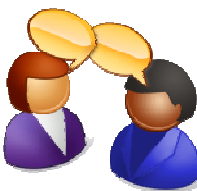
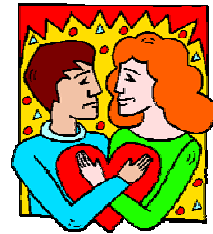


At the end of the game each player has a game card with stickers placed in boxes where they felt they have a dream or a goal. Most usually have stickers in more than one box.

What happens after? Now players can think about their dreams and goals and pick one or more that they want to work on. They may need help talking it all through and deciding on what they want to focus on. Afterwards, they can develop an action plan to work at it. The goals people set can be worked into support plans or individuals can work on them on their own.

In this game every player is a winner for taking a step towards living the life they want.

Developed by Riot Works

Riot Works is an organization whose mission is to promote self-advocacy and self-determination. Riot Works is also involved with publishing *The Riot!*, a national e-newsletter for self-advocates. For more information about *The Riot!* and how to contact us go to: www.theriotrocks.org.

9 	15 	5 	18 
14 	19 	11 	8 
16 	3 	17 	4 
2 	12 	7 	10  
13 	1 	20  <p>I wish that...</p>	6 

Jabbers

Dreams n' Goals

20 Topic Statements	
1.	I would like to help to take care of people.
2.	I will need help with transportation if I get a job.
3.	There are too many silly rules in my life or too many people telling me what to do.
4.	I wish I could spend more time with my family.
5.	I want to do more fun things like fishing, being in a club, playing sports, partying, going out with friends, swimming. My life is too boring!
6.	I want to be healthier, be in better shape, eat better than I do, have more energy than I do right now.
7.	I need to figure out what will make me happy.
8.	I want to learn more about how to take care of health.
9.	I wish that I could lose some weight.
10.	I need to be able to see my doctor or dentist more than I do.
11.	I have trouble sleeping at night. A good night of sleep would be great.
12.	I wish I could live some place different than I do now.
13.	I wish I could communicate better with people than I do.
14.	I need to figure out how to make some money.
15.	People don't always treat me well. I wish people treated me better.
16.	I think I need more support for what I want to do.
17.	I want more friends and people in my life.
18.	I don't always feel safe in my life.
19.	I would like to do something I really love.
20.	I wish that...

Riot works
<http://www.theriotrocks.org> (modified for the Model Transition Program)

My Goals by _____

Goal # 1 is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

Goal # 2 is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

My 2 Goals by _____

My Behavior Goal is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

My Academic Goals is: _____

This goal is important because: _____

Steps I'll take to reach this goal are: _____

My Goals by _____

My Goal is:



My Target Date is:



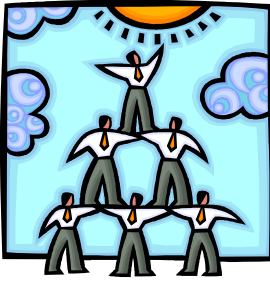
To Reach My Goal I will do these 3 things:

- 1.
- 2.
- 3.

I will know I've reached my goal because:

2 things that will help me stick to reaching my goal are:

- 1.
- 2.



MY PERSONAL GOALS

Goal #1:

What steps will I take to achieve the goal?

When will this goal be achieved?

Goal #2:

What steps will I take to achieve the goal?

When will this goal be achieved?

Goal #3:

What steps will I take to achieve the goal?

When will this goal be achieved?

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #4 – Goals at Work

Description of Activity

In this Activity students will learn about basic goals that every employee should have in order to succeed in a job.



Supplies



- ❖ Set of plastic bowling pins and ball (Label each bowling pin by taping on the pictures provided in the handouts.)

Handouts

- ❖ ***Goals for School***
- ❖ ***Goals for Work***
- ❖ ***Bowling Pin Pictures***
 - Attendance
 - Punctuality
 - Best work (Proud)
 - Meeting deadlines
 - Following rules
 - Good relationships
 - Teamwork
 - Professional behavior (clean, polite)
 - Goals

Activity Directions

ASK: What do the players try to do in soccer? Football? Hockey?

Explain that in these games the players try to make a goal.

ASK: Does anyone know what the word “GOAL” means?

Define GOAL as something that you aim for, something that you try to achieve. In sports achieving goals can add up to winning the game.

- Describe an easy, short-term goal like remembering to bring a pencil to class. Then describe a harder, long-term goal like saving money for a new iPod.

- **Distribute handout:** Goals for School

ASK: What are the daily goals we should all have for school?

Discuss each item on the handout and any other school-related goals.

- **Distribute handout:** Goals for Work

ASK: What are the daily goals that workers have in their jobs?

Discuss each item on the handout. Compare the similarities of the two handouts.

ASK: Has anyone ever been bowling?

ASK: What is the point of bowling?

Explain that in bowling the “goal” is to knock the pins over.

- Set up the bowling pins in an area where the students will be able to take turns rolling a ball to knock them down. The pins can be set up on a table or on the floor. The distance to the pins should be short enough so that the players can be successful.
 - Explain how bowling pins can represent personal goals in the workplace. The employee is the bowling ball, aiming to knock over, or achieve a goal.
 - Describe how everyone at work should have the same basic goals. As each basic goal is discussed, point to a pin as a representation of that goal. (Pictures taped to the bowling pins will assist students in understanding what the pins represent.)

Front Pin
Excellent attendance
Second Row of Pins
Getting to work on time Doing your best work
Third Row of Pins
Finishing the work on time Following the rules of the organization Developing good relationships
Fourth Row of Pins
Teamwork – working well with other employees Professional behavior (polite, clean, cooperative) Willing to learn Setting new goals to get better at your job

- Keep repeating what the pins represent. Demonstrate bowling, pointing out what “goals” have been achieved. Ask for someone else to demonstrate. As the pins are knocked over, hold up the pins and congratulate the bowler for getting to work on time, following the rules, working well with other employees, etc.
- Ask the students to take turns as the bowler, with two individuals helping to set up the pins.
- Remind the students that everyone will get 3 chances to knock down as many pins as possible. (The instructor should give extra chances if no pins have been knocked over, or give as many chances as necessary to knock over all 10 pins).
- Encourage the students to cheer all efforts.
- After all of the students have had a chance to bowl, remind them that the pins can represent their goals at work.

ASK: What goals do you think you knocked over?

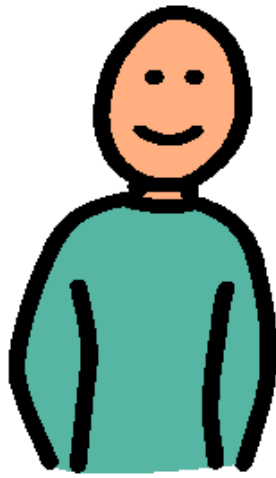
Remind them of the 10 basic goals described by the pins.



Bowling Pin Pictures



Attendance



MONTH					
S	M	T	W	T	F

*Front
Pin*

Time



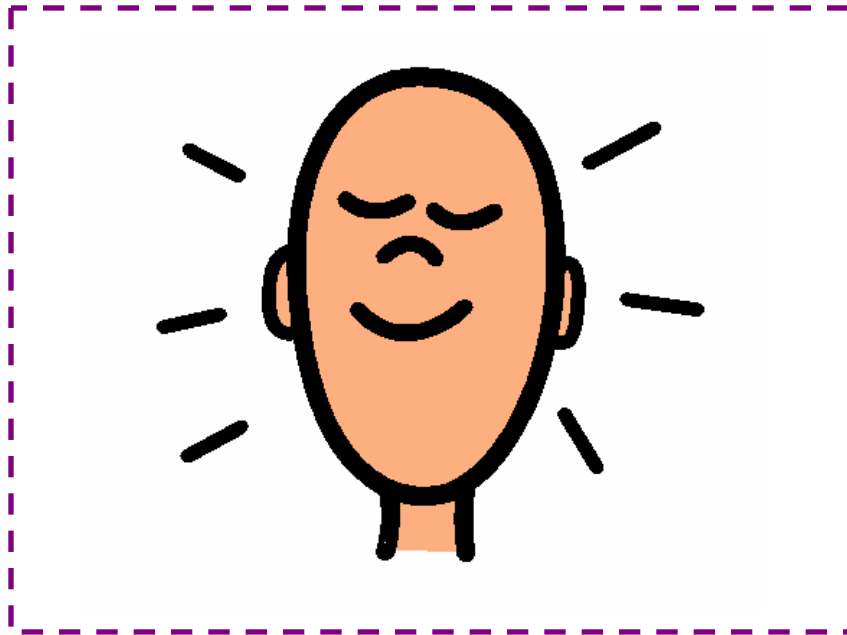
*2nd
Row*



Bowling Pin Pictures



Proud



*2nd
Row*

Deadlines



*3rd
Row*



Bowling Pin Pictures

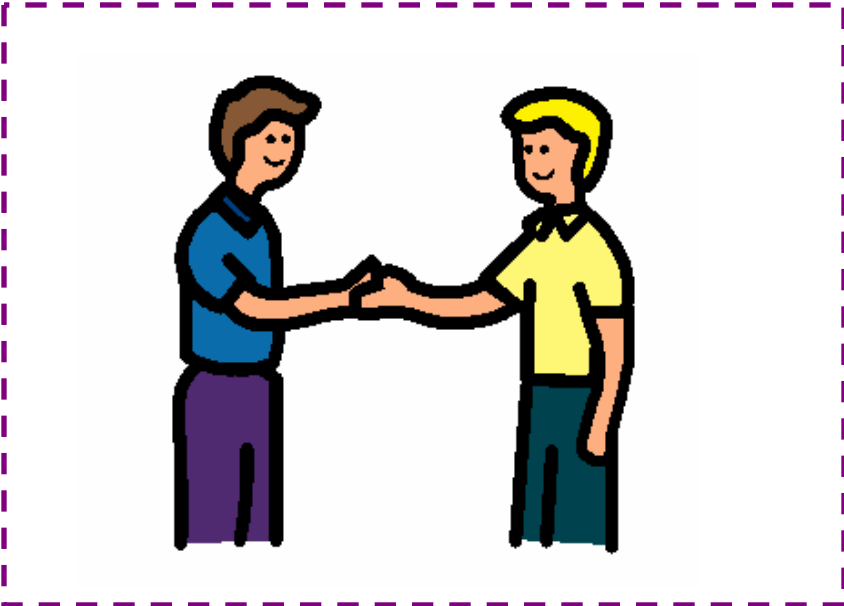


Rules



3rd
Row

Good Relationships



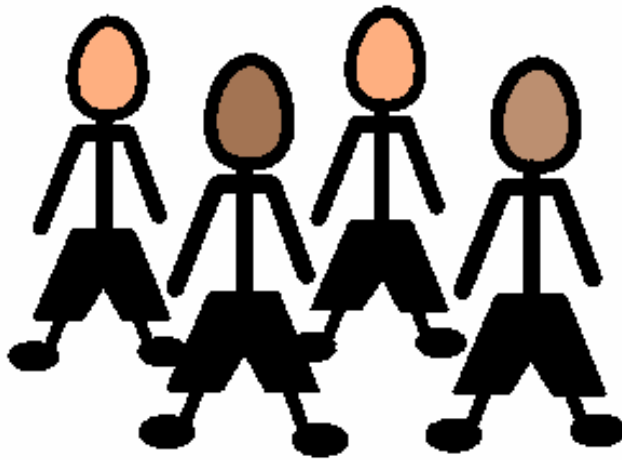
3rd
Row



Bowling Pin Pictures



Team



*4th
Row*

Clean



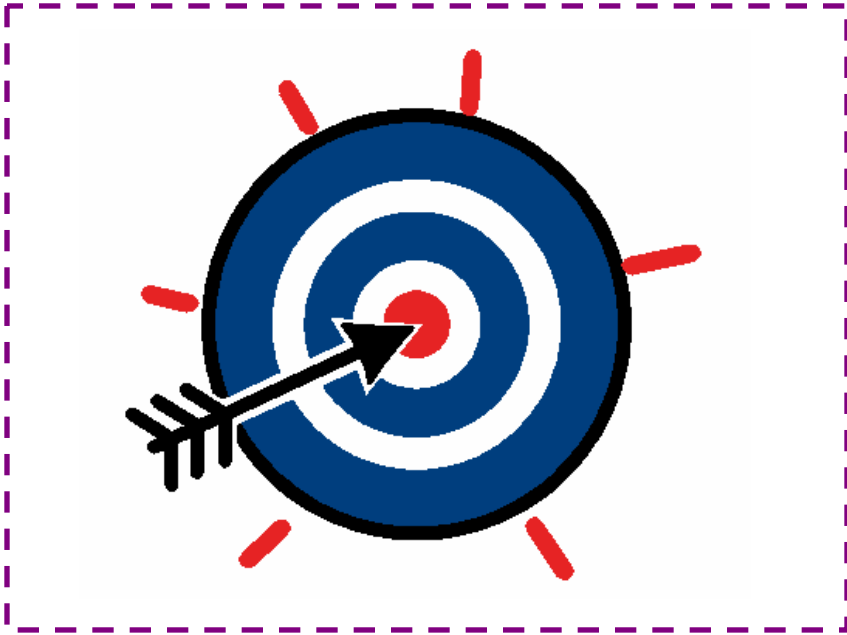
*4th
Row*



Bowling Pin Pictures

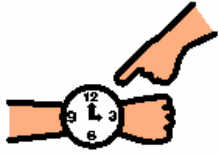


Goals



4th
Row

GOALS FOR SCHOOL



BE ON TIME



BE CLEAN



BE FRIENDLY



HEALTHY LUNCH



WORK HARD



BE CAREFUL



OBEY RULES

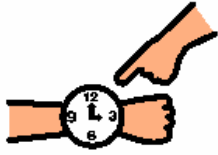


ASK QUESTIONS



GRADUATE

GOALS FOR WORK



BE ON TIME



BE CLEAN



BE FRIENDLY



HEALTHY LUNCH



WORK HARD



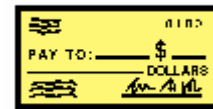
BE CAREFUL



OBEY RULES



ASK QUESTIONS



EARN MONEY

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #5 – My Work Goals

Description of Activity

In this Activity students will set their own work goals after reviewing the basic work-related goals of all employees.




Handouts




- ❖ *On Time*
- ❖ *Good Job*
- ❖ *Friends*
- ❖ *Paycheck*
- ❖ *Enjoy*
- ❖ *Goal! (Target)*
- ❖ *Goals! (Certificate)*
- ❖ *I Think I Can! I Think I Can!*

Activity Directions

ASK: What goals will you have when you get a job after high school?



Show Handouts



- ❖ **On Time**
(Get to work on time.)
- ❖ **Good Job**
(Do a good job at work.)
- ❖ **Friends**
(Build good relationships and meet friends.)
- ❖ **Paycheck**
(Earn a paycheck.)
- ❖ **Enjoy**
(Enjoy going to work and earning money.)
- ❖ **Goal!**
(It is important to set goals. It feels good when they are achieved.)

- Discuss additional goals that workers may have.

ASK: What would be the goals of someone who cleans tables in a restaurant?

ASK: What would be the goals of someone who delivers mail in an office?

ASK: What would be the goals of someone who works in a grocery store and wants to do a good job?

ASK: What are some jobs that look interesting to you?

For each job mentioned by students, discuss the possible goals of a worker in that job. Students may have a better understanding of work-related goals if the jobs of specific people are discussed, such as their teacher, parents, neighbor, school workers, etc.

- Review the work-related goals that everyone should have.
- Each student, with assistance, should complete the Goals! Certificate (found in the handouts) by identifying one goal to be worked on when starting a new job.

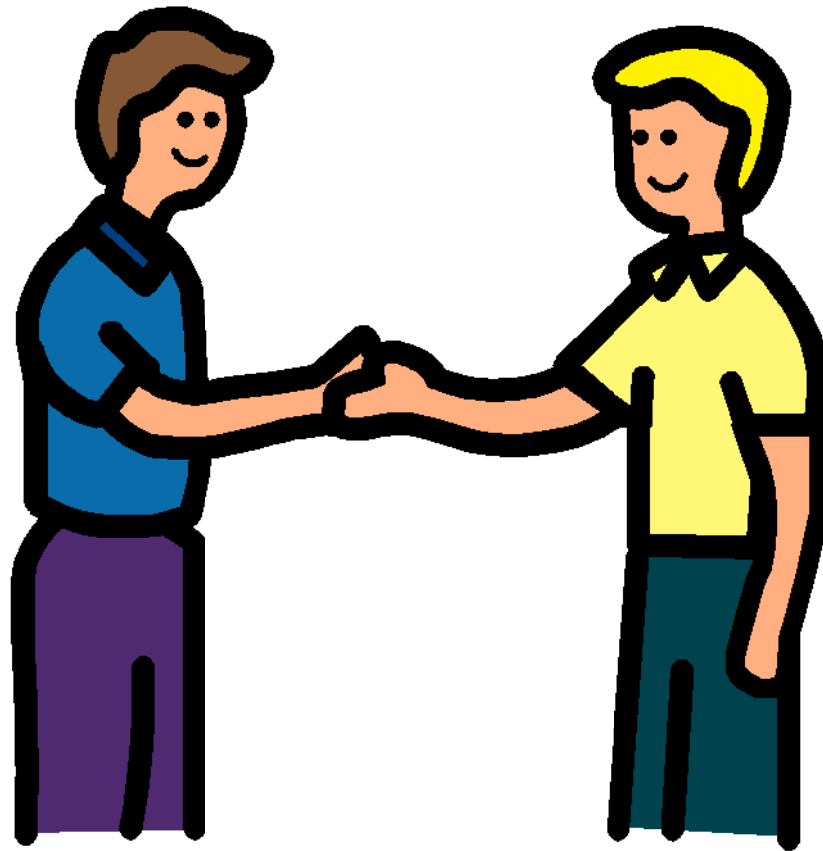
On Time



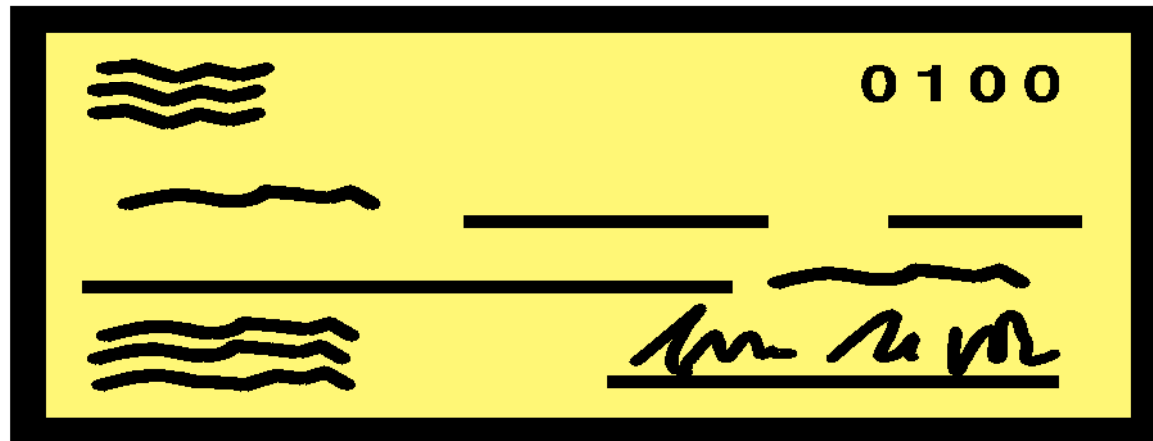
Good Job



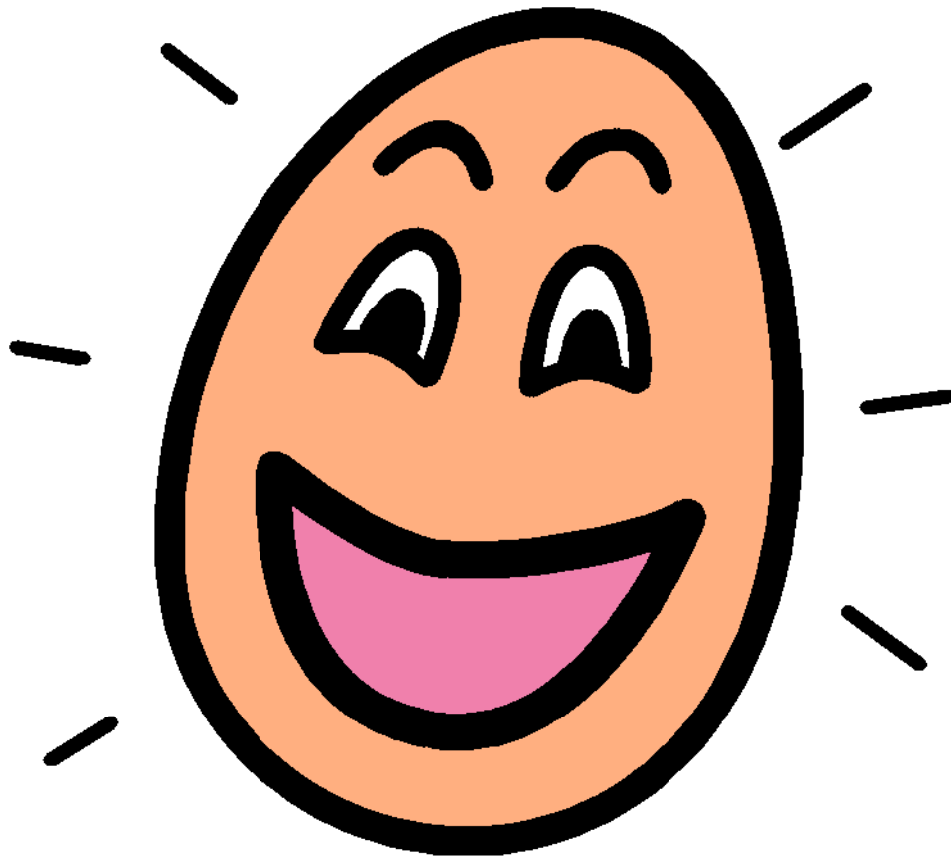
Friends



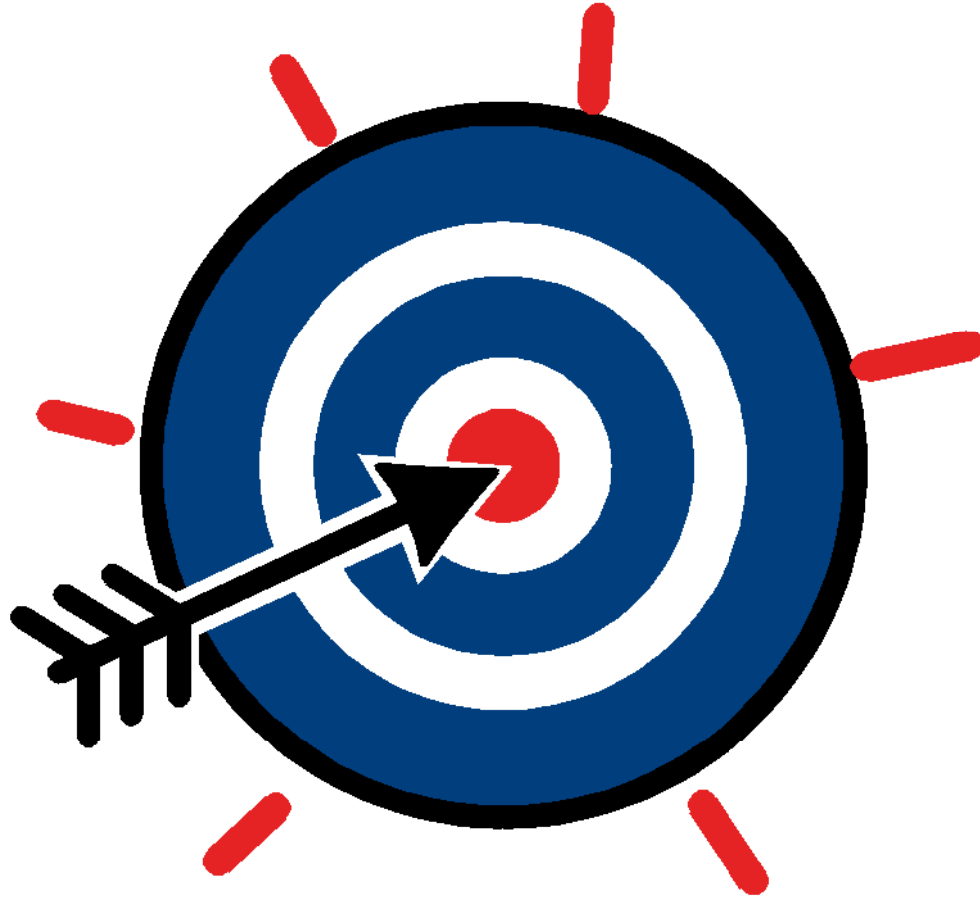
Paycheck



Enjoy



Goal!





GOALS!



(name)

Signed, _____





I Think I Can, I Think I Can!

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #6 – Understanding Independence

Description of Activity

The purpose of this Activity is for students to understand how employment can lead to increased independence.

Note: Some of the discussion in this activity centers around earning a paycheck. The Instructor should be aware of the students who may not be able to determine how their paycheck will be spent.



Handouts



- ❖ ***Independence!***
- ❖ ***Signs of Independence (2 versions)***
- ❖ ***Paycheck Independence***
- ❖ ***I Think I Can! I Think I Can!***
- ❖ ***What is Independent Living?***
- ❖ ***Hotline Numbers***
- ❖ ***Get your High School Degree!***
- ❖ ***Independent Living Services Brochure***

Activity Directions

This Activity consists of the discussion of a series of handouts. The instructor may decide to divide the handout discussions into several classes, spending time on each topic to allow for many examples to be shared. Discussion of the handouts can be started with the entire class and then continued in small groups. Students should be encouraged to take the handouts home and discuss them with parents and guardians.

Since the focus of the Activity is on independence, it is important for the Instructor to assess the class and determine what degree of independence may be possible for the students. Some of them will be moving into residential centers with other adults, some will still be living at home, and some may be sharing an apartment with friends or relatives. “Independence” will vary, but the concept is the same. The students, by working in a job, will have more opportunities to make personal choices and decisions. The Instructor should emphasize that good decisions are made with guidance and support.

ASK: What does it mean to be “independent”?

Discuss how independence does not always mean being alone. “Independent” people can make their own decisions, but often rely on assistance and guidance from others.

Sometimes independent people are working in a job, earning a paycheck, and deciding how to spend the money that they earn – but they rely on others to ensure that they are living safe and healthy lives.

***Distribute handout:* Independence!**

- Read each description on the handout aloud, one at a time.

ASK: What does this definition mean?

ASK: What do the pictures on the handout show?

ASK: How are you more independent now than you were when you were in elementary school?

ASK: Do you have personal opinions?

Discuss opinions about the food in the school cafeteria, the school’s policy about smoking, and a local political topic. Explain that independence can mean forming personal opinions

ASK: Are you willing to accept guidance and support?

Discuss how adults often offer guidance that is not necessarily well-received by students, even if the advice is for the well-being of the students. Give examples of how parents often set up rules that may seem like restrictions, even though they are usually to facilitate the health and safety of their children. As students grow older, parents are usually inclined to give them more independence – or more freedom to make their own decisions.

If appropriate, discuss how some students in the class may need daily support during the school day. (Do not point out specific students – speak in general terms.) Explain that independence can mean that students can still make many of their own decisions and have personal opinions, but are willing to accept supports that are offered to them.

It may be necessary to review the process of how the need for supports are identified, such as the development of an IEP, the training of School Aides, Consultant Teachers, and Special Education teachers, and the identification of specific health and academic support systems.

ASK: When is the last time you made an important decision? Can you provide examples?

- Discuss how decisions made by independent people are based on their observations, knowledge, experience, and suggestions from others. For example:

- **The decision to wear a particular outfit to school**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?
- What suggestions from others?

- **The decision to ride to school with friends instead of taking a school bus**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?
- What suggestions from others?

- **The decision to change to a different class**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?
- What suggestions from others?

■ **The decision to send a friend a Valentine**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?
- What suggestions from others?

- Explain that sometimes decisions are made after a lot of discussion, while others are made quickly without consultation. For example:

■ **The decision to buy ice cream for lunch**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?

■ **The decision to call someone you just met**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?

■ **The decision to buy a magazine when checking out at the grocery store**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?

■ **The decision to take a coat when you leave the house**

ASK: *What observations influenced this decision?*

- What knowledge?
- What experience?

ASK: Do you have a desire for some freedom? Do you want to be more independent?

- **Distribute handout:** Signs of Independence
(Two choices, depending upon the levels of the students.)

Discuss each activity on the handout and how it contributes to independence. The Instructor should stress that even if students will need assistance in accomplishing these tasks, they will still be more independent than they were in school.

ASK: What will be different if you are earning money?

Point out that earning a paycheck can be a way to be more independent.

- **Distribute handout** Paycheck Independence and discuss how earned income can help with achieving personal goals. Provide examples for each item on the handout.

ASK: Do you think that money buys happiness?

Explain that money may not buy happiness, but it can assist students in:

- Contributing to household expenses
- Saving for emergencies
- Purchasing essential items such as a new winter coat
- Saving for special items such as gifts, magazines, or a special treat

It is important to clarify that getting a job and earning a paycheck does not automatically imply that students will be living on their own without any guidance or assistance.

A paycheck can result in a sense of freedom and the enhanced ability to make personal choices and decisions, even if support systems are required.

ASK: If you had a job, do you think you would be more independent?

Discuss other examples of how earning a paycheck will allow for more freedom to make personal choices and decisions.

Stress that with independence comes increased responsibility.

Point out that a job requires discipline, following someone else's schedule, obeying rules, and taking work seriously.

For example, students will have to be:

- Disciplined about getting to work on time
- Willing to follow someone else's schedule (their supervisor's!)
- Willing to follow the rules of the boss
- Prepared to be treated like all other employees, even if they have special accommodations or a Job Coach
- Professional and respectful to co-workers, customers, and their boss.

(See Activity #3 in this Module about work-related goals that pertain to professional behavior.)

ASK: Does anyone have any concerns about being independent?

- **Distribute handout:** I Think I Can! I Think I Can!
- **Distribute handout:** Hotline Numbers
(Reassure students that just because they are independent it does not mean that they cannot ask for help.)

Stress that independent people are always willing to ask for help about problems big or small. (The Instructor can give personal examples of asking for help.)

Emphasize that hot-lines are a serious source of assistance and the adults answering the phone are always ready to help.

- **Optional Handouts:**
 - What is Independent Living?
 - Get Your High School Degree!
 - Independent Living Services Brochure
- **Follow-up Activity:**
 - Encourage students to establish goals for independence, using the handouts as a guide

INDEPENDENCE!

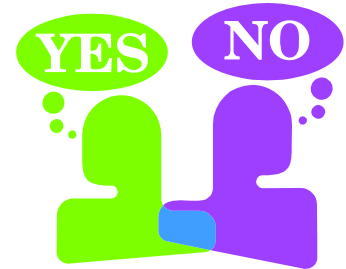


Having a personal opinion

Willing to accept guidance and support

Making decisions

Not controlled by others



Showing a desire for freedom

SIGNS OF INDEPENDENCE



SIGNS OF INDEPENDENCE

Is this independence?

- taking the bus to work
- grocery shopping with a list and a budget
- calling for information about a training program



- going to a job interview
- opening a savings account
- using the computer in the public library

- planning for food for the month
- making an appointment with a counselor or doctor
- talking to a landlord about repairs



- earning money for living expenses
- saving money for a vacation
- consulting with a Job Coach

PAYCHECK INDEPENDENCE

What will be different if you are earning money?

FOOD

HOUSING

TRANSPORTATION

FAMILY LIFE

ENTERTAINMENT

CLOTHING

TRAVEL

SHOPPING

EDUCATION

INTERESTS AND
HOBBIES

FUTURE PLANS





I Think I Can, I Think I Can!



WHAT IS INDEPENDENT LIVING?

In control of your own life

Participating in activities because *you* prefer to participate

Participating in community life

Failing or succeeding on your own terms

Overcoming barriers on your own and with support that *you* have selected

Taking responsibility for your actions

STAYING STRONG

Knowing your rights and challenging those who don't comply

Understanding the sources of bias and discrimination



Coping with insensitive people

Taking initiative – not waiting for someone else to take action

Keeping up on the laws to protect personal freedom

Keeping an open mind to different methods that foster personal freedom

REACHING

Applying your talents to help *yourself* and to help *others*

Knowing your own strengths and how to use them for self-reliance

Recognizing your weaknesses and how to compensate - and turn them into strengths

Keeping up on resources so you know where to get help if you need it

Recognizing that an independent person never hesitates to ask for help

Reaching for maximum potential



HOTLINE NUMBERS

Child Abuse and Neglect	Abandoned Infant (Infante Abandonado)	1-866-505-7233
	Adult Protective Services (Servicios Protectivos para Adultos)	1-800-342-3009 (dial 6)
	Child Abuse & Neglect (Abuso y Negligencia Infantil) IF YOU BELIEVE THAT A CHILD IS IN IMMEDIATE DANGER, CALL 911 OR YOUR LOCAL POLICE DEPARTMENT.	1-800-342-3720
Domestic Violence	Domestic Violence	1-800-942-6906
	Domestic Violence TTY for the Hearing Impaired	1-800-818-0656
	Línea de Emergencia en Español sobre la Violencia Doméstica	1-800-942-6908
	Línea de Emergencia en Español sobre la Violencia Doméstica TTY para audioimpedidos	1-800-780-7660
AIDS	New York State AIDS Hotline	1-800-541-AIDS
	New York State AIDS Hotline Deaf (TDD) Hotline	1-800-369-AIDS
	New York State AIDS Spanish (SIDA) Hotline	1-800-233-SIDA
Smoking	Smokers' Quitline	1-866-NY-QUITS (1-866-697-8487)
	Smokers' Quitline Deaf, Hard of Hearing and Speech Disabled: Call the NY Relay Service at 7-1-1 (Voice or TTY), Give Operator Quitline number	1-866-NY-QUITS (1-866-697-8487)

Module 1:HotlineNumbers



GET YOUR HIGH SCHOOL DEGREE!

	High School Diploma	High School Diploma	High School + Experience or 2-year Associate's Degree
	\$7/hour	\$12/hour	\$15/hour
	40 hours/week	40 hours/week	40 hours/week
Salary	\$1120/month	\$1920/month	\$2400/month
Less taxes and FICA	\$168	\$288	\$360
Less Uniform or Union fee	\$15	\$15	\$15
Less Health Insurance Contribution	\$40	\$40	\$40
Less public transportation or gas	\$80	\$80	\$80
Less rent	\$400	\$400	\$400
Less food	\$417	\$600	\$600
Balance	\$0	\$497	\$905

This chart does not show additional expenses such as child care, entertainment, car payment, clothes, savings, insurance, etc. and does not account for rising costs.

Independent Living Services Brochure

What is Independent Living?

Independent Living means controlling and directing your own life. It means taking risks and being allowed to succeed and fail on your own terms. It means participating in community life and pursuing activities of your own choosing. Independent Living is knowing what choices are available, selecting what is right for you, and taking responsibility for your own actions.

For people with disabilities affecting their ability to make complicated decisions or pursue complex activities, independent living means being as self-sufficient as possible. It means being able to exercise the greatest degree of choice in where you live, with whom you live, how to live, where you work, with whom you work and how to use your time.

What are Independent Living Centers?

- **Consumer Controlled:** Centers are run by a board of directors, more than half of whom are people with disabilities.
- **Community Based:** Centers are located throughout New York State in local communities.
- **Available to All People with Disabilities:** Staff, board members, volunteers, and people served represent a broad cross-section of disabilities.
- **Non-Residential:** Centers are not places to live, nor do they own or operate places for people with disabilities to live.
- **Non-Profit:** Centers are approved for non-profit status with the New York State Attorney General's office.

Who does an Independent Living Center Serve?

- People with all physical and mental disabilities.
- People with disabilities of all ages.
- Parents, spouses, siblings, and significant others of people with disabilities.
- People with disabilities living in their own homes, supported living arrangements, institutional settings, and elsewhere.
- School personnel
- Business and industry
- Local government agencies
- Human Service organizations
- Volunteer sector organizations
- Hospitals, health organizations, and the medical community
- Civic organizations

What Services do Independent Living Centers Provide?

All Independent Living Centers provide a set of core services geared toward promoting self-help, equal access, peer role modeling, personal growth, and empowerment. The scope of services is directed by individual and community needs. The core services are as follows:

- Peer Counseling is provided between two or more individuals with disabilities, to share ideas and experiences about living with a disability, in order to gain greater awareness and control over ones own life.
- Independent Living Skills Training teaches everyday life skills and is often provided by people with disabilities. Training may include budgeting, meal preparation, arranging transportation, or personal assistance services, job seeking, and self-advocacy.
- Information and Referral Services aim to provide individuals with resources and options that may be necessary in making informed choices about living, learning, and working independently.
- Individual and Systems Advocacy addresses access to equal opportunities in exercising social, economic, educational, and legal rights. Independent Living Centers work with individuals, community organizations, state/national networks; to promote full inclusion of people with disabilities, and to improve the implementation of existing laws: federal, State, and local.

Other Services That Are Often Provided Include:

- Housing assistance
- Acquiring and maintaining appropriate benefits and entitlements
- Architectural and communication barrier consultation
- Personal counseling that is non-clinical and short term in nature to address individual goals
- Securing, learning how to use, repair, and maintain equipment
- Assistance in registering to vote
- In-service training, workshops/seminars on disability issues, disability laws and Independent Living philosophy
- Disability awareness training
- Developing Plans to Achieve Self Support (PASS) for recipients of public assistance - SSI/SSDI
- Specialized training and services specific to certain communities

How do I Resolve Disagreements with Independent Living Centers?

VESID recommends taking the following steps when problems occur:

1. Seek out supervisory staff at the Independent Living Center to discuss your concern.
2. Bring your concern to the attention of the President of the Board of Directors of the Independent Living Center. The Center can tell you how to contact the Board President.
3. Contact the VESID Centers Administration Unit, 1-800-222-5627 (voice/TTY).
4. Contact the Client Assistance Program (CAP) Central Office at 1-800-624-4143 (voice/TTY, toll free).

How to Find Out More about Independent Living

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID), Centers Administration Unit is responsible for administering the New York State Independent Living Program. For information about Independent Living Centers and programs in New York State, contact:

VESID
Centers Administration Unit
One Commerce Plaza, Room 1601
Albany, New York 12234
(518) 474-2925
Voice, TTY, Toll Tree: (800) 222-5627 (Voice/TTY, toll free)

You may also contact the New York Association on Independent Living at www.ilny.org or your local Independent Living Center.

3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

THREE new things that you learned today.

TWO things that you will work on for homework.

ONE thing that we should review again.

3

2

1

Activity #7 – Jobs and Careers

Description of Activity

In this Activity students will learn about jobs and career options with emphasis on identifying a field of interest where students can make a contribution in employment.

Note: *This Activity has multiple steps and may require several class sessions.*



Supplies



- ❖ Captain's Hat
- ❖ Large map of Job Island (use handout Job Island as a guide)
- ❖ Broomstick, paddle, yardstick (to represent a canoe paddle)

Handouts

- ❖ *Some Questions to Help You*
- ❖ *I Want to Work Outdoors*
- ❖ *I Want to Help People*
- ❖ *The World of Sales*
- ❖ *Food and Hospitality*
- ❖ *Jobs that Work with Numbers*
- ❖ *Do You Have the Skills for Customer Service?*
- ❖ *Dream Job*
- ❖ *Job Island*
- ❖ *Dream Jobs (6 pages)*

Activity Directions

This activity begins with a discussion about how jobs, if possible, should match interests. But the right job should also be realistic. As students discuss their “dream jobs” the Instructor should point out the related career field the student might want to consider.

A full range of jobs can be discussed in each career. Emphasis should be on how students can work in a *field* that appeals to them, making a contribution in many types of employment.

- **Distribute handout:** Some Questions to Help You.
(Go over the questions in general, encouraging students to think about what appeals to them personally. Suggest that they talk to friends and family about how they would answer the questions.)

Then discuss the various jobs listed on the following handouts, by either distributing the handouts and using them as a general discussion guide. Point out examples on each handout.

- I Want to Work Outdoors!
- The World of Sales
- I Want to Help People
- Hospitality – How you can Help?
- Jobs That Work with Numbers

For example, for the handout I Want to Work Outdoors, the jobs might be:

- Yard cleanup
- House Painting
- Trail Maintenance
- Recreation Equipment Manager
- Dog Washer

Keep explaining that there are many jobs that are not as obvious to people outside of the field of work but are valuable to the profession or trade.

- Explain that a career is when a worker has a series of jobs in the same field of work because they enjoy the work. For example, a student may like working with people in restaurants. The first job might be cleanup in a fast-food restaurant, the second job clearing tables in a restaurant, and the next job serving food. The employee builds skills and experience over time.
- Explain to the students that they are going to visit the imaginary Job Island to show the careers that interest them.

- The instructor should put on a Captain's hat, if possible.
- Tape a few pages of blank flip chart paper on the wall. Draw a large shape that looks like the outline of an island. Draw a few waves around the island and add some palm trees. (See handout Job Island as a guide.)
- The island should be big enough for every student to be able to tape a small picture on the island. (The pictures will be cut from the handouts Dream Jobs.)

ASK: Suppose you were out on the ocean and you spotted an island way off in the distance. Land Ho!

Assume the role of the Captain of the ship and ask the students to join you in shouting Land Ho! Explain how sailors at sea shouted Land Ho! when they spotted land off in the distance.

- As the Captain, explain that they are approaching the Island of Jobs. On this island you can land and pick a job.

There are two rules:

- 1) You have to like the work.
 - The job has to really interest you.
 - Maybe you've never tried it before, but it looks interesting.
 - Or maybe you are learning how to do it now and you want to learn more and continue in the same type of job.
- 2) You have to choose a job that you really think you can do.
 - You may have to learn some new skills.
 - You may have to go to training classes.
 - You may have to ask for reasonable accommodations to do the job.
 - You can't choose something that has requirements that just don't work for you.

For example, you may want to be a firefighter, but you have to be able to lift and carry 50 pounds while running and climbing a ladder.

You may want to be a ballerina, but you have to start dance lessons when you are very young and be able to stand on toe shoes.

You may want to be Indiana Jones, but you have to be able to write lots of books, give lectures, travel in dangerous places, stand in a pile of snakes, and crack a whip.

(The instructor can give other examples of jobs that may be unrealistic for the students. Some can be amusing, while others are practical examples. Point out that there may be aspects of a job that are realistic, even if the job itself may not be possible.)

For example, stagehands and ushers are always needed in ballet productions and firehouses need cleaning and food preparation.

Focus on what the students **can** do. Stress the “abilities” in “disabilities.”

ASK: What are the two rules of the island?

(Review the two rules: interesting and realistic.)

ASK: Before we land on this island, I need to know what type of work you enjoy. Then we can see if we can find the job of your choice on the Island of Jobs.

ASK: What is your dream job?

Show the handouts Dream Jobs and discuss dream jobs, allowing for some that are unrealistic. The Instructor may want to share personal dream jobs.

- Distribute the handouts and discuss each picture on the handouts.

ASK: Are there any jobs on these handouts that interest you and have some of the same requirements as your dream job?

- Explain examples, such as:
 - Working with people
 - Working with your hands
 - Fixing something

ASK: Does anyone do any of these jobs or volunteer in these jobs right now?

ASK: Do you find it interesting? Do you enjoy it?

ASK: What do you like about it?

If they do not like it, ask why they are bored, frustrated, etc.

- Explain that first jobs and internships are the perfect opportunity to build job readiness skills and learn about likes and dislikes in the workplace.
- Explain the difference between a JOB and a CAREER.
- Review the rules of the island.
- Break the participants into small groups (or individual conversations with their Consultant Teachers or Aides) and ask them to discuss the handouts Dream Jobs.

ASK: Which of these jobs appeal to you? As a group, discuss how you feel about the jobs.

Encourage the groups to look at all of the handouts and pick out pictures to discuss. Some of the pictures represent more than one type of job.

- After everyone in the group has had a chance to discuss the jobs that interest them, ask each student to choose TWO JOBS that you want to find on JOB ISLAND.
- The instructor should circulate and assist with this process. Some students will have no idea what interests them, while others may have difficulty making up their minds. Explain that they need to try to choose one or two jobs that look interesting to them personally. They do not need to know details about the requirements of the jobs.
- Distribute scissors and tape or glue stick to each group. Ask each participant to cut out the pictures of the jobs that they selected.
- Ask for volunteers to share the 2 jobs that they selected by taping or gluing them to the picture of the island, following up with “Land Ho!”
- For each picture, discuss:
 - What skills are required for the job and how can they be learned?
 - How could the job be interesting and satisfying?
 - Is the job realistic, even if it is interesting?

ASK: Why are some of the jobs on the handouts not on the islands?

Discuss why some jobs were rejected. Add to the island some of the jobs that may have been missed.

ASK: What if we all land on the island and we want the same job? Who will get the job?

Explain that applicants compete for jobs and the most qualified applicants have a better chance of getting the job.

ASK: How can you be the best person for the job?

Explain that you cannot get to the island unless you work very hard to paddle there. Demonstrate paddling to the island using a paddle, broomstick, or yardstick. Each stroke should represent professional work behaviors, which make employees more qualified for future jobs.

Examples are:

- Paddle: perfect attendance
- Paddle: always on time
- Paddle: team player
- Paddle: finish work on time

As you paddle, get closer to Job Island.

- Review the jobs that were selected for Job Island, asking students to raise their hands if they already do those jobs. Then ask if there are new jobs that appeal to them.
- Remind students about the basic work behaviors that will build their qualifications.
 - Excellent attendance
 - Excellent punctuality
 - Quality work
 - Completed work
 - Compliance with policies and procedures
 - Positive relationships
 - Teamwork
 - Willingness to learn
 - Desire to set new goals to achieve
 - Professional behavior (polite, clean, cooperative)

Optional:

- Distribute handout Job Island for students to complete. The students can draw pictures of personal job interests on Job Island.

Some Questions To Help You



Here are some questions to think about, when you are deciding what kind of job would be good for you.

At Home:

- What do you do when you are home?
- What household chores do you like doing?
- What household chores do you not like doing?
- What do you like to do for fun at home?

At School:

- What classes do you like in school?
- What classes do you not like in school?
- What activities and clubs do you participate in at school?
- What school activities do you like?
- What school activities do you not like?
- What do you like about school?
- What do you not like about school?

At Work:

- Where have you worked?
- What jobs have you liked?
- What jobs have you not liked?
- What were the things about the job that you liked?
- What were the things about the job that you didn't like?

Leisure:

- What do you like to do for fun?
- Are there sports or other recreational activities you enjoy?
- Do you have any hobbies?
- What do you like to do with your friends?
- Do you like to do things by yourself or with other people?

I WANT TO WORK OUTDOORS!

Construction Worker

Environmental Cleanup

Painter

Parks and Recreation Assistant

Forest Ranger

Building Repair

Road Repair

Sanitary Engineer

Traffic Management

Landscaping

Environmental Conservation

Wildlife Preservation

Animal Care

Recycling Centers

Wastewater Treatment Plants

Farming

Outdoor Recreation



I WANT TO HELP PEOPLE



Day Care Assistant
Day care Teacher

Nurse
Health Technology
Certified Nurse Assistant
Doctor's Office Assistant
Telemedicine



Social Worker Assistant
Social Worker
Psychiatric Social Worker

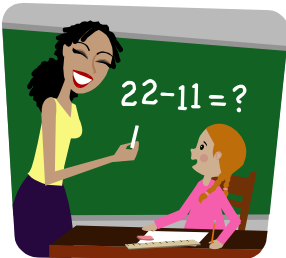


Volunteer Firefighter
Firefighter
Emergency Medical Technician (EMT)
Paramedic
Fire Marshal
Fire Inspector

Police Officer
Detective



Assistant Teacher
Teacher



Health Aide

Receptionist
Administrative Assistant

Customer Service Representative

Counselor

Masseuse



Cosmetologist



Module 1:IWantToHelpPeople

THE WORLD OF SALES

There are many responsibilities in the world of sales.
Maybe you can help!



MANUFACTURING

Making the product in a factory

ADVERTISING

Printing and mailing promotional materials

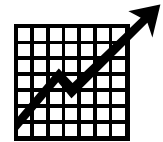


MARKETING

Spreading the word about a product

SALES

Finding customers and selling them the product



RETAIL

Selling in a store directly to the customer

INVENTORY

Storing and keeping track of the product



SHIPPING

Getting the product ready to ship and tracking delivery



CUSTOMER RELATIONS

Keeping customers happy



FOOD AND HOSPITALITY

HOW YOU CAN HELP



Farmer

Office Mail Delivery

Factory worker

Grocery Store clerk/manager



Restaurant Owner

Short Order Cook

Prep Cook

Cook

Pastry Chef

Chef

Server (waiter/waitress)

Bartender

Host/Hostess

Restaurant Manager

Hotel Manager

Desk Clerk

Event Planner

Wedding Assistant

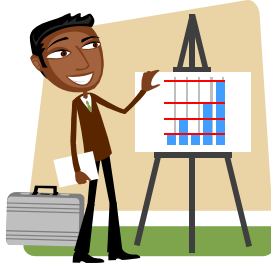
Cruise Ship Worker

Entertainer



JOBS THAT WORK WITH NUMBERS?

MAYBE YOU CAN HELP!



Inventory and shipping department

Science labs

Medical research lab

Newspaper Sports department (statistics!)

Engineering firms (build bridges and roads!)

Architect businesses (design buildings!)

Grocery stores

Nursing school

Retail stores

Tax Preparation Centers

Computer data entry department

Computer Software and web design companies

Technology companies (like Apple)

Business office of schools, hospitals, businesses



Bookkeeping office

Accounting firm

Surveyor companies

Bank



DO YOU HAVE THE SKILLS FOR CUSTOMER SERVICE?

How would you REALLY handle these situations?

A customer is wandering through the store where you work. You approach her to offer your assistance. She gives you a rude answer.

A customer thanks you for wonderful service and wants to give you a large tip. You are not allowed to accept tips.



A customer on the phone is very upset about something they recently bought. The customer keeps interrupting you and complaining.

You are embarrassed by the place that you work, but you can't let the customers know how you feel. The customer points out things that you agree are problems.

A customer complains about you to your supervisor. The customer is exaggerating, but the supervisor blames you in front of the customer.

A customer returns regularly to your business, but you are supposed to treat all customers the same.

A customer is about to buy a mother-of-the-bride dress that looks horrible on her.



A customer gave you too much money and walked away without getting their change.



A customer is trying to return something that you know they did not buy in your store.

You make a mistake at the cash register and it is holding up the line.

Your business shipped the wrong package to a customer and they are in a panic.

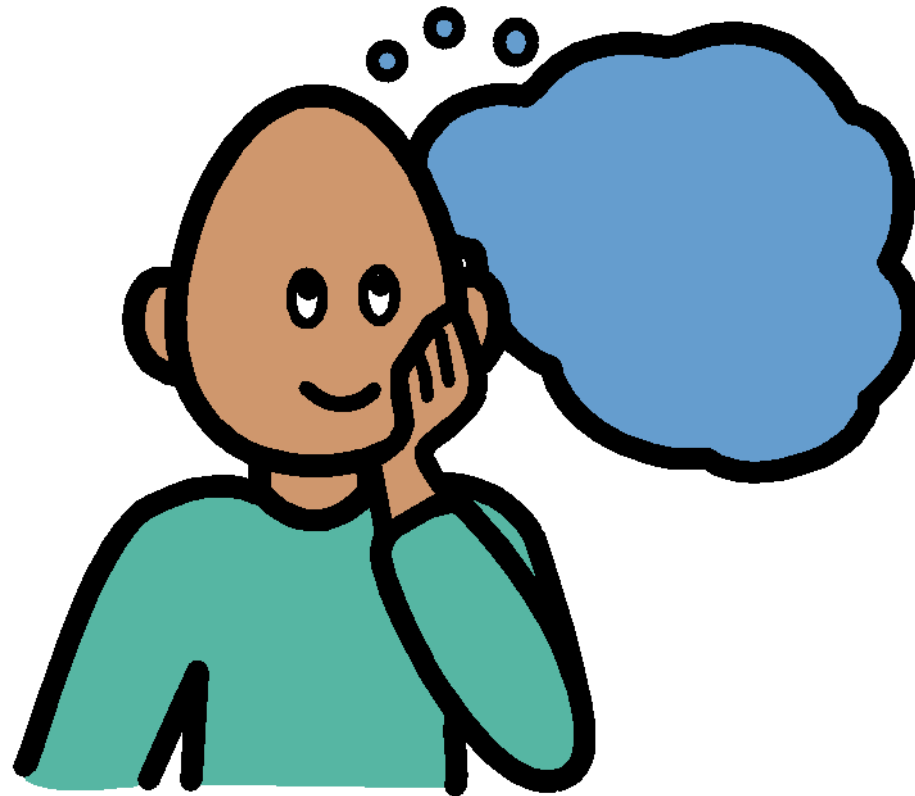
The customer claims that they ordered something and you have no record of it.

A customer is not supervising his children who are out of control in your business.



***Do you think you would be good at customer relations?
How would you tell an employer?***

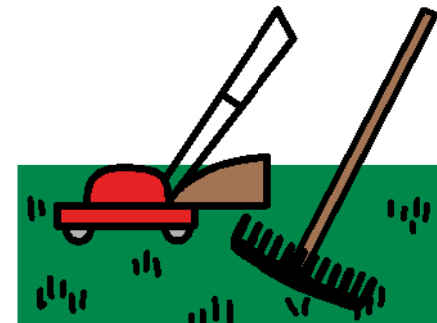
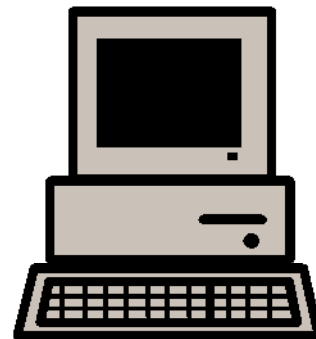
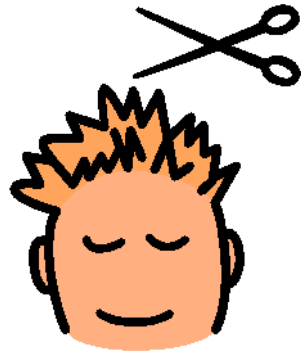
Dream Job



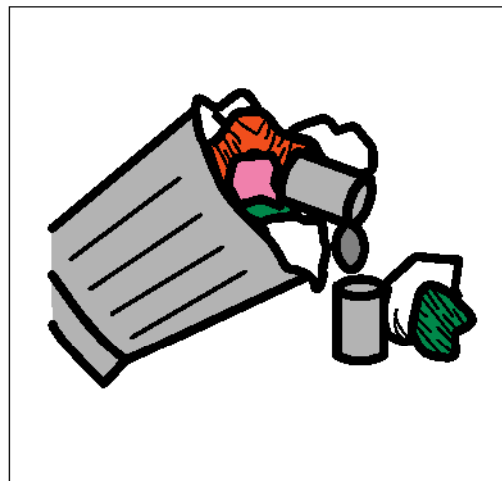
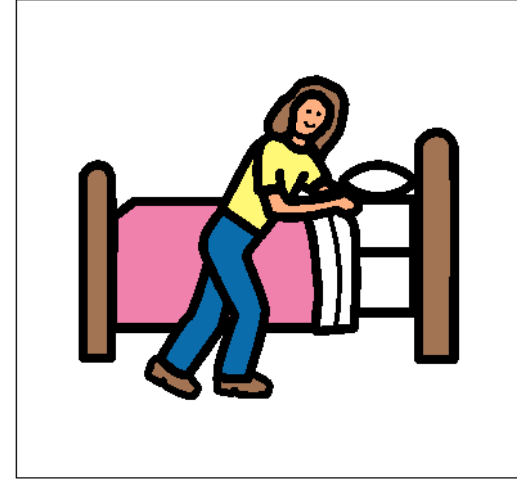
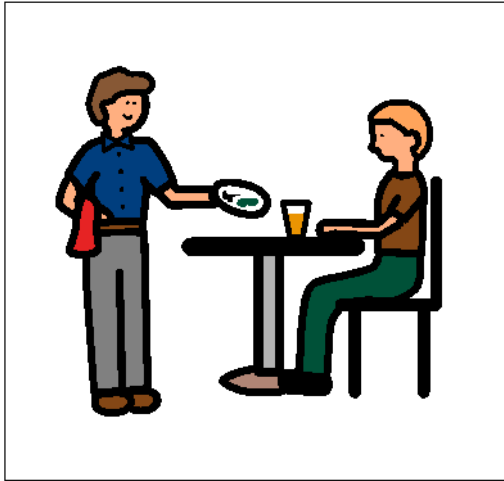
Job Island



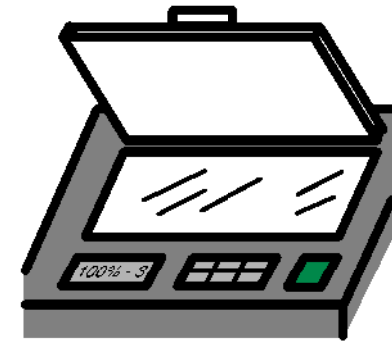
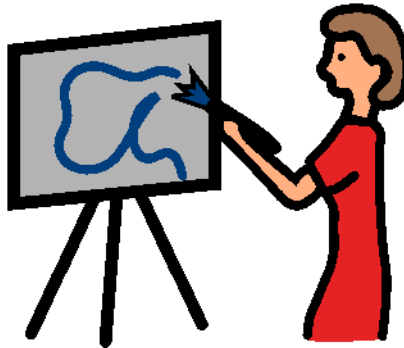
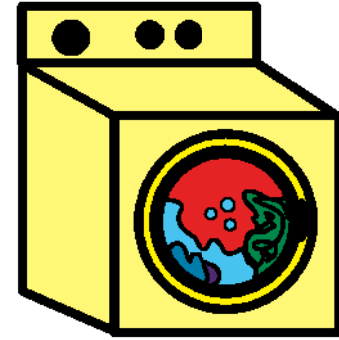
Dream Jobs



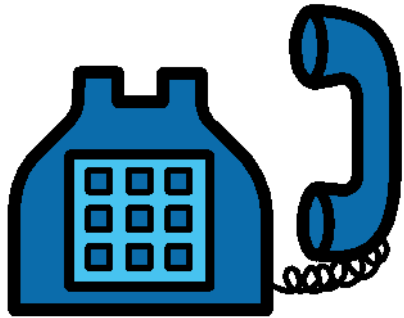
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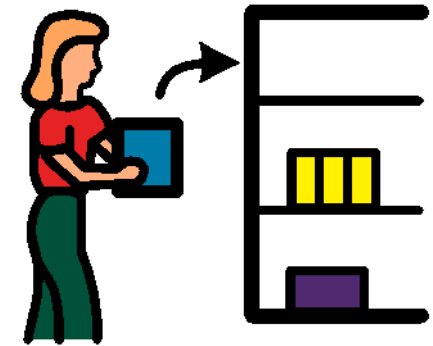
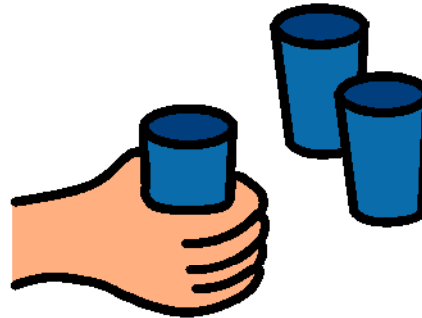
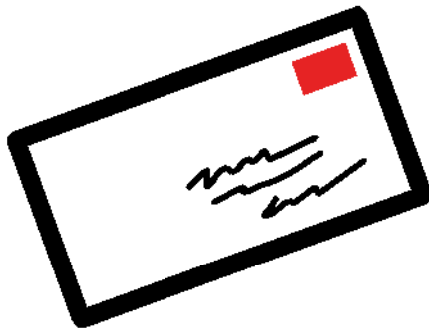
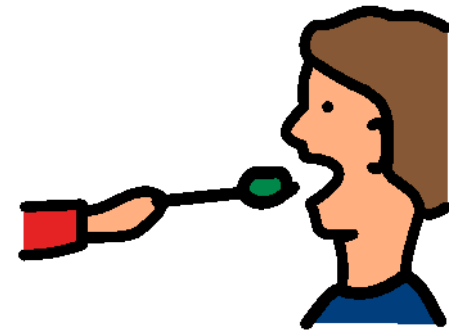
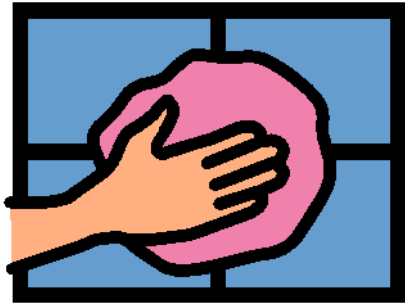
Dream Jobs



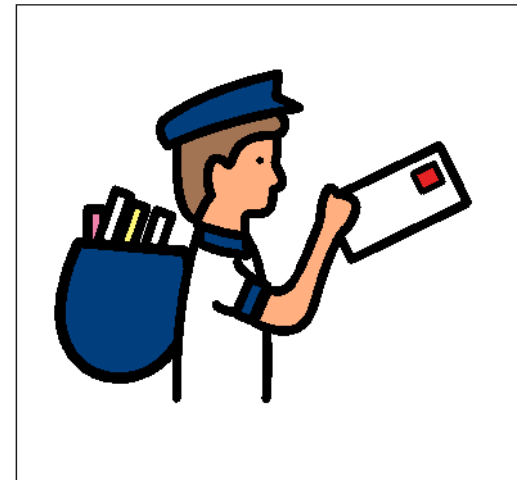
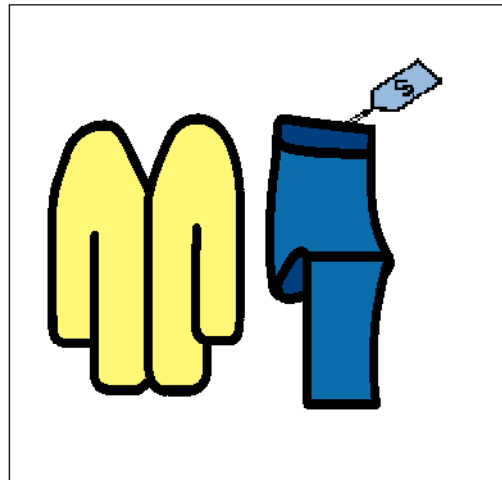
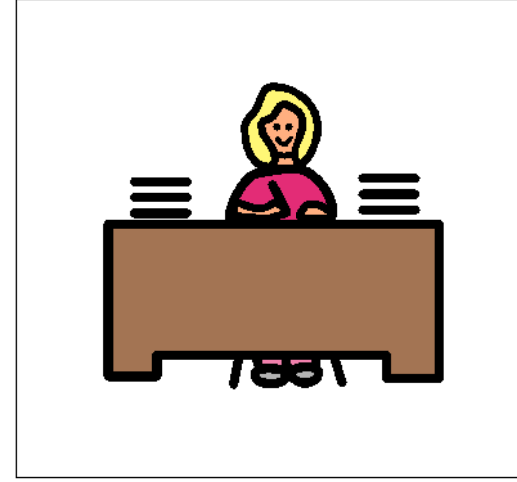
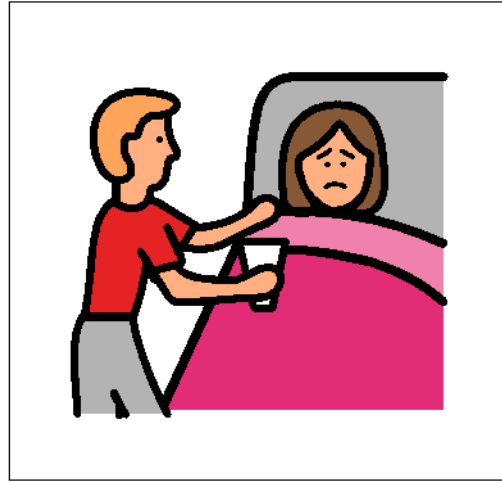
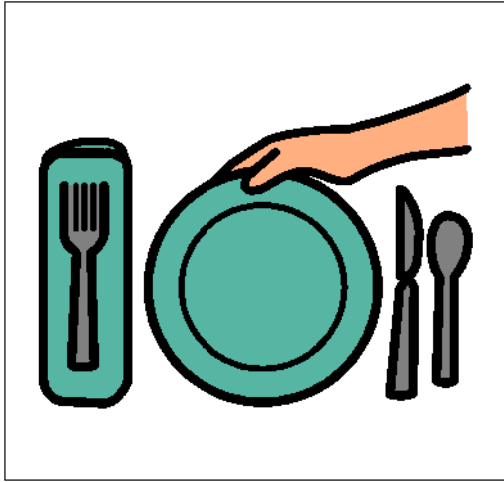
Dream Jobs



Dream Jobs



Dream Jobs



3-2-1 Activity Review

Ask the students to think about the information that they learned in the activity. Record their thoughts below. Try to reach a class consensus on what should be recorded.

The next time the class meets, discuss this Activity Review page to refresh their memories.

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TWO things that you will work on for homework.

ONE thing that we should review again.

3

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Module 1

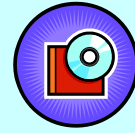
Additional Resources



Note that all website address are current as of December 2008



Instructional Resources in the Job Readiness Kit



- **MP3 CD: Job Readiness Situations: Can You Solve the Problem?**
A series of short problem-solving situations organized by Module. Students can work individually, in pairs, or in groups, depending upon the availability of computers. The students listen to a short scene that describes a problem, stop the CD and discuss the possible solutions, then listen to the suggested answers.

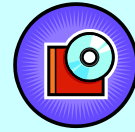
Note: The CD script is provided in the Instructor’s Guide and 5 copies of the CD are provided in the Job Readiness kit.

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Continued...



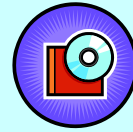
Instructional Resources in the Job Readiness Kit



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Related Resources



- ***My Future My Plan: A Transition Planning Resource for Life After High School (State of the Art, Inc.)***
A curriculum designed to motivate and guide students with disabilities and their families as they begin early transition planning for life after high school. Includes a student workbook, discussion guides, videotape, and a guide for family and teachers, (available in English and Spanish.)
[<http://www.ncset.org/publications/mfmp.asp>]
- ***Full Life Ahead: A Workbook and Guide to Adult Life for Students & Families of Students with DISABILITIES***
[www.FullLifeAhead.org] (866) 700-2026 (See next page for order form)
- ***100 of the Nation's Most Creative Life Skills Activities***: Dorothy Ansell & Joan Morse 143 pages of handouts [www.nrcys.ou.edu]
- ***Getting Ready for College: Advising High School Students with Learning Disabilities***
Extensive article provides information on preparing students with learning disabilities for the college application process. Includes topics such as developing self-knowledge, understanding legal rights and responsibilities, understanding changes in responsibilities, transition planning for college, documentation of a learning disability, the application process, creating the college list, admission tests and accommodations, and application disclosure. [www.kidsource.com/Heath/gr.html]
- ***This is Your Life! Creating Your Self-Directed Life Plan (Part of the Self-Determination Series from the National Research and Training Center on Psychiatric Disability)***
This workbook is designed for individuals who have a psychiatric disability, but it is also useful for individuals with disabilities who are in transition from high school to the workplace. Because the workbook pages contain a series of thought-provoking subjects, it is essential that the Instructor review the contents. The students should have assistance when completing the workbook. The Life Plan activities include identifying the need for a plan, creating a circle of support, choosing goals, maintaining success, and looking to the future. Sections of the workbook can be used with all students in the goal-setting process.
[<http://www.psych.uic.edu/uicnrtc/sdlifeplan.pdf>]
- ***Choicemaker Self-Determination Series***
Includes several components including Choosing Personal Goals and Choosing Employment Goals Kits (Sopris West Educational Services (800) 547-6747) [www.cambiumlearning.com]



Full Life Ahead

A Workbook and Guide to Adult Life
for Students & Families of Students
With *dis*Abilities

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FLA Workbook English 2nd Edition \$20 each	_____	\$ _____
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Module 1

More Resources



More Resources



The following resources can be used to supplement the activities in this Module. The Instructor can select the activities or handouts based on the interests and academic levels of the students.

- ❖ Breaking Stereotypes: Guests Talk About Their Jobs.
- ❖ My Dreams
- ❖ Who Am I?
- ❖ What Are My Interests?
- ❖ What Are My Skills?
- ❖ What Are My Preferences?
- ❖ Dictionary of Strengths
- ❖ Thinking About Me
- ❖ Preference Checklists (6 handouts)

Breaking Stereotypes

Guests Talk About Their Jobs

This supplemental Activity will show that sometimes people are in jobs that are not expected. This Activity will raise the awareness of the students about job possibilities. It will remind them that they do not have to adhere to traditional views of the jobs that individuals with disabilities must have. There are a number of job opportunities to consider if stereotypes are broken.

Step 1:

Invite 5 people to come to the class to talk about how they started on the road to their current job.

Select only speakers who meet the following qualifications:

- They like their job and are happy with their job choice.
- They speak highly of their profession.

The presenters should be able to talk about their experiences in entry-level positions, volunteer programs, and other activities on the first step of the career ladder.

- They do not fit the traditional image of their job.

For example, invite a female custodian, a male nurse's aide, or a grocery store customer service representative who is in a wheelchair. This will require some research, but choosing individuals who do not fit the stereotype will carry a strong message to the class participants that they should not set any limits on possible jobs.

- They have diverse backgrounds.

Ensure a multi-cultural presentation, making sure that the presenters are in jobs that are unusual for their gender, race, physical status, or ethnic background. The class participants will see that they can imagine careers beyond what they normally experience or see in the media.

Do not select jobs that are not possible for anyone to pursue. The point is to encourage students to think of jobs that they may have ruled out because of stereotypes.

Continued

Step 3:

Ask the speakers to come in clothes that they would wear outside of work. They should not wear a uniform, suit, or anything that will reveal their profession.

In fact, encourage them to wear something that they would never wear to work, such as a dress for a female custodian, or a sport coat for a male nurse's aide.

- For example, perhaps the speaker is a young female who bags groceries and gathers carts for a grocery store. She arrives dressed in a dressy outfit and high heels. The students will probably draw conclusions solely on the basis of her age, gender, and dress. They may not even consider the possibility that she could be a worker who is constantly moving on the job doing physically demanding work.

Step 3:

To really confuse the class, the presenters might bring or wear something that can be misleading. The female grocery store worker may bring along her new baby, and the male nurse may have a laptop.

Step 4:

Tell the class participants that you are doing a play "Twenty Questions," trying to determine the career of each presenter. Each person in the class will be able to ask one question that can only be answered by "yes" or "no" with no other information provided.

- To get the process started, ask the first question. Typical questions might be:
 - Do you work outdoors?
 - Do you have to wear a uniform?
 - Did you need to get a college degree for the career?
- Some students will want to start guessing the career right away. Make sure that a series of questions are asked before the class starts guessing. As the clues begin to add up, the class can ask about the career in the form of a "yes" or "no" question:
 - Are you a police officer?
 - Do you work in a hospital?

Continued

Step 5:

Once the professions are revealed, ask each of the presenters to describe the following:

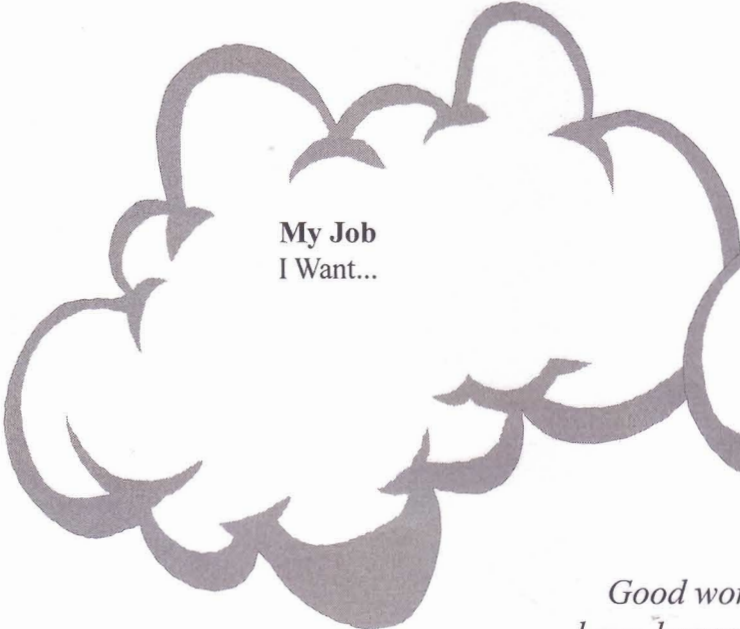
- The steps they took to get their jobs.
- Additional steps they plan to take
- The barriers that they had to overcome to get started and to keep going
- The benefits of staying persistent
- The individuals who helped them along the way.
- The tools of their trade and how they use them on the job (They can now retrieve them from the hall.)

Step 6:

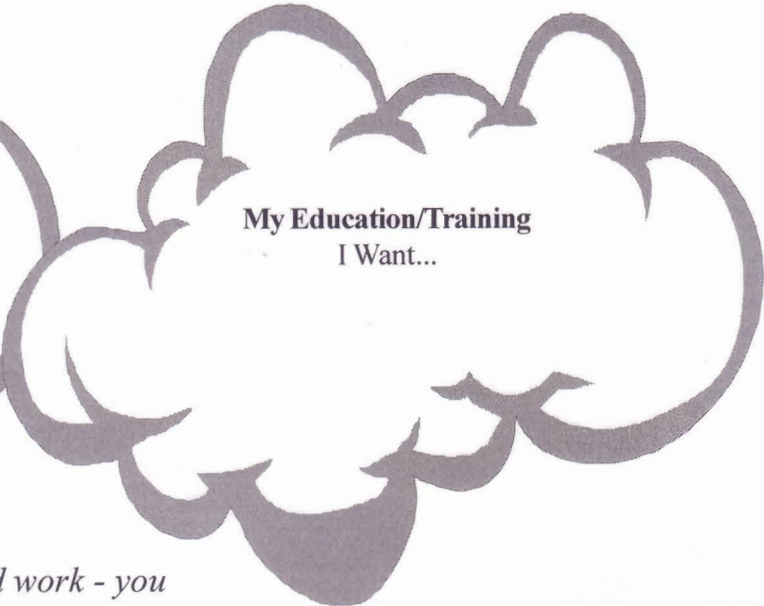
Summarize by pointing out that career choices are determined by interests and personal goals, not by gender, race, and other stereotypical factors.

- Ask the students to share the other messages that they received through this exercise.
- Individuals with personal challenges can, with assistance from supportive friends and professionals, achieve their goals.

My Dreams

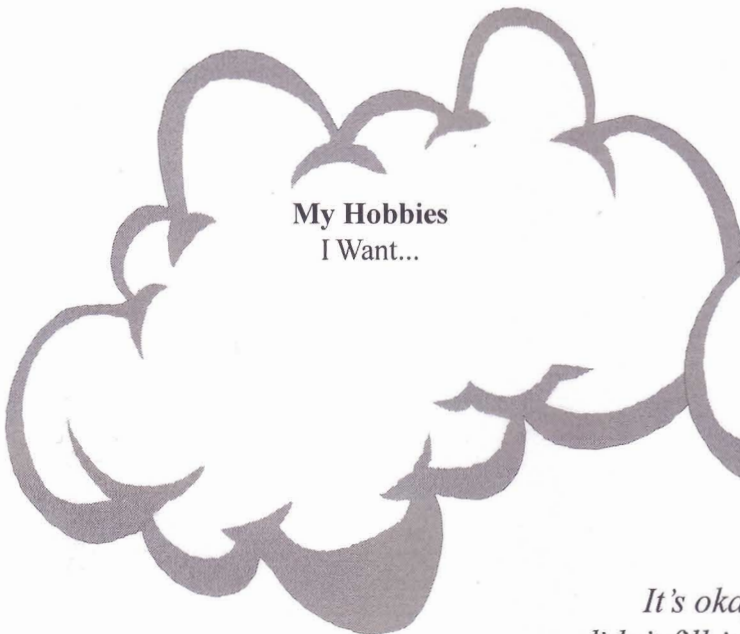


My Job
I Want...

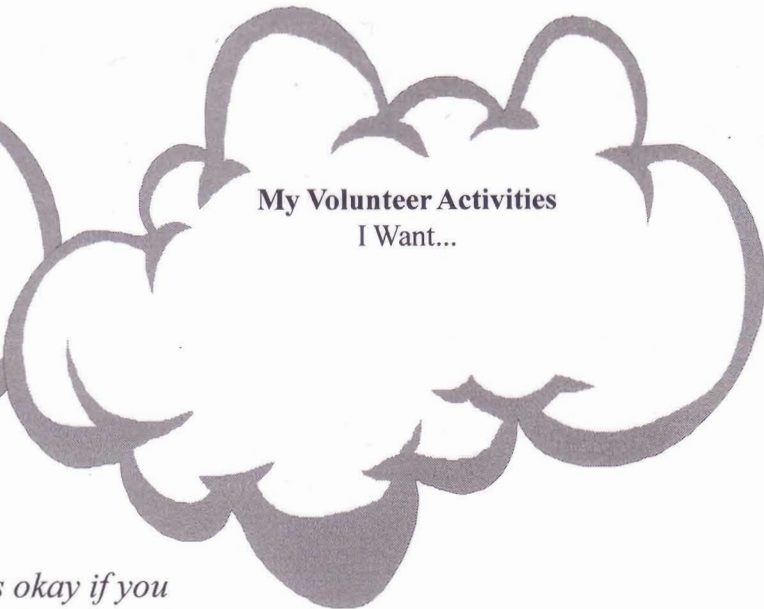


My Education/Training
I Want...

*Good work - you
have begun to dream
about your future.*



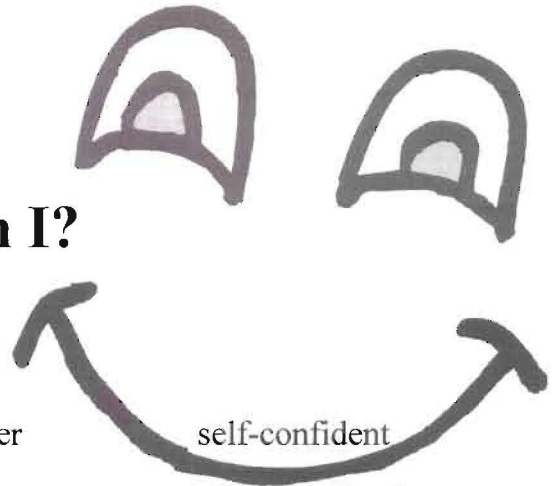
My Hobbies
I Want...



My Volunteer Activities
I Want...

*It's okay if you
didn't fill in everything.
You will have more ideas later.*

Who Am I?



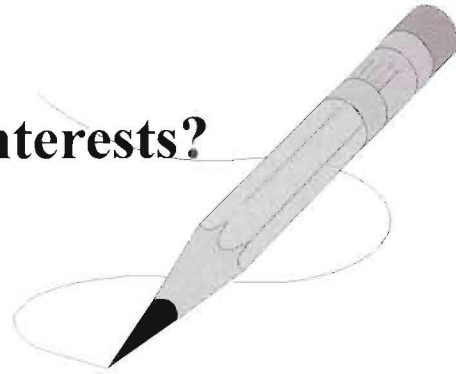
Circle what applies to you.

- | | | |
|---------------|-----------------|------------------|
| adventurous | good listener | self-confident |
| artistic | happy with self | self-disciplined |
| assertive | honest | self-starter |
| capable | independent | sense of humor |
| caring | leader | sensitive |
| compassionate | logical | serious |
| creative | optimistic | sincere |
| decisive | patient | social |
| dependable | persistent | strong |
| empathetic | proud | tolerant |
| energetic | reliable | trusting |
| follower | responsible | warm |
| friendly | | |

Now ask your family to go through this list and pick what describes you.

Are they the same words? Talk about the differences.

What Are My Interests?



Under each category, use a marker to fill in the chart to your level of interest.

Working with people (face to face).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Working with data (papers, numbers, information, charts).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Working with things (tools, machines, equipment, make or repair something).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Working with ideas (science, math, art, music, creating something).

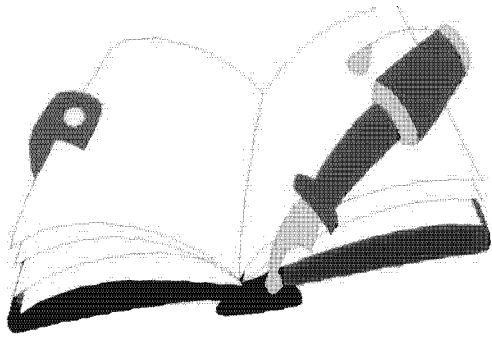
--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Don't be concerned if you do not yet know what you like. Interests develop as you grow up and have more experiences. Ask your family what they think you like. Ask your teachers. Great! Now you have some more information about yourself.



What Are My Skills?

In the left column, list your activity. In the right column, list skills you learned.

Hobbies

Music, model building

Skills Learned

Reading music, playing an instrument, designing

Sports

Swimming

Skills Learned

Teamwork, following directions

Jobs

Paper route, babysitting

Skills Learned

Financial management, responsibility

Organizations/Clubs

Scouts

Skills Learned

Selling, planning

Classes

English

Skills Learned

Writing, organizing, communicating

Ask your family and friends about other skills you have.

What Are My Preferences?

Divide the large circle into wedges, like slices of a pie. What size is Recognition? Independence? You may show all reasons, or just those that are important to you. Write your own three most important work preferences in the small circle.

1. _____
2. _____
3. _____

A. Recognition: respect, prestige, social approval

B. Achievement: mastery of a field, advancement, personal growth

C. Leadership: control, influence

D. Helping Others: work for society and people

E. Self-Expression: develop personal interests and abilities

F. Money: fulfill material needs, afford things you want

G. Independence: freedom from supervision

H. Creativity: contribution of new ideas, originality, initiative

I. Challenge: handle difficult work, mastery of new things

J. Working with People: work with enjoyable colleagues

K. Variety: diverse activities, constant change

Ask your family what they think your preferences are: _____

Dictionary of Strengths

<i>A</i> Accurate Ambitious Artistic	<i>I</i> Imaginative	<i>Q</i> Quality
<i>B</i> Bold Businesslike	<i>K</i> Kind	<i>R</i> Realistic Reliable Responsible
<i>C</i> Caring Clear-thinking Consistent	<i>L</i> Likeable Loyal	<i>S</i> Sensitive Supportive
<i>D</i> Dependable Detail-oriented	<i>M</i> Modest Motivated	<i>T</i> Thorough Thoughtful Trustworthy
<i>E</i> Efficient Enthusiastic	<i>N</i> Nice	<i>U</i> Understanding
<i>F</i> Flexible Friendly	<i>O</i> Organized Original	<i>V</i> Valiant
<i>G</i> Generous Good-listener	<i>P</i> Patient Persistent Practical	<i>W</i> Willing to try Wise
<i>H</i> Helpful Honest		

Thinking About Me

WORK EXPERIENCE (PAID OR UNPAID)

I have worked as _____

I like to work when _____

I don't like to work when _____

GENERAL INTERESTS AND ABILITIES

I prefer working with

Name one thing you do well in each category.

Data (ideas and information) _____

People (or animals) _____

Things (tools and my hands) _____

MY SPECIAL QUALITIES

Five things I really like about myself are:

1. _____

2. _____

3. _____

4. _____

5. _____



Other people like my ability to _____

My greatest achievement so far is _____

My vision or dream is to _____

Preference Checklists

Where do you want to work?




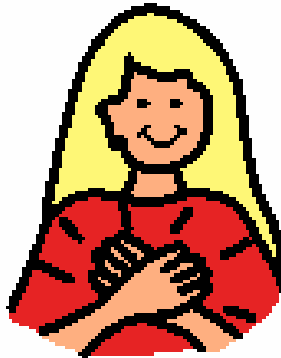
	Not Important	Important	Very Important
Indoors			
Outdoors			
Many locations			
One location			
Calm environment			
Organized environment			
Fast-paced environment			
Large organization			
Small organization			
Self-employed			
Set work hours			
Flexible work hours			
Work alone			
Work in a group			
Move around			
Stay in one place			



Preference Checklists

What makes you Smile?


	Not Important	Important	Very Important
Like to work with tools and machinery			
Like to work with your hands			
Like to work in nature or out of doors			
Like to move around often			
Like to build and fix things			
Like to be strong			
Like loose schedules			
Like art			
Like music			
Like dance			
Like theater			
Like to dress up, choose clothes			



Preference Checklists

What makes you Smile?




	Not Important	Important	Very Important
Like to work with people			
Like to help people			
Like to work in groups			
Like to discuss feelings			
Like to be the leader			
Like to sell things			
Like work that is always the same			
Like to keep things organized			

Where do you picture yourself so that you are in a job that makes you smile?

Preference Checklists

What lifestyle do you want?



	Not Important	Important	Very Important
Make a lot of money			
Live near family			
Live in a house			
Life in an apartment			
Life a life of luxury			
Live a moderate lifestyle (neither rich nor poor)			
Have many possessions			
Work on a career			
Have a lot of personal time			
Work hard and work a lot			
Have a short commute to/from work			
Have an active social life			
Entertain frequently in my home			
Spend time alone			
Travel frequently			
Be politically active			
Be involved in culture and the arts			
Be involved in my community			
Live near my place of work			
Have access to movies and restaurants			
Live near schools			
Outdoor activities (hiking, camping, hunting, etc.)			

Preference Checklists

What do you like to do?



	Not Important	Important	Very Important
Observing: Paying careful attention to and keeping track of details			
Comparing: Proofreading; discovering differences and similarities			
Copying, Storing: Entering data; keeping records; addressing; posting; copying; recording; memorizing			
Computing: Dealing with numbers; performing simple or complex arithmetic; keeping financial records; word processing			
Researching: Investigating; surveying; inventorying; compiling; composting; classifying; reporting			
Analyzing: Examining; testing; evaluating; proving; interpreting			
Organizing: Giving a definite structure to things			
Visualizing: Fine sense of rhythm; illustrating; photographing; sketching; designing			



Preference Checklists

What do you like to do?



	Not Important	Important	Very Important
Handling Objects: Lifting; carrying; moving; sorting; delivering			
Working Outdoors: Plowing; planting; grounds maintenance			
Loading or Emptying Machines: Stacking; loading; emptying; removing			
Using Tools: Manipulating hand tools in the kitchen, on the grounds or in a shop			
Operating Vehicles: Driving or regulating controls			
Minding Machines: Monitoring; adjusting; and servicing machines			
Operating Equipment: Checking; controlling; adjusting; cleaning; refilling			
Precision Work: Data entry; tuning; adjusting; having great finger dexterity			
Setting Up: Preparing; building; assembling; displaying; installing			
Repairing: Putting something back into good operating condition			

