

# Lessons for Living, Learning, and Working



Presented by  
Project | SEARCH®

## PRE-TRANSITION CURRICULUM

These lesson plans can complement a daily schedule for high school-age students or adult learners with intellectual and developmental disabilities to facilitate a successful transition to employment.



1. Daily Living Skills
2. Functional Literacy
3. Functional Math
4. Job Search Process
5. Self-Advocacy
6. Social and  
Communication Skills
7. Soft Skills
8. Technology



Created by twenty-five experienced Project SEARCH instructors from across the United States with Project SEARCH National staff.

November 2022

## Table of Contents

Introduction.....	1
Authors and Contributors.....	2
VocFit.com.....	3
Overview of Lesson Plans.....	6
Unit 1: Daily Living Skills.....	14
Unit 2: Functional Literacy.....	96
Unit 3: Functional Math.....	142
Unit 4: Job Search Process.....	398
Unit 5: Self Advocacy.....	480
Unit 6: Social and Communication Skills.....	546
Unit 7: Soft Skills.....	591
Unit 8: Technology.....	676

# Lessons for Living, Learning, and Working



Presented by  
Project | SEARCH®

---

## **What is it?**

This pre-transition curriculum is available to high school programs that are engaged with a Project SEARCH program, adult employment centers, Pre-ETS, and other transition programs that serve people whose end goal is competitive integrated employment. These lesson plans can complement a daily schedule for high school-age students or adults with intellectual and developmental disabilities to facilitate a successful transition to employment.

## **How to Use it:**

There are eight units and 38 objectives in this curriculum. Each objective has its own lesson plan with a glossary, five activities, and critical thinking extension activities to expand the students' experiences. Feel free to choose lessons and activities that meet the needs and learning styles of your students/clients. The minutes listed for each activity are estimated durations; your time will vary based on your students' needs and interest in the activity.

## **Who Created it?**

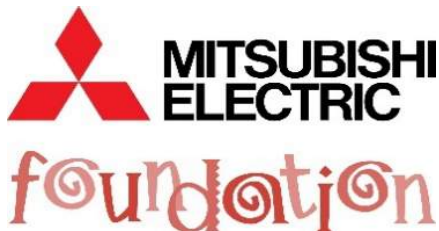
Twenty-five experienced Project SEARCH instructors from across the United States developed this curriculum with Project SEARCH National staff. The teachers developed eight units with corresponding objectives they felt were critical for interns to know to be ready to start the transition to competitive, integrated employment. Next, they created activities that reflect critical objectives adults need to live and work successfully.

## **How Do You Get it?**

This curriculum is available free of charge to any school district or organization connected to an existing Project SEARCH program.

**Curriculum Authors and Contributors:** We would like to acknowledge the following individuals for their contributions of advising, creating, writing, and editing this curriculum:

- Joy Burress**, Project SEARCH National Headquarters Staff, Cincinnati, OH
- Chelsea Chairion**, City of Farmington, Farmington, NM
- Dennis Cleary**, Project SEARCH National Headquarters Staff, Cincinnati, OH
- Meghan Dahlman**, Arc of Erie County, Buffalo, New York
- Maryellen Daston**, Project SEARCH National Headquarters, Cincinnati, OH
- Anne Dick**, Marshfield Medical Center, Marshfield, WI
- Kelli Fenlon**, MyMichigan Hospital, Sault St. Marie, MI
- Sandy Finnimore**, University of Connecticut Health Center, Farmington, CT
- Sharmey Holloman**, The Miriam Hospital, Providence, RI
- Tammy Hearon**, Hilton Hotel, Knoxville Airport, Maryville, TN
- Lindsay Heiert**, Northern Kentucky University, Highland Heights, KY
- Cathe Hoskins**, Grady General Hospital, Cairo, GA
- Nancy Joyce**, Mayo Clinic, Rochester, MN
- Kurt Kominek**, ProMedica Bixby, Adrian MI
- Lisa Laqua**, Fairbanks Memorial Hospital, Fairbanks, AK
- Colleen Lichtenwalner**, TidalHealth Nanticoke, Seaford, DE
- Angie Mulder**, Avera McKennan, Sioux Falls, SD
- Stefanie Patterson**, Cape Cod Healthcare, Hyannis, MA
- Brandi Pittman**, Embassy Suites Raleigh Durham, NC
- Susie Rutkowski**, Project SEARCH National Headquarters Staff, Cincinnati, OH
- Rebekah Seljan**, Access Group, Inc., Little Rock, AR
- Colleen Tenfelde**, Golisano Children’s Hospital of Southwest Florida, Fort Myers, FL
- Nick Vrettos**, Otterbein Senior Life, Lebanon, OH
- Erik Warner**, BayHealth, Dover, DE
- Nichole Wetjen**, York General Hospital, York, NE



**Funding for this Pre-Employability Skills curriculum came from MEAF: Mitsubishi Electric America Foundation.**

**We are grateful to MEAF for their continued support of Project SEARCH.**

# VocFit.com



This curriculum is cross-walked to VocFit employment skills. You will find the relevant VocFit skills listed in the lefthand column next to the activities of each lesson plan. The Vocational Fit Assessment (VocFit) is an age-appropriate transition assessment focusing on employment skills. The assessment contains 133 employment skills divided into eleven categories that cover the scope of work for entry-level employment. The assessment is used to evaluate employment skills and measure skill changes over time, and allows users to create reports based on student skill level. Visit [VocFit.com](http://VocFit.com) for more information. The 133 VocFit skills are listed on the following two pages.

# VocFit.com



**The Vocational Fit Assessment assesses the student/intern/worker and internship/job on 133 items**  
 For the student/intern/worker, do they have: **High Ability, Some Ability, or Low Ability** for a particular skill?  
 For a particular internship/job, is the skill required: a **High Demand, Some Demand, or Low Demand**?

## PHYSICAL ABILITIES

Stand	Run	Twist the body
Bend the body	Keep or regain balance	Work low to the ground (e.g. crouch, stoop, kneel)
Perform physical activities (e.g. working on an assembly line) repetitively	Lift heavy materials (i.e. 40 pounds)	Work in awkward positions
Work in cramped work spaces	Work for prolonged periods (e.g. 30 minutes) without a break	

## SELF-DETERMINATION

Make choices, decisions, and plans to meet own goals	Take action to complete own plans successfully	Determine priorities
Set personal goals that satisfy own interests and needs	Evaluate the results of own actions to determine effectiveness	Change actions or plans to meet work goals
Make decisions independently	Determine customers' needs	Determine work activities
Identify and express own strengths and weaknesses	Anticipate the thoughts/actions of others	

## GENERAL

Handle stress	Makes eye contact	Refrains from unnecessary social interactions (talking)
Admits mistakes	Accepts praise	Cooperative and courteous
Listens and pays attention	Expresses personal needs (restroom breaks, doctor visits)	Respects rights and privacy of others
Asks for help and clarification when needed	Communicates adequately (initiates conversation, does not interrupt)	Maintains clean appearance
Dresses appropriately for job	Body hygiene	Follows directions
Accepts constructive criticism/feedback	Follows rules and regulations	Maintains good attendance
Arrives on time for work and leaves on time	Attends to job tasks consistently	Completes tasks accurately
Works at an appropriate rate	Initiates new tasks	Works well with co-workers
Follows the proper chain of command		

## SAFETY

Work exposed to hazardous equipment or conditions	Work exposed to contaminant (e.g. pollutants, gases, dust, odors)	Work exposed to minor burns, cuts, bites, or stings
Work exposed to potential disease or infection	Maintain sanitation, health, and safety standards	Wear common protective or safety equipment (e.g. safety glasses, gloves, hard hat)
Follow institutional hand-washing standards	Monitor personal hygiene	Identify safety hazards

## WORK STRUCTURE

Meet strict deadlines	Pace work according to the demands of the work (productivity)	Follow established procedures
Follow a regular schedule of tasks and work	Follow the chain of command	Work a full week (1 FTE; i.e. 32-40 hours per week)
Deal with change	Work outdoors, exposed to all weather conditions	Work outdoors, under cover
Work in very hot (above 90 F degrees) temperatures	Work in very cold (below 32 F degrees) temperatures	Work exposed to uncomfortable sounds/noise levels
Work exposed to distracting sounds/noise levels		

## COGNITIVE ABILITIES

Perform mental activities (e.g. checking entries in a ledger) repetitively	Count, weigh, measure, or organize materials	Sort, assemble, and proof completed work
Comprehend/read instructions	Be very exact/very accurate	Recognize when equipment is not working
Recognize when supplies are running low	Add, subtract, multiply, and divide	Concentrate on a task over time without becoming distracted
Shift attention back and forth between tasks or sources of information	Know your location in relation to the environment	

## COMPUTER SKILLS

Navigate to a specific web address	Save a file/document to a specific location	Locate and open a saved file/document
Click on a desired web link	Type text to create a document	Scroll through a web page to find specific information
Access an email system using a username and password	Enter text applying basic key functions (e.g. Space bar, enter/return, shift, delete, backspace)	Print a file/document
Reply to an email message	Close a software program	Read a received email
Use an online search engine	Recognize and start a software program	Attach a file to an email
Compose and send an original email message		

## HIGHER TASK-RELATED ABILITIES

Load machines with office or industrial materials (e.g. blank paper)	Deliver completed work	Stock or restock supplies
Operate office machines (e.g. copiers, scanners, faxes)	Place materials into storage (e.g. file cabinets, boxes, bins)	Perform clerical duties (e.g. sort mail, run errands, send faxes, scan)
Select materials needed to complete work tasks	Setup and adjust machines	Setup work station
Monitor system status		

## LOWER TASK-RELATED ABILITIES

Start and stop machines using levers or buttons	Clean work surfaces (e.g. shelves, counters, tables)	Clean work tools (e.g. equipment, tools, dishes)
Select items from serving or storage areas and place them in dishes, on trays, or bags	Clean work areas (e.g. sweeping, mopping)	Prepare dining areas for meals and/or snacks
Move supplies (e.g. by hand, cart, dolly)	Serve food orders to customers	Gather and empty trash
Service, clean, and supply restrooms		

## COMMUNICATION SKILLS

Communicate face-to-face with others	Work with external customers or the public	Deal with conflict
Deal with unpleasant, angry, or discourteous individuals	Communicate with others on the telephone	Answer questions about items available for public use or purchase
Speak clearly so that others can understand	Understand the speech of another person	

## INTERPERSONAL SKILLS

Work with a co-worker in a group or team	Cooperate with others to accomplish work activities	Show compassion towards coworkers and/or clients
Work in close physical proximity to other people	Follow directions	Greet customers entering establishments
Monitor own body language	Listen actively	Ask clarifying questions



<b>Unit 1: Demonstrate an understanding of basic daily living skills to manage transition to adult living.</b>			
<b>Objective</b>	<b>Daily Living Skills</b>	<b>Activities</b>	<b>Instructor Notes</b>
1.1	The student will be able to identify and follow safety procedures across environments.	<ol style="list-style-type: none"> <li>1. Identifying safety signs</li> <li>2. Locating places on a map</li> <li>3. PPE: Why we use it and how to properly wear it</li> <li>4. Sign Game</li> <li>5. Universal Emergency Codes</li> </ol>	
1.2	The student will build, and practice problem-solving/critical thinking related to life skills.	<ol style="list-style-type: none"> <li>1. Getting to Know Each Other</li> <li>2. Understanding Communities</li> <li>3. What are Social Skills?</li> <li>4. Feeling and Emotion</li> <li>5. Problem Solving</li> <li>6. Compromising</li> </ol>	
1.3	The student will foster independence with daily living tasks in simulated lessons and activities.	<ol style="list-style-type: none"> <li>1. Making a Grocery List</li> <li>2. Microwave Mac N Cheese</li> <li>3. Loading the Dishwasher</li> <li>4. Laundry</li> <li>5. Getting Ready (For school/work)</li> </ol>	
1.4	The student will understand and demonstrate how to navigate through the community using public and other means of transportation	<ol style="list-style-type: none"> <li>1. What is Public Transportation?</li> <li>2. Bus Training</li> <li>3. Reading Signs</li> <li>4. Identifying Landmarks</li> <li>5. Calling a Lyft or Uber</li> </ol>	

<b>Unit 2: Demonstrate an understanding and basic use of reading and writing skills to manage transition to adult living.</b>			
<b>Objective</b>	<b>Functional Literacy</b>	<b>Activities</b>	<b>Instructor Notes</b>
2.1	The student will be able to develop context clues and decoding skills to increase reading across environments.	<ol style="list-style-type: none"> <li>1. Prerequisite Skills</li> <li>2. Divide and Conquer</li> <li>3. What Do You See?</li> <li>4. Name It</li> <li>5. Does This Make Sense</li> </ol>	



2.2	The student will be able to identify high frequency words specific to their environment. (vocational, daily living, etc.)	<ol style="list-style-type: none"> <li>1. DIY Flash Cards</li> <li>2. Established Readers – High Frequency Words – BINGO</li> <li>3. Word Connections – Mapping</li> <li>4. Graffiti Wall</li> <li>5. Vocabulary Playlist</li> </ol>	
2.3	The student will know basic punctuation, grammar, and common abbreviations they can use in daily communication.	<ol style="list-style-type: none"> <li>1. Punctuation In Professional Writing</li> <li>2. Starting and Ending Conversations</li> <li>3. Review Basic Capitalization and Punctuation Rules</li> <li>4. Professional Emails</li> <li>5. Completing Forms &amp; Applications</li> </ol>	
2.4	The student will identify and understand context clues and be able to read signs, materials, manuals, and basic instructions.	<ol style="list-style-type: none"> <li>1. Introduce Context Clues</li> <li>2. Context Clues</li> <li>3. Context Clues in the Workplace</li> <li>4. Following Directions</li> <li>5. Create a Public Service Announcement</li> </ol>	

Unit 3: Demonstrate an understanding of functional math skills to manage transition to adult living.			
Objective	Functional Math	Activities	Instructor Notes
3.1	The student will demonstrate functional calculator skills for basic math operations and daily activities.	<ol style="list-style-type: none"> <li>1. Calculator Symbol Match Activity &amp; Locating a Calculator on Your Phone Videos</li> <li>2. Developing Basic Calculator Skills PPT</li> <li>3. Calculator Skills – How Much Does It Cost – PPT</li> <li>4. What is On Sale?</li> <li>5. Calculating Discounts and Sales Tax PPT</li> <li>6. Better Deals</li> </ol>	

3.2	The student will be able to use their phone, timer or a visual prompt for time managements.	<ol style="list-style-type: none"> <li>1. Introduction: Clocks, Time and Schedules</li> <li>2. Telling Time</li> <li>3. Setting an Alarm on a Mobile Device</li> <li>4. Reading a Bus Schedule</li> <li>5. Elapsed Time – BINGO</li> <li>6. Prioritizing Tasks</li> </ol>	
3.3	The student will be able to utilize basic banking skills including opening an account, simple transactions, and monitoring spending.	<ol style="list-style-type: none"> <li>1. Introduction: What is a Bank?</li> <li>2. Depository Institutions- PPT</li> <li>3. Depository Institution Research</li> <li>4. Understanding Checking Accounts and Debit Card Transactions PPT</li> <li>5. On-Line Banking</li> <li>6. PLAY: Payment Decisions</li> </ol>	
3.4	The student will understand how personal attitudes, values, and habits affect money decisions.	<ol style="list-style-type: none"> <li>1. Introduction: Needs vs. Wants</li> <li>2. Needs vs. Wants – 3 Mini-Activities</li> <li>3. Budgeting – 2 Mini-Activities</li> <li>4. Comparison Shopping – 4 Mini-Activities</li> <li>5. Money Decisions Games – 2 Mini-Activities</li> <li>6. Shake Out My Future</li> </ol>	
3.5	The student will be able to demonstrate basic money skills with real coins, bills and digital monetary transactions.	<ol style="list-style-type: none"> <li>1. Sorting Coins Review Game</li> <li>2. Dollar-Up – 4 Mini-Activities</li> <li>3. Making Change- Review Video and 2 Mini Activities</li> <li>4. Reading Grocery Ads</li> <li>5. How to Use an ATM – 4 Mini-Activities</li> <li>6. Online Shopping</li> </ol>	

<b>Unit 4: Demonstrate an understanding of the job search process to manage transition to adult living.</b>			
<b>Objective</b>	<b>Job Search Process</b>	<b>Activities</b>	<b>Instructor Notes</b>
4.1	The student will be able to communicate and/or locate personal identification information (other important information).	<ol style="list-style-type: none"> <li>1. Sharing Personal Information</li> <li>2. Safe Websites</li> <li>3. Do We or Don't We</li> <li>4. Creating an "All About Me" Identification Flip Book</li> <li>5. Family Safety</li> </ol>	
4.2	The student will be able to complete forms including applications, onboarding, state ID's, community resources, etc., resumes, cover letters and thank you letters.	<ol style="list-style-type: none"> <li>1. Creating your resume</li> <li>2. Creating a cover letter</li> <li>3. Filling out a Job Application &amp; References</li> <li>4. Job Search with Indeed</li> <li>5. Thank You Note</li> </ol>	
4.3	The student will be able to conduct a job search (traditional and electronic) using a variety of resources (Indeed, LinkedIn, etc.)	<ol style="list-style-type: none"> <li>1. Using the Networking Sheet to Interview Your Contacts</li> <li>2. Searching for Jobs Using Local Employers' Websites</li> <li>3. Prepping to Fill out an Application: Filling out a "Cheat Sheet"</li> <li>4. What's Indeed.com?</li> <li>5. Review 55 Networking Tips</li> </ol>	
4.4	The student will be able to show, understand, and actively participate in a mock interview process	<ol style="list-style-type: none"> <li>1. Looking Good</li> <li>2. Introductions and Body Language</li> <li>3. Be Positive</li> <li>4. Complete a Practice Interview</li> </ol>	
4.5	The student will display an understanding of the goal of work and identify some employment preferences.	<ol style="list-style-type: none"> <li>1. Jobs Collage</li> <li>2. Jobs Kahoot</li> <li>3. Evaluate Job Opportunities Worksheet</li> <li>4. Understanding the Difference Between school and Work Activity</li> <li>5. Understanding the Benefits of Work</li> </ol>	

**Unit 5: Demonstrate an understanding of self-advocacy skills to manage transition to adult living.**

<b>Objective</b>	<b>Self-Advocacy</b>	<b>Activities</b>	<b>Instructor Notes</b>
5.1	Student will be able to identify and apply for appropriate community services and resources.	<ol style="list-style-type: none"> <li>1. The Relationship Between Transition and Self-Advocacy</li> <li>2. Recognizing the Need for Self-Advocacy</li> <li>3. Understanding the VR Website and Practice Applications</li> <li>4. Transition Guest Speaker</li> <li>5. Self-Assessment Transition Survey</li> </ol>	
5.2	The student will be able to identify and explain their disability and when necessary, understand potential accommodations.	<ol style="list-style-type: none"> <li>1. Identifying Areas of Struggle</li> <li>2. Identifying Accommodations I Need</li> <li>3. Writing a self-advocating script</li> <li>4. My Brain is Unique</li> <li>5. Who Am I</li> </ol>	
5.3	Students will be able to describe their learning style across environments.	<ol style="list-style-type: none"> <li>1. Learning Style Survey</li> <li>2. Learning Style Scripts</li> <li>3. Characteristics of Learning Styles</li> <li>4. Learning Style Profile</li> <li>5. Learning Style Scripts</li> </ol>	
5.4	The student will be able to access and apply their personal information across environments.	<ol style="list-style-type: none"> <li>1. Personal Information Sheet</li> <li>2. Locating Personal Information</li> <li>3. Fill Out an Application for a Library Card</li> <li>4. Applying for Public Transportation</li> <li>5. Mock Job Applications</li> </ol>	
5.5	Students will recognize natural supports across environments.	<ol style="list-style-type: none"> <li>1. Circle of Support</li> <li>2. Supports in Different Environments</li> <li>3. Support Role Plays</li> <li>4. Support Scenarios</li> <li>5. Identifying Natural Supports</li> </ol>	

**Unit 6: Demonstrate an understanding of social and communication skills to manage transition to adult living.**

<b>Objective</b>	<b>Social and Communication Skills</b>	<b>Activities</b>	<b>Instructor Notes</b>
6.1	The student will demonstrate appropriate speech across environments (home, community, work, school, etc.) using appropriate clarity, volume and tone of voice/speech of spoken language.	<ol style="list-style-type: none"> <li>1. Runner/Sketcher/Drawer</li> <li>2. Leaving Work Voicemails</li> <li>3. Recording a Personal Greeting</li> <li>4. Preparing presentation of "Day in the Life"</li> <li>5. Interview Follow Up</li> </ol>	
6.2	The student will demonstrate appropriate conversational etiquette in all situations (home, community, work, school, etc.)	<ol style="list-style-type: none"> <li>1. Starting A Conversation</li> <li>2. How do you end a conversation?</li> <li>3. What Does a Good Conversation Look Like?</li> <li>4. What Type of Conversation is Right for What Type of Situation?</li> <li>5. Conversation Role Play</li> </ol>	
6.3.	The student will demonstrate appropriate use of body language and emotions during all situations (home, community, work, school, etc.).	<ol style="list-style-type: none"> <li>1. Emotion Charades</li> <li>2. How Are You Feeling Today?</li> <li>3. 10 Tips: Change How People See You!</li> <li>4. Curse Word Alternative</li> <li>5. Workplace Outward Expressions</li> </ol>	
6.4	The student will utilize a verbal/nonverbal communication system as needed to make needs known, communicate with others and participate in daily activities.	<ol style="list-style-type: none"> <li>1. Telephone Activity</li> <li>2. Stop Listening Exercise</li> <li>3. Listener and Talker Activity</li> <li>4. Memory Test Activity</li> <li>5. Just Listen Activity</li> </ol>	
6.5	The student will demonstrate active listening skills across environments (home, community, work, school, etc.).	<ol style="list-style-type: none"> <li>1. How to Improve Your Listening Skills</li> <li>2. Popcorn Storytelling</li> <li>3. Simon Says</li> <li>4. Memory Circles</li> <li>5. Storytelling and Predicting</li> </ol>	

**Unit 7: Demonstrate an understanding of soft skills to manage transition to adult living.**

<b>Objective</b>	<b>Soft Skills</b>	<b>Activities</b>	<b>Instructor Notes</b>
7.1	The student will display the appropriate communication verbally and non-verbally.	<ol style="list-style-type: none"> <li>1. What is Nonverbal Communication?</li> <li>2. Manners</li> <li>3. Be Careful with Your Words</li> <li>4. Accepting Feedback</li> <li>5. Power of Body Language</li> </ol>	
7.2	The student display appropriate adult mannerisms.	<ol style="list-style-type: none"> <li>1. Perception</li> <li>2. First Impression</li> <li>3. Personal Space</li> <li>4. Manners and Etiquette</li> <li>5. Crafting Connections</li> </ol>	
7.3	The student will be able to solve conflicts and problem solve.	<ol style="list-style-type: none"> <li>1. Conflict Scenarios</li> <li>2. Tower Building</li> <li>3. Active Listening</li> <li>4. What Would You Do</li> <li>5. Empathy – Someone Else’s Shoe</li> </ol>	
7.4	The student will be able to demonstrate the ability to take responsibility for their own actions.	<ol style="list-style-type: none"> <li>1. What is Responsibility?</li> <li>2. Scavenger Hunt</li> <li>3. Filling the Jar</li> <li>4. Taking Responsibility</li> <li>5. What’s On Your Plate</li> </ol>	
7.5	The student will be able to monitor and assess social skills across environments.	<ol style="list-style-type: none"> <li>1. Different Social Environment Scenarios</li> <li>2. Take Initiative Across Environments</li> <li>3. Self-Awareness Across Environments</li> <li>4. Patience with Plants</li> <li>5. Self-Advocacy</li> </ol>	

**Unit 8: Demonstrate an understanding of technology to manage transition to adult living.**

<b>Objective</b>	<b>Technology</b>	<b>Activities</b>	<b>Instructor Notes</b>
8.1	The student will be able to understand and use the internet and technology safely.	<ol style="list-style-type: none"> <li>1. Finish the Sentence – Internet Safety</li> <li>2. Saving Passwords on Phones</li> <li>3. Scanning a Document Using a Phone</li> <li>4. Internet Safety</li> <li>5. Safety Tips for Online Applications: Job Scams and how to Avoid Them</li> </ol>	
8.2	The student will be able to develop and demonstrate pre-requisite technology skills.	<ol style="list-style-type: none"> <li>1. Microsoft Word</li> <li>2. Setting Up &amp; Using a Professional Email Account</li> <li>3. Using Spell Check</li> <li>4. Saving an Image from Google to your Computer</li> <li>5. How to Create a PowerPoint</li> </ol>	
8.3	The students will be able to use their technology as a professional tool and appropriate across environments.	<ol style="list-style-type: none"> <li>1. How to Fill Out a Job Application</li> <li>2. Setting Up a Medical ID on Your Phone</li> <li>3. How to Set Alarms &amp; Timers and Use Calendars</li> <li>4. How to Send Email Using Gmail</li> <li>5. Setting Up Voicemail</li> </ol>	
8.4	The student will develop and demonstrate basic clerical skills.	<ol style="list-style-type: none"> <li>1. Typing.com</li> <li>2. Microsoft Word</li> <li>3. How to Use Google</li> <li>4. Convert a Document to PDF Using Word</li> <li>5. Excel Basics</li> </ol>	

**38 Total Objectives /38 Lesson Plans**

# Unit 1: Daily Living Skills



Lessons for  
Living, Learning,  
and  
Working



Presented by  
Project | SEARCH®



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.1: The student will be able to identify and follow safety procedures  
across environments.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 1.1: The student will be able to identify and follow safety procedures across environments		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
Lesson Plan Summary: This lesson is designed to teach students some of the most basic daily living skills as it relates to safety across multiple environments.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Site Maps</li> <li>● PPE</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer, overhead projector and/or smartboard, whiteboard, Boardmaker or Boardmaker Share (for interactive use)</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Pencil/paper</li> <li>● Site maps</li> <li>● Handouts of signs/symbols</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Teacher ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary accurately presented in a variety of settings	Check the context of their vocabulary used in class discussions and other daily situations to ensure their understanding.
Students will know what signs and symbols are telling us.	Be able to follow safety and directional signs and symbols while at work and elsewhere, which allow them to keep themselves and others safe while navigating the worksite.	Assess the correct answers during Kahoot for an understanding of signs.
Students will know how and why a map can be useful to locating something	Be able to use a map to locate something throughout the building – which will allow them to navigate the building safely and securely.	Assess photos of signs/objects found while following map of the building.

<b>STEP TWO: The Lesson Plan</b>	
<i>Please customize these activities according to your school setting, its policies, vision, and core values. ons and ideas. Please use and modify them based on the objective and the needs of your students.</i>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p>

	<p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Safety:</b> Being protected from or unlikely to cause danger, risk, or injury.</li> <li>• <b>Workplace Safety:</b> the working environment at a company that encompasses all factors impacting the <i>safety</i>, health, and well-being of employees.</li> <li>• <b>Safety Procedure:</b> A document that is put together by groups within the organization, and is used as a template when performing a particular task on the job.</li> <li>• <b>Situational Awareness:</b> Knowing what is going on around us.</li> <li>• <b>Signs or Symbol:</b> A picture that is drawing your attention to something, telling you something, or representing an idea, object, or warning.</li> <li>• <b>First Responder:</b> is a person with specialized training who is among the first to arrive and provide assistance at the scene of an emergency, such as a natural disaster, accident, or terrorism. First responders include law enforcement officers, paramedics, EMTs, and firefighters.</li> <li>• <b>PPE:</b> Personal Protective Equipment, is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses.</li> <li>• <b>Workplace Safety:</b> the working environment at a company that encompasses all factors impacting the <i>safety</i>, health, and well-being of employees.</li> <li>• <b>Signs or Symbol:</b> A picture that is drawing your attention to something, telling you something, or representing an idea, object, or warning.</li> <li>• <b>Pain:</b> is an uncomfortable feeling that tells you something may be wrong. It can be throbbing, steady, aching, stabbing, or pinching. Pain is always subjective.</li> <li>• <b>Acute Pain:</b> is usually severe, lasts for a short period of time, and is a signal that our body has been hurt.</li> <li>• <b>Chronic Pain:</b> can range from mild to severe, lasts for a long period of time, and is often the result of a disease that may require ongoing treatment.</li> <li>• <b>Subjective:</b> based on or influenced by personal feelings, tastes, or opinions.</li> </ul>
<p><b>Introduction:</b>  <b>Connect to Purpose</b>  <b>VocFit Crosswalk:</b>  <b>Safety:</b>  Identify safety hazards</p>	<p>Review glossary terms with students. This can be done as a group or individually. To make this activity more engaging, add the terms to a <a href="#">Kahoot!</a> game.</p> <p>Ask the students how they keep themselves safe. Where do we need to be safe? Are there rules for being safe at home? At work?</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1  Time: 1 hour  <b>VocFit Crosswalk:</b>  <b>General:</b>  Admits mistakes  Listens and pays attention  Works at an appropriate rate  Follows rules and regulations</p>	<p><b><u>Identifying safety signs</u></b></p> <p>Watch Video 1 &amp; 2; they discuss safety signs and their meanings  Video 1:  <a href="https://www.youtube.com/watch?v=izeWHwDCUes&amp;ab_channel=ClarionSafetySystems">https://www.youtube.com/watch?v=izeWHwDCUes&amp;ab_channel=ClarionSafetySystems</a>  Video 2: <a href="https://www.youtube.com/watch?v=w2bhngAHLVo">https://www.youtube.com/watch?v=w2bhngAHLVo</a></p> <p>Step one: Gather your class and take an "I Spy Safety Signs" trip around your site.</p> <p>Step two: As you walk around, look for words and symbols on signs, doors, and</p>

<p>Completes task accurately Follows direction <b>Safety:</b> Work exposed to hazardous equipment or condition Work exposed to contaminant (e.g., pollutants, gases, dust, odors) Maintain sanitation, health, and safety standards Identify safety hazards <b>Cognitive:</b> Know your location in relation to the environment <b>Communication:</b> Communicate face-to-face with others</p>	<p>equipment that serve to keep people safe.</p> <p>Step three: When someone spies a sign, stop and look at it together. Talk about what the word or symbol might mean. Point out that the symbols can help you guess the meaning of the sign. For example, a picture of a fire hydrant can be used by firefighters or people parking on the street to identify where a hydrant is located.</p> <p>Step four: Help the students see the different ways signs are used, such as helping people find places and warning them about dangers.</p> <p>Step five: Back in the workspace, debrief about the different signs that you came across in your walk.</p> <p>Refer to <a href="#">Appendix A</a> for examples of signs.</p>
<p>Activity 2: Time: 45 minutes <b>VocFit Crosswalk:</b> <b>General:</b> Admits mistakes Listens and pays attention Works at an appropriate rate Follows rules and regulations Complete task accurately Follow direction <b>Cognitive:</b> Know your location in relation to the environment <b>Communication:</b> Communicate face-to-face with others</p>	<p><b><u>Locating places on a map</u></b></p> <p>Step one: Review what a map is, why it's important and how it relates to safety in the workplace. Provide students with a site map of your school or the location where your class is located. Have them choose up to 3 people in each group.</p> <p>Step two: Explain to the class that there are places on the map that they will need to navigate to in this activity. (Have something at each location that they have to take a picture of, or bring something back at the end).</p> <p>Step three: Using a map of the building (just one floor at first) put small circles on the map where a sign or symbol from earlier will be. Once students use the map to locate all these signs and symbols, they can check off they found it on their map in the circle representing that sign and symbol. (Include: exit sign, fire alarm, do not enter, arrows in different directions, etc.) Option: perform as a group using the map to find different items either together as one large group or assign one area to a pair or individual to use map alone or with a partner to find just one or two signs.</p> <p>Step four: When you are all back together, ask the students to show you the pictures or objects that they got from each place. Ask them what was easy and what was difficult about this activity? What resources did they use if/when they needed help?</p>
<p>Activity 3: Time: 45 minutes <b>VocFit Crosswalk:</b></p>	<p><b><u>PPE: Why we use it and how to properly wear it</u></b></p> <p>Students will watch "The Globus Guide to Putting-on and Removing Non-Sterile</p>

<p><b>General:</b> Listens and pays attention Asks for help and clarification when needed Works at an appropriate rate Follows rules and regulations Cooperative and courteous Follows directions</p> <p><b>Safety:</b> Work exposed to hazardous equipment or conditions Work exposed to minor burns, cuts, bites, or stings Identify safety hazards</p> <p><b>Cognitive:</b> Know your location in relation to the environment Concentrate on a task over time without becoming distracted Comprehend/read instructions</p> <p><b>Communication:</b> Communicates face-to-face with others Speaks clearly so that others can understand</p> <p><b>Interpersonal:</b> Work with a co-worker in a group or team Listen actively Ask clarifying questions</p>	<p>Disposable Gloves” (<a href="https://www.youtube.com/watch?v=3I_kKVNrEMo">https://www.youtube.com/watch?v=3I_kKVNrEMo</a>), and “Eye Protection in a Medical Setting” (<a href="https://www.youtube.com/watch?v=TmpQbh9PbAU">https://www.youtube.com/watch?v=TmpQbh9PbAU</a>)</p> <p>Step one: The teacher will discuss jobs where using PPE is required and what that will look like. Students will have the opportunity to ask questions.</p> <p>Step two: The students will work in pairs to put on the appropriate PPE for a given job setting. After the pair is checked-off by staff, they will take off the PPE correctly.</p> <p>Step three: In small groups, instruct the students to make a T-chart and list what PPE looks like vs what it feels like.</p> <table border="1" data-bbox="443 579 1453 766"> <thead> <tr> <th data-bbox="443 579 946 621">What Does PPE Look Like?</th> <th data-bbox="946 579 1453 621">What Does PPE Feel Like?</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 621 946 657"></td> <td data-bbox="946 621 1453 657"></td> </tr> <tr> <td data-bbox="443 657 946 693"></td> <td data-bbox="946 657 1453 693"></td> </tr> <tr> <td data-bbox="443 693 946 728"></td> <td data-bbox="946 693 1453 728"></td> </tr> <tr> <td data-bbox="443 728 946 766"></td> <td data-bbox="946 728 1453 766"></td> </tr> </tbody> </table> <p>In the same groups, instruct the students to make Venn Diagrams comparing PPE practices in different settings (i.e. home, work, grocery store, etc.) Coming back together in a large group, have a representative from each group explain their chart and diagrams and make a comprehensive list on a poster board or whiteboard.</p> <p>Step four: Discuss with the students where they will wear PPE, what type, the reasons behind wearing PPE, and their personal experiences with it.</p>	What Does PPE Look Like?	What Does PPE Feel Like?								
What Does PPE Look Like?	What Does PPE Feel Like?										
<p>Activity 4: Time: 30 minutes <b>VocFit Crosswalk:</b></p>	<p><b>Sign Game</b></p> <p>Kahoot Game: Check for understanding by playing a Kahoot review game for the</p>										

<p><b>General:</b> Admits mistakes Listens and pays attention Works at an appropriate rate Follows rules and regulations Completes task accurately Follows direction</p> <p><b>Cognitive:</b> Sort, assemble, and proof completed work Concentrate on a task over time without becoming distracted</p>	<p>safety and directional signs reviewed as well as 10 more so that 20 signs total have been introduced to the students. Total of 15 minutes to complete this game.</p> <p>Memory Game: Print out 2 copies of the signs from Activity 1 and cut them out individually. Repeat this step 5 times if you have a total of 10 students and so on. Then ask the students to find a partner and hand out the individual cut-out sign stacks to each pair. Each pair will turn the signs facing down and will take turns to play the memory game. Allow total of 15 minutes to complete this game.</p>
<p>Activity 5: Time: 30 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Listen and pays attention Communicates adequately Follows directions</p> <p><b>Cognitive:</b> Comprehend, read instructions</p> <p><b>Communication:</b> Speaks clearly so that others can understand Communicate face-to-face with others</p> <p><b>Interpersonal:</b> Monitor own body language Cooperate with others to accomplish work activities</p>	<p><b>Universal Emergency Codes</b></p> <p>Find the emergency procedures for your school (or wherever your class/program is located). That could include procedures for a fire drill, a tornado drill, an active shooter, a hostage situation, etc. The processes may be different in each school or other organization. A list of emergency codes that have been adopted by many hospitals and residential facilities can be found in <a href="#">Appendix B</a>.</p> <p>Step one: Discuss emergency procedures for your school or organization. Students need to know what to do if they are in their classroom, hallways or at a community work site.</p> <p>Step two: Distribute the list of emergency codes to review.</p> <p>Step three: Post the list in a highly visible area of the classroom.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation</b></p>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• Identify what signs and symbols mean after showing students pictures. What does this mean?</li> <li>• What does a map do?</li> </ul>

<p><b>Tools</b></p>	<ul style="list-style-type: none"> <li>• How is a google or Apple map different than a paper map? Which one do you like better and why?</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• Get some maps of different paper state maps (of your state) from Triple A or from travel areas</li> <li>• Ask the students to locate the following: <ul style="list-style-type: none"> <li>○ The state capital</li> <li>○ Their home town</li> <li>○ The town where their school is located</li> <li>○ A different town that they have visited</li> </ul> </li> <li>• What can you do with a paper map that is different from a Google or Apple Map</li> <li>• What would happen if you didn't have Google or Apple maps?</li> <li>• How could you find information using a paper map?</li> <li>• What can't you find on a paper map?</li> <li>• When would you need to use a map on your phone?</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Who could you ask if you do not know what a sign or symbol meant?</li> <li>• What would you do if you were alone and saw a sign that you have never seen?</li> <li>• Can you think of a time when you might be unsafe if you don't follow a sign?</li> <li>• Can you explain how to use a map (show the map of this building and ask, "Where are we on this map?")</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Can you explain the difference between these signs (showing two similar but different meaning signs like stairs and emergency stairs only)?</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• How would you feel if there was an injury/safety event, and you didn't know what to do?</li> <li>• How would you feel if there was an injury/safety event, and you did know what to do because you have read the signs and discussed a plan?</li> <li>• What if a sign looks similar but different how will you determine what it means?</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Ask the students to create a map of their house, school or neighborhood.</li> </ul>
---------------------	--

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

Appendix A

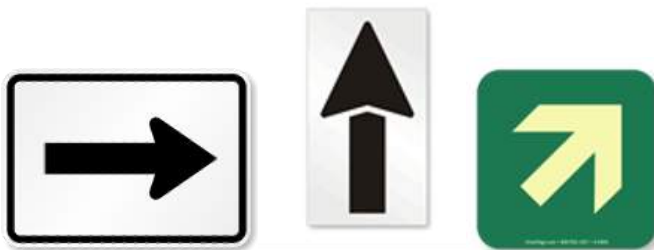
Exit signs:



Fire related:



Directional signs/symbols/arrows:



Stop Signs:



Stair signs:





Other:



All from: [www.roadtrafficsigns.com](http://www.roadtrafficsigns.com)

Appendix B: Universal Emergency Codes

Codes:	What does it mean?	What do I do?
<b>Black</b>	Bomb Threat	Stay in your area and listen for more instructions
<b>Blue</b>	Respiratory or Cardiac Arrest	Stay in your area; watch for movement while in hallways
<b>Gray</b>	Severe weather	Shut windows and doors, close curtains. Move to an inside office or work area
<b>Orange</b>	Hazardous material spill	Leave the area; keep other people from the area and contact environmental services
<b>Red</b>	Fire	Follow RACE and PASS guidance.
<b>Silver</b>	Weapon or hostage	Stay in your area.
<b>Violet</b>	Violent patient or visitor	Stay in your area.
<b>Yellow</b>	All hazard disaster	Stay in your area and listen for more instructions.
<b>Pink</b>	Infant Abduction	All staff movement stops. Monitor the entrances for persons leaving the hospital.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.2: The student will build, and practice problem-solving/critical thinking related to life skills.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 1.2: The student will build and practice problem-solving/critical thinking related to life skills.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> The activities contained within this lesson are designed to help students understand feeling and emotions, identify facial expressions and other body language to express emotions, and help develop problem-solving skills in personal and work life.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Worksheets are embedded within the activities.</li> <li>• Appendices A and B for pictures for activities and as visual reminders in the classroom, work, or home.</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer or tablet</li> <li>• Electronic games</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Writing utensil</li> <li>• Games (Uno, Trouble, Apples to Apples, cards, etc.)</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the teacher ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know the definition of a community.	Students will be able to identify different types of communities and their involvement.	Check that students retain the knowledge of the different types of communities they are involved in. Check that they can find the different communities on a map.
Students will know what inappropriate and appropriate social skills look like.	Students will be able to identify social skills and how they relate to problem solving.	Students will use appropriate social skills while problem solving.
Students will know what feelings and emotions look like.	Students will be able to identify how feelings and emotions impact problem solving.	Students will express and regulate their feelings and emotions while solving problems.
Students will identify types of problems.	Students will create solutions to problems.	Students will implement solutions to problems and use appropriate manners while doing so.
Students will understand what negotiating and compromising means.	Students will identify situations that need to be negotiated or compromised.	Students will implement negotiating and compromising when resolving a conflict.

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Interpersonal relationships:</b> connections or interactions between two or more people</li> <li>• <b>Social skills:</b> learned abilities that allow an individual to interact appropriately in a given social situation</li> <li>• <b>Empathy:</b> identifying with the emotions or attitudes of another person</li> <li>• <b>Constructive feedback:</b> comments, advice or suggestions that are useful for improving ones performance or attitude</li> <li>• <b>Community:</b> an area or place with a group of people, oftentimes with similar interests and beliefs, such as a town, city, or village.</li> <li>• <b>Feelings:</b> emotions</li> <li>• <b>Emotions:</b> personal feelings or mood</li> <li>• <b>Problem solving:</b> figuring out solutions to issues</li> <li>• <b>Compromising:</b> making a decision between two people/parties that both agree upon</li> <li>• <b>Negotiating:</b> discussing and working through a problem</li> </ul>
<b>Introduction: Connect to Purpose VocFit Crosswalk:</b>	<p><b>Getting to Know Each Other:</b></p> <p>In groups of two, introduce yourself and get to know each other with the following questions:</p> <ol style="list-style-type: none"> <li>1. What is your name?</li> <li>2. Where are you from?</li> <li>3. What do you like to do during the summer?</li> <li>4. What is your favorite part of summer?</li> <li>5. Did you go on any trips?</li> <li>6. If yes, where did you go? If no, are there any places that you would like to go?</li> <li>7. Is there anything you would like to learn how to do?</li> </ol>
<b>Lesson Activities</b>	
<p>Activity 1</p> <p><b>Time: 45 mins</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b></p> <p>Comprehend/read instructions, know your location in relation to the environment</p>	<p style="text-align: center;"><u>Understanding Communities</u></p> <p>Communities for Kids   Types of Communities   Social Studies for Kids   Kids Academy: <a href="https://www.youtube.com/watch?v=IGC0zxcgRNJQ">https://www.youtube.com/watch?v=IGC0zxcgRNJQ</a></p> <ol style="list-style-type: none"> <li>1. Who is in your family/home community?</li> <li>2. What is your school community?</li> <li>3. Who is in your classroom community?</li> <li>4. Who is part of your social community?</li> <li>5. Where is your neighborhood? Use a map to locate it.</li> </ol>

<p><b>Computer Skills:</b> Use an online search engine, scroll through a web page to find specific information</p> <p><b>Interpersonal Skills:</b> Follow directions, listen actively, ask clarifying questions</p>	<ol style="list-style-type: none"> <li>6. What city do you live in?</li> <li>7. What country do you live in?</li> <li>8. What continent do you live in?</li> <li>9. Which pictures show being a part of your community?</li> <li>10. What problems do you see in your community?</li> <li>11. What are ways to make your community better?</li> </ol> 
<p>Activity 2: <b>Time: 45 mins</b> <b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Work with a co-</p>	<p style="text-align: center;"><u>What Are Social Skills?</u></p> <p>Social Skills - What Are Social Skills - Improving Social Skills: <a href="https://www.youtube.com/watch?v=ku_XltAHvjA">https://www.youtube.com/watch?v=ku_XltAHvjA</a></p> <p>Which pictures show people using good social skills?</p>

worker in a group or team, monitor own body language, follow directions, listen actively, ask clarifying questions



How do you show good social skills?  
 How do you use social skills in problem solving?

**Activity 3:**  
**Time: 90 mins**  
**VocFit Crosswalk:**  
**Cognitive Abilities:**  
 Comprehend/read instructions  
**Interpersonal Skills:**  
 Monitor own body language, follow directions, listen actively, show

Feeling and Emotion

Feeling and Emotion for Kids | How to Manage Emotions:  
<https://www.youtube.com/watch?v=ZJAEkDXtyQQ>

1. What could make you happy at work?
2. How should you display happiness at work?
3. What could make you sad at work?
4. What should you do when you feel sad at work?
5. What could make you angry at work?
6. What should you do when you feel angry at work?
7. What could make you feel excited at work?
8. How should you display being excited at work?

<p>compassion towards coworkers and/or clients, ask clarifying questions</p>	<ol style="list-style-type: none"> <li>9. What could make you feel jealous at work?</li> <li>10. What should you do when you feel jealous at work?</li> <li>11. What could make you feel loved?</li> <li>12. What should you do when you feel loved?</li> <li>13. What could make you feel disappointed at work?</li> <li>14. What should you do when you feel disappointed at work?</li> <li>15. What could make you feel lonely at work?</li> <li>16. What should I do when I feel lonely at work?</li> <li>17. What could make you feel scared at work?</li> <li>18. What should I do when I feel scared at work?</li> <li>19. What could make me feel shy at work?</li> <li>20. What should I do when I feel shy at work?</li> <li>21. What could make me feel confident at work?</li> <li>22. What should I do when I feel confident at work?</li> <li>23. What could make me feel worried at work?</li> <li>24. What should I do when I feel worried at work?</li> </ol> <p>See <a href="#">Appendix A</a> below. You can print the pictures and words separately. Students can match the pictures with words. Students can match pictures and words to emojis. Discuss how they can tell how the person is feeling. Discuss what might make them feel that way. Discuss what you would do at work if you saw someone feeling that way.</p>
<p>Activity 4: <b>Time: 60 mins</b> <b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, monitor own body language, follow directions, listen actively, ask clarifying questions</p>	<p style="text-align: center;"><u>Problem Solving</u></p> <p>Answer the questions 1-5 for both videos. Stuck on An Escalator - Wake Up and Go After Your Dreams!: <a href="https://www.youtube.com/watch?v=Kq65aAYCHOW">https://www.youtube.com/watch?v=Kq65aAYCHOW</a> Conflict Resolution: How to Settle Your Differences Fairly   BrainPOP: <a href="https://www.youtube.com/watch?v=jg_Q34kGsKg">https://www.youtube.com/watch?v=jg_Q34kGsKg</a></p> <ol style="list-style-type: none"> <li>1. What happened in the video?</li> <li>2. What was the problem?</li> <li>3. What did the people do to solve the problem?</li> <li>4. Are there other ways to solve this problem?</li> <li>5. What would you do?</li> <li>6. What statements are problem-solving?       <ol style="list-style-type: none"> <li>a. I'm sorry.</li> <li>b. You can't make me.</li> <li>c. Here. We can share.</li> <li>d. Are you all right?</li> <li>e. Excuse me.</li> <li>f. Move out of my way.</li> <li>g. So what?</li> <li>h. I know.</li> <li>i. I didn't mean to do that.</li> <li>j. I will fix this.</li> <li>k. Let's talk about this.</li> </ol> </li> </ol> <p>Let's review. Problem Solving in the Workplace:</p>



<https://www.youtube.com/watch?v=ehRNriENFic>

From the video:

1. What are the five steps to problem-solving?
  - a. Define the problem.
  - b. Brainstorm solutions.
  - c. Make plans and evaluate.
  - d. Implement the plan.
  - e. Re-evaluation.
2. What is a problem you had or have at work or school?
3. What are some solutions to that problem? List at least 2.
4. Does anyone else have some solutions to that problem?
5. What would be the positive or negative to each solution?
6. What solution are you going to or did choose?
7. List how the solution or plan will be implemented.
8. Who is included in the plan?
9. Did the solution fix the problem?

[Appendix B](#) - pictures to print for reminders in the classroom or at home or at work to stop and think about solutions to the problem.

Activity 5:

**Time: 90 mins**

**VocFit Crosswalk:**

**Cognitive Abilities:**

Comprehend/read instructions

**Interpersonal Skills:**

Work with a co-worker in a group or team, monitor own body language, follow directions, listen actively, ask clarifying questions

Compromising

You can use all videos as a review over a couple of days or select which ones that will work best for your students.

Negotiating and Compromising: <https://www.youtube.com/watch?v=NY1u3p0Hw7A>

Compromising with Others: <https://www.youtube.com/watch?v=GdCQFuWaV2g>

Compromise: <https://www.youtube.com/watch?v=aVBZW2XzwC4>

The Art of the Compromise: [https://www.youtube.com/watch?v=azRYgB\\_EiCo](https://www.youtube.com/watch?v=azRYgB_EiCo)

1. What is negotiating?
2. What is compromising?
3. What are some choices that are discussed in the videos?

Practice with a partner(s) by playing a game like Uno, cards, Apples to Apples, Trouble, etc.

Let the class decide what they are going to play for the next game. They have to work together to decide if they are going to all play the same game or break into smaller groups to play games. Let them figure this out.

4. What choices did you use to decide on for a game?

**Scenarios:**

Andy won't give up his swing, even though it's Haley's turn. What should Haley do?



Alicia and Cameron won't let Natasha play with them. What should Natasha do?



Alex pushes ahead of Rachel in line. What should Rachel do?



Jose is upset because his dad is sick and can't take him to the movie theater. What should Jose do?



Sherry has to work on a project with Maggie. Maggie refuses to work on it together. What should Sherry do?



Carter told Jackson that he was out of the game. Jackson doesn't think he is out. What should Jackson do?



Louisa was trying to tell Shawn about work, but he kept interrupting her to talk about a new game. What should Louisa do?



Michael lost all his files on his computer. What should Michael do?



Extension Activities: Critical Thinking Questions and Evaluation Tools	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Make a list of different types of feelings and emotions.</li> <li>● Name all the communities that you are a part of.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● Under each feeling and emotion, what are some situations that make you feel this way, at home, at work, in the community, at school?</li> <li>● How many examples can you come up with?</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>● List the steps needed to problem solve, negotiate, and compromise.</li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>● What are some examples of negotiating and compromising at home?</li> <li>● What are some examples of negotiating and compromising at school?</li> <li>● What are some examples of negotiating and compromising at work?</li> <li>● What are some examples of negotiating and compromising in the community?</li> <li>●</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>● How do you do with negotiating and compromising in each of these places?</li> <li>● Are you better at this in some places than other places?</li> <li>● What are some reasons that you may be better negotiating and compromising in some places than others? (experience versus new situations, family versus friends versus strangers)</li> <li>●</li> </ul> </li> <li>6. Creating: <ul style="list-style-type: none"> <li>● How are you doing with problem solving?</li> <li>● Are there areas you need to work on? (identifying a problem, figuring out a solution, communicating with others, negotiating and compromising, or following through on a solution)</li> </ul> </li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

Appendix A

Happy



Sad



Angry



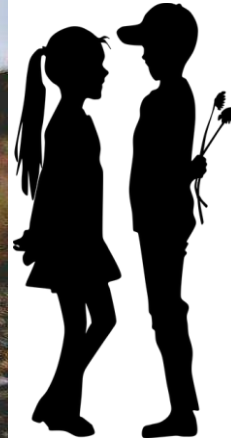
Excited



Jealous



Loved



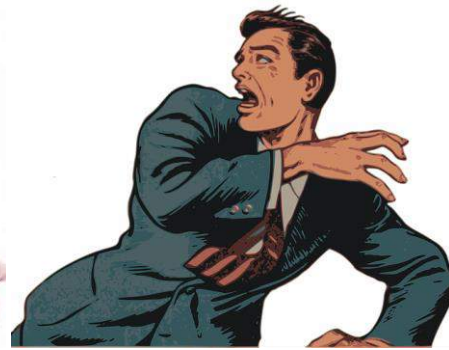
Disappointed



Lonely



Scared



**Shy**



**Confident**



**Worried**

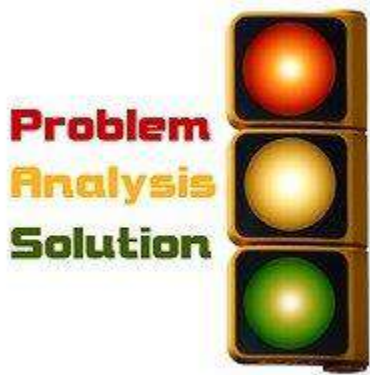


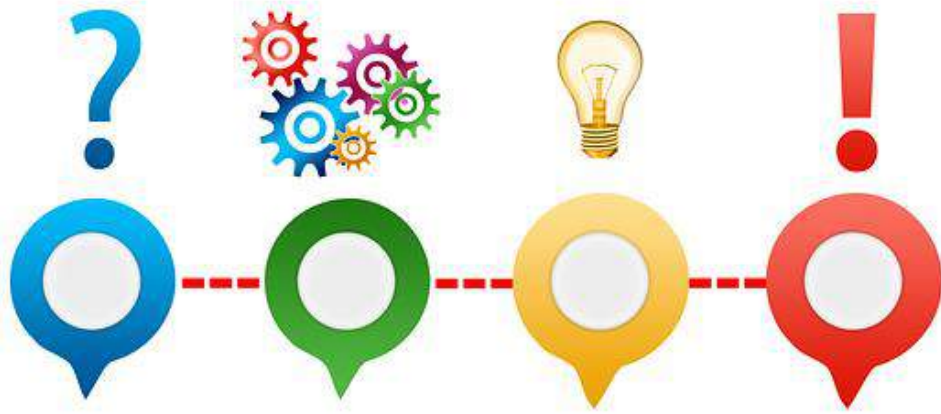
**Emotions**





Appendix B







**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.3: The student will foster independence with daily living tasks in simulated lesson and activities.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 1.3: The student will foster independence with daily living tasks in simulated lesson and activities		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
<b>Lesson Plan Summary:</b> Understanding the required skills and tasks needed to live a safe and healthy independent life.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● “Grocery List” excel sheet</li> <li>● “Using a Dishwasher” picture cues</li> <li>● “How to make Mac N Cheese” picture cues</li> <li>● “How to do the Laundry” picture cues</li> <li>● “Morning/evening checklist”</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer, internet, overhead projector and/or smartboard, whiteboard, Boardmaker or <a href="#">Boardmaker Student Center</a> (for interactive use)</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Pencil/paper</li> <li>● Access to a dishwasher, dishes, etc.</li> <li>● Scissors &amp; glue</li> <li>● Access to microwave</li> <li>● Easy Mac n Cheese cups for each student</li> <li>● Spoons for each student</li> <li>● 2 large cardboard boxes decorated to look like or labeled at “WASHER” and “DRYER”</li> <li>● Empty laundry detergent and fabric softening containers</li> <li>● Items of clothing to be sorted and “washed”</li> <li>● Laundry baskets</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Teacher ask/do to determine students’ level of understanding? How can the student <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
Know what it means to be an independent person.	Be able to make a grocery list and shop for the items either in person or virtually.	Interview others to create a grocery list. Observe the student locating items either in a store or online.
Be able to know the steps to make microwavable mac and cheese.	Be able to use the steps provided and make microwavable mac and cheese for themselves or someone else.	Teacher will check the students' success in making microwavable mac and cheese. Students will demonstrate how to make microwavable mac and cheese.

Students will know what a dishwasher is and used for.	Students will be able to use the dishwasher to wash dishes.	The student will be able to load dishes into a dishwasher, load detergent, operate the machine, OR sequence the picture cues in appropriate order.
Students will know the steps to sort and wash/dry laundry.	Students will be able to follow steps to sort and wash/dry laundry independently.	The teacher will check the students' success in following steps to sort, wash/dry laundry.
Students will know the steps for getting themselves ready for school/work.	Students will follow a process for getting themselves ready for school/work independently.	The teacher will check the students' success in following steps to getting ready for school/work. The student will demonstrate their knowledge by putting the steps in sequential order or by doing the steps in order.

## STEP TWO: The Lesson Plan

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms (derived from dictionary.com)</b></p> <ul style="list-style-type: none"> <li>• <b>Want:</b> To wish, need, crave, demand, or desire. Something that you can live without.</li> <li>• <b>Need:</b> A requirement, necessary duty or obligation. Something you must have in order to live/survive.</li> <li>• <b>Daily Living Skills:</b> Skills a person needs to have to live a successful independent life. Things you need to know how to do to survive, be clean and healthy.</li> <li>• <b>Independence:</b> freedom from the control, influence, support, aid, or the like, of others</li> <li>• <b>Dishwasher:</b> a machine for washing dishes automatically. <a href="#">Image</a></li> <li>• <b>Load dishwasher:</b> the act of putting dishes inside the dishwasher. <a href="#">Image</a></li> <li>• <b>Microwave:</b> a small oven that cooks or heats food very quickly. <a href="#">Image</a></li> <li>• <b>Washing machine:</b> a machine for washing clothes, bed linens, etc. <a href="#">Image</a></li> <li>• <b>Laundry detergent:</b> a type of detergent (cleaning agent) used for cleaning dirty laundry (clothes). Laundry detergent is manufactured in powder (washing powder) and liquid form. <a href="#">Image</a></li> <li>• <b>Laundry basket:</b> a basket for holding clothes and linen that need to be washed or that have been washed. <a href="#">Image</a></li> <li>• <b>Soiled:</b> dirty; stained. <a href="#">Image</a></li> </ul>
<b>Introduction: Connect to Purpose VocFit Crosswalk:</b>	<p>Review glossary terms with students. This can be done as a group or individually. To make this activity more engaging, add the terms to a <a href="#">Kahoot!</a> game.</p>

	Ask the students how they are able to survive. Who takes care of their wants and needs? In order to live an independent life, it would be beneficial to help in the process of taking care of themselves (i.e. grocery shopping, cleaning, cooking, hygiene, etc.).
<b>Lesson Activities</b>	
<p>Activity 1 Time: 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Self-Determination:</b> make choices/decisions, determine priorities,</p> <p><b>General:</b> listens and pays attention, asks for help when needed, communicates adequately, follows directions, completes tasks accurately</p> <p><b>Work Structure:</b> follow established procedures</p> <p><b>Cognitive Abilities:</b> Perform mental activities, comprehend/read instructions</p> <p><b>Computer Skills:</b> Navigate to a specific web address, click on a desired web link, use an online search engine, save a file/document to specific location, type txt to create a document, enter text applying basic key functions, recognize and start a software program, scroll through a web page to find specific information</p>	<p><b><u>Making a Grocery List</u></b></p> <p>Step 1: Provide students with the excel document “Grocery List.” Have the students choose up to 4 people (can be classmates or family members). Write/type the person’s name at the top of each column.</p> <p>Step 2: Interview each person and ask what their favorite 4 items are from the grocery store. List their 4 favorite items under their names on the excel sheet.</p> <p>Step 3: Compare items to see if there are similarities among each person. Highlight any items that are similar.</p> <p>Step 4: Make a list of the top 10 favorite items enjoyed.</p> <p>Step 5: Use an online search engine or app to search for the food items and place them into a virtual shopping cart. (For example: <a href="#">Kroger Pickup</a> - formerly Clicklist).</p> <p>Step 6: Add the cost of each item on the excel sheet.</p> <p>Extension Activity: Take the class to the grocery store and have them locate and/or purchase each item on the list.</p> <p>Closing: Ask the students if they were able to locate all the items on their list. Did they run into any problems? What did they find easy or difficult about this task? Do they feel more independent now they have the experience of shopping for food items? Is there any questions or further information they might be curious about?</p>



<p><b>Communication skills:</b> communicate face to face with others, speak clearly so others can understand, work with external customers or the public, understand the speech of another person</p> <p><b>Interpersonal skills:</b> follow directions, listen actively, ask clarifying questions</p>	
<p>Activity 2 Time: 45 minutes <b>VocFit Crosswalk:</b> <b>General:</b> listens and pays attention, asks for help when needed, communicates adequately, follows directions, completes tasks accurately, works at an appropriate rate <b>Safety:</b> Work exposed to contaminant (pollutants, gasses, dust, orders), maintain sanitation, health, and safety standards, identify safety hazards <b>Cognitive Abilities:</b> comprehend/read instructions, count, weigh, measure, or organize materials, recognize when equipment is not working <b>Computer Skills:</b></p>	<p><b><u>Microwave Mac N Cheese</u></b></p> <p>This activity can be done with only the picture cues or as a hands on lesson. It is understood that not all will have access to mac n cheese cups or a microwave. In this case, you can use the picture cues to put them in sequential order.</p> <p>Step 1: Introduce glossary terms to students - Microwave. Show images of microwaves and ask if they have ever used a microwave before. What kinds of things can you cook in a microwave?</p> <p>Step 2: Ask students, “What is your favorite thing to eat?” Allow students to engage in conversation and give individual answers. Then project an image of a mac n cheese cup (<a href="#">example</a>). See if they change their answers!</p> <p>Step 3: Tell students that knowing how to make Easy Mac can help them become more independent.</p> <p>Step 4: Project picture steps onto a screen and provide a hard copy or electronic version for the students to follow along. Review the steps with the students. Picture steps can be found <a href="#">here</a>.</p> <p>Step 5: Students can cut out each image and place it in sequential order or perform this activity interactively using Google Jamboard or Boardmaker.</p> <p>Step 6: When students are able to put in sequential order with independent practice, they can do so as a hands on activity. Model the steps for the students (and show them how to operate the microwave) then have them follow the picture cues as they perform each step themselves.</p> <p>Step 7: Enjoy!</p>

<p>Enter text applying basic key functions</p> <p><b>Lower task-related abilities:</b></p> <p>start and stop machines using levers or buttons, clean work tools (equipment, dishes)</p>	
<p>Activity 3</p> <p>Time: 45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Physical abilities:</b> stand, bend the body</p> <p><b>General:</b> listens and pays attention, asks for help when needed, communicates adequately, follows directions, completes tasks accurately, works at an appropriate rate</p> <p><b>Safety:</b> Work exposed to contaminant (pollutants, gasses, dust, orders), maintain sanitation, health, and safety standards, identify safety hazards</p> <p><b>Cognitive Abilities:</b> comprehend/read instructions, count, weigh, measure, or organize materials, sort, assemble, and proof completed work, recognize when equipment is not working</p> <p><b>Lower task-related abilities:</b></p>	<p><b><u>Loading the Dishwasher</u></b></p> <p>This activity can be done with only the picture cues or as a hands on lesson. It is understood that not all will have access to a dishwasher. In this case, you can use the picture cues to put them in sequential order.</p> <p>Step 1: Activate prior knowledge by reviewing the word “Dishwasher” and show images to the students. Ask, “Do you know what this is used for?”</p> <p>Step 2: Show video to model how to put dishes into the dishwasher (what goes on top? on the bottom, in the silverware sections, etc.), what type of soap to use (dishwasher detergent ONLY not regular dish soap), what buttons to press to operate the dishwasher. Here are a couple of Edpuzzle videos to choose from (both can be used in live version so students can answer questions throughout the video):  <a href="https://edpuzzle.com/media/5f9f3b95ad525b40e992db33">https://edpuzzle.com/media/5f9f3b95ad525b40e992db33</a>  <a href="https://edpuzzle.com/media/60099e63be3dee42202b2a07">https://edpuzzle.com/media/60099e63be3dee42202b2a07</a></p> <p>Step 3: Project picture steps onto board and provide a hard copy for students to follow along. Review the steps with the students. The picture steps can be found <a href="#">here</a>.</p> <p>Step 4: Have students cut out each picture to put in sequential order. Or, you can move the images around on the document and have students write the corresponding number underneath each picture. This can also be used in Boardmaker as an interactive activity online. Link <a href="#">here</a>.</p> <p>Step 5: Once the students have had enough independent practice, have them practice putting dishes into a dishwasher, adding soap, and choosing the correct cycle to start the dishwasher. Repetitive practice will be needed if independence is the goal.</p> <p>*Extension: teach students how to unload the dishwasher...where do the dishes go in the cabinets and drawers?</p>

<p>start and stop machines using levers or buttons, clean work tools (equipment, dishes)</p>	
<p>Activity 4 Time: 60 minutes <b>VocFit Crosswalk:</b> <b>Physical abilities:</b> stand, bend the body, twist the body <b>Cognitive abilities:</b> comprehend/read instructions, sort, assemble, and proof completed work, recognize when equipment is not working <b>Lower task-related abilities:</b> start and stop machines using levers or buttons, move supplies</p>	<p><b>Laundry</b></p> <p>Materials needed for hands on experience:</p> <ul style="list-style-type: none"> <li>● 2 large cardboard boxes decorated or labeled “WASHER” and “DRYER.”</li> <li>● Empty laundry detergent and fabric softener containers</li> <li>● Items of clothing to sort and “wash”</li> <li>● Laundry baskets</li> </ul> <p>Introduce glossary terms and explain to students that laundry is an additional skill to be learned that will help them be an independent, self-sufficient person.</p> <p>Step 1: Provide the students with a <a href="#">copy</a> of the steps of doing the laundry. Have the students sequence the steps along with you.</p> <p>Step 2: Have the students cut and paste steps in order, or use the interactive version to practice the steps.</p> <p>Step 3: To provide concrete experience, as you describe each step, model using the cardboard washer/dryer, empty laundry detergent containers and clothing being careful to fully describe what you are doing in each step.</p> <p>Step 4: Allow each student to practice sorting clothing in the baskets (for example by color, or separating towels from clothing, etc.). Once the clothes are separated, they can practice putting them into the washer, adding detergent, setting the cycle, moving to the dryer, taking them out of the dryer, and folding into the baskets.</p> <p>Step 5: Have students reflect on the experience by asking what was challenging or easy, etc.</p> <p>Extension activity: Take the students on a field trip to a laundromat and practice doing laundry using real coins and/or debit cards.</p> <p><i>Critical thinking/problem solving- What happens with laundry mistakes? Bleach stains, shrinking clothing, etc.</i></p> <p>You can also show the Edpuzzle video here with your students prior to going to the laundromat, or anytime. <a href="https://edpuzzle.com/media/6006ca5e55d4b9423e415b40">https://edpuzzle.com/media/6006ca5e55d4b9423e415b40</a> <b>Boardmaker Link <a href="#">here</a></b> <b><a href="#">Liveworksheet</a></b> Or make your own worksheet using pictures and words that work better for your students.</p>
<p>Activity 5</p>	<p><b>Getting Ready (For school/work)</b></p>

<p>Time: 45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-determination:</b> make choices, decisions, and plans to meet own goals, set personal goals that satisfy own interests and needs, make decisions independently, take action to complete own plans successfully</p> <p><b>General:</b> Dresses appropriately for job, arrives on time for work and leaves on times, body hygiene, initiates new tasks, maintains clean appearance, follows directions</p> <p><b>Lower task-related abilities:</b> select items from serving or storage areas and place them in dishes, on trays or bags, clean work tools, prepare dining areas for meals and/or snacks, gather and empty trash</p>	<p>Intro: Show Edpuzzle video, <a href="#">“The Jetsons Clip: Getting Ready for Work.”</a></p> <p>Step 1: Reflect/Compare and Contrast. Ask students to discuss things in the video that are different from how they get ready in the morning. For example, the Jetsons are set in the future and George has robots and machines that help do everything he needs to get ready. You could use a <a href="#">Venn Diagram</a> to compare and contrast.  <i>*Tip- make this more interactive by using a Google Jamboard where students can type their own text, add images, or even draw their thoughts. Here is a <a href="#">video tutorial on Google Jamboard if you are unfamiliar.</a></i></p> <p>Step 2: Show a video modeling the steps one needs to take to get ready in the morning. For example: Life Skill - <a href="#">Getting Ready in the Morning</a>. Choose a video that is on the appropriate age/ability level for your students. This video example is an Edpuzzle that you can project live for the students to interactively answer the questions. Feel free to make your own video or do a video self-model of your students performing the tasks.</p> <p>Step 3: Provide the students with a check list of all the items needed to be done in order to get ready in the morning. You can use the checklist provided: <a href="#">“Morning/Evening Checklist,”</a> create your own, or edit this one to make it accessible to your students.</p> <p>Step 4: You can repeat this process for an evening routine as well.</p> <p>Extension - Provide hands-on practice of these skills if you have access to a bathroom and other materials needed. You can also send home a copy of the checklist with each student and ask them or a family member to take a picture or video of them performing the tasks. For example, take a picture of what they made for breakfast and send it as an email attachment.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Can the students recite or list the steps in each process without using the picture cues?</li> <li>• Create a Jeopardy game for the students to play to recall the information or steps within a process.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Have students create a chart to classify the ideas of each activity. Images can be cut and pasted into the correct columns.</li> <li>• List different activities or tasks that the students would like to learn to do</li> </ul> </li> </ol>











	<p>independently.</p> <ul style="list-style-type: none"><li>• Provide students with an interactive way to explain or recognize glossary terms. This can be done through Kahoot!, Google Jamboard, Live worksheets, etc.</li></ul> <p>3. Applying:</p> <ul style="list-style-type: none"><li>• Provide the students with the option to perform role plays. This can be done with scripts or improv.</li><li>• Have the students prepare a poster board to draw each individual step of each activity.</li></ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"><li>• Use/create a Venn diagram to compare and contrast or differentiate between tasks.</li><li>• If the picture cues are out of order, can the students put them in sequential order and distinguish between each step?</li></ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"><li>• Provide scenarios for students to discuss and “Think-pair-share.” For example, “What would you do if your guardian had to leave for work early in the morning and you had to catch the bus on your own.” Have the students write their answers on a post-it note, or add to a Google Jamboard. Then share them out with the rest of the class.</li></ul> <p>6. Creating:</p> <ul style="list-style-type: none"><li>• Send home a copy of the picture cues so the student can perform the task while at home. Have the student provide pictures/videos of them performing the tasks. These can be sent to the teacher as an email attachment, or have the students present to their classmates.</li></ul>
--	---

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

# Cooking Mac and Cheese



<p>1</p>  <p>Mac &amp; Cheese</p> <input type="checkbox"/>	<p>2</p>  <p>Peel off top</p> <input type="checkbox"/>	<p>3</p>  <p>Fill water to line</p> <input type="checkbox"/>	<p>4</p>  <p>Put in microwave</p> <input type="checkbox"/>	<p>5</p>  <p>Close door</p> <input type="checkbox"/>
<p>6</p>  <p>Set time cook 3:30</p> <input type="checkbox"/>	<p>7</p>  <p>Open cheese packet</p> <input type="checkbox"/>	<p>8</p>  <p>Pour cheese in</p> <input type="checkbox"/>	<p>9</p>  <p>Stir cheese</p> <input type="checkbox"/>	<p>10</p>  <p>Let cool &amp; enjoy</p> <input type="checkbox"/>

## Using the Dishwasher

 <p>open the dishwasher</p> <input data-bbox="483 659 561 772" type="text"/>	 <p>make sure it is empty</p> <input data-bbox="646 659 724 772" type="text"/>	 <p>bottom rack of dishwasher</p> <input data-bbox="813 659 891 772" type="text"/>	 <p>Take dirty plates to sink</p> <input data-bbox="980 659 1058 772" type="text"/>	 <p>rinse dirty dishes</p> <input data-bbox="1148 659 1226 772" type="text"/>
 <p>put dirty dishes between racks</p> <input data-bbox="483 1062 561 1176" type="text"/>	 <p>pour dish soap in the dishwasher</p> <input data-bbox="646 1062 724 1176" type="text"/>	 <p>close soap space in dishwasher</p> <input data-bbox="813 1062 891 1176" type="text"/>	 <p>close dishwasher door</p> <input data-bbox="980 1062 1058 1176" type="text"/>	 <p>select dishwasher cycle</p> <input data-bbox="1148 1062 1226 1176" type="text"/>

# Doing Laundry



1	 collect dirty laundry	<input type="checkbox"/>	6	 turn on washer	<input type="checkbox"/>
2	 sort darks/whites	<input type="checkbox"/>	7	 take washed clothes out	<input type="checkbox"/>
3	 put clothes in washer	<input type="checkbox"/>	8	 put washed clothes in dryer	<input type="checkbox"/>
4	 add laundry soap	<input type="checkbox"/>	9	 turn on dryer	<input type="checkbox"/>
5	 close washer	<input type="checkbox"/>	10	 dry clothes in dryer	<input type="checkbox"/>












Appendix D



Morning Checklist (Check off items as they are completed)

<p>Wake up to the alarm. Turn off alarm.</p>	
<p>Get dressed</p>	 <p>Be sure to pick clothes that are not wrinkled and tuck in shirt.</p>
<p>Brush teeth, hair, etc. sure you do not have bedhead!</p>	 <p>Check the mirror to make</p>
<p>Make your bed</p>	
<p>Make &amp; eat breakfast (on your own if possible or assist)</p>	
<p>Make lunch (on your own if possible or assist)</p>	
<p>Leave on time to catch the bus for school/work.</p>	

**Evening Checklist (Check off items as they are completed)**



<p>Make or assist with preparing dinner</p>	
---	---

List what you made for Dinner. Did you need assistance? (Y/N):


Assist with dinner cleanup (i.e. clear dishes, putting food away, etc.)

 <p>4. clear the table</p>	 <p>5. wash the dishes</p>	 <p>6. dry the dishes</p>
---	---	--

Complete chores as assigned by parents/guardians

 <p>clean the house</p>	 <p>cut the grass</p>	 <p>do the dishes</p>	 <p>do the laundry</p>
 <p>dust the house</p>	 <p>feed the dog</p>	 <p>fold the laundry</p>	 <p>hang up the laundry</p>

**Household Chores**

<p>Take shower (can be done in the evening or morning)</p>	
--	--



Brush teeth



Check weather for tomorrow

Set out clothing for tomorrow based on the weather



Go to bed at a decent time

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

## **Lesson Plan Contents Page**

### **Unit 1: Daily Living Skills**

**Objective 1.4: The student will understand and demonstrate how to navigate through the community using public and other means of transportation**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 1.4: The student will understand and demonstrate how to navigate through the community using public and other means of transportation</b>	<b>Total Activities: 6</b>
---	----------------------------



**STEP ONE: Pre-Planning/Pre-Activities:** Individualize these sections to make this section more meaningful for the intern.

**Lesson Plan Summary:** This lesson will help students Understand different modes of community transportation and etiquette. It will also introduce them to signs and symbols they may encounter when out in the community.

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Artifacts are included at the bottom of the lesson.</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer or tablet</li> <li>• Cellphones</li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Writing utensil</li> <li>• Chairs</li> <li>• Copies of Artifacts that are included at the bottom of the lesson.</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Students will know if there is public bus transportation in their community.	Students will be able to locate public bus routes and utilize the bus transportation independently.	Check the students' independence at utilizing the public bus company. Use Artifact A to check for understanding and independence.
Students will know what community signs mean.	Students will follow community signs appropriately and independently.	Check that students understand the signs and follow the rules. Use Artifact B to check for understanding and implementation.
Students will know what landmarks are and where ones are located in their community.	Students will identify and utilize landmarks.	Check that students can describe landmarks in their community.
Students will know what Lyft or Uber is and if it's accessible in their community.	Students will be able to independently use Uber or Lyft on their cellphones.	Check that students can complete all steps to use Uber or Lyft independently.
Students will know if there is a public cab service in their community.	Students will be able to utilize the public cab system independently.	Check that students can complete all steps to use the public cab independently.
Students will know the different etiquette involved in utilizing public transportation.	Students will use etiquette during public transportation without reminders.	Check that students utilize etiquette on their own. Use Artifact C to assess understanding and use of etiquette.

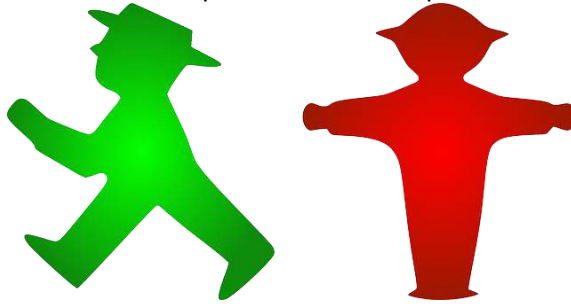
**STEP TWO: The Lesson Plan**

**Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.**

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms from Activities</b></p> <ul style="list-style-type: none"> <li>• Walk - moving at a regular pace.</li> <li>• Don't Walk - not moving at a regular pace.</li> <li>• Enter - moving into.</li> <li>• Exit - leaving a place.</li> <li>• Crosswalk - a marked spot on the road for pedestrians to cross.</li> <li>• Emergency - an unexpected dangerous situation</li> <li>• Social distance - physically maintaining at least 6 feet away from another person.</li> <li>• Open - unfold, access, can get in.</li> <li>• Closed - no access, can't get in.</li> <li>• Danger - something that can cause injury or harm.</li> <li>• Do not enter - can't go through.</li> <li>• Landmarks - objects that can be easily spotted and can be used to help someone find their way.</li> </ul>
<p><b>Introduction:</b>  <b>Connect to Purpose</b>  <b>Time: 10 mins</b>  <b>VocFit Crosswalk:</b></p> <p><b>Interpersonal Skills:</b>  Listen actively</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others,  Speak clearly so that others can understand</p>	<p style="text-align: center;"><b>What is Public Transportation?</b></p> <p>Discuss what public transportation is and what it looks like in your community.  What are different ways that people get to school and work?  How many different modes of transportation can you come up with?</p> <p>An Animated History of Transportation:  <a href="https://www.youtube.com/watch?v=FaLCQo8NJFA">https://www.youtube.com/watch?v=FaLCQo8NJFA</a></p> <p>Search for different types of transportation  TRANSPORT   Transportation Vocabulary   Modes of Transport   Types of Transportation Quiz  (<a href="https://quizizz.com/admin/quiz/5c86c5f8563691001aa1e345/types-of-transport">https://quizizz.com/admin/quiz/5c86c5f8563691001aa1e345/types-of-transport</a>)</p> <p><a href="https://www.youtube.com/watch?v=00o6_g0WubY">https://www.youtube.com/watch?v=00o6_g0WubY</a>  When would you use these types of transportation?</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1  <b>Time: 120 mins</b>  <b>VocFit Crosswalk:</b>  <b>General:</b>  Arrives on time for work and leaves on time</p>	<p style="text-align: center;"><b>Bus Training</b></p> <p>How to Use Public Transportation: <a href="https://www.youtube.com/watch?v=vqbg1-2J_SQ">https://www.youtube.com/watch?v=vqbg1-2J_SQ</a></p> <p>Summary from the Video:  #1 Routes &amp; Schedules - designated by colors or numbers, set schedule, arrive to the bus station a few minutes before route time  #2 Learn The Schedules &amp; Routes - paper map, Smartphone app with alerts, Website  #3 Get On - look at stops and which side of the road they stop on. Do you need to</p>

<p><b>Cognitive Abilities:</b> Comprehend/read instructions, shift attention back and forth between tasks or sources of information, know your location in relation to the environment</p> <p><b>Computer Skills:</b> Navigate to a specific web address, click on a desired web link, use an online search engine, scroll through a web page to find specific information</p>	<p>switch buses? #4 Ask For Help - Look at maps at the station, ask other people politely #5 Pay For Your Ride - Look to see how much you need, you may need to purchase a card. #6 Share Space With Other Passengers - be aware of other people, move to another seat if you need to do so when bus has stopped #7 Be Polite - Keep hands, knees, and belongings to yourself #8 Exit At Your Stop - Pay attention to where you are so you can get off in the correct spot, you may need to pull a cord ahead of time to signal ahead of time where you need to stop</p> <p>Role-model and practice these steps in the classroom before using the public transportation.</p> <p>How to Ride the Bus: <a href="https://www.youtube.com/watch?v=MAZXqGvvcX4">https://www.youtube.com/watch?v=MAZXqGvvcX4</a> (This includes how to get on the bus, how to pay with a card, and how to load a bike.)</p> <p>Central Transportation: <a href="https://stevenspoint.com/257/Central-Transportation">https://stevenspoint.com/257/Central-Transportation</a> You may use this website to practice locating routes and schedules, fares, and more for practice and then transferring these skills to your local area routes map.</p> <ul style="list-style-type: none"> <li>● Click on link.</li> <li>● Click on Routes &amp; Schedules.</li> <li>● Click on Fixed Routes.</li> </ul> <p>Otherwise, you may choose to use your local public transit website, phone apps, or paper maps right away.</p> <p>See <a href="#">Appendix A</a> below for Public Bus Transportation Checklist. Adapt to your specific area.</p>
<p>Activity 2: <b>Time: 60 mins</b> <b>VocFit Crosswalk:</b> <b>Safety:</b> Identify safety hazards</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Follow directions, listen actively, ask clarifying questions</p>	<p style="text-align: center;"><b><u>Reading signs</u></b></p> <p>Let's Talk About Community Signs: <a href="https://www.youtube.com/watch?v=khxmvUBg8JU">https://www.youtube.com/watch?v=khxmvUBg8JU</a></p> <p>From the video: What are the different types of community signs? Exit Sign - pause the video.</p> <ol style="list-style-type: none"> <li>1. What does an exit sign mean?</li> <li>2. Are there different types of exits?</li> <li>3. What are each exit used for?</li> <li>4. Locate exits in your building.</li> <li>5. When should you use them?</li> </ol> <p>Stop Sign - pause the video.</p> <ol style="list-style-type: none"> <li>1. What does a stop sign mean?</li> <li>2. What should you do at a stop sign?</li> </ol> <p>Pedestrian Lights - pause the video.</p> <ol style="list-style-type: none"> <li>1. Is there a button to press to be able to walk?</li> <li>2. What does it look like when you can walk?</li> </ol>

3. What does it look like when you can't walk?
4. Practice this skill.
5. When the light states that you can walk, still look in all directions for moving vehicles.
6. Use the pictures below for practice in classroom.



Playground Sign - pause the video

1. What does this sign mean?
2. Does it mean that there are only children on the teeter totter?
3. What should you do when you see this sign?

Emergency Sign - pause the video

1. What does emergency mean?
2. What are different types of emergencies? (Examples: medical emergencies, crime emergencies, automotive emergencies, nature emergencies - hurricane, earthquake, tornado, flood, etc.)
3. Where are different places people go in case of an emergency?
4. What kind of emergency sign is in the video?

Do Not Enter Sign - pause the video

1. What does a Do Not Enter sign mean?
2. Where might you see a Do Not Enter sign?

Bus Stop Sign - pause the video

1. Do we have bus stop signs in our community?
2. If we do, where are ones nearest here?
3. If we do, where are ones nearest where you live?
4. Use a bus routes and schedules map to locate bus stops.

Closed Sign - pause the video

1. What does closed mean?
2. What places or businesses might use closed signs?
3. Have you seen any closed signs?
4. What times might businesses or places be closed?

Railroad Sign - pause the video

1. What does a railroad crossing sign mean?
2. Are there any railroad crossing signs in our community?
3. What should you do at a railroad crossing?

Bike Lane Sign - pause the video

1. What is a bike lane?
2. Do we have any bike lanes in our community?
3. What should you do when you see a bike lane?



4. If you are using a bike lane, how do you use it?

Danger Sign - pause the video

1. What does danger mean?
2. Are there different types of danger signs?
3. What does the danger sign in the video want you to not do?
4. What should you do if you see a danger sign?

Drive Thru Sign - pause the video

1. What does drive thru mean?
2. Have you seen drive thru signs in your community?
3. If yes, where have you all seen them?
4. What should you do at a drive thru if you are in a vehicle?
5. What should you do at a drive thru if you are not in a vehicle? (do not walk thru or use the drive thru if walking, watch for vehicles if you need to walk across a drive thru path)

Open Sign - pause the video

1. What does open mean?
2. Where might you see open signs in your community?

Push Button for Crosswalk Sign - pause this video

1. What does this sign mean?
2. Have you seen these signs in your community?
3. Review what to do at a crosswalk.

Restroom Sign - pause this video

1. What does a restroom sign mean?
2. Which restrooms can you use?
3. Which restrooms should you not use?
4. Locate the nearest public restrooms?



Answer the next set of questions. Have students point or talk out the answers.

Search for these signs in your community. Use [Appendix B](#), Community Signs Checklist. Mark them off as you go on a walk or take a ride in your community.

Activity 3:  
Time: 45 mins  
VocFit Crosswalk:

### Identifying Landmarks

What are Landmarks?: <https://www.youtube.com/watch?v=KzF1B5uyK1M>

<p><b>Cognitive Abilities:</b> Comprehend/read instructions, know your location in relation to the environment</p> <p><b>Interpersonal Skills:</b> Follow directions, listens actively, ask clarifying questions</p>	<p>Questions to Review from Video:</p> <ol style="list-style-type: none"> <li>1. What is a landmark?</li> <li>2. What are some examples of landmarks?</li> <li>3. For each picture, what makes this object a landmark?</li> <li>4. Can you name a landmark in your community?</li> <li>5. How many people in this class know this landmark?</li> <li>6. What is near that landmark?</li> <li>7. Why do people notice this landmark?</li> <li>8. What are some objects that are not a landmark?</li> <li>9. Use a computer or tablet, to look up pictures of the landmarks mentioned in class.</li> <li>10. How can landmarks help people to find their way?</li> </ol>
<p>Activity 4: <b>Time: 120 mins</b> <b>VocFit Crosswalk:</b> <b>General:</b> Arrives on time for work and leaves on time</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions, shift attention back and forth between tasks or sources of information, know your location in relation to the environment</p> <p><b>Computer Skills:</b> Navigate to a specific web address, click on a desired web link, use an online search engine, scroll through a web page to find specific information</p>	<p style="text-align: center;"><b><u>Calling a Lyft or Uber</u></b></p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. Has anyone used a Lyft or Uber before?</li> <li>2. If yes, please share about your experience.</li> <li>3. How did you learn to use Lyft or Uber?</li> <li>4. How do you use it?</li> </ol> <p>How to Use Lyft: <a href="https://www.youtube.com/watch?v=HobCUu4WViQ">https://www.youtube.com/watch?v=HobCUu4WViQ</a></p> <ol style="list-style-type: none"> <li>1. Make sure that you have the app on your phone.</li> <li>2. Add Payment Method       <ol style="list-style-type: none"> <li>a. Make sure that you have a payment method added with permission from a parent or guardian if needed.</li> <li>b. Tap the <u>menu</u> icon.</li> <li>c. Tap <u>payment</u>.</li> <li>d. Locate payment methods section.</li> <li>e. Add <u>payment method</u> to add details. Make sure you have permission to do this.</li> </ol> </li> <li>3. Booking a Ride       <ol style="list-style-type: none"> <li>a. Tap <u>search destination</u> field</li> <li>b. In destination field, type address of where you want to go.</li> <li>c. Once it is correct, then select <u>set destination</u>.</li> <li>d. Lyft will let you know what your transportation options. Lyft is usually the cheapest. Lyft XL fits more passengers. Lux Black is the same size as the Lyft vehicle, but is a luxury vehicle. Lux Black XL is a bigger luxury vehicle. Within each section it will indicate how many passengers the vehicle holds, with estimated arrival time to destination, and how long before it picks you up.</li> <li>e. Tap on dropdown under vehicle, you will see options for pickup times and prices may be cheaper if you are able to wait longer.</li> <li>f. Once you selected your choice, tap selected Lyft.</li> <li>g. Lyft may ask you to confirm your pickup spot again, once your pickup spot is set, tap <u>confirm and request</u>.</li> <li>h. Lyft will then show you the driver's location as they travel to your pickup spot.</li> <li>i. If you need to communicate with your driver, you can tap the <u>phone</u> icon.</li> </ol> </li> </ol>

#### 4. Riding in the Lyft

- a. Before you get in the vehicle, make sure to check that the vehicle and license plate matches the one in the app.
- b. Once you are riding in the vehicle, you can follow route on the map and estimated arrival time to destination.
- c. If you need to make changes to the ride, tap edit ride. You can cancel the ride, add a stop, or edit the drop-off.
- d. You can also tap safety tools to see what Lyft offers during the ride. You can share your ride location with others.
- e. After the ride is over, you can give your driver a rating or a tip.

How to Use Uber: <https://www.youtube.com/watch?v=D8HI7Bg4Dqw>

1. Make sure that you have the app on your phone.
2. When you open the app, you will see a menu of selections.
3. Adding a Payment Method
  - a. Make sure you have parent or guardian permission to use Uber if needed.
  - b. Tap menu icon.
  - c. Tap wallet.
  - d. Under the payment methods section, make sure an active payment method is listed.
  - e. If no payment is listed, tap add payment method or redeem gift card.
4. Booking a Ride
  - a. Tap either ride or where to or tap now in the where to field to schedule a ride for a pickup time in the future.
  - b. Enter the address in the where to field. If you don't have a select address, then tap select location on map to enter a pin.
  - c. Uber will give you options for different vehicles. Uber X is the cheapest. Uber Black is more expensive, but in a premium car. Uber XL holds more people. Each selection will show how many people it will hold. It also shows the price and the time for drop-off.
  - d. Once you choose your vehicle, tap on it.
  - e. Uber may confirm your pickup spot again. Tap confirm pickup.
  - f. Uber may confirm fare, tap confirm fare.
  - g. Uber will show you the driver's location and route.
  - h. If you need to communicate with the driver, tap the phone icon.
5. Riding in the Uber
  - a. Confirm that the vehicle and license plate matches what's in the app before getting in.
  - b. If you need to change your drop-off location, tap add or change. This may change the price of your ride, but you will need to confirm this first.
  - c. You can share your location with others. You can change payment methods. You can also split fares.
  - d. Tap safety to access this. You can call 911 or reporting a safety issue.
6. Leaving Feedback
  - a. You can tap your trips and select your trip and stars next to driver's name.

	Use <a href="#">Appendix D</a> - Lyft or Uber Transportation to assess independence in following steps.
<p>Activity 5:  <b>Time: 45 mins</b>  <b>VocFit Crosswalk:</b>  <b>General:</b>  Arrives on time for work and leaves on time</p> <p><b>Cognitive Abilities:</b>  Comprehend/read instructions, shift attention back and forth between tasks or sources of information, know your location in relation to the environment</p> <p><b>Computer Skills:</b>  Navigate to a specific web address, click on a desired web link, use an online search engine, scroll through a web page to find specific information</p> <p><b>Communication Skills:</b>  Speak clearly so that others can understand, communicate with others on the telephone, understand the speech of another person</p> <p><b>Interpersonal Skills:</b>  Listen actively, ask clarifying questions</p>	<p style="text-align: center;"><b><u>Using a Cab</u></b></p> <p>Search online for the local cab company. Write down the phone number. Enter the number on your cell phone if you have one.</p> <p><b>Skit for One Ride in a Day</b>  <b>(Name of Cab Company): (Phone Number)</b></p> <p>Hello, this is (name). I need a pick-up from (name of pick-up location) at (address of pick-up location) at (time AM or PM) to be dropped off at the (name of drop-off location) at (address of drop off location).  Could you please confirm the pick-up location, days and times? Thank you!</p> <p><b>Skit for Two Rides in One Day</b>  <b>(Cab Company Name): (Cab Company Number)</b></p> <p>Hello, this is (name). I need a pick-up at the (name of pick-up location) at (time AM or PM) to be dropped off at (name of drop off location) at (address of drop off location).  I also need a pick-up from (name of location) at (address of pick-up location) at (time AM or PM) to be dropped off at the (drop off name) at (drop off address).  Could you please confirm the pick-up location, days and times? Thank you!</p> <p><b>Skit for Scheduling for the Week</b>  <b>(Cab Company Name) : (Phone Number)</b>  You should call the cab on Thursday or Friday the week before to set-up the next week's schedule. The pick-up time should always be 30 minutes before your work start time. You should schedule all the pick-up days for the next week, starting Monday through Sunday. <b><u>Do not include your days off.</u></b></p> <p>Hello,  This is (name). I would like to schedule cab rides for next week.  I will need a pick-up from (pick-up address) to go to the (name of place and drop-off address).  I need a pick-up on (day, date) at (time AM or PM) and (day, date) at (time AM or PM)  and (day, date) at (time AM or PM)  and (day, date) at (time AM or PM)  and (day, date) at (time AM or PM).  Could you please confirm the pick-up location, days and times? Thank you!</p> <p><b>Skit for When Cab is Late</b>  (Please modify this and keep this in your wallet, purse, or backpack.)  <b>(Cab Company Name) : (Phone Number)</b>  If the cab is 30 minutes late, please call them and say the following:</p>

	Hello. This is (name). I had a cab pick-up today for (time AM or PM) from (name of location) at (address of pick-up location). Can you please check to see if the cab is on its way? Thank you!
<p>Activity 6:  <b>Time: 45 mins</b>  <b>VocFit Crosswalk: Communication Skills:</b>  Communicate face-to-face with others, deal with unpleasant, angry, or discourteous individuals, speak clearly so that others can understand, deal with conflict</p> <p><b>Interpersonal Skills:</b>  Work in close physical proximity to other people, monitor own body language, cooperate with others to accomplish work activities, ask clarifying questions</p>	<p style="text-align: center;"><b><u>Public Transportation Etiquette</u></b></p> <p>Public Transport Etiquette: <a href="https://www.youtube.com/watch?v=h_bfjIO-nOg">https://www.youtube.com/watch?v=h_bfjIO-nOg</a>  From the video:</p> <ul style="list-style-type: none"> <li>● Form an Orderly Line. (Practice this in the classroom and transitioning to locations. Include social distancing. Test this skill by having a treat for the day and see if the interns remember to use this skill.)</li> <li>● Speak Softly. (Practice talking quietly with a partner.)</li> <li>● Use Headphones or Earphones Instead of Speakers.</li> <li>● No Smoking.</li> <li>● No Littering. (What is littering? What should you do with your trash on a bus or cab? What should you do if you see someone litter?)</li> <li>● No Vandalizing. (What is vandalism? What should you do if you see someone vandalize?)</li> <li>● No PDA. (What is PDA? Is the cab or bus a place for PDA?)</li> <li>● Respect People’s Privacy. (Relate this to HIPPA.)</li> <li>● Wear a Mask if you’re Sick. (It is best to stay home if you are sick. However, if you need to leave your home, it is recommended to wear a mask.)</li> <li>● Cover Your Mouth When you are Coughing. (Practice turning your face away into your arm and away from others.)</li> <li>● Don’t Cram the Door. (Practice this with elevators. Allow space for people to get off first before you step in.)</li> <li>● Fill in the Gaps. (Set this up in your classroom with chairs in rows like on a bus.)</li> <li>● Don’t be Selfish. (As you have your classroom set-up with chairs in rows. Practice giving your set to someone else that may need it more. Name some people that may need to sit more than you do, parents with small children or babies, people having difficulty with standing or balance. Practice standing up and offering them your seat.)</li> <li>● Feet on the Floor. (Feet on the floor helps to provide you with stability and balance. It also keeps seats clean. The bottoms of your feet pick up dirt and germs from the ground.)</li> <li>● Give Your Seat to Someone Who Needs it More. (Part of Don’t Be Selfish.)</li> <li>● Don’t Lean Against the Door. (What could happen if you lean on the door?)</li> <li>● Don’t Leave Bags Unattended. (What could happen if you don’t keep an eye on your belongings? Where are some places to keep your belongings?)</li> </ul> <p>Practice these skills while using the cab or bus. See <a href="#">Appendix C</a> - Public Transportation Etiquette to assess these skills.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Make a list of the different modes of transportation in your community</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● What modes of transportation will you use to get to school or to work?</li> <li>● What modes of transportation do you want to learn to use?</li> </ul> </li> </ol>

- |  |   |
|--|---|
|  | <ol style="list-style-type: none"><li>3. Applying:<ul style="list-style-type: none"><li>● List the steps needed to use a new form of transportation.</li></ul></li><li>4. Analyzing:<ul style="list-style-type: none"><li>● Which modes of transportation are the fastest and work the best for you?</li></ul></li><li>5. Evaluating:<ul style="list-style-type: none"><li>● What steps in using public transportation can you do independently?</li><li>● What steps do you need help with in using public transportation?</li></ul></li><li>6. Creating:<ul style="list-style-type: none"><li>● Are you remembering to use public transportation etiquette?</li><li>● What problems are you having with using public transportation?</li><li>● How can we solve any problems that you are having using public transportation?</li></ul></li></ol> |
|--|---|

## Appendix A

### PUBLIC BUS TRANSPORTATION CHECKLIST

Steps	Not Applicable, With Support, Independent, NA, WS, I
1. Identify where you are on the map.	
2. Identify where you plan to go.	
3. Ask someone if you can go to place.	
4. Find location on map.	
5. Identify the route(s) that takes you there.	
6. Locate where you can get on the bus near where you are.	
7. Find the times the bus picks-up near you.	
8. Determine how much time you need to get ready and to get to the bus pick-up.	
9. Choose the time for pick-up.	
10. Find the time the bus drops you off at the place you want to go.	
11. Do the pick-up and drop off times work for you?	
12. Check the times for pick-up at the place you want to go? Will you be able to have enough time at the place? Will you be able to get back home?	
13. Check the weather.	

14. Determine what items you need for the weather. Dress appropriately.	
15. Check that you have enough money for the bus ride there and back home and money for anything you plan to buy while you are gone.	
16. Look all ways to cross the street.	
17. Are there vehicles moving down the road?	
18. Yes, then do not cross the road.	
19. No, then it is safe to cross the road.	
20. Find way to bus stop.	
21. Check the time.	
22. Say, "hello" to the bus driver.	
23. Put correct change into slot or use the prepaid bus card.	
24. Know when to get off the bus.	
25. Do you need a transfer ticker to get on the next bus?	
26. If yes, ask driver, "Can I have a transfer ticket please?"	
27. If no, then do not ask the bus driver.	
28. Say, "thank you" to the bus driver and get off bus.	



29. Walk to location.	
30. Find what you are shopping for or do the activities you are planning to do.	
31. Ask for item if needed.	
32. Purchase item.	
33. Say, "thank you".	
34. If you ate, clean-up after self.	
35. Push in chair.	
36. Identify time bus picks-up.	
37. Go to bus pick-up spot.	
38. Check time.	
39. Say, "hello" to the bus driver.	
40. Put correct change into slot or use prepaid bus card.	
41. Know when to get off the bus.	
42. Pull cord to get off bus. Identify a permanent landmark to use for this.	
43. Say, "thank you" to the bus driver and get off bus.	
44. Walk back home.	

45. Look all ways to cross the street.	
46. Are there vehicles moving down the road?	
47. Yes, then do not cross the road.	
48. No, then it is safe to cross the road.	
49. Knock on door when you get home.	
50. Say, "hello". Share with someone what you did.	
51. Put away the items you brought with you and any items you just bought...	

## Appendix B

### COMMUNITY SIGNS CHECKLIST

Find these signs in your community and mark them off. Check to see if you remember what they look like from the video. Practice or discuss what you should do at each sign.

- Exit
- Stop
- Walk
- Don't Walk
- Playground
- Emergency
- Do Not Enter
- Bus Stop
- Closed
- Railroad Crossing
- Bike Lane
- Danger
- Drive Thru
- Open
- Push Button For Crosswalk
- Restroom

## COMMUNITY SIGNS CHECKLIST (with pictures)

Find these signs in your community and mark them off. Check to see if you remember what they look like from the video. Practice or discuss what you should do at each sign.

- Exit



- Stop



- Walk



- Don't Walk



- Playground



- Emergency



- **Do Not Enter**



- **Bus Stop**



- **Closed**



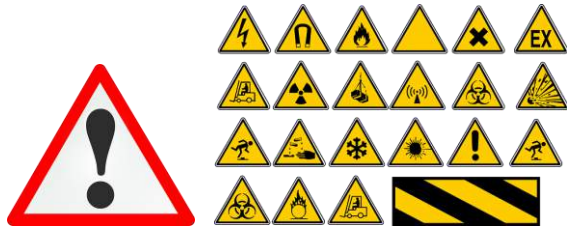
- **Railroad Crossing**



- **Bike Lane**



- **Danger**



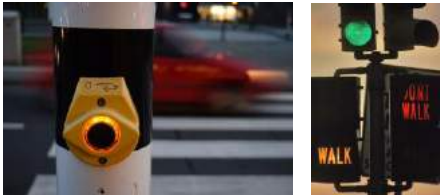
- Drive Thru



- Open



- Push Button For Crosswalk



- Restroom



**COMMUNITY SIGNS CHECKLIST REVIEW - Artifact B**

How many of these can you identify? Which ones do you know? Which ones don't you know? Can you find these in your community?



## **Appendix C**

### **PUBLIC TRANSPORTATION ETIQUETTE ASSESSMENT**

This can be used as a self-assessment for the intern to review or for staff to use to assess that the intern followed these etiquette guidelines.

- **Form an Orderly Line**
- **Speak Softly**
- **Use Headphones or Earphones Instead of Speakers**
- **No Smoking**
- **No Littering**
- **No Vandalizing**
- **No PDA**
- **Respect People's Privacy**
- **Wear a Mask if You're Sick**
- **Cover Your Mouth When You are Coughing.**
- **Don't Cram the Door**
- **Fill in the Gaps**
- **Don't be Selfish**
- **Feet on the Floor**
- **Give Your Seat to Someone Who Needs it More**
- **Don't Lean Against the Door**
- **Don't Leave Bags Unattended**



## Appendix D

### LYFT or UBER TRANSPORTATION CHECKLIST

Steps	Not Applicable, With Support, Independent, NA, WS, I
1. Make sure you have parental or guardian permission if needed.	
2. App is on phone	
3. Payment Method is set-up	
4. Selects a destination in where they want to go.	
5. Selects a ride.	
6. Confirms ride and location.	
7. Confirms that the pickup vehicle is the exact one on phone by make, model, and license plate.	
8. Greets driver.	
9. Confirms information with driver, including drop-off location, and estimated time of arrival.	
10. Uses safety tools if needed on app.	
11. Provides driver rating and possibly tip.	

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.5: Demonstrate an understanding of basic daily living skills to manage transition to adult living.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 1.5: Demonstrate an understanding of basic daily living skills to manage transition to adult living.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> The activities in this lesson are to help develop direction and navigation skills to foster independence in the many different environments of the community where students may find themselves.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● See links within activities below</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer, internet, projector &amp; screen or smartboard</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● markers, pens, colored pencils</li> <li>● Types of landmarks examples</li> <li>● Writing journals/paper</li> <li>● whiteboard</li> <li>● chart paper, markers</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
The students will know the steps to use a crosswalk.	Be able to physically walk safely across a crosswalk.	The students will demonstrate how to safely walk across a crosswalk.
The students will know how to locate landmarks within an area.	The students will describe landmarks to describe their location.	The students will demonstrate their understanding of using landmarks to find or describe different locations.
The students will know what a pedestrian should do to be safe in a parking lot.	The students will be able to practice safe behaviors for exiting a vehicle, walking safely in a parking lot, and re-entering a vehicle.	Students will independently demonstrate safe parking lot behaviors.

The students will listen and give verbal directions.	The students will be able to follow given verbal directions to get to a designated end location.	Students will demonstrate how to give verbal directions to each other by using directional terms such as, “turn right,” “go straight,” etc.
The students will know what directional signs within a building are used for.	Students will be able to describe how to use directional signs within a building.	Students will demonstrate their understanding of using directional signs within a building by navigating from room to room or location to location.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

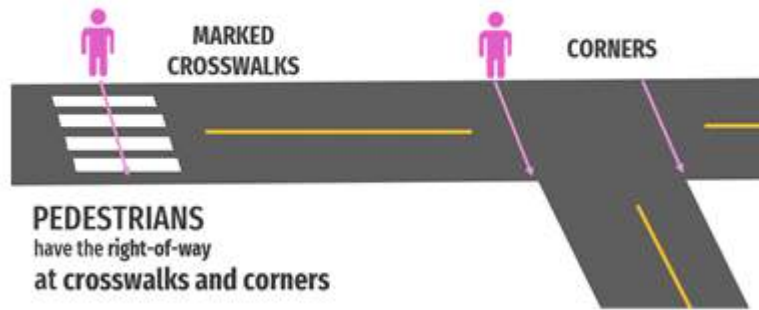
<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Crosswalk:</b> a marked part of a road where pedestrians have right of way to cross.</li> <li>• <b>Pedestrian:</b> a person walking along a road or in a developed area.</li> <li>• <b>Crossing signals:</b> Pedestrian crossing signs provide advance notice of areas of high pedestrian activity so drivers can prepare to slow down or stop on short notice.</li> <li>• <b>Intersection:</b> a point or line common to lines or surfaces that intersect.</li> <li>• <b>Reflective items:</b> High-visibility clothing, sometimes shortened to hi vis or hi viz, is any clothing worn that is highly luminescent in its natural matt property or a color that is easily discernible from any background. It is most commonly worn on the torso and arm area of the body.</li> <li>• <b>Distracted:</b> unable to concentrate because one's mind is preoccupied.</li> <li>• <b>Landmarks:</b> an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</li> <li>• <b>Directory:</b> a sign listing the names of businesses located within a single building that is designed to direct and guide pedestrians to individual businesses' premises.</li> <li>• <b>Parking lot:</b> an area where cars or other vehicles may be left temporarily.</li> <li>• <b>Vehicle back-up lights:</b> white lights on a vehicle that illuminate when going backward.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b> <b>Time:</b> 10 Mins <b>VocFit</b></p>	<p style="text-align: center;"><b><u>Finding Your Way</u></b></p> <p>Think of your favorite place to go in your community. Describe how you would get there. You might need to use your computer/iPad to research some of the questions.</p> <ol style="list-style-type: none"> <li>1. Can you name any landmarks near it?</li> <li>2. Can you take the public bus?</li> </ol>

<p><b>Crosswalk:</b> <b>Cognitive Abilities:</b> Know your location in relation to the environment</p> <p><b>Computer Skills:</b> Click on a desired web link, use an online search engine</p>	<p>3. Do you need anything special to go there (i.e. library card, money, etc)? 4. How far do you live from your favorite place?</p> <p>As an adult, you may have times when you need to use public transportation to get somewhere. Understanding how to navigate safely in the community is important.</p>
--	--

**Lesson Activities**

<p>Activity 1 <b>VocFit</b> <b>Crosswalk:</b> <b>Physical abilities</b> - stand, <b>General</b> - listens and pays attention, follows directions, <b>Safety</b> - identify safety hazards</p>	<p style="text-align: center;"><u><b>How to navigate a crosswalk</b></u></p> <p>The following items can be reviewed with students using the pictures below. Prior to the lesson, review the glossary terms. Also show the following videos as a preview: <a href="https://www.youtube.com/watch?v=CH5kX9vBnKU">https://www.youtube.com/watch?v=CH5kX9vBnKU</a> <a href="https://www.youtube.com/watch?v=QUXLT3gcFb8">https://www.youtube.com/watch?v=QUXLT3gcFb8</a></p> <ul style="list-style-type: none"> <li>● Review the need for pedestrians to use crosswalks and inform viewers that corners are considered unmarked crosswalks.</li> <li>● Inform viewers that pedestrians have the right-of-way at corners and crosswalks and drivers should stop for pedestrians attempting to cross in these areas.</li> <li>● Review types of pedestrian crossing signals at signalized intersections and need for pedestrians to follow signals.</li> <li>● Inform viewers that the most serious pedestrian crashes occur at night</li> <li>● Encourage pedestrians to try to be seen when walking at night.</li> <li>● Review the benefits of using reflective items when walking at night</li> <li>● Inform viewers how speed impacts pedestrian safety and the need to slow down on local roadways where pedestrians and bicyclists are present</li> <li>● Inform viewers of the relationship between increased speed and decreased pedestrian crash survivability</li> <li>● Inform viewers that most people disapprove of varying forms of cellphone use while driving</li> <li>● Review how distracted driving can cause drivers to miss pedestrians on the road</li> <li>● Remind viewers that it is not safe to cross the street while distracted by a cellphone</li> </ul>
---	--

## WHERE SHOULD YOU CROSS THE STREET?



## All Corners are CROSSWALKS



Also don't be distracted while walking.



Like drivers,  
**PEDESTRIANS**  
should also follow traffic signals



**DON'T START  
CROSSING**  
if the signal is  
**FLASHING**  
OR **COUNTING DOWN**



**WAIT**  
FOR THE  
**WALK SIGNAL**

**Most serious  
PEDESTRIAN  
CRASHES  
occur at night**



**WHEN WALKING AT NIGHT  
MAKE YOURSELF VISIBLE  
CARRY A LIGHT**




People walking and biking  
are vulnerable on the road



Source: Vision Zero Network



Most people disapprove of distracted driving.



Source: AAA's 2019 Traffic Safety Culture Index



Question: AT INTERSECTIONS WITH A TRAFFIC LIGHT AND PEDESTRIAN SIGNAL, YOU SHOULD BEGIN WALKING WHEN THE PEDESTRIAN SIGNAL SHOWS: (SELECT ALL THAT APPLY)



A WALK sign or person walking



A flashing hand or flashing "DON'T WALK" sign



A countdown signal



A fixed hand or fixed DON'T WALK sign (fixed means that the DON'T WALK signal is not flashing or counting down)

\*Adapted from

[https://avenuesinmotion.org/media/pdfs/introduction\\_to\\_pedestrian\\_safety\\_ii\\_-\\_3-5.pdf](https://avenuesinmotion.org/media/pdfs/introduction_to_pedestrian_safety_ii_-_3-5.pdf) on 4/27/2022.

Activity 2:  
**VocFit**  
**Crosswalk:**  
**Physical abilities** - stand,  
**General** - listens and pays attention, follows directions,

**Identifying landmarks within a building/campus**

- Step 1: Choose a large area where your students can visit. For example, a college campus, neighborhood, airport, or park.
- Step 2: Intro - explain to class that they will be walking around to identify different types of landmarks that are easily recognizable.
- Step 3: Review the term, "landmark."
- Step 4: Ask the students to draw examples of landmarks they can think of. If they struggle, you can show them images of examples.
- Step 5: Ask the students to give details/characteristics of each type of landmark.

**Safety** - identify safety hazards

Step 6: Provide the students with the Landmarks worksheet and explain the directions (see below).  
Step 7: Take the students for a walk to discover different landmarks. As they locate each landmark, have them circle or write the name on their worksheet.  
Step 8: Once back in the classroom, ask the students to present to the class the landmarks that were found and discuss others that might not have been located. Be sure to discuss in detail what each landmark looks like.  
Step 9: Review with students why landmarks are important to recognize so they are able to describe where they are within a certain location.  
Step 10: Draw a rough sketch (or print out a map) of your location and label the specific landmarks.  
Step 11: Assessment- quiz the students using the above sketch (or print out) to see if they can locate different landmarks that you call out.

# LANDMARKS

It is important to pay attention to the world around us. A landmark is a part of the land that is easy to recognize from far away. Circle all the landmarks that are in your neighborhood. Can you think of any others?



**MOUNTAINS**



**RIVER**



**SIDEWALK**



**POND**



**HILLS**



**ROAD**

Get more lesson plans at <https://www.education.com/lesson-plans/>

Adapted from: <https://www.education.com/lesson-plans/>

Activity 3:  
**VocFit**  
**Crosswalk:**  
**Physical**

## How to read directional signs within a building/campus/Hotel/airport

Step 1: Take a picture of a directory within a large building near you or use some of the images provided below.

**abilities** - stand  
**General** - listens  
and pays  
attention,  
follows  
directions,  
**Safety** - identify  
safety hazards

Step 2: Define the term, "directory." Review so that the students understand it is used to help them locate different rooms within a large business or building.  
Step 3: If you are on site, walk to a building that includes a directory. Say aloud a specific location on the directory and have students point to it. Take this a step further, and have the students walk to a location/room # that you call out.  
Step 4: If you have time to plan ahead, ask an individual from several different locations within the building to provide a token that shows the students visited their room/location. For example a pen, magnet, etc.  
Step 5: Take lots of time asking the students to navigate to different locations on the directory until you observe their independence.

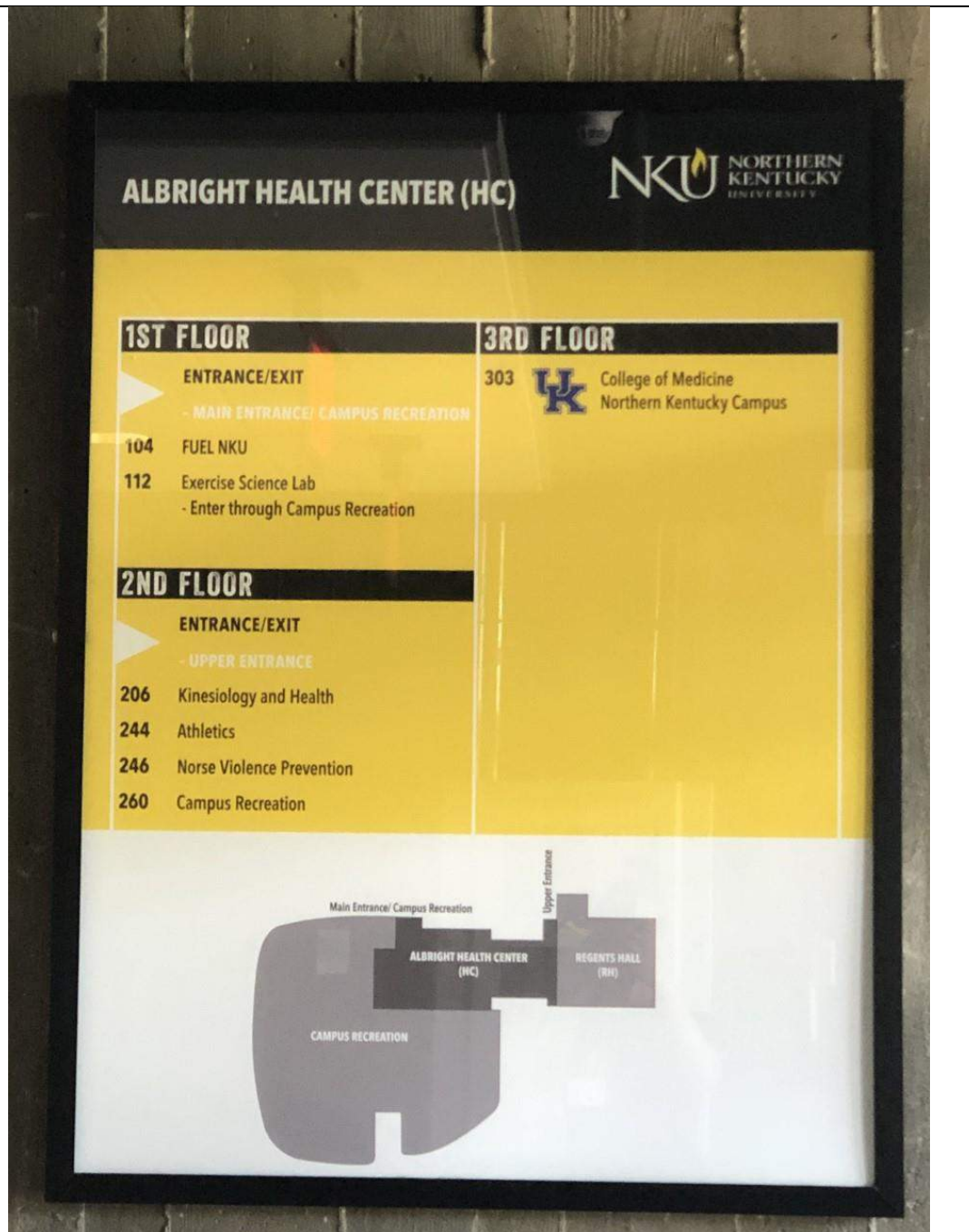




**ALLAN BUILDING**

Robert C. Skofron, CPA	100	Best One Financial Services	201	Lori Horwitz, LCSW & Assoc.	217	POS - Professional Office Services	226
Drouin Realty	101	Private	202	Tustin Police Foundation	218	Executive Suites Office & Services	231
Waterix Investments, LLC	101	Law Office of Mitchell E. Haddad	203		219		233, 234
Acadia Investments, LLC	101	Information Builders	204	Lynn M Cowley, Ph.D. MIT	220	BioWealth, Inc.	235, 236
North Tustin Veterinary	103	Roddel Marketing Group Inc.	205	Clinical Therapist	220	John Williamson, CPA	237
Private	104	Vidage International	205		221	BioWealth, Inc.	238
Hallmark Escrow Company, Inc.	105	Information Builders	206		222	Direct Deposit Network, Inc.	240
Fountain of Life Family Chiropractic	106	Direct Deposit Network, Inc.	207	The Tax Consultants	225		
EMS Development Company	107	Private	208	Patrick McEgan	223		
Southwest Valve & Equipment	109	Daniel J. Getzinger, CPA	210	Dr. Barbara Wayne, MFT	224		
Westover & Westover	110	Private	211	Law Office of Ted Seall	225		
Cornel West, Inc.	111	Harris Goodman, CPA CFP	212		226		
Smart Money Agencies	112		214	Malcolm K. Crist	227		
		Priority Management Services	215	Certified Public Accountant	227	Emergency Security	734, 737
		Maria Tautone Power	215				

 [www.calibersi.com](http://www.calibersi.com)



Activity 4:  
**VocFit**  
**Crosswalk:**  
**Physical abilities** - stand  
**General** - listens and pays attention, follows directions,  
**Safety** - identify

**Giving Verbal Directions Game**

This activity will be helpful for students to practice listening to, following, and giving verbal directions (and knowing the difference between left and right).

Step 1: Students will need to know terms to describe how to get to a location on a given map. For example, “Go straight,” “Turn right,” or “Turn left.” Teach students a strategy to distinguish between their left and right. For example, using their hand to form a capital “L” is their left.

Step 2: Play [this](#) video to have students take turns describing where each indicated location is on the map. Press pause and play to allow for more time. This will take

<p>safety hazards, communicates adequately,  <b>Cognitive abilities</b> - Comprehend/read instructions, Know your location in relation to the environment,  <b>Communication Skills</b> - Speak clearly so that others can understand</p>	<p>practice, but repeating the process will help the students become familiar with directional language and how to describe where the locations are on the map.</p> <p>Step 3: Give students the opportunity to practice their skills in the classroom or hallway. Have a student stand in a starting spot and provide them verbal directions to get to a designated end spot. Students can take turns until they are able to successfully follow the verbal directions.</p> <p>Step 4: Take their practice a step further and allow students to give each other verbal directions. For example:</p> <ol style="list-style-type: none"> <li>1. Take two steps forward</li> <li>2. Turn left.</li> <li>3. Take one step forward</li> <li>4. Turn right</li> <li>5. Take 5 steps forward</li> <li>6. Turn around 180 degrees</li> <li>7. Etc.</li> </ol>
<p>Activity 5:  <b>VocFit</b>  <b>Crosswalk:</b>  <b>Physical abilities</b> - stand  <b>General</b> - listens and pays attention, follows directions,  <b>Safety</b> - identify safety hazards</p>	<p style="text-align: center;"><b><u>Navigating Parking Lots</u></b></p> <p>The video below may be a bit young for your students, however, it highlights important safety precautions for how to navigate a parking lot. If you feel the video is too young, you could show the video with no sound and narrate yourself, or use Edpuzzle to add a voiceover. Here is the <a href="#">link</a> to Edpuzzle if you are unfamiliar.  <a href="https://www.youtube.com/watch?v=fvfvztp2GI">https://www.youtube.com/watch?v=fvfvztp2GI</a></p> <p>Step 1: Review the glossary terms with students: Pedestrian, Parking lot, vehicle back-up lights, and distracted.</p> <p>Step 2: Activate Prior knowledge - ask students times they have had to walk in parking lots. What safety precautions can they think of? Make a list on a whiteboard or chart paper.</p> <p>Step 3: Show the video above. Add any safety precautions that were not mentioned before.</p> <p>Step 4: Guided Practice: Provide students with the <a href="#">guided notes worksheet</a>. Project onto the screen and fill in the blanks together as a class.</p> <p>Step 5: Independent Practice: Take the students out to the parking lot and practice how to safely navigate using the steps studied.</p> <p>You can also use this sample lesson plan to practice safe parking lot behaviors:  <a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8ca38db0-7afb-3f47-9304-ba71cfd46c63">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8ca38db0-7afb-3f47-9304-ba71cfd46c63</a></p>

Extension Activities: Critical Thinking Questions and Evaluation Tools	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p> <p><a href="http://www.mandela.ac.za/cyberhunts/bloom.htm">http://www.mandela.ac.za/cyberhunts/bloom.htm</a></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Why do you need to know how to be a safe pedestrian? In a crosswalk or parking lot?</li> <li>● What are landmarks and why are they important?</li> <li>● What are directional signs? How do they help you?</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● What might happen if you run across the street without looking for traffic or ignoring the crosswalk signs?</li> <li>● In what situation would it be helpful to use landmarks to describe where you are?</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>● If you went to a new location that you had never been to, how would you find your way around? What are some things you could use to keep you from getting lost?</li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>● Not all signs and symbols within a location are exactly the same. How can you be sure that you understand directional signs in all environments?</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>● Do you think it is easier or more effective to describe your location using directional signs or using landmarks? Why do you think so?</li> </ul> </li> <li>6. Creating: <ul style="list-style-type: none"> <li>● Create a role play to demonstrate how to properly use a crosswalk or walk in a parking lot.</li> <li>● Design a diagram of a crosswalk.</li> <li>● Devise your own directory of an imaginary building.</li> <li>● Can you generate directions for navigating from the entrance of your school building to the gymnasium? Music room? Etc.?</li> </ul> </li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



### **Parking Lot Safety Guided Notes**

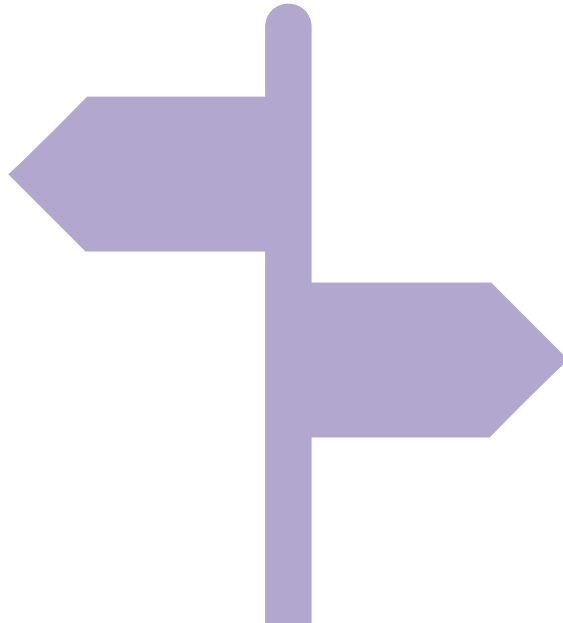
Directions: Use the video link in Activity 5 along with the guided notes below. Fill in the blanks with the correct information.

1. As soon as you get out of your car in a parking lot, you are a \_\_\_\_\_.
2. Cars move in lots of different \_\_\_\_\_ in a parking lot and it can be hard for them to see you.
3. You need to be careful and \_\_\_\_\_ when getting out of the car.
4. Get out on the \_\_\_\_\_ side as the driver if you can.
5. Stay \_\_\_\_\_ to the car when you get out.
6. You should always \_\_\_\_\_ and never run in a parking lot.
7. When you are walking in a parking lot, stay \_\_\_\_\_ steps away from parked cars.
8. Keep a clear view of what is around you and don't get \_\_\_\_\_.
9. Stop if you see white \_\_\_\_\_ lights. This means a car is getting ready to leave their parking spot.
10. You should \_\_\_\_\_ if you see a car back-up out of their parking spot.

Word Bank:

back-up	cautious	walk	freeze	close
directions	pedestrian	same	three	distracted

# Unit 2: Functional Literacy



Lessons for  
Living, Learning,  
and  
Working



Presented by  
Project | SEARCH®

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 2: Functional Literacy**

**Objective 2.1: The student will be able to develop context clues and decoding skills to increase reading across environments.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit: 2.1 The student will be able to identify decoding strategies and context clues to increase reading across environments.	Total Activities: 5
---	---------------------

**STEP ONE: Pre-Planning/Pre-Activities:** Individualize these sections to make this section more meaningful for the student.



**Lesson Plan Summary:** These activities will introduce and assist in recall of syllable division to assist students in determining pronunciation and decoding of words.

- Basic syllable rules
- Decoding of words
- Pronunciation
- Meaning (does the word make sense in the sentence)

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Premade word list for syllable division, flash cards, name it flash cards and sentence strips</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Technology to watch YouTube videos</li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Bell, whiteboard, dry erase markers</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
The students will have the knowledge to decode unknown words into syllables and then verbalize the word.	The students will recall main syllable rules and will have the skills to divide a word into syllables and pronounce unknown words.	The instructor will introduce multi-syllable words for the students to divide into syllables and pronounce.
The students will have the knowledge to decode unknown words and determine meaning.	The students will use syllable rules to decode unknown words and determine meaning.	The instructor will provide flash cards to groups of students. Students will say "I see" to identify the number of syllables and prefix/suffix/digraph. Once complete, students will be given the card to write a sentence using the word.
The students will know the decoding rules.	The student will be able to describe, identify or explain the key decoding rules.	The students will explain decoding rules in a class discussion and/or activity and put those into practice during a typical class day.

## STEP TWO: The Lesson Plan

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p><u>Glossary Terms</u></p> <ul style="list-style-type: none"><li>• <b>Distributive Practice:</b> Learning strategy in which materials are presented in a short burst of instructions over a long period of time.</li><li>• <b>Syllable:</b> A chunk or unit of sound having 1 vowel with or without consonants.</li><li>• consonant</li><li>• <b>Open syllable:</b> Syllable with a long vowel that has no consonant after the vowel.</li><li>• <b>Closed syllable:</b> Syllable with a short vowel that has a consonant after the vowel.</li><li>• <b>VCE rule:</b> When a word ends with vce pattern, the vowel becomes long and the e is silent.</li><li>• <b>Consonant Digraphs:</b> Two or more consonants that together form one sound.</li><li>• <b>Vowel Digraphs:</b> Two vowels that together form one sound, the first vowel controls the sound.</li><li>• <b>Le rule:</b> le syllables are always at the end of the word and the l is the only sound. The consonant in front of the l always stays in the syllable.</li><li>• <b>Blend:</b> Consonant cluster of 2 or 3 sounds that come before or after a vowel.</li></ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b> <b>VocFit Crosswalk:</b></p> <p><b>General:</b> Listens and pays attention</p> <p><b>Cognitive Abilities:</b> Comprehends/ reads instructions</p> <p><b>Interpersonal Skills:</b> Listen actively</p>	<p>Introduce multisyllabic words to the students that are connected to the workforce or community. Reassure students that using decoding skills allows them to divide words into syllables and determine the pronunciation of the word as well as assist in determining the meaning. Below is a sample list to get started. You should add more words that are appropriate for your students and/or community.</p> <ul style="list-style-type: none"><li>• Employment</li><li>• Competitive</li><li>• Integrated</li><li>• Community</li><li>• Recreation</li><li>• Transportation</li><li>• Theater</li><li>• Manufacture / manufacturing</li><li>• Logistics</li><li>• Emergency</li><li>• Hospital</li><li>• Tourism</li><li>• Hospitality</li></ul>

- Clerical / Administration

**Lesson Activities**

**Activity 1**  
45 minutes

**VocFit Crosswalk**  
**Cognitive**  
**Abilities:**

Read and comprehend instructions

**Computer Skills**  
Navigate web link, Access emails, Reply to emails, Use search engines

**Higher Task abilities**  
Operate office machinery, monitor systems

**Lower Task Abilities**  
Start/stop machines

**Prerequisite Skills: Understanding Syllable Rules**

Review syllable rules with students. [Appendix A](#) contains a chart you may print to distribute to students.

Rules

All syllables must have a vowel	bus          walk          stop
Divide between consonants (if no doubles trying sending consonant to end first)	problem    prob-lem
Never break a consonant digraph (qu ch sh wh th ck)	nickel      nick-el
Open/Closed Syllable rule Vowel long (open)-says letter Vowel closed (short)-says sound	be    e is long=says letter bet   e is short=says sound  program    pro-gram o becomes long and says letter
Vowel consonant e rule    vce	cake <b>cake</b> i long/e silent vce Ride <b>ride</b> i long/ e silent vce

Reminder regarding y-y is only a consonant if it is the first letter of the word or syllable. A quick review of prefixes and suffixes may be beneficial to the students. The le and controlled r sounds may need to be reviewed.

**Connect to these YouTube videos to remind students of the basic syllable rules. (choose what is appropriate for your group)**

**Fast Phonics**

<https://www.youtube.com/watch?v=a1v7L012nWw>

**Bossy E    vce rule**

<https://www.youtube.com/watch?v=NBP-AW29YDk>

**Y can be a vowel or consonant**

<https://www.youtube.com/watch?v=7g7g4lat6el>

**Two vowels go walking**

<https://www.youtube.com/watch?v=7fb3Pdt8kxg>

**syllable le rule**

<https://www.youtube.com/watch?v=K1d79TbZQJY>

**Prefixes**



a is long and says its letter	Vowel- consonant- e VCE i becomes long-says its letter e becomes silent
-------------------------------	---

Chemical

chem	i	cal
1 vowel vowel short says sound	1 vowel i is long	1 vowel vowel short says sound

Refer to [Appendix B](#) for a word list for the students to practice the basic syllable rules.

**Tip: Remember to use distributive practice casually throughout the lessons. When introducing a new word, say “let's look and see what is in this word.” This can improve recall of the rules and assist your students in decoding words.**

**Activity 3:**  
45 minutes

**VocFit Crosswalk**  
Cognitive Abilities  
Read and comprehend instructions

**Computer Skills**  
Navigate web link, Access emails, Reply to emails, Use search engines

**Higher Task abilities**  
Operate office machinery, monitor systems

**Lower Task Abilities**  
Start/stop machines

**Quick review syllable rules with students.**

Rules

All syllables must have a vowel
Divide between consonants (if no doubles trying sending to end first)
Never break a consonant digraph (qu ch sh wh th ck)
Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound
Vowel consonant e rule vce

Reminder regarding y-y is only a consonant if it is the first letter of the word or syllable. A quick review of prefixes and suffixes might be beneficial to the students. There are more syllable rules that may be taught, as needed for the students.



**What do you see?**  
**Game Activity**

Make several flashcards ([Appendix C](#)) with key words needed for your lesson unit. Have students sit at a table and flash the word - students can raise their hands or ring a bell when they have an answer.



Example:

Key word	I see/say the word	Use the word in a sentence
instruction	I see 3 syllables and a suffix	Listening to instruction is important.
mechanical	I see 4 syllables and 1 digraph	Do not enter the mechanical room.
emergency	I see 4 syllables	Break in case of an emergency.
attitude	I see 3 syllables and a vowel consonant e	I will have a good attitude.
direction	I see 3 syllables and 1 suffix	Which direction should I go?

If the student does not see all the “clues” in the word, let another student assist them or attempt to solve. When the “I see” portion is complete, give the word card to the student and let them make a sentence using the word. The students will want to collect as many word cards as possible and whoever has the most cards at the end of the game wins the game.

Alternative lessons:

- Write words on board and have students write words and list what they see.
- Give handouts with words and have categories to list

Sample: Information

Syllables	Prefixes	Suffixes	vce
4		1	

**Tip: Remember to use distributive practice casually throughout the lessons. When introducing a new word, say let's look and see what is in this word. This can improve recall of the rules and assist your students in decoding words.**

**Activity 4:  
45 minutes**

**VocFit Crosswalk**  
Cognitive Abilities  
Read and comprehend instructions  
**Computer Skills**  
Navigate web link,  
Access emails,  
Reply to emails,

**Quick review syllable rules with students.**

Rules

All syllables must have a vowel
Divide between consonants (if no doubles trying sending to end first)
Never break a consonant digraph (qu ch sh wh th ck)
Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound

Use search engines  
**Higher Task abilities**  
 Operate office machinery, monitor systems  
**Lower Task Abilities**  
 Start/stop machines

Vowel consonant e rule vce

Reminder regarding y-y is only a consonant if it is the first letter of the word  
 A quick review of prefixes and suffixes might be beneficial to the students. There are more syllable rules that may be taught, as needed for the students.

**Name It Question Card Game  
 Large Group Game**

Divide the students into 2 groups.

Create a stack of question cards (see [Appendix D](#)) to review the syllable rules. Attached is an example list (Appendix D). Create the words that are needed for your lesson and continue to add to the stack. This is a good game for extra time fillers and excellent for distributive practice learning.

Name a vowel-	Name a consonant-
What is the vce rule?	Name a digraph-
When is y a vowel?	When is y a consonant?
What is the suffix in construction?	Is y a vowel or consonant in the word slippery?
How many syllables in the word BAKERY?	Name a word with the vce -
What do you see in the word MECHANICAL?	How do you know a vowel is long?
How do you know a vowel is short?	If a vowel is short it says its-
If a vowel is long it says its-	Name the syllable rules-
Name 2 digraphs-	Why can you not break a digraph?
Why is it important to know the syllable rules?	Name a prefix-
Name a vowel-	Name a consonant-

**Activity 5:  
 45 minutes**  
**VocFit Crosswalk**  
 Cognitive Abilities  
 Read and comprehend

**Quick rules review**

All syllables must have a vowel
Divide between consonants (if no doubles trying sending to end first)
Never break a digraph (qu ch sh wh th ck)

<p>instructions</p> <p><b>Computer Skills</b> Navigate web link, Access emails, Reply to emails, Use search engines</p> <p><b>Higher Task abilities</b> Operate office machinery, monitor systems</p> <p><b>Lower Task Abilities</b> Start/stop machines</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound</td> </tr> <tr> <td style="padding: 5px;">Vowel consonant e rule vce</td> </tr> </table> <p>Reminder regarding Y – Y is only a consonant if it is the first letter of the word or syllable. A quick review of prefixes and suffixes might be beneficial to the students. There are more syllable rules that may be taught, as needed for the students.</p> <p style="text-align: center;"><b>Does this make sense?</b></p> <p><b>Choose several words that are important to a unit you may be teaching. Ask the students to divide the words into syllables. Give two sentence examples and have the student mark which sentence makes sense. Example: (See <a href="#">Appendix E</a> for editable worksheet.)</b></p> <p><b>Hospital      hos pit al</b>  <input type="checkbox"/> 1. The sick man went to the hospital.  <input type="checkbox"/> 2. I rode in a hospital.</p> <p><b>Ambulance      am bu lan ce</b>  <input type="checkbox"/> 1. The ambulance was parked at the hospital.  <input type="checkbox"/> 2. The ambulance flew away in the sky.</p> <p><b>Clinic            clin ic</b>  <input type="checkbox"/> 1. The clinic has strawberry milkshakes.  <input type="checkbox"/> 2. The clinic is now open.</p> <p><b>Alarm            a larm</b>  <input type="checkbox"/> 1. Pull the alarm in case of an emergency.  <input type="checkbox"/> 2. Put the alarm in your lunch box.</p>	Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound	Vowel consonant e rule vce
Open/Closed Syllable rule Vowel long it is open-says letter Vowel closed it is short-says sound			
Vowel consonant e rule vce			
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>			
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Does the student recall the basic syllable rules for decoding?</li> <li>• Can the student list digraphs, prefixes, suffixes and state the VCE rules?</li> <li>• Is the student able to define open and closed syllables?</li> <li>• Ask the students to give word examples with open and closed syllables.</li> </ul> </li> <li>2. Comprehension / Understanding: <p>Can the student describe, identify or explain the following key decoders?</p> <ul style="list-style-type: none"> <li>• Main syllable rules- importance</li> <li>• VCE</li> <li>• Digraphs- why 1 sound</li> <li>• Suffixes</li> <li>• Prefixes</li> </ul> </li> </ol>		

	<ul style="list-style-type: none"> <li>• Open syllable</li> <li>• Closed syllable</li> <li>• The letter Y and sound –e as opposed to i</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Given unknown words, can the student demonstrate the use of syllable rules?</li> <li>• Is the student able to execute the identification of parts of the word to assist in decoding?</li> <li>• Divide the class into small groups. Ask them to choose one of the categories: workplace, classroom, community, or home. Next, they should make up 5 multi-syllable words to match their category. Then they will and apply syllable rules to their word.</li> <li>• After decoding, does the student have the knowledge to apply the rules and use the word appropriately in a sentence and determine if it makes sense in a sentence?</li> </ul> <p>4. Analyzing</p> <ul style="list-style-type: none"> <li>• Does the student have the knowledge needed to analyze the word and then decode successfully?</li> <li>• Has the student successfully mastered the activities in the lesson plan?</li> <li>• Can the student readily transfer the decoding skills across environments?</li> <li>• Is the student confident in their knowledge of decoding words?</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Can the student explain why the v-c-e rule is important?</li> <li>• Does the student have the knowledge to discuss or explain syllable division?</li> <li>• Given words, can the student select specific parts of the word to use as a decoder?</li> <li>• Does the student have the ability to explain open and closed syllables?</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Ask the students to generate a word list that have suffixes or prefix.</li> <li>• Ask the students to break up multi – syllable words. Then they should create silly words with the mixed-up syllables. They can also make up a definition of the newly created word.</li> </ul>
--	---

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

**Syllable Rules**

<p>All syllables must have a vowel</p>	<p>bus                  walk                  stop</p>
<p>Divide between consonants (if no doubles trying sending consonant to end first)</p>	<p>problem      prob-lem</p>
<p>Never break a consonant digraph (qu ch sh wh th ck)</p>	<p>nickel              nick-el</p>
<p>Open/Closed Syllable rule Vowel long (open)-says letter Vowel closed (short)-says sound</p>	<p>be    e is long=says letter bet   e is short=says sound</p> <p>program    pro-gram o becomes long and says letter</p>
<p>Vowel consonant e rule    vce</p>	<p>cake    <b>cake</b>    i long/e silent           vce</p> <p>Ride    <b>ride</b>    i long/ e silent           vce</p>

## Appendix B

### Word List for Syllable Rules Practice

operator

manufacture

enter

manage

workshop

industry

danger

explosive

warning

scale

environment

emergency

schedule

manual

calendar

report

protective

constructive

destructive

refund

objective

### Answer Key for Word List

operator  
op er a tor

manufacture  
man u fac ture (vce)

enter  
en ter

manage  
man age (vce)

workshop  
work shop

industry  
in dus try

danger  
dan ger

explosive  
ex plo sive

warning  
warn ing

scale  
scale (vce)

environment  
en vi ron ment

emergency  
e mer gen cy

schedule  
sched ule

manual  
man u al

calendar  
cal en dar

report  
re port

protective  
pro tec tive (vce)

constructive  
con struc tive(vce)

destructive  
de struc tive (vce)

refund  
re fund

objective  
ob jec tive (vce)

## Appendix C

### What Do You See?

**Directions:** Print and cut the flash cards below to use for Activity 3. You may change the words as you move through your high frequency word lists.

<p style="text-align: center;">Instruction</p> <p>Sentence:</p>	<p style="text-align: center;">Mechanical</p> <p>Sentence:</p>
<p style="text-align: center;">Emergency</p> <p>Sentence:</p>	<p style="text-align: center;">Attitude</p> <p>Sentence:</p>
<p style="text-align: center;">Direction</p> <p>Sentence:</p>	<p style="text-align: center;">Environment</p> <p>Sentence:</p>
<p style="text-align: center;">Transportation</p> <p>Sentence:</p>	<p style="text-align: center;">Employment</p> <p>Sentence:</p>



**Appendix D**  
**Name It Question Cards**

<b>Name a vowel-</b>	<b>Name a consonant-</b>
<b>What is the vce rule?</b>	<b>Name a digraph-</b>
<b>When is y a vowel?</b>	<b>When is y a consonant?</b>
<b>What is the suffix in construction?</b>	<b>Is y a vowel or consonant in the word slippery?</b>
<b>How many syllables in the word BAKERY?</b>	<b>Name a word with the vce -</b>
<b>What do you see in the word MECHANICAL?</b>	<b>How do you know a vowel is long?</b>
<b>How do you know a vowel is short?</b>	<b>If a vowel is short it says its-</b>
<b>If a vowel is long it says its-</b>	<b>Name the syllable rules-</b>
<b>Name 2 digraphs-</b>	<b>Why can you not break a digraph?</b>
<b>Why is it important to know the syllable rules?</b>	<b>Name a prefix-</b>
<b>Name a vowel-</b>	<b>Name a consonant-</b>

**Does This Make Sense?**

**Hospital**      hos pit al

- \_\_\_1. The sick man went to the hospital.
- \_\_\_2. I rode in a hospital.

**Ambulance**    am bu lan ce

- \_\_\_1. The ambulance was parked at the hospital.
- \_\_\_2. The ambulance flew away in the sky.

**Clinic**          clin ic

- \_\_\_1. The clinic has strawberry milkshakes.
- \_\_\_2. The clinic is now open.

**Alarm**          a larm

- \_\_\_1. Pull the alarm in case of an emergency.
- \_\_\_2. Put the alarm in your lunch box.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 2: Functional Literacy**

**Objective 2.2: The student will be able to identify high frequency words specific to the environment. (Vocational, Daily Living, etc.)**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

Unit 2.2: The student will be able to identify high frequency words specific to the environment.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
Lesson Plan Summary: The goal of these activities is for the student to identify and use high frequency words/terms specific to their environment (vocational, daily living, etc.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• See templates in each activity – Bingo and Word Map</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Google Docs, Whiteboard, Quiz Apps</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Arts and Craft supplies – crayons, markers, etc.</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Students will learn High Frequency Vocabulary terms presented through a variety of activities	Students will be able to use High Frequency Vocabulary and terms in a sentence or in conversation through Mapping	Students will be able to check their understanding of High Frequency words by applying and teaching their knowledge in creative activities such as graffiti walls or DIY flashcards
Students will know that words have similar meanings to other words.	Students will be able to match words to other words with similar meanings. They can also evoke a meaning of the word through a picture or song.	Students will match words to other like words (synonyms) and pictures that might illustrate the word. They will do this through a variety of activities as well as use these words in classroom vocabulary.
Students will understand the concept of antonyms – words that mean the opposite.	Students will be able to match synonyms and antonyms of high frequency words.	Students will match high frequency words to antonyms and/or say the opposite of a word. They will do this during a classroom discussion or other school activities.

<b>STEP TWO: The Lesson Plan</b>	
<b>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <ul style="list-style-type: none"> <li>• <b>Synonym:</b> a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example <i>shut</i> is a synonym of <i>close</i>.</li> <li>• <b>Antonym:</b> a word that means <b>the opposite of another word</b>. For example, hot and cold are antonyms, as are good and bad.</li> <li>• <b>High Frequency:</b> High frequency sight words are commonly used words that students are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to</li> </ul>

	use any strategies to decode.
<p><b>Introduction: Connect to Purpose</b>  <b>VocFit Crosswalk</b>  <b>General:</b>  Listens and pays attention, follows directions  <b>Communication Skills:</b>  Communicate face to face with others, speak clearly so that others can understand</p>	<p>Brainstorm and create a comprehensive list of High Frequency Words used across settings – i.e. Vocational and Daily Living  *Use word lists from Activities 1 and 2</p>
<b>Lesson Activities</b>	
<p>Activity 1  <b>VocFit Crosswalk:</b>  <b>General:</b>  Listens and pays attention, follows directions, cooperative and courteous  <b>Work Structure:</b>  Follow established procedures  <b>Communication:</b>  Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person  <b>Interpersonal:</b>  Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p>	<p style="text-align: center;"><b><u>DIY Flash Cards</u></b></p> <p>Make a list of high frequency words from the workplace or daily living. Tailor these words to reading levels in the cohort.</p> <p>Have interns create their own flash cards to use as a tool for memorizing definitions of high frequency vocabulary words.</p> <p>BE CREATIVE! Provide index cards and art supplies that interns can use to make their own flash cards. Encourage them to use a digital tool they are familiar with instead – i.e. Quizlet, Anki, Flippity</p> <p>Have interns work in pairs and take turns quizzing and being quizzed.</p> <p><b><u>Extension Activity:</u></b>  Put up a word of the day from the Flash Card list and have the interns role play the definition or create a scenario using the word to act out.</p> <p>Some words could be:</p> <ul style="list-style-type: none"> <li>• Goals</li> <li>• Job</li> <li>• Safety</li> <li>• Hygiene</li> <li>• Grooming</li> <li>• Service</li> <li>• Communication</li> <li>• Conflict</li> <li>• Eye contact</li> <li>• Attendance</li> <li>• Punctuality</li> <li>• Stress</li> <li>• Listening</li> <li>• Follow Directions</li> <li>• Productivity</li> </ul>

	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Teamwork</li> <li>• Body Language</li> <li>• Interview</li> <li>• Laundry</li> <li>• Transportation</li> <li>• Skills</li> <li>• Tasks</li> <li>• Supervisor / Manager</li> <li>• Co-Worker</li> </ul>
<p>Activity 2:  <b>VocFit Crosswalk:</b>  <b>General:</b>  Listens and pays attention, follows directions, cooperative and courteous  <b>Work Structure:</b>  Follow established procedures  <b>Communication:</b>  Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person  <b>Interpersonal:</b>  Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p>	<p style="text-align: center;"><b><u>Established Readers – High Frequency Words – BINGO</u></b></p> <p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Bingo Board – Template Provided in <a href="#">Appendix A</a>– laminate and use dry erase markers</li> <li>2. High Frequency *Vocational* Words – Listed Below</li> </ol> <p>Emerging Readers: High Frequency *General* Words – List Provided</p> <p><b>How to Play</b></p> <ol style="list-style-type: none"> <li>1. Write the numbers 1-25 on the board.</li> <li>2. Write high frequency words in random order on the right edge of the boxes of the bingo board</li> <li>3. Select an intern to choose a number for one of the sentence clues listed below.</li> <li>4. Read the corresponding sentence clue listed below.</li> <li>5. When they understand the clue, or can “fill in the blank,” they write the word on their bingo board.</li> <li>6. When they get 4 in a row, they call out, “Bingo!”.</li> </ol> <p><b><u>Common High Frequency *Vocational* Words</u></b></p> <ol style="list-style-type: none"> <li>1. Application</li> <li>2. Break</li> <li>3. Bank Account</li> <li>4. Career</li> <li>5. Cashier</li> <li>6. Cover Letter</li> <li>7. Coworkers</li> <li>8. Customer</li> <li>9. Employee</li> <li>10. Employer</li> <li>11. First Impression</li> <li>12. Hygiene</li> <li>13. Interview</li> <li>14. Letter of Recommendation</li> <li>15. Pay Check</li> <li>16. Professional</li> <li>17. Resume</li> <li>18. Reference</li> <li>19. Salary</li> <li>20. Schedule</li> </ol>

21. Time Card
22. Transportation
23. Vocational
24. Workplace
25. Work Ethic

**Sentence Clues**

1. You will need to fill out an application when applying for a job.
2. When you get a job, you become an employee of the company.
3. I have a strong work ethic and always do my best.
4. I will take public transportation to work when I graduate.
5. Vocational is another word for work or job.
6. My teacher gave me a schedule to follow.
7. We worked on writing a resume in class today.
8. I've heard it said that the customer is always right
9. When I get a job, I will have to fill out a time card during my work day.
10. If I do a good job, I can ask for a reference.
11. My salary is how much I make.
12. I will save money to put in my bank account.
13. The people I work with are called my co-workers.
14. A cover letter explains why I am interested in a job and some of my work experience
15. I will make a good first impression with eye contact and a strong handshake.
16. You get hired by an employer.
17. Having good hygiene means being clean and neat.
18. I get a paycheck every week.
19. When you work 8 hours, you get to take a 30-minute lunch break.
20. I have learned good interview skills, such as making eye contact, having a strong handshake and asking questions.
21. I asked someone who knows my skills really well for a letter of recommendation to give to my new boss.
22. Being professional means being mature, confident and successful.
23. I look forward to having a long career in Food Services.
24. Where I work is called my workplace.
25. Another name for someone who works at the checkout line in a grocery store or a retail store is a cashier.

**Common High frequency \*Daily Living Skills\* Words**

1. Personal Hygiene
2. Grooming
3. Self-care
4. Dressing
5. Meal preparation
6. Cooking
7. Grocery Shopping
8. Chores
9. Housekeeping
10. Laundry
11. Wellness

12. Home safety

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>

Activity 3:  
**VocFit Crosswalk:**  
**General:**  
 Listens and pays attention, follows directions, cooperative and courteous  
**Work Structure:**  
 Follow established procedures  
**Communication:**  
 Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person  
**Interpersonal:**  
 Work with a co-worker in a group or team, cooperate with others to accomplish work


**Word Connections – Mapping**

**Introduction:**  
 A Word Map is one type of graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another.  
 Mapping can be used to activate prior knowledge and to introduce key vocabulary words.

**Directions:**  
**Pre-Map Brainstorming**

- The teacher decides on a topic for instruction (i.e. Vocational Workplace Terms, Daily Living Skills).
- The topic or concept is briefly introduced, and a key word is written on the whiteboard or in a shared Google Doc.
- Students are asked to think of other words that come to mind when they read the key word.
- Students can write down a list of these words to be shared with the class.
- If any of the teacher’s ‘words’ are not suggested, the teacher presents them for discussion. After the list of words is completed, the words are grouped by category.



<p>activities, listen actively, follow directions</p>	<ul style="list-style-type: none"> <li>• Students discuss why certain words go together.</li> <li>• Category names are assigned.</li> </ul> <p><b>Map Creation:</b></p> <ul style="list-style-type: none"> <li>• A class map/graphic organizer is created of the words by putting the information on a large sheet of paper/whiteboard.</li> <li>• Through discussion and sharing, students are encouraged to add items to the categories or even to suggest new categories.</li> <li>• As other new words that relate to the topic are discovered through the reading of the text, additions are made to the map.</li> </ul> <p>Sample Map Template can be found in <a href="#">Appendix B</a></p>
<p>Activity 4: <b>VocFit Crosswalk:</b> <b>General:</b> Listens and pays attention, follows directions, cooperative and courteous <b>Work Structure:</b> Follow established procedures <b>Communication:</b> Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person <b>Interpersonal:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p>	<p style="text-align: center;"><b><u>Graffiti Wall</u></b></p> <p>A graffiti wall is like a collaborative fun, creative and colorful word wall.</p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>• In the classroom, post a central concept or key word on the wall</li> <li>• Ask the students to add sticky notes or colorful papers to illustrate the term (they can use words or pictures)</li> <li>• For an online version, try a tool like Padlet, Google Slides, Wordle, Jam board</li> </ul> 
<p>Activity 5 <b>VocFit Crosswalk:</b> <b>General:</b> Listens and pays attention, follows directions, cooperative and courteous <b>Work Structure:</b> Follow established procedures</p>	<p style="text-align: center;"><b><u>Vocabulary Playlist</u></b></p> <p>Let students connect with their inner rock stars/poets by encouraging them to create playlists for their vocabulary word</p> <ul style="list-style-type: none"> <li>• Come up with a word of the day, connected to the lesson topic or high frequency words.</li> <li>• Ask the students to find songs with the word being used in the song or ask them to create their own song/poem. The word doesn't necessarily</li> </ul>

<p><b>Communication:</b> Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person</p> <p><b>Interpersonal:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, listen actively, follow directions</p> <p><b>Self-determination:</b> Make choices, decisions, and plans to meet own goals, make decisions independently</p>	<p>have to be used in the song, but the song should help the student remember the word's meaning.</p>
<p><b>Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Ask the students to work in small groups and make a collage of words and pictures of high frequency words that represent work/vocational words or daily living words.</li> </ul> </li>   <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Ask Students to work in small groups. They will create a role play using as many of their DIY flash cards (from Activity 1) as possible. The role play could be about their first job that they have (or want to get). The students could hold up their flash card when they use that word. The group with the most DIY flashcard words in the Role Play wins!</li> </ul> </li>   <li>3. Applying: <ul style="list-style-type: none"> <li>• Students will work in pairs. The pairs will use 10 of their DIY flashcards (from Activity 1). Using their phones, they will capture photos or short videos of the words. It could be a picture of your partner "acting out" the word or an object that represents that word. They will Email the words and the pictures to your teacher.</li> </ul> </li>   <li>4. Analyzing: <ul style="list-style-type: none"> <li>• Students will work in small groups to create commercials and incorporate at least 3 high frequency words in a meaningful category. For example: Job, employer, employee; Productivity, quality, goal; Communication, eye contact, body language</li> </ul> </li>   <li>5. Evaluating: <ul style="list-style-type: none"> <li>• Students will act out the opposite meaning of their high frequency words. As they act out the opposite (antonyms) the other students will guess which word they mean (the original word learned in these activities). The first student who guesses correctly will go next.</li> </ul> </li> </ol>

	<p>6. Creating:</p> <ul style="list-style-type: none"><li>• Students will be able to design an original song or poem, or story based on the high-frequency words used in this lesson.</li></ul>
--	---

Lesson Plan modified from:

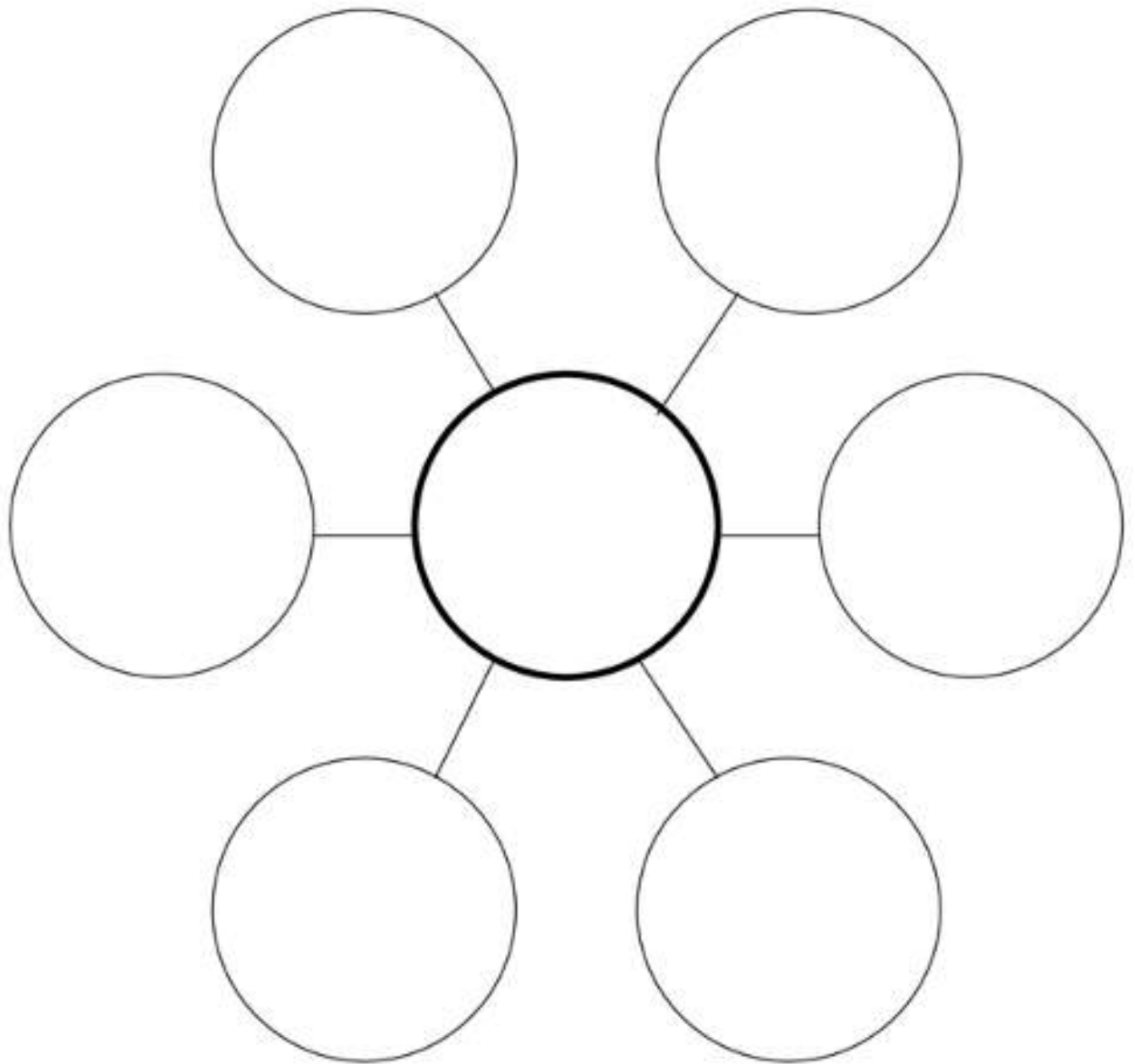
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>

Appendix B

Word Map



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 2: *Functional Literacy***

**Objective 2.3: *Demonstrate an understanding and basic use of reading and writing skills to manage transition to adult living.***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

<b>Unit 2 Functional Literacy: 2.3 Demonstrate an understanding and basic use of reading and writing skills to manage transition to adult living.</b>	<b>Total Activities: 5</b>
---	----------------------------



**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.**

**Lesson Plan Summary: The student will know basic punctuation, grammar and common abbreviations for daily communication (including in person conversations, professional emails, filling out forms, etc.)**

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>Activity 3: Premade sentences; Activity 4: Composed emails, Activity 5: pdf forms available with links</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>Chromebook, or computer technology for emails,</li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>craft sticks, index cards, stapler</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Be able to know the vocabulary presented in this lesson	Be able to use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding through classroom discussions, lessons and other school activities.
Students will know about punctuation used in professional emails/	Students will use professional punctuation in emails	Check the students' emails to for evidence of correct punctuation. They will be able to create a professional email.
Students will know several appropriate greetings for beginning and ending conversations.	Students will use appropriate greetings and endings in conversations.	Students will demonstrate appropriate conversational greetings and endings during class discussions, greeting their classmates and in other school environments.

**STEP TWO: The Lesson Plan**

**Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. Please use and modify them based on the objective and the needs of your students.**

<ul style="list-style-type: none"> <li>● <b>Glossary</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Apostrophe:</b> a punctuation mark ( ' ) used to indicate possession</li> <li>● <b>Bold:</b> Computer programs have the capability to darken and make letters appear larger from regular text, and is often used to highlight keywords important to the text's content</li> <li>● <b>Bullet points:</b> Each of several items in a list, preceded by a bullet symbol for emphasis.</li> <li>● <b>Capital letters:</b> Upper case letters are used at the beginning of a sentence or a proper name and may be used to show respect.</li> <li>● <b>Colon:</b> Punctuation marks used to signal when what comes next is directly related to the previous sentence.</li> <li>● <b>Comma:</b> Punctuation mark that indicates a pause in a sentence or separates items in a list.</li> <li>● <b>Dash:</b> A punctuation mark used to set off an idea within a sentence and may be used alone or in pairs</li> <li>● <b>Dot dot dot:</b> The ellipsis ..., also known informally as dot dot dot, is a series of dots that indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning.</li> <li>● <b>Emojis (smileys, etc.):</b> The definition of emoji is an expressive face or symbol used to convey emotions, often on chat or in texts.</li> <li>● <b>Exclamation mark: (excitement sentence):</b> a punctuation mark (!) indicating an extreme emotion.</li> <li>● <b>Hyphen:</b> symbol used to join or separate words</li> <li>● <b>Indent:</b> five spaces from the margin to indicate or start a paragraph.</li> <li>● <b>Period: (telling sentence)</b>Telling sentences are statements that begin with a capital letter and end with a period.</li> <li>● <b>Question mark: (Asking sentence)</b> Asking sentences are statements that begin with a capital letter and end with a question mark. You must respond to the sentence.</li> <li>● <b>Spell check/grammar check:</b> A computer program that identifies misspellings and grammar errors.</li> </ul>
<p><b>Introduction: Connect to Purpose</b></p>	<p>The students will be introduced to (recall) the basic understanding of using correct capitalization and punctuation rules in the classroom and at the future job site for filling out information, applications, emails and basic written communication.</p>
<p><b>Lesson Activities</b></p>	
<p><b>Activity 1</b>  <b>Voc Fit Crosswalk</b>  <b>General:</b>  Follows directions, completes tasks accurately, asks for help and clarification when needed</p>	<p style="text-align: center;"><b>Punctuation in Professional Writing (Emails, Cover letters)</b></p> <ol style="list-style-type: none"> <li>1. Divide the following terms for each student in the class.</li> <li>2. Ask students to: <ol style="list-style-type: none"> <li>a. Define their terms</li> <li>b. Use an example/describe in as much detail as possible</li> </ol> </li> </ol>



**Communication:**

Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person

**Interpersonal:**

Work with a co-worker in a group or team, listen actively, ask clarifying questions

- Apostrophe
- Bold
- Bullet points
- Capital letters
- Colon
- Comma
- Dash
- Dot dot dot
- Emojis (smileys, etc.)
- Exclamation mark
- Forward slash
- Full stop
- Hyphen
- Indent
- Italics
- Numbering
- Parentheses (square and round)
- Question mark
- Quotation marks
- Semicolon

**3. Think Pair Share:**

- a. Break the group into pairs and have the students work together to answer the following questions
  - b. Share with the class in a group discussion
- What kinds of words are not capitalized in titles?
  - What's the difference between semicolons and commas with lists?
  - Give examples of items which are usually in parenthesis rather than between paired commas.
  - How do you know whether something should be in parenthesis or paired commas?
  - What punctuation is like a dash?
  - How can you divide up information in a list introduced with a colon?
  - What are the differences between single and double quotation marks?
  - Are contractions with apostrophes acceptable in professional writing?
  - Apart from actual quoting, what else can quotation marks be used for in professional writing?

**Activity 2**  
**Voc Fit Crosswalk**

**General:**

Follows directions, completes tasks accurately, asks for help and clarification when needed

**Communication:**

Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person

**Interpersonal:**

Work with a co-worker in a group or team, listen actively, ask clarifying questions

**Starting and Ending Conversations**

In Person and Written

**Warm Up:**

- Roleplay starting and ending a conversation
- (Before you start, decide how long the whole conversation will be)
- Discuss if it went well or not and why?
- Repeat a few times with different students using the same or different time limit

**Brainstorm:**

- List some of the types of greetings, introductions, endings in conversations using the prompts below:
- Greetings at the beginning of the conversation
- Polite things to say when you meet for the first time
- Small talk questions at the beginning of the conversation
- Small talk questions at the end of the conversation
- “Smoothly” ending conversations (giving reasons for ending the conversation, etc.) Polite and friendly things to say at the end of the conversation
- Well wishes for another person
- Talking about future contact (next meeting, etc.)

**Card Game**

- Create 2 cards for each student - one that reads “Starting” and one that reads “Ending”
- The teacher will read out phrases. (see below for examples)
- Students will hold up either the “Starting” or “Ending” card depending on which phrase is being used.
- Whole class discussion to follow
- Partner Test/Role Play:
  - Say the phrases with one missing word
  - Say one phrase and see if your partner can reply
  - Say a phrase, listen to the reply, then roleplay the rest of the conversation together
- Practice writing a professional email or letter to a business using these conversation starters and endings

**Phrase Examples:**

- Hi.
- Hello.
- Good morning.

- Bye. Goodbye.
- See you at three o'clock.
- See you on Monday.
- See you next week.
- See you later.
- See you then.
- See you, then.
- See you soon.
- Have a good journey.
- Have a nice day.
- It's very nice to meet you.
- Nice to meet you too, (name).
- It was a pleasure to meet you.
- It's been really interesting talking to you.
- It was lovely to see you again.
- How do you do?
- It's a pleasure to meet you, Noah.
- My name is Sarah.
- I'm William but please call me Bill.
- Sofia Smith. Is that you?
- Are you John?
- Can I ask your name?
- I hope we have the chance to meet again soon.
- I look forward to meeting you again soon.
- Is this seat free?
- Is anyone sitting here?
- Can I introduce myself?
- May I introduce myself?
- I don't think we've met, have we?
- I don't think we've been introduced.
- How's it going?
- How are you doing?
- How are you?
- Do you have any plans for this evening?
- Do you have any more meetings after this?
- What's your schedule for (the rest of) today?
- Anyway, as I said I'll check with my boss and...
- I'll email you about...
- I'll be in contact about...
- I'd love to hear more about that but... I have another meeting, so... I'm afraid I must go and...

	<ul style="list-style-type: none"> <li>• I'm sorry but I really have to...</li> </ul>
<p><b>Activity 3:</b> <b>Voc Fit Crosswalk</b> <b>General:</b> Follows directions, completes tasks accurately, asks for help and clarification when needed</p> <p><b>Communication:</b> Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person</p> <p><b>Interpersonal:</b> Work with a co-worker in a group or team, listen actively, ask clarifying questions</p>	<p><b>Review Basic Capitalization and Punctuation Rules</b></p> <p>Distribute 3 index cards and 3 craft sticks to each student. Instruct the students to write a period (.), question mark (?) and an exclamation point (!) on the cards and staple to craft stick onto the card to make mini signs.</p> <p>Read sentences using all the punctuation marks and have the students hold up the sign that is needed at the end of the sentence.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• My name is John</li> <li>• Can I go to store</li> <li>• I need help</li> <li>• I work in the greenhouse</li> <li>• Where do you go to school</li> <li>• Can I have some cookies</li> </ul> <p>Observation can be used as an assessment tool to determine mastery of punctuation.</p>
<p><b>Activity 4:</b> <b>Voc Fit Crosswalk</b></p> <p><b>Computer Skills:</b> Type or create a document, Enter text, applying basic functions Compose an original email message</p> <p><b>Interpersonal Skills:</b> Follow directions</p>	<p><b>Professional Emails</b></p> <p>Review Capitalization and punctuation Rules Instruct the students on how his/her computer program can auto correct or spell and grammar check. The instructor will create an email and send it to the students. The email needs to contain punctuation and capitalization errors.</p> <p>The students are to retype the email correcting the errors and send it back to the teacher.</p> <p>If the students do not have access to a computer, a hard copy can be provided to the students to correct the errors.</p> <p>Students may also be given topics to compose an email and send to the teacher to determine if punctuation and capitalization mastery has been met.</p>

**Activity 5:  
Voc Fit Crosswalk  
General:**

Follows directions, completes tasks accurately, asks for help and clarification when needed

**Communication:**

Communicate face-to-face with others, speak clearly so that others can understand, understand the speech of another person

**Interpersonal:**

Work with a co-worker in a group or team, listen actively, ask clarifying questions

The instructor will create forms such as emergency forms, applications or enrollment forms and have the student fill out the form using correct punctuation and capitalization.

<https://eforms.com/download/2016/12/Employee-Emergency-Contact-Form.pdf>

<https://raec.rocklinusd.org/documents/GradPortfolioFiles/Standard%20Application.pdf>

**Standard Application for Employment**

*It is our policy to comply with all applicable state and federal laws prohibiting discrimination in employment based on race, age, color, sex, religion, national origin, disability or other protected classifications.*  
Please carefully read and answer all questions. You will not be considered for employment if you fail to completely answer all the questions on this application. You may attach a résumé, but all questions must be answered.

"Employer"		Position applying for	
<b>PERSONAL DATA</b>			
Name (last, first, middle)			
Street Address and/or Mailing Address		City	State Zip
Home Telephone Number	Business Telephone Number	Cellular Telephone Number	
Date you can start work	Salary Desired	Do you have a High School Diploma or GED? Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>POSITION INFORMATION</b> Check all that you are willing to work			
Hours: Full Time <input type="checkbox"/>	Days: Evenings <input type="checkbox"/>	Swing: Graveyard/Weekends <input type="checkbox"/>	Status: Regular <input type="checkbox"/>
Part Time <input type="checkbox"/>			Temporary <input type="checkbox"/>
Are you authorized to work in the U.S. on an unrestricted basis? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Have you ever been convicted of a felony? (Convictions will not necessarily disqualify an applicant for employment.) Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes, explain:			
Have you been told the essential functions of the job or have you been viewed a copy of the job description listing the essential functions of the job? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Can you perform these essential functions of the job with or without reasonable accommodation? Yes <input type="checkbox"/> No <input type="checkbox"/>			

**Extension Activities: Critical Thinking Questions and Evaluation Tools**

**Extension Activities:**

1. Knowledge / Remembering:

**Critical Thinking  
Questions and  
Evaluation Tools**

- Can you recall the basic punctuation and capitalization skills needed to compose an email or fill out a form?
  - Why is using good punctuation on an application or form be important?
  - Describe how an employer would feel about you receiving an email with number punctuation and capitalization errors.
2. Comprehension / Understanding:
- Describe how an employer would feel about you receiving an email with number punctuation and capitalization errors.
  - Ask the students to create an email with incorrect grammar and not professional. They can trade their emails with each other to correct it.
  - Describe the tools that are available on the computer to assist in composing a professional email.
3. Applying:
- Ask the students to create a professional email to a potential employer asking if there are any openings. The student can choose a business in the area that s/he is interested in. The email should be sent to the teacher for feedback. The email should have correct punctuation and grammar.
4. Analyzing
- Explain the importance of using good grammar rules.
5. Evaluating:
- How difficult would it be if there were no periods or commas in a sentence to read and comprehend?
  - Create some emails for students without any punctuation. Ask them to work in pairs to add the punctuation. They can trade their completed work with another pair to check their work.
6. Creating:
- Ask the students to create a professional email to a school leader or local politician on an issue that is important to them. Ask them to work in pairs to make the email passionate and convincing. Pairs will work another pair to correct any grammar and punctuation.

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.:  
Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 2: Functional Literacy**

**Objective 2.4: The student will identify and understand context clues and be able to read signs, materials, manuals, and basic instructions.**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

Unit 2.4: The student will identify and understand context clues and be able to read signs, materials, manuals, and basic instructions.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities:</b> Individualize these sections to make this section more meaningful for the intern.		
<b>Lesson Plan Summary:</b> This lesson is designed to teach students how to use context clues to understand the meanings of signs, materials, manuals, and basic instructions. They will learn how to decode words to determine meaning and associate those words with other words they know.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	Printed materials from web links or premade materials	
<b>Technology:</b>	<a href="https://www.youtube.com/watch?v=eHCpJ86XDY4">https://www.youtube.com/watch?v=eHCpJ86XDY4</a> <a href="https://www.k5learning.com/vocabulary-worksheets/first-grade-1/context-clues">https://www.k5learning.com/vocabulary-worksheets/first-grade-1/context-clues</a> <a href="https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/">https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/</a> <a href="https://www.easyteacherworksheets.com/pages/pdf/languagearts/context/2.html">https://www.easyteacherworksheets.com/pages/pdf/languagearts/context/2.html</a> <a href="https://www.youtube.com/watch?v=ON6hAudggMg">https://www.youtube.com/watch?v=ON6hAudggMg</a> <a href="https://mediatracks.com/resources/30-second-psa-examples/">https://mediatracks.com/resources/30-second-psa-examples/</a>	
<b>Other materials needed for activities:</b>	Word flash cards, bell, internet connectivity for YouTube video	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
<b>Glossary/Vocabulary</b> Be able to know the vocabulary presented such as <i>synonym</i> and <i>antonym</i>	Be able to use the vocabulary presented in a variety of settings such as using antonyms to decode the meaning of the word.	Check context of their vocabulary use to ensure their understanding. This can be done through Activity 3 or in typical conversation throughout the day with words associated with current work.
<b>Decoding using Context Clues:</b> Students will listen during conversation and decode the meaning of words by associating new words with other words they know.	Students will begin to use new words appropriately in their conversation after decoding the meaning of those words.	Ensure the new words are presented in class and determine the students are using those new words in correct contexts.
Students will demonstrate an awareness of public safety.	Students will use context clues to decode safety signs found within their community.	Students will be asked to create a PSA on a public health or safety topic.

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the*



### ***needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms:</p> <ul style="list-style-type: none"> <li>• <b>Context clue:</b> Hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.</li> <li>• <b>Synonym:</b> a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example <i>shut</i> is a synonym of <i>close</i>.</li> <li>• <b>Antonym</b> a word opposite in meaning to another (e.g. <i>bad</i> and <i>good</i>).</li> <li>• <b>Decode:</b> to extract the underlying meaning from a word.</li> </ul>
<b>Introduction:</b> <b>Connect to Purpose</b> <b>VocFit Crosswalk:</b> <b>Self-determination:</b> Determine work activities <b>General:</b> Follows directions, initiates new tasks, completes tasks accurately	<p>The student will use context clues, incorporating decoding skills to determine the meaning of unknown words. Use the following link to access and print a practice activity to assess student knowledge of context clues.</p> <p><a href="file:///Users/f327581/Downloads/ContextCluesVocabularyWorksheetsFreeContextCluesActivitiesforEasel-2.pdf">file:///Users/f327581/Downloads/ContextCluesVocabularyWorksheetsFreeContextCluesActivitiesforEasel-2.pdf</a></p>
<b>Lesson Activities</b>	
<b>Activity 1</b> <b>VocFit Crosswalk:</b> <b>General:</b> Follows directions, initiates new tasks, completes tasks accurately <b>Interpersonal Skills:</b> Listen actively	<p><b>Introduce context clues to the students.</b></p> <p><a href="https://www.youtube.com/watch?v=eHCpJ86XDY4">https://www.youtube.com/watch?v=eHCpJ86XDY4</a>  <a href="https://www.k5learning.com/vocabulary-worksheets/first-grade-1/context-clues">https://www.k5learning.com/vocabulary-worksheets/first-grade-1/context-clues</a></p> <p>Great for starters and introductions to using context clues</p> <p><a href="https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/">https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/</a>  <a href="https://www.easyteacherworksheets.com/pages/pdf/languagearts/context/2.html">https://www.easyteacherworksheets.com/pages/pdf/languagearts/context/2.html</a></p>
<b>Activity 2:</b> <b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen actively, ask clarifying questions <b>General:</b> Follows directions, initiates new tasks,	<p>Context Clues</p> <p>Create a worksheet for the lesson plan unit of vocabulary words you are working on with students.</p> <p>Students will determine the meaning of the underlined words using context clues.</p> <p>Ask yourself, does this make sense? Sample items are listed below. Refer to <a href="#">Appendix A</a> for a worksheet template to use your own vocabulary words.</p>

completes tasks accurately

1. Read the safety instructions carefully to avoid an injury.

Decode: Instructions

Meaning: Instructions:

Context Clues:

2. All information is highly confidential, do not discuss with others.

Decode: Confidential

Meaning: Confidential:

Context Clues:

3. Do not enter, approved personnel only.

Decode: Personnel

Meaning: Personnel:

Context Clues:

4. Be careful with use, these materials are corrosive and may cause injury or burns.

Decode: Corrosive

Meaning: Corrosive:

Context Clues:

Activity 3:  
VocFit Crosswalk:

Context Clues Word Game

<p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, monitor own body language, Follow directions</p> <p><b>Communication Skills:</b> Speak clearly so that others can understand, understand the speech of another person, communicate face-to-face with others</p>	<p>Create word strips that are associated with the current unit of study. Write the vocabulary words on strips of cards</p> <p><u>Game</u> Deal out all the cards (5 to 7 cards is ideal for each student) to the students; The students can flip all his/her cards down on the table in front of them (words up). The student going first will say a context clue to describe one of the words in his/her row. The student may use a context clue, synonym or antonym to describe the word. The other players will compete to determine the word by ringing a bell and then guessing which word is described and use it in a sentence.</p> <p>Points can be awarded to the students for correct guesses.</p>
<p>Activity 4: <b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen actively, follow directions, work in close physical proximity to other people</p> <p><b>General:</b> Follows rules and regulations, communicates adequately, completes tasks accurately</p>	<p style="text-align: center;"><b>Following Directions</b></p> <p><u>Class #1</u></p> <p><b>Brainstorm:</b> Discuss examples of when we need to follow directions. Tasks? Home? Work?</p> <p><b>Following Directions “Quiz”:</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out a sheet of paper.</li> <li>• Teacher will explain that he/she will state each instruction, then pause, then repeat the instruction once.</li> <li>• Follow the instructions below:</li> </ul> <ol style="list-style-type: none"> <li>1. Write your first name on the last line of the paper, at the left-hand margin.</li> <li>2. On the first line on the paper write the numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number.</li> <li>3. Circle the number 6.</li> <li>4. Draw a star in the upper left-hand corner of the page.</li> <li>5. Fold your paper in half the long way.</li> <li>6. Open your paper, then fold it the opposite way.</li> <li>7. Use the tip of your pencil to poke a hole in the center of the paper (the place where the two folds meet).</li> <li>8. Draw a heart around the hole you made in your paper.</li> <li>9. Write the first initial of your last name in the upper right-hand corner of the page.</li> <li>10. On the last line on the page, write the word <i>done</i> near the right margin</li> </ol>

	<p><b>Practice:</b> Ask the students to write their own set of directions for something simple, but something they do in real life: make a cup of coffee, set the table, make a peanut butter and jelly sandwich.</p> <p><b>Class #2</b></p> <p><b>Role play:</b> Select a few of the student-generated directions from the 1st class. Bring in the items and have the students practice following the directions, step-by-step.</p> <p><b>Assessment:</b> Was the task completed accurately? Why or why not? What was missing? What steps were missed?</p>
<p>Activity 5:  <b>VocFit Crosswalk:</b>  <b>Self-determination:</b>  Determine priorities, anticipate the thoughts/actions of others, determine customers' needs  <b>Computer Skills:</b>  Recognize and start a software program  <b>Safety:</b>  Identify safety hazards</p>	<p style="text-align: center;"><b>Safety Signs</b>  <b>Create a Public Service Announcement – PSA</b></p> <p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Brainstorm: class discussion inviting students to share what they know about the topic of safety awareness</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Handout of Common Safety Signs (in <a href="#">Appendix B</a>)</li> <li>• Discuss each sign</li> <li>• Make a list of any unfamiliar vocabulary terms on the board</li> <li>• Define the unfamiliar words together</li> <li>• Have students write the unfamiliar words on a notecard with the definition on one side for future review</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Ask students what they could do to raise awareness in the community about safety</li> <li>• Explain to the class that Public Service Announcements (PSAs) are messages, often in the form of TV commercials/advertising that share a message about health or safety concerning the general public</li> <li>• Sample PSA <ul style="list-style-type: none"> <li>○ YouTube video <a href="https://www.youtube.com/watch?v=ON6hAudgqMg">https://www.youtube.com/watch?v=ON6hAudgqMg</a></li> <li>○ Website: <a href="https://mediatracks.com/resources/30-second-psa-examples/">https://mediatracks.com/resources/30-second-psa-examples/</a></li> </ul> </li> <li>• Discuss how making the public aware might change people's attitudes and behavior.</li> <li>• Divide the class into pairs or small groups to produce a public service announcement - PSA using a self-produced video, Word Art, Jam Board or other art/media with which they are familiar.</li> <li>• Students will share their PSAs with the class.</li> <li>• After everyone has presented, discuss how the PSAs were alike and different, what was most effective, and why.</li> </ul>
<p><b>Extension Activities: Critical</b></p>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• Use this website: <a href="https://www.merriam-webster.com/thesaurus/safety">https://www.merriam-webster.com/thesaurus/safety</a></li> </ul>

<p><b>Thinking Questions and Evaluation Tools</b></p>	<ul style="list-style-type: none"> <li>• Find 5- 10 words of these safety words that the students may not know or be able to describe</li> <li>• Using this website or <a href="http://www.dictionary.com">www.dictionary.com</a> have them find at least 1 synonym or and antonym for that word</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• Divide the group into pairs</li> <li>• Each pair should find a science, or National Geographic You Tube video and watch it. Choose 5 words from that video that you don't know.</li> <li>• Find another YouTube video on the same topic to see if they might use those same words</li> <li>• Look the word up in dictionary.com</li> <li>• Then create 3 context clues for each word</li> <li>• Give the words to another pair. Ask them to watch they YouTube video then guess the meaning of the word from the context clues. How close did they come?</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Using this website again ask the students to find 5 additional words. Have them take pictures with their phones or use Google Images to find pictures that give context clues for those words:</li> <li>• <a href="https://www.merriam-webster.com/thesaurus/safety">https://www.merriam-webster.com/thesaurus/safety</a></li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Using a word art app such as: <a href="https://support.microsoft.com/en-us/office/insert-wordart-c5070583-1e3e-4dc4-a41f-5e3729adce54">https://support.microsoft.com/en-us/office/insert-wordart-c5070583-1e3e-4dc4-a41f-5e3729adce54</a></li> <li>• Create a word art of safety signs and words. The Word Art must contain at least 5 words that they didn't use typically prior to this activity (i.e. peril)</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• How do you feel when people use words you don't know?</li> <li>• Work in pairs to create a document or short PPT with tips on how to find context clues for any words you don't know. The answers can't be to ask someone. The students can use technology.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Give each pair a foreign (not popular) country. Explain that they are trying to convince others to visit that country. They need to describe places or important facts with context cues that others might not know about that country.</li> <li>• The rest of the class needs to name the country and some of the facts using those context clues.</li> </ul>
---	--

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

## Context Clues Worksheet

1. Add your sentence here.

Decode:
Meaning:
Context Clues:

2. Add your sentence here.

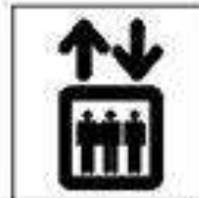
Decode:
Meaning:
Context Clues:

3. Add your sentence here.

Decode:
Meaning:
Context Clues:

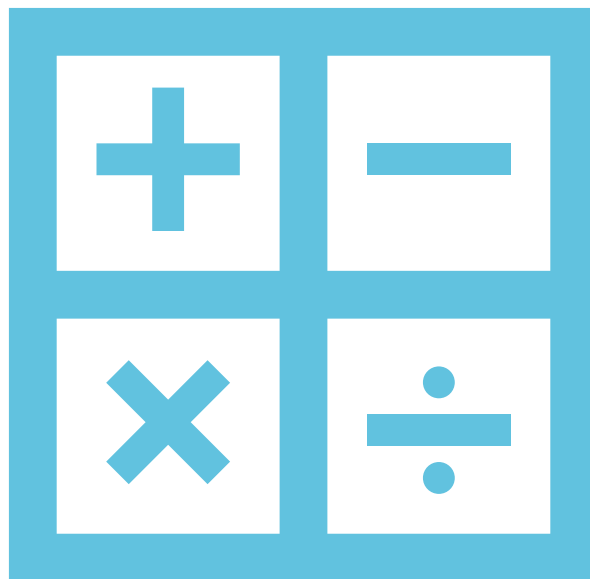
4. Add your sentence here.

Decode:
Meaning:
Context Clues:



# Unit 3:

# Functional Math



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

**Lesson Plan Contents Page**

**Unit 3: Functional Math**

**Objective 3.1: The student will demonstrate functional calculator skills for basic math operations and daily activities**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***STEP THREE: Appendices & Additional Resources***

<b>Unit 3: Functional Math 3.1 The student will demonstrate functional calculator skills for basic math operations and daily activities</b>	<b>Total Activities: 5</b>
---	----------------------------

**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.**



**Lesson Plan Summary:** Students will develop and utilize skills to operate a calculator in multiple environments for daily functional mathematical activities.

Glossary & Key Words  
 Introduction – Calculator Symbol Match Activity & Locating a Calculator on Your Phone Videos  
 Activity 1 – Developing Basic Calculator Skills (PPT & Worksheet)  
 Activity 2 – Calculator Skills – How Much Does It Cost (PPT & Worksheet)  
 Activity 3 – What Is on Sale?  
 Activity 4 – Calculating Discounts and Sales Tax (PPT & Worksheets)  
 Activity 5 – Better Deals

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Calculator Symbol Match</li> <li>• Backchat Worksheet</li> <li>• Susie’s Supermarket</li> <li>• What Is on Sale?</li> <li>• Calculating Discounts and Sales Tax</li> <li>• Calculating Discounts Graphic Organizer</li> <li>• Better Deals</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.salestaxinstitute.com/resources/rates">https://www.salestaxinstitute.com/resources/rates</a></li> <li>• <a href="https://coolconversion.com/finance/sales-tax-calculator/Item-Price-%3D-19.99+%2C-Tax-Rate+%3D+4">https://coolconversion.com/finance/sales-tax-calculator/Item-Price-%3D-19.99+%2C-Tax-Rate+%3D+4</a></li> <li>• <a href="https://edu.gcfglobal.org/en/percents/percentages-in-real-life/1/">https://edu.gcfglobal.org/en/percents/percentages-in-real-life/1/</a></li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Projector or ability to cast/mirror computer screen</li> <li>• Scissors</li> <li>• Glue/Tape</li> <li>• Calculators (4 function or cell phone)</li> <li>• Whiteboard and/or large sheet of paper</li> <li>• Paper</li> <li>• Pencils/pens</li> <li>• Markers</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns’ level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented.	Be able to use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding.

Students will be able to identify the different keys on a basic calculator.	Students will use the different keys on a calculator to complete simple mathematical problems.	Students will be able to use a calculator in determining costs/prices in real-life situations (i.e. shopping, going to restaurants).
Students will know the functions of a calculator.	Students will be able to use a calculator to find the total price including discounts and/or sales tax.	Check student work and guide collaboration discussions to ensure understanding.
Students will understand that sales tax is added to the cost of an item and discount are subtracted from the cost of the item.	Students will determine which solve real life shopping scenarios by determining which store has a better deal (lowest price).	What calculator function would you use when finding Sales Tax? What calculator function would you use when determining discounts?

## STEP TWO: The Lesson Plan

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Calculator:</b> devise used for making mathematical calculations with a keyboard and a visual display.</li> <li>• <b>Calculator Keys:</b> <ul style="list-style-type: none"> <li>○ <b>Memory Clear (MC):</b> clear calculator memory</li> <li>○ <b>Memory Plus (M+):</b> add displayed value to memory</li> <li>○ <b>Memory Minus (M-):</b> subtract displayed value from memory</li> <li>○ <b>Memory Recall (MR):</b> display the memory value</li> <li>○ <b>Clear Entry (CE):</b> clear current display value, changes to AC</li> <li>○ <b>All Clear (AC):</b> clear all and start a new operation</li> <li>○ <b>Plus/Minus (+/-)</b></li> <li>○ <b>Multiple/Divide (x/÷)</b></li> <li>○ <b>Percent (%):</b> use displayed value to calculate a percentage</li> <li>○ <b>Equals (=):</b> means “the same as” or “makes”</li> </ul> </li> <li>• <b>Decimals:</b> Decimals are part of a system of counting that is based on ten. ‘Decimal’ often means a number that includes a decimal fraction, such as 0.03 or 24.13.</li> <li>• <b>Decimal Place:</b> The position of a number represents its value or decimal place. For example, in the number 3.915 the 3 = three ones or units, the 9 = 9 / 10, the 1 = 1 / 100 and the 5 = 5 / 1,000.</li> <li>• <b>Decimal Point:</b> A dot that is used to separate a whole number from a decimal fraction e.g. 2.75.</li> <li>• <b>Digit:</b> Any of the numerals from zero to nine. A digit is also called a figure.</li> </ul>
-----------------	---

	<p>Numbers can be made up of one or many digits e.g. 238 is a three-digit number.</p> <ul style="list-style-type: none"> <li>• <b>Discount:</b> deduction from the regular or list price of an item</li> <li>• <b>Fraction:</b> Part of something or part of a whole. Fractions can be shown as decimal fractions and percentages.</li> <li>• <b>“On Sale”:</b> items offered for purchase at a reduced price</li> <li>• <b>Operations:</b> Addition, subtraction, multiplication, and division are number operations. Operations all make changes to a number using a set of rules. <ul style="list-style-type: none"> <li>○ <b>Addition:</b> process or skill of calculating the total of two or more numbers or amounts</li> <li>○ <b>Subtraction:</b> the process or skill of taking one number or amount away from another</li> <li>○ <b>Multiplication:</b> adding a number, with respect to another number, repeatedly</li> <li>○ <b>Division:</b> process or skill of dividing one number by another; find how many times (a number) contains another</li> </ul> </li> <li>• <b>Percentage:</b> Any portion or share in relation to a whole</li> <li>• <b>Round:</b> Rounding a number to the nearest ten means finding the tens number that is nearest to it. For example, 58 is rounded up to 60 and 53 is rounded down to 50.</li> <li>• <b>Sales Tax:</b> extra charge added to the price of an item based on your individual state</li> <li>• <b>Whole Number:</b> Any number that does not include a fraction – 7, 43, 281 and 3,415 are all whole numbers</li> </ul>
<p><b>Introduction:</b> 20 minutes</p> <p><b>VocFit Crosswalk:</b> <b>INTERPERSONAL SKILLS:</b> Work with a co-worker in a group or team; Follow directions; Cooperate with others to accomplish work activities</p> <p><b>GENERAL:</b> Communicates adequately (initiates conversation, does not interrupt)</p>	<p><b>Calculator Symbol Match Activity &amp; Locating a Calculator on Your Phone Videos</b></p> <p><a href="#">Calculator Symbol Match</a></p> <ul style="list-style-type: none"> <li>• This activity can be done individually or in small groups</li> <li>• Cut out each symbol on the bottom of the worksheet and have students glue/tape symbols where they think they belong on a calculator</li> <li>• This can also be easily edited to be used as a picture-to-picture activity if needed. Write in the symbols from the bottom of the page onto the actual picture of the calculator. Then, have students match the cut-out symbols to the ones written on the calculator.</li> </ul> <p>Cell Phone Calculators: each video is less than 2 minutes:  <a href="#">How to use Calculator on Samsung Support smart phones, - Bing video</a>  <a href="#">How to use the Calculator app on your iPhone - Bing video</a>  <a href="#">Top Five Calculator Tips &amp; Tricks for iPhone - Bing video</a></p>
<b>Lesson Activities</b>	
<p><b>Activity 1</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b></p>	<p><b>Developing Basic Calculator Skills</b></p> <p>PowerPoint can be found at <a href="https://wp.me/a9Fwrm-1hy">https://wp.me/a9Fwrm-1hy</a>. Instructor’s guide for use with the PPT is found in <a href="#">Appendix B</a>. You should print out the <a href="#">Back Chat</a> worksheet for students to use along with the PPT.</p>

**Cognitive Abilities:**  
Comprehend/read instructions; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, divide


**Interpersonal Skills:**  
Follow directions; Listen actively

**General:**  
Listens and pays attention; Asks for help and clarification when needed; Communicates adequately

The purpose of this activity is to increase the students' understanding of the basic functions of a calculator and to gain confidence using calculator keys.

The PPT has several fun activities to help students use the different keys for addition, subtraction, multiplication, and division.

- Writing With Your Calculator – completing simple mathematic operations and flipping the calculator upside down to see the word the answer spells (Back Chat worksheet).
- Finding the Secret Numbers – completing a series of mathematical operations to come to a surprising answer!



**Activity 2:**  
45 minutes

**VocFit Crosswalk:**  
**Cognitive Abilities:**  
Comprehend/read instructions; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, divide

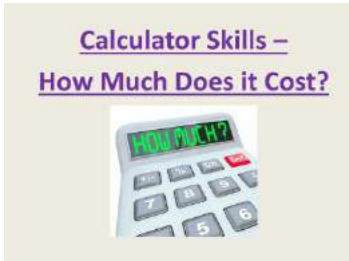
**Interpersonal Skills:**  
Follow directions; Listen actively

**General:**  
Listens and pays attention; Asks for help and clarification when needed; Communicates adequately; Cooperative and

**Calculator Skills – How Much Does It Cost – PowerPoint** found at <https://wp.me/a9Fwrm-1hz>. [Instructor's Guide](#) and [Susie's Supermarket Worksheet](#) are available in Teachers can print off the PPT for interns to take notes during the discussion or for future reference.




The purpose of this activity is for students to learn to use a calculator to determine the total costs. Students gain confidence to complete simple calculations with a calculator.

The PPT has 10 examples of different people's shopping lists. Using the supermarket price list, students work out the cost of each person's list. Once they have completed all 10, each student designs their own shopping list and works out the total cost of their own list.



Susie's SUPERMARKET			
Cereal \$3.88	Chips \$2.19	Bread \$2.19	Pasta \$4.99
Pet Food - 10kg \$5.49	Apple 3.45 each	Tomato 1.99 each	Bananas
Toilet Paper - 4 roll \$6.23	Cup \$2.69	Cookies \$2.49	Strawberry
Shower Gel \$3.19	Milk 35.43	Yogurt - 4 pack \$2.89	Milk
Chicken \$2.99/lb	Hamburger \$3.99/lb	Carton of Eggs \$1.49	Carton of Eggs
Soup \$1.89	Salad \$3.19	Carton of Soup \$1.99	Carton of Soup
Onions \$4.42	Pasta \$2.89	Shampoo \$5.29	Shampoo

**Example 3**  
Work out the cost of this shopping list:  
2 bananas  
3 cartons of eggs  
4 cans of soup

<p>courteous</p> <p><b>Activity 3:</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Add, subtract, multiply, divide</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p><b>What is On Sale?</b> – <a href="#">What is On Sale Worksheet</a></p> <p><b>Background:</b> Calculators can perform math functions quickly and easily. The most common functions are addition (+), subtraction (-), multiplication (*) and division (/). Press the “=” sign to get the answer. When you’re ready to do another math function, press “Erase” to clear the screen.</p> <p><b>How to Figure Percentages with a Calculator:</b> To figure out percentages with a calculator, use the multiplication function.</p> <p>First, convert the percentage to a decimal. A percentage is something out of 100, so 25% equals 25/100, which equals 0.25 For one-number percentages, add a zero after the decimal point. So, 8% is 0.08 and 5% is 0.05</p> <p>What’s 10% of 60?</p> <ol style="list-style-type: none"> <li>1. Convert 10% to 0.10</li> <li>2. Multiply 60 by 0.10 (<math>60 \times 0.10</math>)</li> <li>3. The answer is 6</li> </ol> <p><b>Determine the sale price of the items on the worksheet.</b></p> 
<p><b>Activity 4:</b> <b>Time:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen actively; Ask clarifying questions; Follow directions; Work with a co-worker in a group or team; Work in close physical proximity to other people</p> <p><b>General:</b> Follows directions; Listens and pays attention; Refrains from unnecessary social interaction (talking)</p>	<p><b>Calculating Discounts and Sales Tax PowerPoint</b> – <a href="https://wp.me/a9Fwrm-1hA">https://wp.me/a9Fwrm-1hA</a>, <a href="#">Calculating Discounts and Sales Tax Worksheet</a>, and <a href="#">Calculating Discounts Graphic Organizer</a> . Teachers can print off the PPT for interns to take notes during the discussion or for future reference.</p> <p>Calculating Discounts: Work through the PowerPoint as a whole group. When you get to the “Let’s Practice” slides, make sure each student has 2 copies of the Calculating Discounts Graphic Organizer. Have students work with a partner (or Think-Pair-Share) for each step in the process.</p> <ol style="list-style-type: none"> <li>1. How much is the original price of the item?       <ol style="list-style-type: none"> <li>a. Think-Pair-Share</li> </ol> </li> <li>2. How much is the discount?       <ol style="list-style-type: none"> <li>a. Think-Pair-Share</li> </ol> </li> <li>3. **follow this process for each question**</li> </ol>  <p>Calculating Sales Tax: Continue working through the PowerPoint and follow the same process as above for the “Let’s Practice” question (each student will need 1 more graphic organizer).</p>
<p><b>Activity 5:</b> <b>Time:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Be very exact/very</p>	<p><b>Better Deals</b> – <a href="#">Better Deals Worksheet</a>.</p> <p>Look at the Better Deals activity worksheet. Have students determine what the price of the item is at each store with its corresponding discount. Students will then have to identify which store has a lower price (a better deal).</p> 

<p>accurate; Add, subtract, multiply, and divide; Shift attention back and forth between tasks or sources of info</p> <p><b>General:</b> Asks for help and clarification when needed; Completes tasks accurately</p>	<p>*This can also be done as a Task Card activity (to aid in visual processing or to break up the idea of a “worksheet”). Cut each worksheet into 6 different cards and have students work through them individually.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Identify the function of each calculator button.</li> <li>• What is the difference between addition and subtraction?</li> <li>• What are the advantages of using a calculator?</li> <li>• Why is it important to remember to use the decimal point?</li> </ul> </li>   <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Explain when to use each function (add, subtract, multiply, divide)</li> <li>• Describe the difference between discounts and sales tax</li> <li>• Calculating change- <a href="https://www.softschools.com/math/money/games/learn_to_count_money_making_change_practice/">https://www.softschools.com/math/money/games/learn_to_count_money_making_change_practice/</a></li> </ul> </li>   <li>3. Applying: <ul style="list-style-type: none"> <li>• Create a cartoon showing the process of how to calculate the total from a shopping list</li> <li>• Choose a website to shop online. Have students choose items they’d like to buy and calculate a total. Take it a step further and have them determine what their change would be.</li> <li>• Make a list of the toiletry products you use to get ready in the morning (shampoo, conditioner, body wash, razor, toothbrush, toothpaste, mouthwash, make-up). How much would it cost to replace each item? What is the total cost of the toiletry items you use? Either look online for prices or visit a local department store.</li> </ul> </li>   <li>4. Analyzing: <ul style="list-style-type: none"> <li>• Give students an item to purchase and a list of each state’s Sales Tax rate. Have them sort/order the price of the item based on each State.</li> <li>• Some people say it is easier to use “mental” math rather than using a calculator. Do you agree or disagree? Give an argument for your opinion.</li> </ul> </li>   <li>5. Evaluating: <ul style="list-style-type: none"> <li>• Plan a shopping trip to a store that is going out of business. What items will you buy? How much will they cost after the discount? What is the State’s Sales Tax rate? How much money will you need to bring? Should you expect to get change back? Are you splitting the cost of the items</li> </ul> </li> </ol>

	<p>with someone else?</p> <ul style="list-style-type: none"><li>• Make a list of grocery items to make one meal for four friends. Include the main course and a dessert. Use the list to compare costs of the groceries from two different supermarkets.</li></ul> <p>6. Creating:</p> <ul style="list-style-type: none"><li>• Pretend you are a store owner with a 20% off sale. Justify to the rest of the class why your store has better prices than the competitors.</li><li>• Create a sign/poster advertising sale prices/mark downs from original prices. Include at least 4-5 pictures of products you are selling.</li></ul>
--	--

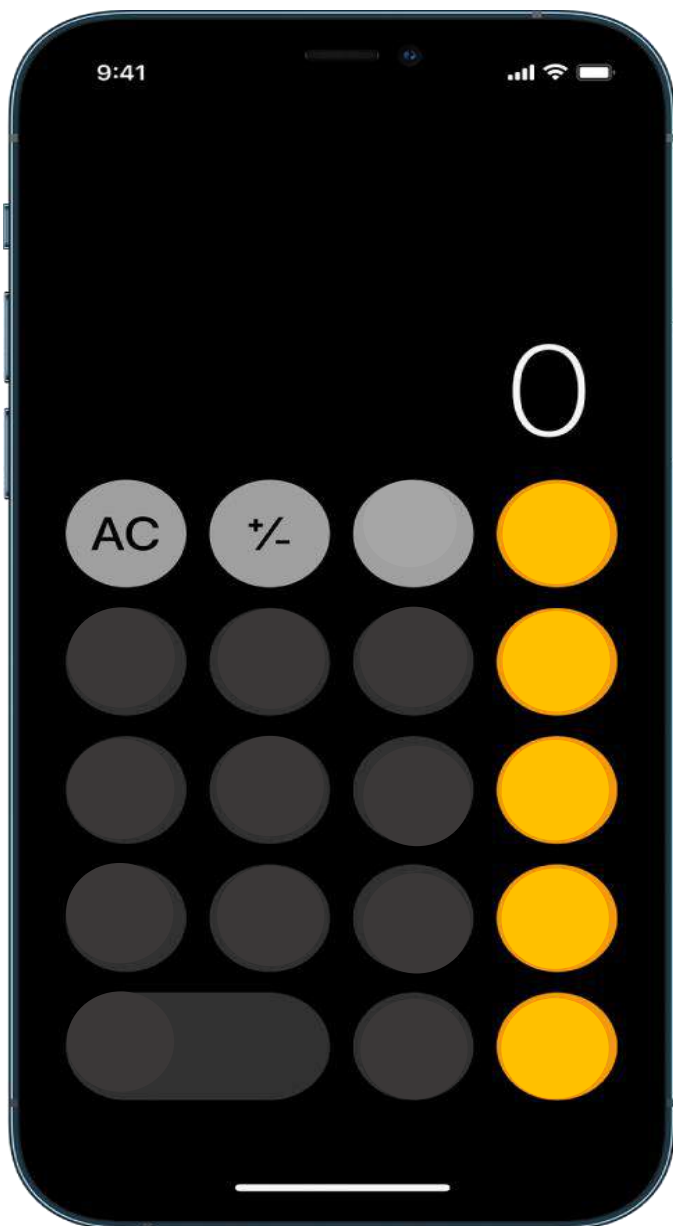
Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



Appendix A

**Directions:** Cut out items below and paste them where you think they are located on a calculator



%   ÷   1   2   3   4   5   .

6   7   8   9   0   ×   +   -   =

## **Instructor's Guide – Developing Basic Calculator Skills**

Slide 1: Title Slide

Slide 2: What are Calculators?

Slide 3: Why do we use a Calculator?

- a. Discussion

Slide 4: Advantages & Disadvantages of Using Calculators

Slide 5: Calculator Keys

Slide 6-8: Math Words

- a. Brainstorm words relating to addition, subtraction, multiplication, division
- b. Use white board or large sheet of paper (example on Slide 7)

Slide 9: Math Word List

- a. Math Term with definition/meaning

Slide 10-11: Writing with Your Calculator

Slide 12: BackChat Activity

- a. Hand out Activity Worksheet – “Backchat”
- b. Complete worksheet – students can work individually or in pairs

Slide 13-18: More Calculator Fun – increasing skills in using the various operations (addition, subtraction, multiplication, and division).

- a. Activity 1 – Pick a Number
- b. Activity 2 – I know Your Birthday
- c. Activity 3 – Lucky 7, Unlucky 13
- d. Activity 4 – Number Between 1-20

Slide 19: Summary

## A Backchat!

Calculators can make words as well as numbers! Turn it upside-down to read these.

1)  $31 \times 7 =$  \_\_\_\_\_

2)  $3859 \times 2 =$  \_\_\_\_\_

3)  $1929 \times 4 =$  \_\_\_\_\_

4)  $1911 \times 3 =$  \_\_\_\_\_

5)  $49612 + 5766 =$  \_\_\_\_\_

6)  $3651 + 1986 =$  \_\_\_\_\_

7)  $0.0123 + 0.0668 =$  \_\_\_\_\_

8)  $5632 + 2082 =$  \_\_\_\_\_

9)  $66666 + 10679 =$  \_\_\_\_\_

10)  $6311 + 1427 =$  \_\_\_\_\_

11)  $0.18 + 0.19 =$  \_\_\_\_\_

12)  $155699 + 223107 =$  \_\_\_\_\_

13)  $47681 - 12345 =$  \_\_\_\_\_

14)  $169 \times 2 =$  \_\_\_\_\_

15)  $103 \times 6 =$  \_\_\_\_\_

16)  $1377 \times 4 =$  \_\_\_\_\_

## A Backchat! – Answer Sheet

Calculators can make words as well as numbers! Turn it upside-down to read these.

- 1) 217 = LIZ
- 2) 7718 = BILL
- 3) 7716 = GILL
- 4) 5733 = EELS
- 5) 55378 = BLESS
- 6) 5637 = LEGS
- 7) 0.0791 = IGLOO
- 8) 7714 = HILL
- 9) 77345 = SHELL
- 10) 7738 = BELL
- 11) 0.37 = LEO
- 12) 378806 = GOBBLE
- 13) 35336 = GEESE
- 14) 338 = BEE
- 15) 618 = BIG
- 16) 5508 = BOSS

## Instructor's Guide: Calculator Skills – How Much Does It Cost

Slide 1: Title Slide

Slide 2-5: What I'll Learn Today

- a. Work through the operations on each slide as a group
  - Example 1
  - Example 2
  - Example 3

Slide 6-16: Shopping Task – Susie's Supermarket

- b. Hand out the Susie's Supermarket price list
- c. Work out the cost of each person's shopping list
  - a. Do one slide at a time. Students can work individually or in pairs.
  - b. Once students have completed the calculations for the slide, continue to click on the slide to show the answer
  - c. Continue through the rest of the slides
    - i. 1 – Paul (slide 7)
    - ii. 2 – Jodie (slide 8)
    - iii. 3 – Katie (slide 9)
    - iv. 4 – Jamie (slide 10)
    - v. 5 – Justin (slide 11)
    - vi. 6 – Cheryl (slide 12)
    - vii. 7 – Adele (slide 13)
    - viii. 8 – Jessie (slide 14)
    - ix. 9 – Liam (slide 15)
    - x. 10 – Danny (slide 16)

Slide 17: Your Turn!

- a. Students design their own shopping list. Using the Susie's Supermarket price list, students pick items, how many of each item, determine the cost for each item(s), and add up their total cost.






















Slide 18: What I've Learned Today

- a. Students rate their understanding

Slide 19: Evaluate the Lesson

- a. Pair discussion/Group discussion

# Susie's Supermarket

<p><b>Cereal</b></p> <p><b>\$3.68</b></p> 	<p><b>Bread</b></p> <p><b>\$2.19</b></p> 	<p><b>Pizza</b></p> <p><b>\$6.99</b></p> 
<p><b>Potatoes –5# bag</b></p> <p><b>\$3.49</b></p> 	<p><b>Apples</b></p> <p><b>\$.43 each</b></p> 	<p><b>Bananas</b></p> <p><b>\$.39 each</b></p> 
<p><b>Toilet Paper—4 roll</b></p> <p><b>\$6.25</b></p> 	<p><b>Cookies</b></p> <p><b>\$2.69</b></p> 	<p><b>Shampoo</b></p> <p><b>\$2.49</b></p> 
<p><b>Shower Gel</b></p> <p><b>\$3.19</b></p> 	<p><b>Yogurt—4 pack</b></p> <p><b>\$3.42</b></p> 	<p><b>Milk</b></p> <p><b>\$2.09</b></p> 
<p><b>Chicken</b></p> <p><b>\$2.99/lb</b></p> 	<p><b>Hamburger</b></p> <p><b>\$3.99/lb</b></p> 	<p><b>Carton of Eggs</b></p> <p><b>\$1.49</b></p> 
<p><b>Soup</b></p> <p><b>\$.89</b></p> 	<p><b>Baked Beans</b></p> <p><b>\$1.19</b></p> 	<p><b>Carrots</b></p> <p><b>\$1.19</b></p> 
<p><b>Onions</b></p> <p><b>\$.42</b></p> 	<p><b>Pasta</b></p> <p><b>\$2.89</b></p> 	<p><b>Dish Soap</b></p> <p><b>\$3.29</b></p> 



# What's on Sale?

**Background:** Calculators can perform math functions quickly and easily. The most common functions are addition (+), subtraction (-), multiplication (\*) and division (/). Press the “=” sign to get the answer. When you're ready to do another math function, press “Erase” to clear the screen.

Note that many calculators use different symbols for multiplication (x) and division ( $\div$ ), and "C" for "Clear"—the erase function.



## How to Figure Percentages with a Calculator:

To figure out percentages with a calculator, use the multiplication function.

First, convert the percentage to a decimal.

A percentage is something out of 100, so 25% equals 25/100, which equals 0.25

For one-number percentages, add a zero after the decimal point. So, 8% is 0.08 and 5% is 0.05

What's 10% of 60?

4. Convert 10% to 0.10
5. Multiply 60 by 0.10 ( $60 \times 0.10$ )
6. The answer is 6

Use a calculator to fill in the blank with the correct answer.



What's 50% of \$250? \_\_\_\_\_

What's 25% of \$200? \_\_\_\_\_

What's 15% of \$250? \_\_\_\_\_

What's 8% of \$800? \_\_\_\_\_

What's 5% of \$250? \_\_\_\_\_

What's 12% of \$6,355?

---

## What's the Sale Price?



Example: A \$60 dress is on sale at 10% off. What's its sale price?

1. Convert 10% to 0.10
2. Multiply \$60 by 0.10 to get a discount of \$6.
3. Subtract the \$6 discount from the \$60 original price
4. Sale price of \$54.

Let's Go Shopping!!

1. You have a coupon for 10% off one item of clothing. You buy a sweater for \$32.00. What is the sale price?
2. A pair of gym shoes costs \$75. The shoes are on sale at a 30% discount. How much will you spend on the shoes?
3. A backpack costs \$20.75. The item is now on sale for 10% off. What is the new sale price of the backpack?
4. A gold necklace costs \$200. It's on sale for 25% off. What is the sale price?
5. A laptop computer, normally \$1,900, is on sale at a 20% discount. What is the sale price?
6. You are looking at buying a ticket to a local concert. The ticket costs \$25.00. If you wait another week, the ticket prices will go down 15%. What is the cost of the discounted ticket?
7. The local pet store is going out of business. Everything in the store is 50% off. You purchase a dog bed that is regularly \$64.00. How much do you spend?



8. What is the cost of a \$1,100 couch on sale at 15% off?





Appendix G

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Find the price of each item after the discount or sales tax is applied.

<b>DISCOUNTS</b>	
Original Price: \$16.99 Discount: <b>20% off</b>	Original Price: \$54.25 Discount: <b>10% off</b>
Original Price: \$24.00 Discount: <b>50% off</b>	Original Price: \$59.99 Discount: <b>5% off</b>
Original Price: \$3.50 Discount: <b>10% off</b>	Original Price: \$155.99 Discount: <b>40% off</b>
<b>SALES TAX</b>	
Original Price: \$16.99 Sales Tax: <b>4%</b>	Original Price: \$24.00 Sales Tax: <b>7%</b>
Original Price: \$3.50 Sales Tax: <b>6.875%</b>	Original Price: \$75.25 Sales Tax: <b>4.5%</b>



# Calculating Discounts

1. How much is the original price of the item?

4. How much are you saving?  
Multiply the original price of the item by the discount (in decimal form)

$$\underline{\hspace{2cm}} \quad \times \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}}$$

(Original price of item)      (Discount)      (How much you saved)



2. How much is the discount (% off)?



4. Final price of the item with the discount  
Subtract the amount you saved from the original price

$$\underline{\hspace{2cm}} \quad \times \quad \underline{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}}$$

(Original price of item)      (How much you saved)      (Final Price)

3. Change % to decimal

Appendix I

Which store has a better deal? \_\_\_\_\_



Discount	
Walmart	Target
\$5.99	\$7.99
5 % off	10 % off

Which store has a better deal? \_\_\_\_\_



Discount	
Walmart	Target
\$175.00	\$200.00
25 % off	50 % off

Which store has a better deal? \_\_\_\_\_



Discount	
Walmart	Target
\$2.50	\$3.50
10 % off	15 % off

Which store has a better deal? \_\_\_\_\_



Discount	
Walmart	Target
\$20.00	\$18.00
15 % off	10 % off

Which store has a better deal? \_\_\_\_\_



Discount	
Walmart	Target
\$589.00	\$599.00
40 % off	50 % off

Which store has a better deal? \_\_\_\_\_



Discount	
Walmart	Target
\$50.50	\$55.00
18 % off	20 % off

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 3: Functional Math**

**Objective: 3.2 The student will be able to use their phone, timer, or visual prompt for time management**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**STEP THREE: Appendices & Additional Resources**

<b>Unit 3: Functional Math 3.2 The student will be able to use their phone, timer, or a visual prompt for time management.</b>	<b>Total Activities: 5</b>
--	----------------------------

**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.**

**Lesson Plan Summary:** Students will learn how to tell time and be aware of how to manage their time. Knowing how to tell time is a very important skill. It can help determine whether you're running late or whether you have plenty of time to spare. It can help you catch a train, bus, or plane on time, and allows you to know if you're going to make it to an important appointment early or late.

**Glossary & Key Words**

Introduction –

Activity 1 – Telling Time

Activity 2 – Setting an Alarm on a Mobile Device

Activity 3 – Reading a Bus Schedule



Activity 4 – Elapsed Time

Activity 5 – Prioritizing Tasks

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Telling Time – Hour</li> <li>• Telling Time – 5 minute-10 minute-15 minute</li> <li>• Telling Time – Digital to Analog – Worksheet 1</li> <li>• Telling Time – Digital to Analog – Worksheet 2</li> <li>• Telling Time – Minute – Worksheet 1</li> <li>• Telling Time – Minute – Worksheet 2</li> <li>• Telling Time – Analog to Digital to Words</li> <li>• Telling Time – Words=Time</li> <li>• Telling Time – Blank Clock Faces - Master</li> <li>• Time – Matching Activity – Flashcards</li> <li>• Telling Time Board Game</li> <li>• Setting an Alarm on a Mobile Device</li> <li>• How to Set Alarms on an Android Phone</li> <li>• How to Set Alarms on Your iPhone</li> <li>• How to Set Alarms on Apple Watch</li> <li>• Reading Bus Schedules</li> <li>• Reading the City Bus Schedule – Route 205</li> <li>• Route 205 Schedule</li> <li>• Elapsed Time BINGO Cards</li> <li>• Elapsed Time BINGO Scenarios</li> <li>• Elapsed Time Number Line</li> <li>• Daily Tasks Graphic Organizer</li> <li>• Prioritizing Tasks Scenarios Answer Sheet</li> </ul>
------------------	---

<b>Technology:</b>	<ul style="list-style-type: none"> <li>• <i>“This Will Happen in the Next 60 Seconds”</i> - <a href="https://www.youtube.com/watch?v=wHKPCI7cSXg">https://www.youtube.com/watch?v=wHKPCI7cSXg</a></li> <li>• Telling Time and Elapsed Time: <a href="https://www.roomrecess.com/mobile/TimeHunter/play.html">https://www.roomrecess.com/mobile/TimeHunter/play.html</a></li> <li>• Telling Time: <a href="https://www.education.com/games/time/">https://www.education.com/games/time/</a></li> <li>• <a href="#">How to Set your Alarm Clock - HTC One - Bing video</a></li> <li>• <a href="#">How to Use the Stopwatch, Timer and Alarm Clock on Android - Bing video</a></li> </ul>
--------------------	--

	<ul style="list-style-type: none"> <li>• <a href="#">How To Set An Alarm on iPhone (2021) - Bing video</a></li> <li>• <a href="#">How to Set an Alarm on the Apple Watch - Bing video</a></li> <li>• <a href="#">How to set Alarm on Apple Watch - Bing video</a></li> <li>• Elapsed Time Using a Number Line- <a href="https://www.youtube.com/watch?v=Orta5xU6DBo">https://www.youtube.com/watch?v=Orta5xU6DBo</a></li> <li>• <a href="https://www.youtube.com/watch?v=SqGRnlXplx0&amp;t=174s">https://www.youtube.com/watch?v=SqGRnlXplx0&amp;t=174s</a></li> <li>• Time Management Games and Activities: <a href="https://clockify.me/blog/fun/time-management-games/">https://clockify.me/blog/fun/time-management-games/</a></li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Projector or ability to cast/mirror computer screen</li> <li>• Wipe-on/wipe-off clocks (may be a large, photocopied clock on laminated paper)</li> <li>• Dry-erase markers &amp; erasers (cloths)</li> <li>• Dice</li> <li>• Game pieces (to use for moving around game board)</li> <li>• Paper</li> <li>• Pencils/Pen</li> <li>• Bingo markers</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented.	Be able to use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding.
Students will be able to identify the different clock	Students will be able to tell time using analog and digital clocks.	Students will independently tell time using analog and digital clocks in real-life situations.
Students will be able to set the alarm on their mobile device.	Students will use the different tabs/icons on their mobile device to set an alarm.	Students will be able to set the alarm on their mobile device for real-life situations (appointments, meetings, events).
Students will be able to read a bus schedule.	Students will be able to identify the time to catch a bus in order to arrive at a specific destination.	Students will plan a bus route to a location in the community (worksite, grocery store, shopping center, doctor's office).
Students will know how to calculate elapsed time.	Students will be able to determine elapsed time and relate it to real-world scenarios	Check student work and guide collaboration discussions to ensure understanding

Students will understand that prioritizing tasks is an important skill for everyday life	Students will be able to determine which tasks should be done in an appropriate order	What does it mean to prioritize? Why is this important to know and use on a daily basis?
--	---	--

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Alarm:</b> to arouse someone from sleep or to call attention to a particular thing</li> <li>• <b>Analog Clock:</b> a clock in which the hours, minutes, and sometimes seconds are indicated by hands on a dial</li> <li>• <b>Clocking In/Out:</b> recording your time of arrival/departure at work</li> <li>• <b>Digital Clock:</b> a clock in which the hours, minutes, and sometimes seconds are indicated by digits, rather than by hands on a dial</li> <li>• <b>Elapsed Time:</b> the amount of time that passes from the start of an event to its finish.</li> <li>• <b>Hour Hand:</b> the hand on a clock or watch which indicates the hour</li> <li>• <b>Hour:</b> a period of time equal to a twenty-fourth part of a day and night and divided into 60 minutes</li> <li>• <b>Minute Hand:</b> the hand on a watch or clock which indicates minutes</li> <li>• <b>Minute:</b> a period of time equal to sixty seconds or a sixtieth of an hour</li> <li>• <b>Mobile Device:</b> a mobile device (or handheld computer) is a computer small enough to hold and operate in the hand; a piece of portable electronic equipment that can connect to the internet, especially a smartphone or tablet computer</li> <li>• <b>Prioritize:</b> to arrange in order of importance so that you can deal with the most important things before the other.</li> <li>• <b>Schedule:</b> a plan for carrying out a process or procedure, giving lists of intended events and times</li> <li>• <b>Second Hand:</b> an extra hand in some watches and clocks that moves around to indicate the seconds</li> <li>• <b>Second:</b> a sixtieth of a minute of time</li> </ul>
<p><b>Introduction:</b> 15- 20 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Work with a co-worker in a group or</p>	<p><b>Introduction Activities:</b></p> <ol style="list-style-type: none"> <li>1. In the next 24 hours, look all around you and see how many different places you see clocks. Where were they located? Make a list and share with the class.</li> </ol>

<p>team; Follow directions; Cooperate with others to accomplish work activities</p> <p><b>General:</b> Communicates adequately (initiates conversation, does not interrupt)</p>	<ol style="list-style-type: none"> <li>2. Discuss why it is important to be able to tell time. How does being able to tell time make your life easier.</li> <li>3. Think about the word “schedule”? What are different examples of schedules in daily life? Examples could include: class schedules in school; work schedules; schedules for completing chores; bus/train schedules, etc.</li> <li>4. Watch the video of things that happen in 60 seconds. <i>“This Will Happen in the Next 60 Seconds”</i> - <a href="https://www.youtube.com/watch?v=wHKPCI7cSXg">https://www.youtube.com/watch?v=wHKPCI7cSXg</a></li> </ol>
---	--

**Lesson Activities**

<p><b>Activity 1</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Be very exact/very accurate; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, divide</p> <p><b>Interpersonal Skills:</b> Cooperate with others to accomplish work activities; Follow directions; Listen actively</p> <p><b>General:</b> Cooperative and courteous; Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p><b>Telling Time</b> – Telling Time PPT can be found at a <a href="https://wp.me/a9FwrM-1hB">https://wp.me/a9FwrM-1hB</a>, and Worksheets/Handouts can be found in <a href="#">Appendix A</a>. Teachers can print off the PPT for students to take notes during the discussion or for future reference.</p> <p>Students explore time by completing worksheets. In this time-telling lesson, students utilize images of clocks to practice identifying and reading the time. Students will be able to independently tell time to the hour, half-hour, and nearest five-minutes and/or minute.</p> <p>The PowerPoint has introductory material and examples of each of the worksheets in the lesson. These worksheets may be used in many different ways depending on the skill level of the students. Several different worksheet versions are available including fill in the blank, writing the time on the clock, and comparing analog/digital time. There is a blank clock worksheet that can be used for further instruction at the teacher’s discretion.</p> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>• Telling Time – Hour</li> <li>• Telling Time – 5 minute-10 minute-15 minute</li> <li>• Telling Time – Digital to Analog – Worksheet 1</li> <li>• Telling Time – Digital to Analog – Worksheet 2</li> <li>• Telling Time – Minute – Worksheet 1</li> <li>• Telling Time – Minute – Worksheet 2</li> <li>• Telling Time – Analog to Digital to Words</li> <li>• Telling Time – Words=Time</li> <li>• Telling Time – Blank Clock Faces - Master</li> </ul> <p><b>Time – Matching Activity – Flashcards:</b> Cut apart sheets into individual cards (have 3-4 decks depending on the number of students). Give students a pack of flashcards. One card will have a time on a clock face, another will have a time in digital form. Students match the digital readings with the appropriate clock face. For intermediate level students, expand this activity by adding cards with written information such as half past three or a quarter to four.</p> <p><b>Telling Time Board Game:</b> Assist students in choosing partners to play a board game in which they will practice telling times with clocks. Quickly explain the directions and</p>
---	---



	<p>begin the Telling Time board game. Have students play the game for about 15 minutes. Materials needed to play the game: dice, board game, dry-erase markers, erasable clock, game pieces for the board</p> <p><b>Games for Telling Time:</b> Students can play these computer games as supplemental activities and reinforcement.</p> <ul style="list-style-type: none"> <li>• Telling Time and Elapsed Time: <a href="https://www.roomrecess.com/mobile/TimeHunter/play.html">https://www.roomrecess.com/mobile/TimeHunter/play.html</a></li> <li>• Telling Time: <a href="https://www.education.com/games/time/">https://www.education.com/games/time/</a></li> </ul>
<p><b>Activity 2:</b> 45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities”</b> Comprehend/read instructions; Be very exact/very accurate; Shift attention back and forth between tasks and sources of information</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p><b>Setting an Alarm on a Mobile Device</b>– Worksheet and Handouts are available in <a href="#">Appendix B</a>. Handouts can be printed and given to each student depending on their mobile device.</p> <p><b>Worksheet:</b></p> <ul style="list-style-type: none"> <li>• Setting an Alarm on a Mobile Device</li> </ul> <p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• How to Set Alarms on an Android Phone</li> <li>• How to Set Alarms on Your iPhone</li> <li>• How to Set Alarms on Apple Watch</li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How to Set your Alarm Clock - HTC One - Bing video</a></li> <li>• <a href="#">How to Use the Stopwatch, Timer and Alarm Clock on Android - Bing video</a></li> <li>• <a href="#">How To Set An Alarm on iPhone (2021) - Bing video</a></li> <li>• <a href="#">How to Set an Alarm on the Apple Watch - Bing video</a></li> <li>• <a href="#">How to set Alarm on Apple Watch - Bing video</a></li> </ul> <p>Depending on the device a student has, give each student the corresponding handout. Students can also watch the video related to their device.</p> <p>Once students are familiar with their device, hand out the worksheet, “Setting an Alarm on a Mobile Device, and have them set their alarms for the times listed. Students also can set alarms for actual events in their day.</p>
<p><b>Activity 3:</b> 45-60 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>General:</b> Listens and pays attention; Asks for</p>	<p><b>Reading a Bus Schedule</b> – Worksheets and Handout are available in <a href="#">Appendix C</a>.</p> <p>Learning how to read a schedule and determine when you will depart and arrive is an everyday skill that builds competency in chart reading, subtraction, elapsed time, and counting on. Through this lesson, students learn to read a bus schedule and learn how to answer questions about a bus schedule.</p> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>• Reading Bus Schedules</li> <li>• Reading the City Bus Schedule – Route 205</li> </ul> <p><b>Handout:</b></p> <ul style="list-style-type: none"> <li>• Route 205 Schedule</li> </ul> <p>Students complete the worksheet “Reading Bus Schedules”. Hand out Route 205</p>

<p>help and clarification when needed; Communicates adequately</p>	<p>Schedule to complete the second worksheet, “Reading the City Bus Schedule – Route 205”.</p>
<p><b>Activity 4:</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Be very exact/accurate</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately; Follows directions; Works at an appropriate rate</p>	<p><b>Elapsed Time – BINGO</b> – Elapsed Time Number Line, Elapsed Time BINGO Card Scenarios, and Elapsed Time BINGO Cards are available in <a href="#">Appendix D</a>.</p> <p>The purpose of this activity is to increase the students’ understanding of elapsed time and how it relates to real world scenarios.</p> <ol style="list-style-type: none"> <li>1. Elapsed Time Using a Number Line Video: <a href="https://www.youtube.com/watch?v=Orta5xU6DBo">https://www.youtube.com/watch?v=Orta5xU6DBo</a></li> <li>2. Distribute Elapsed Time Number Lines for students to use during BINGO</li> <li>3. BINGO cards (up to 30)- Have each student pick a card at random</li> <li>4. BINGO Card Scenarios- Staff should read each scenario out loud (or project onto a screen/board) and work through each scenario together to determine the correct answer. <ul style="list-style-type: none"> <li>o Multiple games can be played using the same BINGO board (you may also have students choose a new board) <ul style="list-style-type: none"> <li>☑ 4 Corners: corner squares of bingo card</li> <li>☑ Frame/Outer Edge: all outer squares of bingo card</li> <li>☑ “T” or “X”: squares that would make out the corresponding letter</li> </ul> </li> </ul> </li> </ol>
<p><b>Activity 5:</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Self-Determination:</b> Determine priorities; Make choices, decisions, and plans to meet own goals; Set personal goals that satisfy own interests and needs; Make decisions independently</p> <p><b>Interpersonal Skills:</b> Cooperate with others to accomplish work activities; Work in close physical proximity to other people; Follow directions; Listen actively; Ask</p>	<p><b>Prioritizing Tasks-</b> Prioritizing Tasks PowerPoint can be found at <a href="https://wp.me/a9Fwrn-1hC">https://wp.me/a9Fwrn-1hC</a>. Daily Tasks Graphic Organizer and Prioritizing Tasks Scenario Answer Sheet are available in <a href="#">Appendix E</a>.</p> <p>The purpose of this activity is to increase the students’ understanding of time management and the importance of prioritizing tasks.</p> <ol style="list-style-type: none"> <li>1. Watch “A Valuable Lesson for a Happier Life” video: <a href="https://www.youtube.com/watch?v=SqGRnlXplx0&amp;t=174s">https://www.youtube.com/watch?v=SqGRnlXplx0&amp;t=174s</a> <ol style="list-style-type: none"> <li>a. Debrief and reflect on the following questions: <ol style="list-style-type: none"> <li>i. What did each item represent? (golf balls, pebbles/rocks, sand)</li> <li>ii. What do you think would have happened if he changed up the order that he put each item in the jar?</li> </ol> </li> </ol> </li> <li>2. As a large group or have students break off into small groups, brainstorm a list of things you do in a day in no particular order and write on the “Daily Tasks Graphic Organizer.” When finished, write responses on a whiteboard, chart paper, etc. <ol style="list-style-type: none"> <li>a. Answer may include: work/school, sports, TV, social media, “going out” (movies, friends’ houses, dating, etc.), sleeping, responsibilities at home, daily hygiene- shower, brush teeth and hair, eating, homework, studying</li> </ol> </li> <li>3. Now have students prioritize activities based on importance (number 1 being the most important task)</li> <li>4. Prioritizing Tasks Scenarios Scavenger Hunt (See Prioritizing Tasks PowerPoint)</li> </ol>

clarifying questions	<ol style="list-style-type: none"> <li>a. Tape each scenario in different spots around the room (it may be easier to print the scenarios on colored paper so they stick out)</li> <li>b. Give each student a “Prioritizing Tasks Scenarios Answer Sheet”</li> <li>c. Have students walk around the room, read each scenario, and write the correct answer on their answer sheet</li> <li>d. Review and reflect as a whole group when finished <ol style="list-style-type: none"> <li>i. Why is it important to prioritize tasks?</li> <li>ii. What are some ways you can incorporate this into your daily schedule?</li> </ol> </li> </ol> <p>What are some of the challenges you think you may encounter when deciding which tasks should be done first?</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Identify the steps to set an alarm on their mobile device.</li> <li>• Be able to correlate the time on an analog clock to a digital clock.</li> <li>• Identify time to the hour, half hour, quarter hour.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Dictate a series of statements. (I eat breakfast at 7:00 p.m. School starts for my child at 8:30 a.m. Lunch is at 12:00 noon. My doctor’s appointment is at 9:00 p.m.) Students will write the time on a piece of paper and/or draw the hands on an analog clock.</li> <li>• Match the corresponding times to daily activities.</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>• Write about daily routines. The student can then use a visual aid as a guide to write about his/her own daily routine. For example, “I get up at 6:00.”</li> <li>• Using a transportation schedule (bus/light rail/train), plan the route and times you would use to get to a location in the community (school, work, shopping center).</li> <li>• Create a daily to-do list and prioritize the order in which the items need to be completed in.</li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>• Using a TV schedule and ask students to plan an evening of viewing from 6:00 p.m. – 11:00 p.m. Each student should list the programs they will watch and the times those programs run. They must switch TV channels at least twice. Exchange lists with a partner to check the viewing plan. Will it work?</li> <li>• Construct your own “Mayonnaise Jar” activity with different items to explain what is important in your life and how they can all fit both in the jar and in your daily life.</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>• Talk about the importance of being on time in American culture. What can happen if you are late? Possible answers – <i>I lose my job. I miss the start of the movie. I miss my bus. I don’t have time for lunch. I miss my interview time and now the employer will not see me. My friends must wait for me. My friends leave without me.</i></li> <li>• Plan a trip to a local grocery store. What time do you need to leave/come</li> </ul> </li> </ol>

back by? How long will you be there? Do you have to follow a certain transportation schedule?













6. Creating:

- Have students make a list of time expressions (at the moment, when I arrive, next June, just now, at one time, etc.) and explain their meanings.
- Time Zones. Distribute time zone maps. What time is it in class now? What time is it in Denver? Raleigh? San Diego? Des Moines? New York? Texas? Wyoming? Oregon? Answer the following questions:
  - You are calling your friend Marie in Denver, Colorado. It is 2:00 p.m. in Burlington, North Carolina. What time is it in Denver?
  - You are calling to place an order from a store in New York. It is 10:00 a.m. in Burlington, N.C. What time is it in New York?
  - You are calling to place an order in San Diego, California. Stores open in San Diego at 9:00 a.m. It is 11:00 a.m. in Burlington, N.C. What time is it in California? Is the store open?
- Distribute a train, plane, or bus schedule and have students plan a round trip to a selected location. The class will write the departure date and time, each stop or layover arrival and departure time, and the destination arrival time. Write out the same information for a return trip. Do this for a trip in the time zone where the student lives. For more difficulty, ask students to schedule a trip (one-way) across time zones. What time will it be at home when they arrive at their destination? What time will it be in the time zone of their destination?
- Create a comic strip that explains why prioritizing tasks is important.

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

# Telling Time - Hour

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

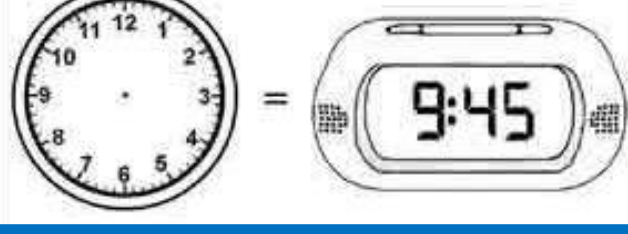
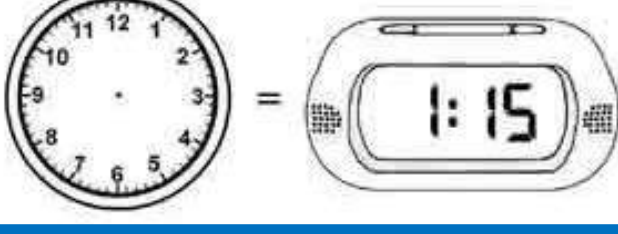
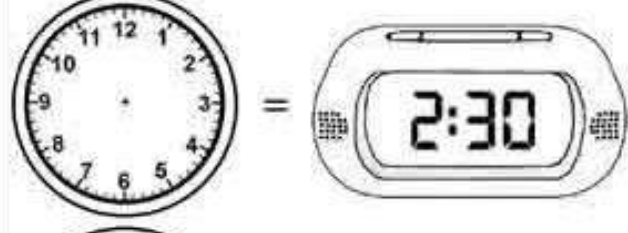
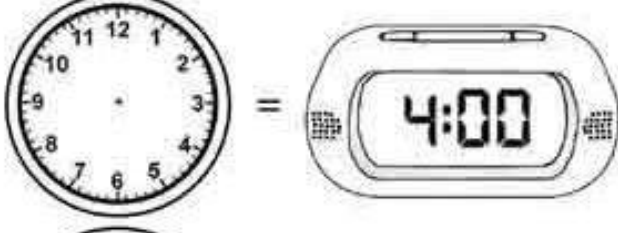
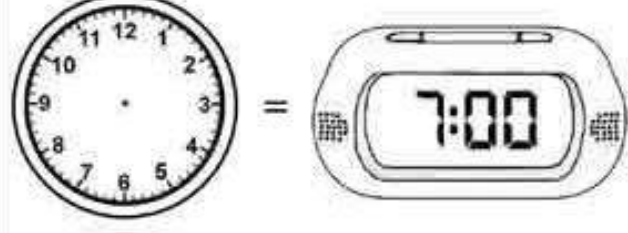
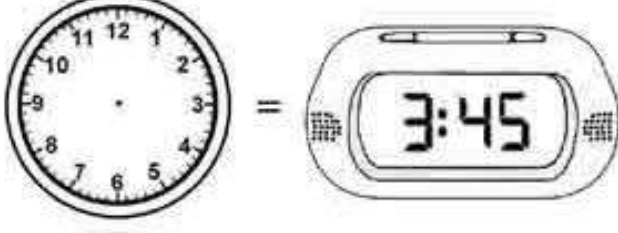
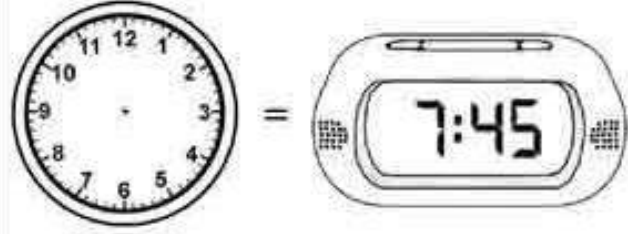
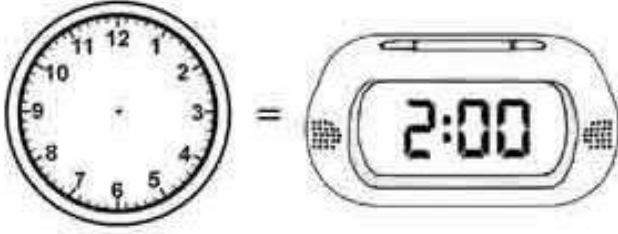
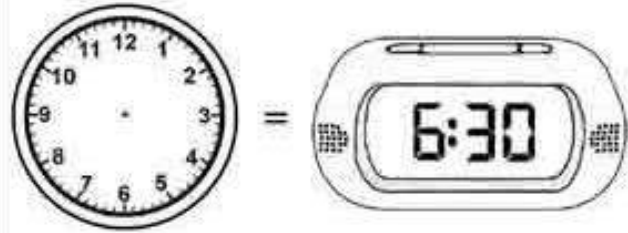
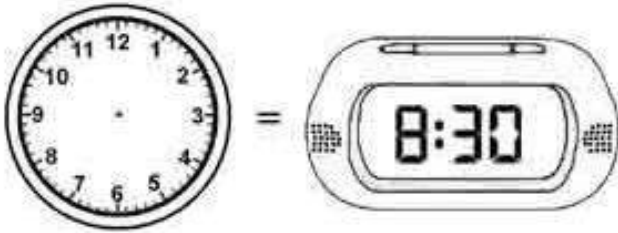
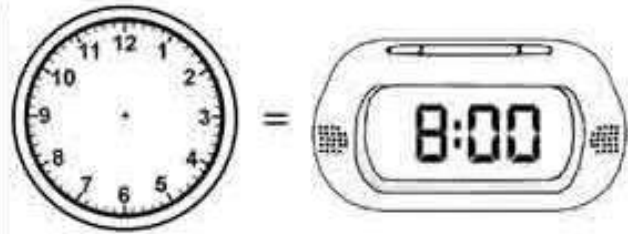
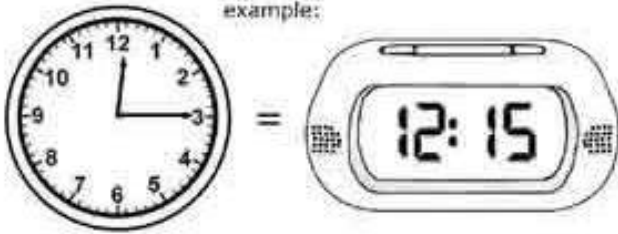
# Telling Time – 5 minute, 10 minute, 15 minute



# Telling Time – Digital to Analog – Worksheet 1

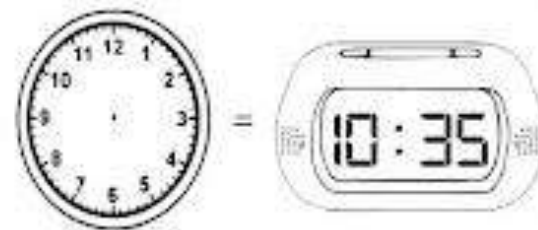
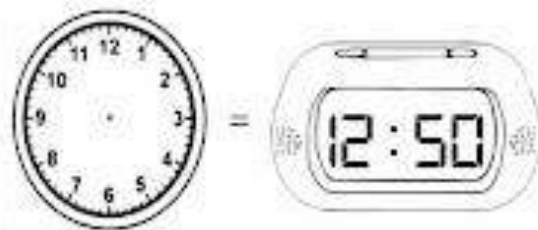
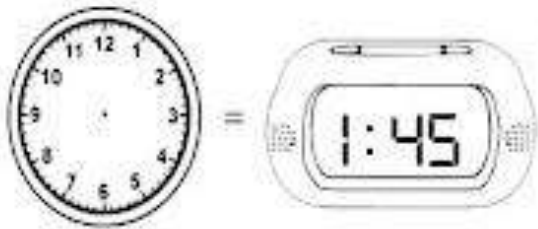
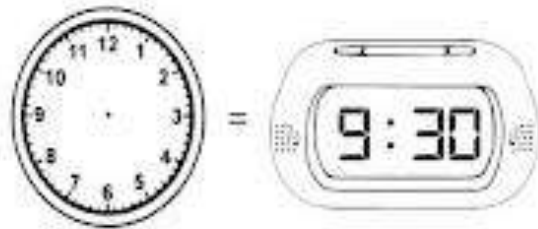
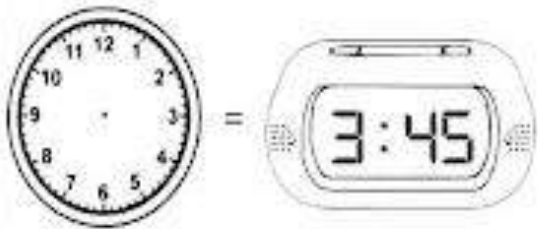
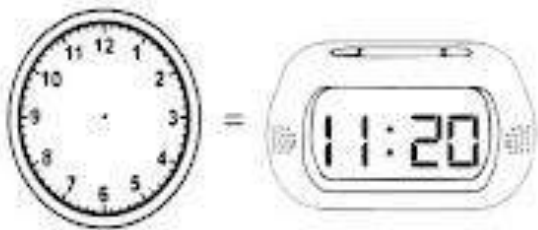
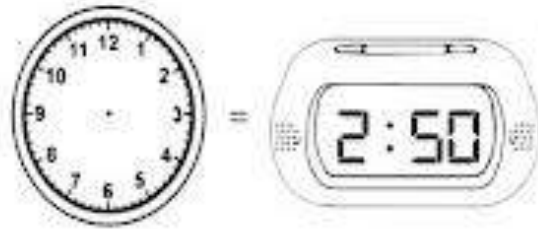
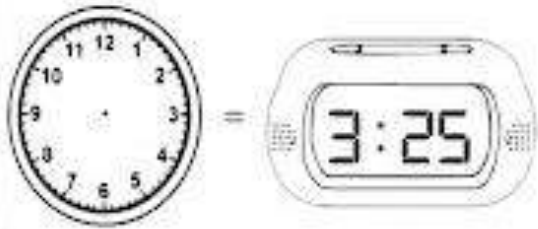
Draw the hour and minute hand on each clock to show the correct time.

example:



















# Telling Time – Digital to Analog – Worksheet 2

Draw the hour and minute hand on each clock to show the correct time.

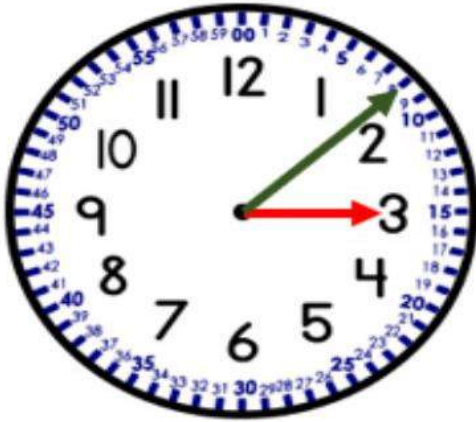




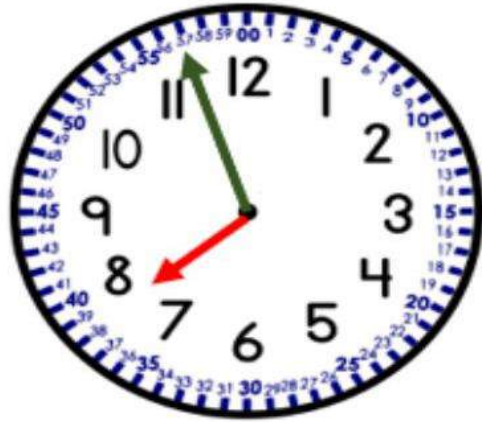
# Telling Time - Minute

			
<b>12:34</b>	<b>10:18</b>	<b>3:46</b>	<b>9:58</b>
			
<b>4:23</b>	<b>1:43</b>	<b>11:49</b>	<b>2:22</b>
			
<b>7:13</b>	<b>10:10</b>	<b>12:27</b>	<b>5:16</b>
			
<b>8:46</b>	<b>1:39</b>	<b>7:17</b>	<b>10:48</b>

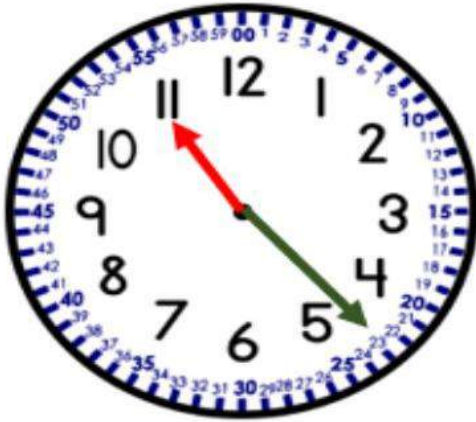
# Telling Time – Minute – Worksheet 2



:



:



:



:



:










:

# Telling Time – Analog to Digital to Words

Name: \_\_\_\_\_

Complete the Chart

Analogue	Digital	Words
		<p style="text-align: center;">Six fifteen <i>or</i> Quarter after six</p>
		
		
		
		
		

# Telling Time – Words = Time

## TELLING THE TIME

**Ex. 1. Match the time.**

1. It's three o'clock.	a. 12.25
2. It's a quarter past eight.	b. 8.05
3. It's ten thirty.	c. 11.25
4. It's five to five.	d. 1.58
5. It's nine twenty five.	e. 8.15
6. It's twenty-five to eleven.	f. 4.55
7. It's two to two.	g. 10.35
8. It's eleven twenty-five.	h. 9.25
9. It's five past eight.	i. 10.30
10. It's twelve thirty-five.	j. 3.00

**Ex. 2. What time is it? Write in numbers.**

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. It's seven thirty - .....         | 6. It's ten past eleven-.....     |
| 2. It's five to ten - .....          | 7. It's a quarter to three- ..... |
| 3. It's one to one - .....           | 8. It's four thirty-five - .....  |
| 4. It's a quarter past three - ..... | 9. It's twelve o'clock - .....    |
| 5. It's eight forty-five - .....     | 10. It's two fifty-five. - .....  |

**Ex. 3. What's the time. Draw.**



It's eleven o'clock.



It's a quarter past six.



It's ten to seven.



It's twelve fifty-five.

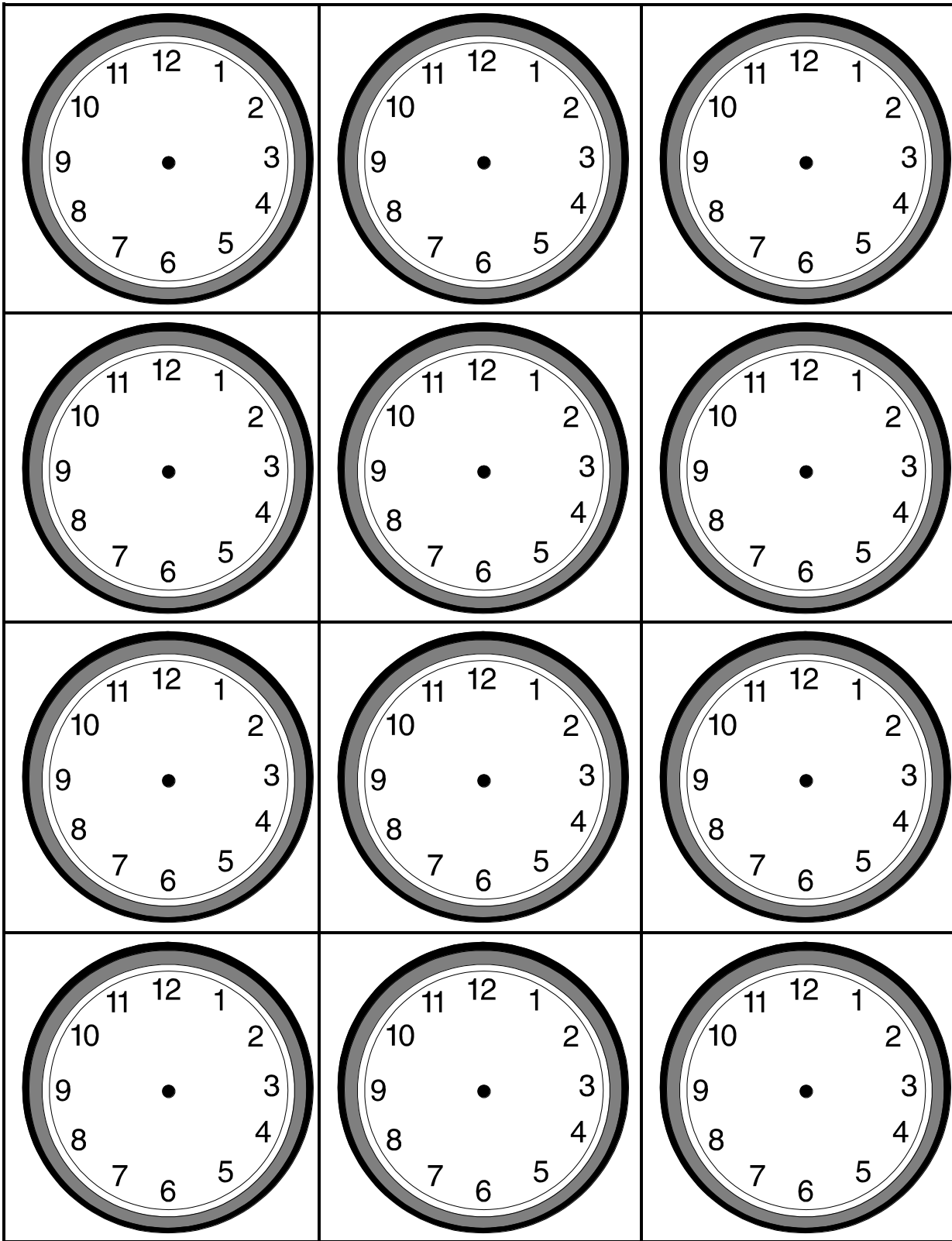


It's twenty to nine.



It's three thirty.

# Telling Time – Blank Clock Faces – Master



# Time - Matching Activity - Flash Cards

**Note:**

In addition to the time flash cards, this set contains all of the words needed to ask and answer the following questions about time.

What time is it?

It's ---, a.m.

It's ---, p.m.

It's --- in the morning.

It's --- in the afternoon.

It's --- in the evening.

It's --- at night.

You can use these flash cards to create story problems with time.

1:00

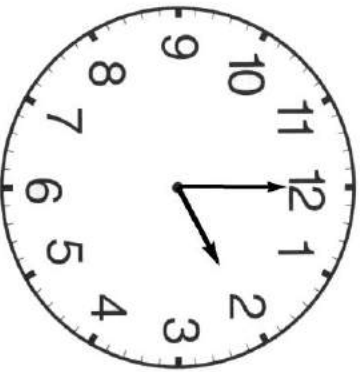
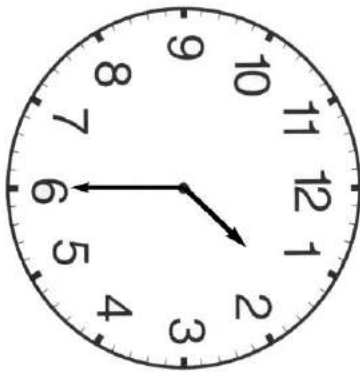
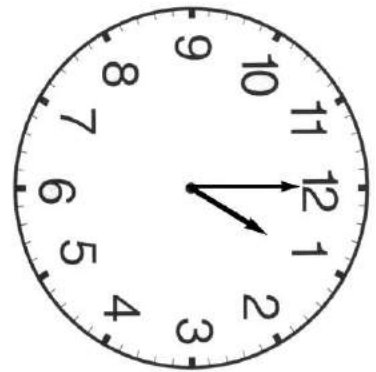
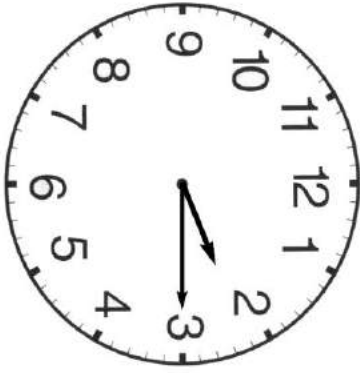
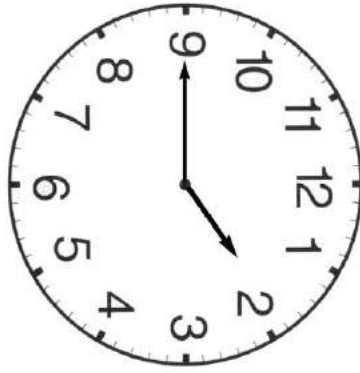
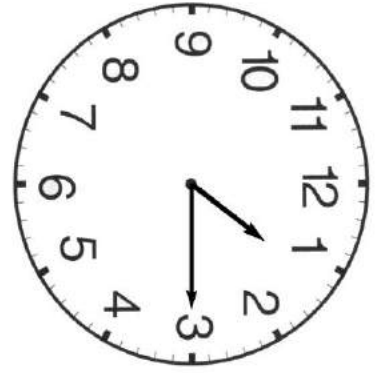
1:15

1:30

1:45

2:00

2:15





2:30

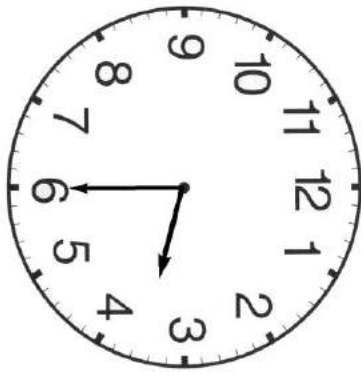
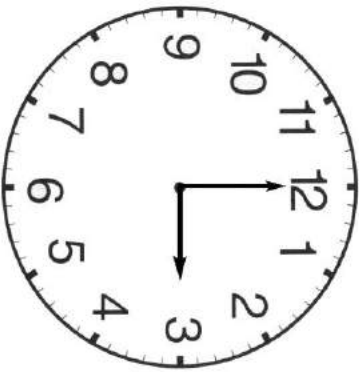
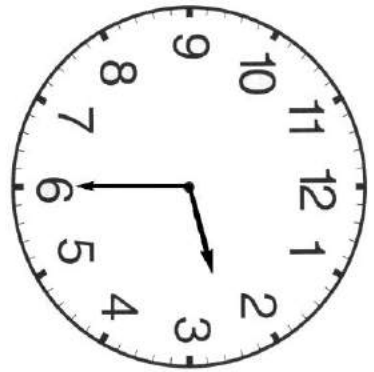
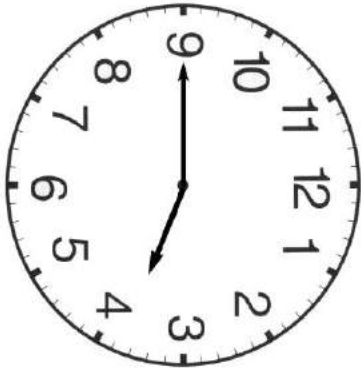
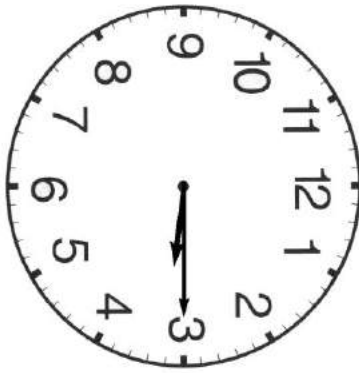
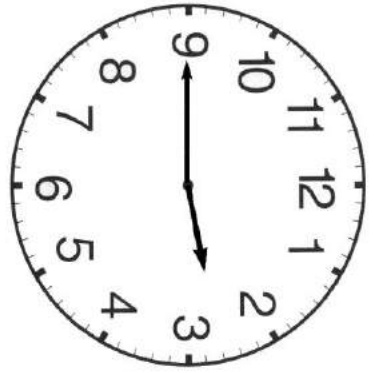
2:45

3:00

3:15

3:30

3:45



4:00

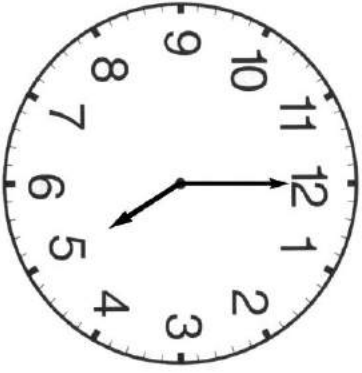
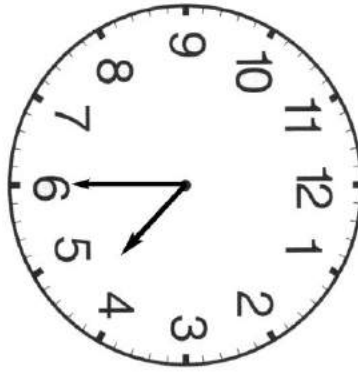
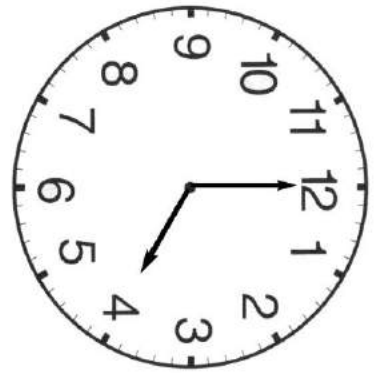
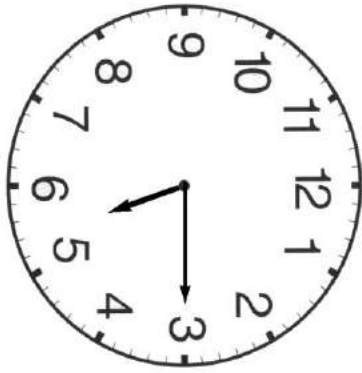
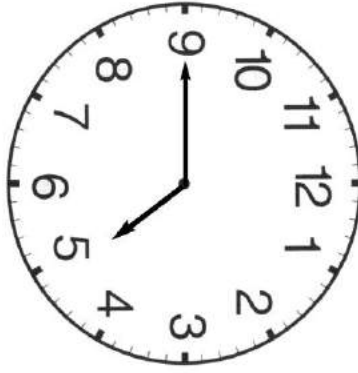
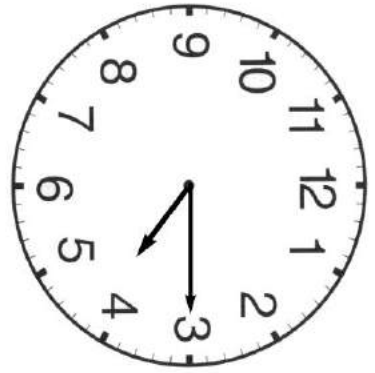
4:15

4:30

4:45

5:00

5:15



5:30

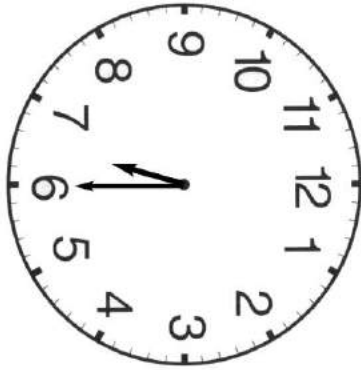
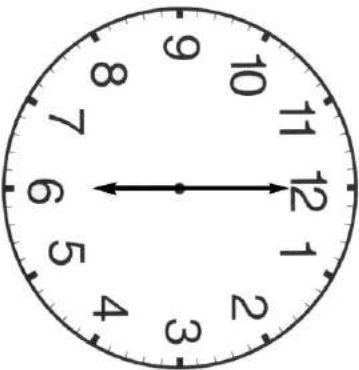
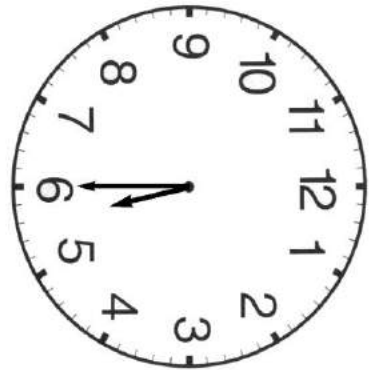
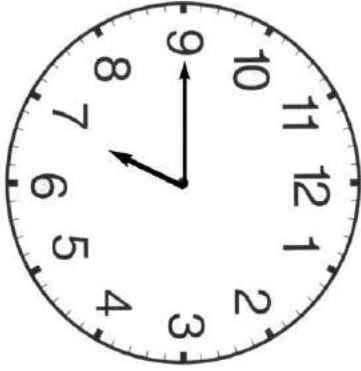
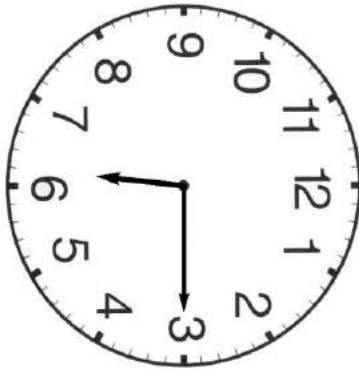
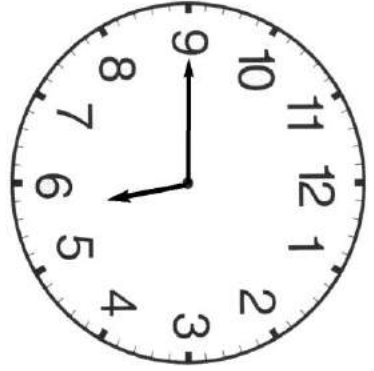
5:45

6:00

6:15

6:30

6:45



7:00

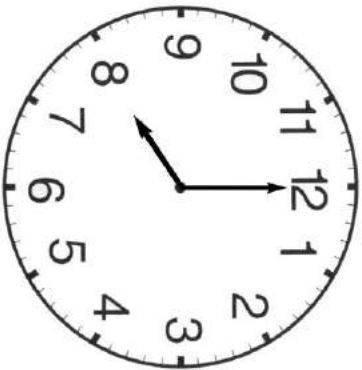
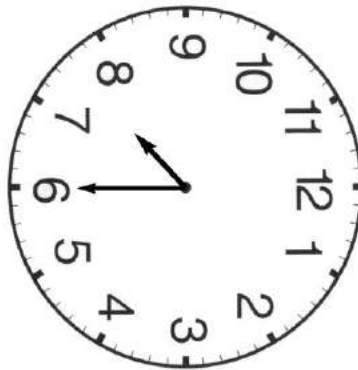
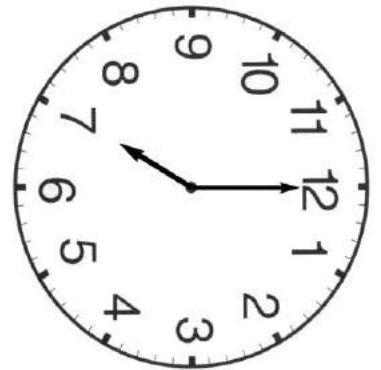
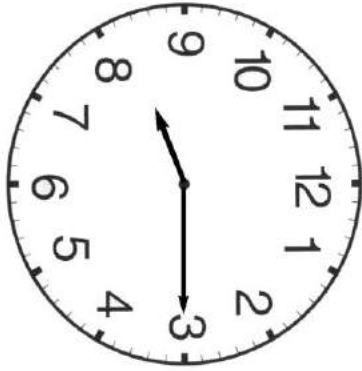
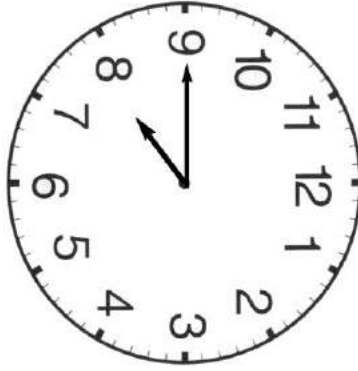
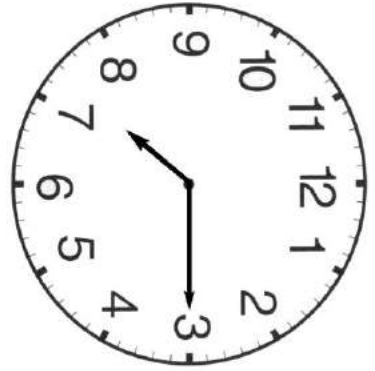
7:15

7:30

7:45

8:00

8:15





8:30

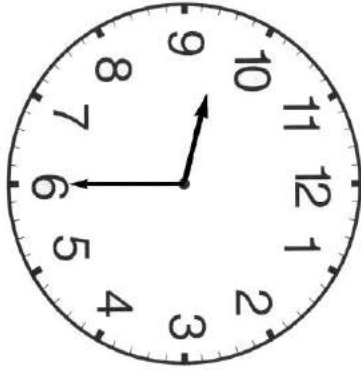
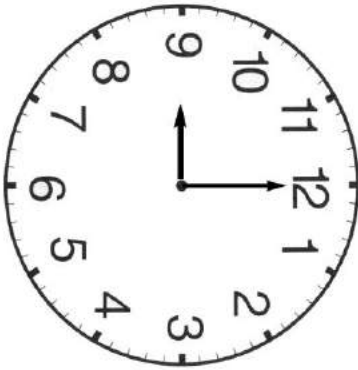
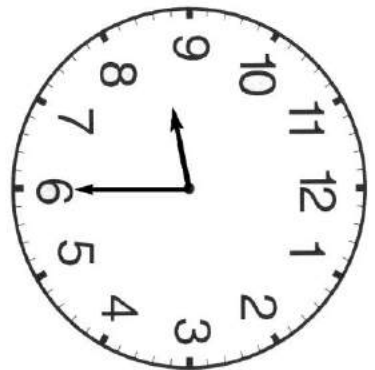
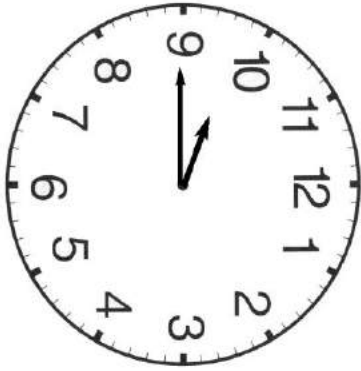
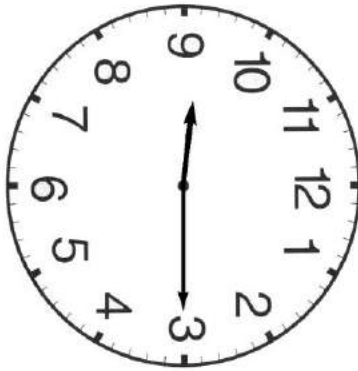
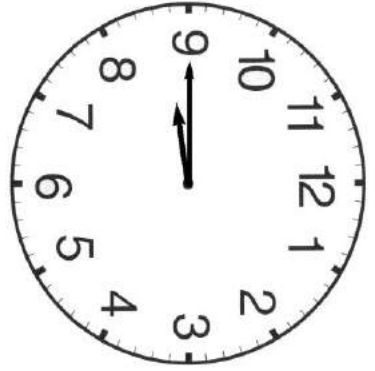
8:45

9:00

9:15

9:30

9:45



10:00

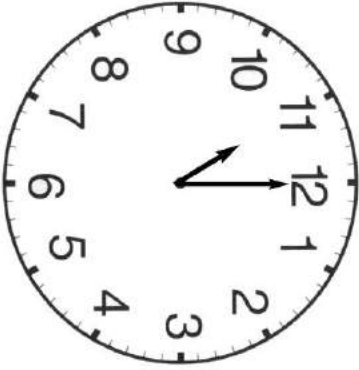
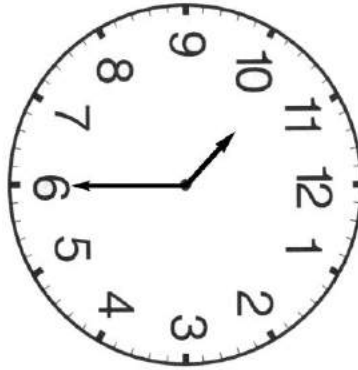
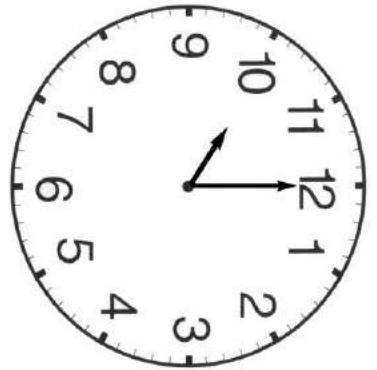
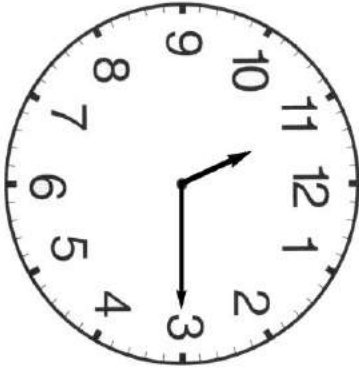
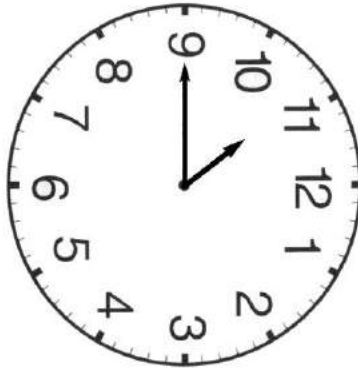
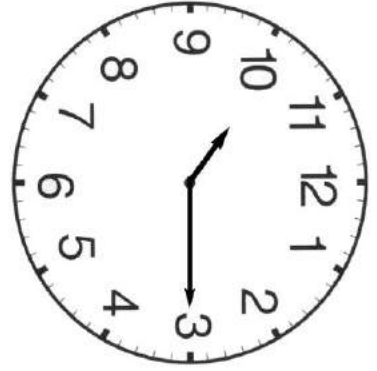
10:15

10:30

10:45

11:00

11:15



11:30

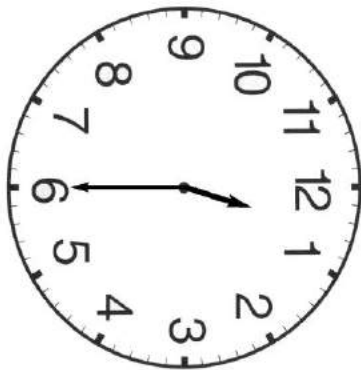
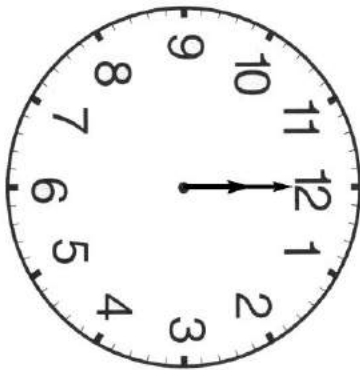
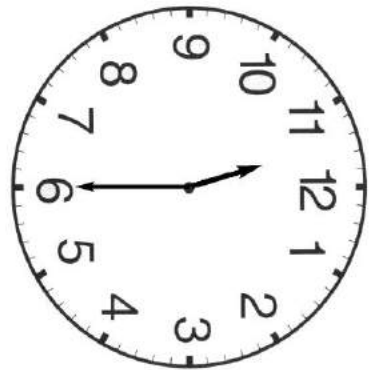
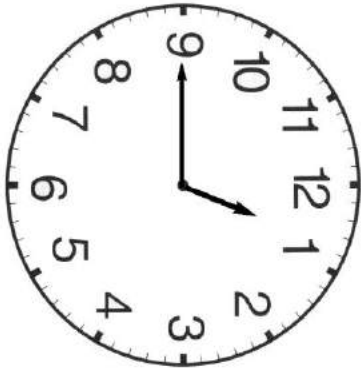
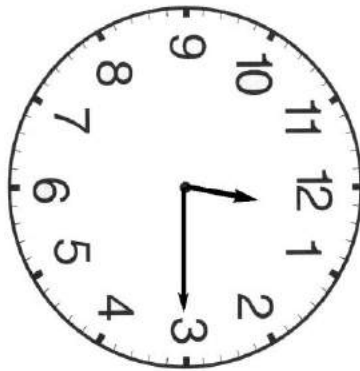
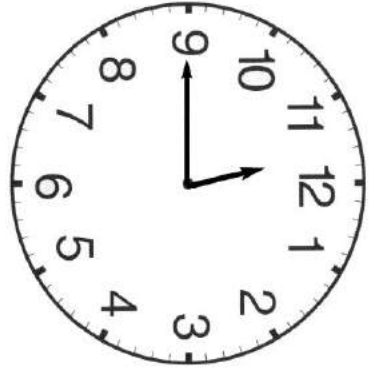
11:45

12:00

12:15

12:30

12:45



What

time

mornings

evenings

at

night

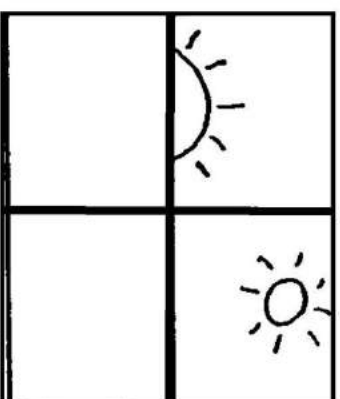
it

It's

is

in the

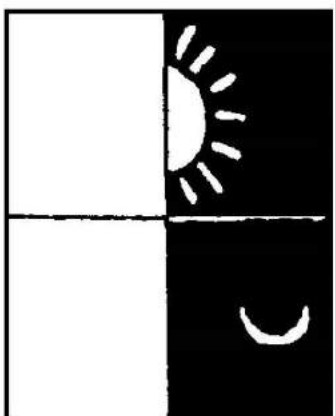
afternoon





?

?



a.m.

a.m.

p.m.

p.m.

.

.

,

,

# Telling Time

## Board Game Rules

Each player will need a wipe-on/wipe-off analog clock, a dry-erase marker, a cloth for wiping off drawn hands, and a game piece to move on the game board.

1. Each player rolls the die. The player with the largest number goes first.
2. Player 1 rolls the die and moves their game piece that number of spaces on the game board.
3. Player 1 reads the time written on the game board space.
4. Player 1 must draw hands on their analog clock to show the time that matches the time on the space. Player 2 uses the “Answer Clocks” sheet to determine whether Player 1 has correctly drawn the time. (Look for the letter on the board and match it to the “Answer Clock” letter.)
5. If the time is drawn correctly, Player 1 gets to stay on that space. If the time is drawn incorrectly, Player 1 loses a turn.
6. The game continues until a player reaches the END.
7. If there are any disagreements between players, the teacher is the judge.

## Time Telling Board Game

<b>START</b>				
5 Minutes Past 2		11:05	Quarter Till 11 O'clock	2:40
A		M	N	O
3:25		Half Past 7 O'clock		Quarter Till Eight O'clock
B		L		P
10 Minutes Before 1 O'clock		12:35		5:20
C		K		Q
6:45		Quarter Past 5 O'clock		Quarter Till 6 O'clock
D		J		R
25 Minutes Till 4 O'clock		4:10		10:55
E		I		S
1:15	Five Thirty- Five in the Evening	20 Minutes After 5 O'clock	If it is 3:30, What Time will it be in 15 minutes?	<b>END</b>
F	G	H	T	

## How to set an alarm on your Android phone or tablet in 4 simple steps

---

It's easy to set an alarm on your Android phone or tablet.



- You can set an alarm on your Android device — as well as start a timer, use a stopwatch, and check the time around the world — through the built-in Clock app.
  - When you set an alarm, you can customize its ringer noise, its snooze settings, and more.
- 

It's a sad fact of life that on most days, we have to get out of bed earlier than we'd like. Luckily, nearly every device nowadays has some sort of alarm feature to keep you on schedule.

This includes your Android phone and tablet, which comes pre-loaded with a Clock app that's reliable, easy to use, and very persuasive.

Here's how to set an alarm on your Android device, so you never accidentally sleep in again.

### How to set an alarm on an Android phone or tablet

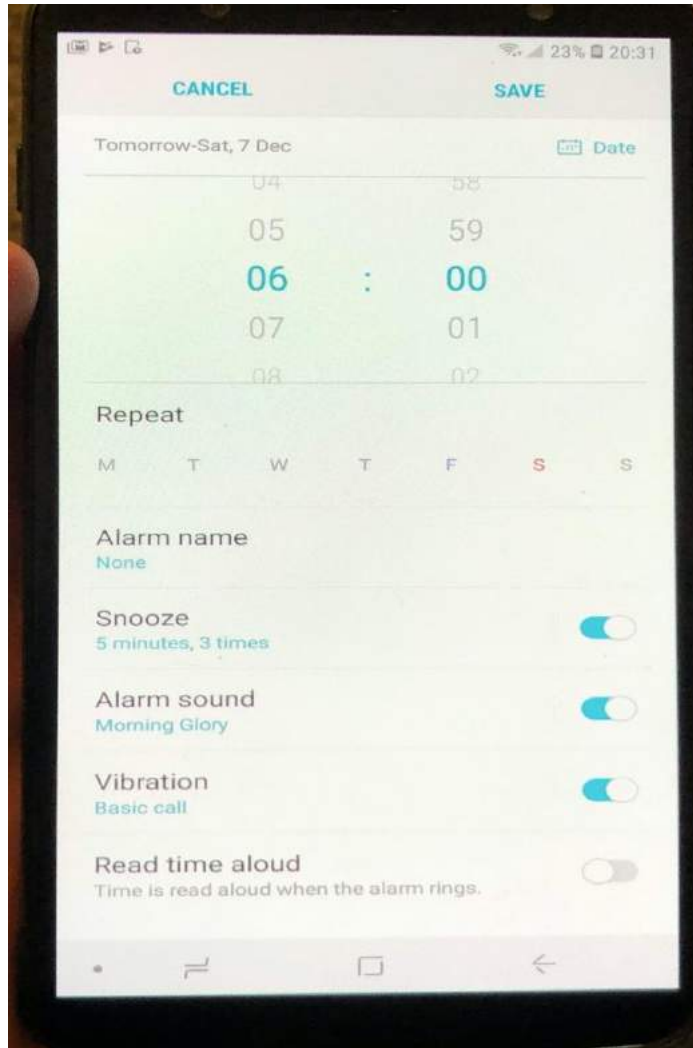
To set an alarm on Android, first open the Clock app. If it's not already on your homescreen, you can find it by swiping up from the bottom of the screen and going through your App menu.

1. Tap on the "ALARM" tab at the top-left of the Clock app.

**2.** Press the plus symbol (+) at the bottom-right corner of the screen. Set the time by scrolling through the numbers, the date by tapping on the word "Date," and how often you want the alarm to go off under the word "Repeat."

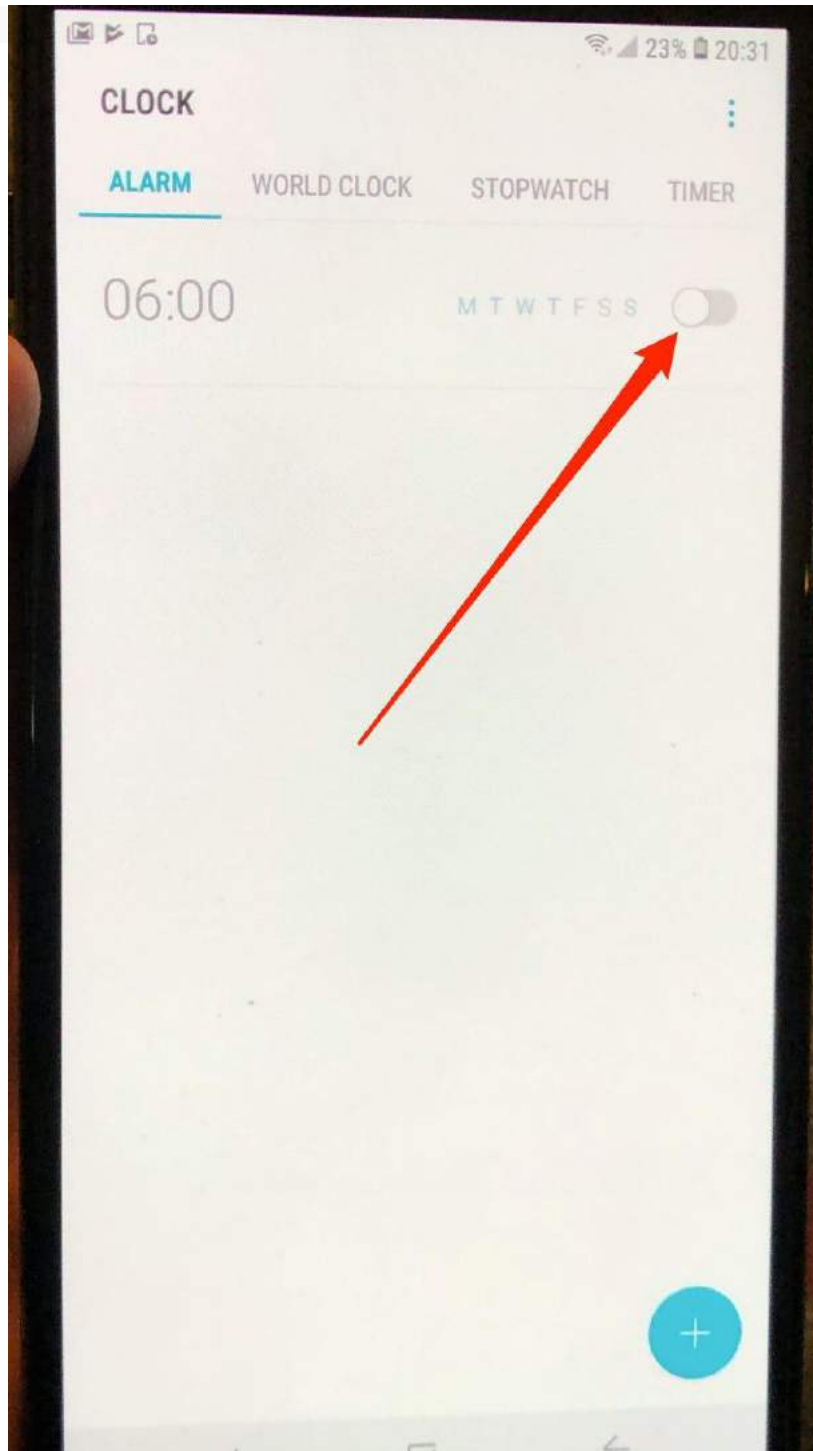
**3.** Take a moment to customize the alarm's sound, snooze, and vibration options, and name it if you'd like. There are several ways to customize an alarm on your Android.

**4.** Hit "SAVE" and you're done.



Once you've made your alarm, you can turn it on and off by flipping the switch next to its time.

The switch will be grayed out when the alarm is off.



## How to Set and Change Alarms on Your iPhone

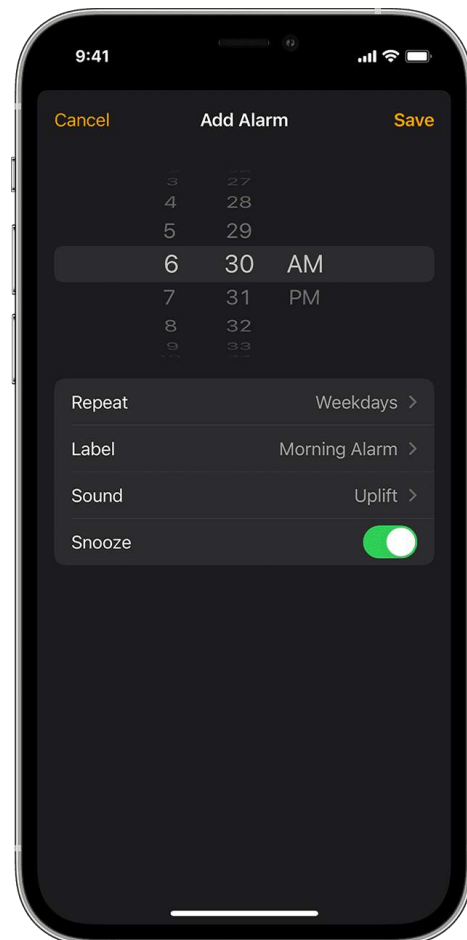
Learn how to set, edit, or delete an alarm.



With the Clock app, you can turn your iPhone into an alarm clock. Just open the Clock app from the Home Screen or Control Center. You can also ask Siri to set an alarm for you.

### How to set an alarm

1. Open the Clock app, then tap the Alarm tab.
2. Tap the Add button **+**.
3. Set a time for the alarm. You can also choose one of these options:
  - Repeat: Tap to set up a recurring alarm.
  - Label: Tap to name your alarm.
  - Sound: Tap to pick a sound that plays when the alarm sounds.
  - Snooze: Turn on to see a Snooze option when the alarm sounds.
4. Tap Save.



---

### How to change the alarm's volume

1. Go to Settings > Sounds & Haptics.
2. Under Ringer and Alerts, drag the slider left or right to set the volume. As you drag, an alert will play, so you can hear how the volume changes.
3. Turn on Change with Buttons to use the volume buttons on your device to

change the alarm volume.

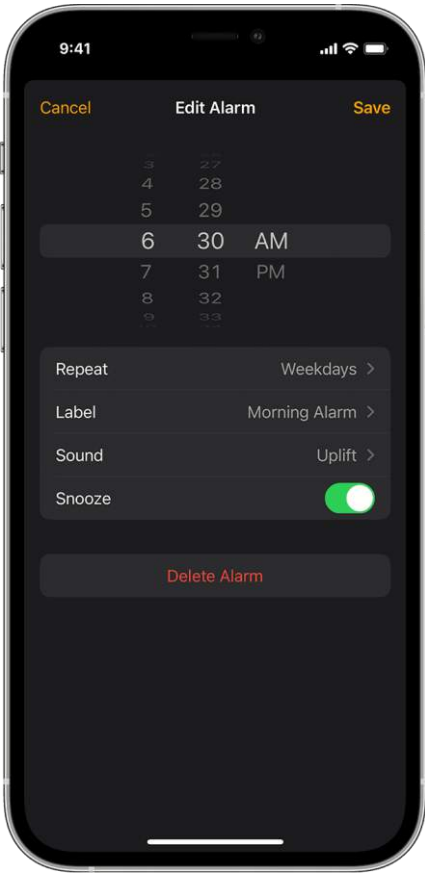
## If the alarm volume is too low or quiet

Do Not Disturb and the Ring/Silent switch don't affect the alarm sound. If you set your Ring/Silent switch to Silent or turn on [Do Not Disturb](#), the alarm still sounds.

If you have an alarm that doesn't sound or is too quiet, or if your iPhone only vibrates, check the following:

- Set the volume on your iPhone. If your alarm volume is too low or too loud, press the volume button up or down to adjust it. You can also go to Settings > Sounds & Haptics and drag the slider under Ringer and Alerts.
  - If your alarm only vibrates, make sure that your alarm sound isn't set to None. Open the Clock app, tap the Alarm tab, then tap Edit. Tap the alarm, then tap Sound and choose a Sound.
  - If you connect headphones to your iPhone, the alarm plays at a set volume through the built-in speakers on your iPhone as well as wired and wireless headphones.
-






## How to edit an alarm

1. Open the Clock app and tap the Alarm tab.
2. Tap Edit in the upper-left corner.
3. Tap the alarm, make your changes, then tap Save.

---

## How to delete an alarm

- Swipe left over the alarm and tap Delete.
  - Tap Edit, tap the Delete button , then tap Delete.
  - Tap Edit, tap the alarm, then tap Delete Alarm.
-

## How to Set Alarms on Apple Watch



The only thing more surprising than how many ways there are to set an alarm on an Apple Watch is the fact that it doesn't always work. Here's how to do it and how to be sure it's done.

If you set an alarm on your iPhone, it will sound and vibrate on your [Apple Watch](#) as well. Most of the time, that could well be enough for you. But if you've left your iPhone in your gym locker, and that's just far enough away from you when the alarm sounds, the Watch won't do anything.

That's because setting the alarm on the iPhone does not set it on the Watch. All that's happening is that the Watch is relaying a notification, albeit a loud one.

To be sure of the alarm sounding on your Apple Watch without fail — or very nearly without fail — then you need to set it on the Watch itself.



### How to Set an Alarm on Apple Watch with Siri

Siri remains the handiest way to set an alarm on your Apple Watch. The ability to just raise your wrist and say, for instance, "Hey, Siri, set an alarm for 1pm," is amazing.



1. Raise your wrist
2. Say "Hey, Siri, set an alarm for" and name a time
3. Or say "Hey, Siri, set an alarm called" and give it both a name and a time

4. Check that Siri shows you a green On toggle

The very last thing Siri shows you on your Apple Watch screen when you've set an alarm is a phrase like "OK" or "I've done that," and an on/off toggle. Check that it is on — and if it isn't, tap it right there to make sure that it is.

The ability to name your alarms is handy, though. You might not look at the screen if you're just using the alarm to wake up and all you care about is finding the Snooze button. But if you use alarms, for instance, to remind you about meetings or important events in your schedule, it's useful to name the alarm so that the screen says "Interview," "Lunch appointment," or whatever.

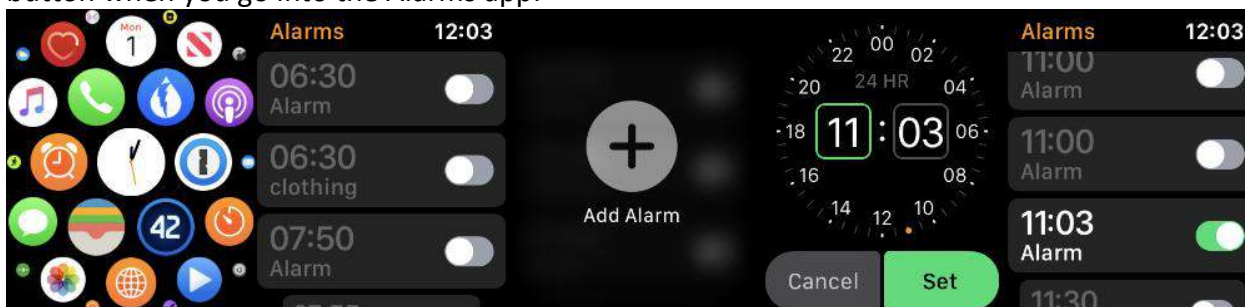
You do have to find the Stop or Snooze button, by the way. When the alarm is sounding, you can't ask Siri to stop it for you.



## How to Set an Alarm on Apple Watch Manually

1. Press the Digital Crown to come out of your Watch face
2. Scroll to the Alarms entry if you have apps in a list
3. Or tap on the Alarms icon if you use the honeycomb home screen
4. Press and hold in the middle of the screen to bring up an Add Alarm button
5. Tap the + sign
6. On the clock face that appears, turn the Digital Crown to change the hour
7. If necessary, tap on the minutes and then change those with the Digital Crown too
8. Tap the Set button

Pressing and holding to bring up the Add Alarm button always works. However, the same button is also at the bottom of your list of alarms. If you have between none and three of them, you'll see that button when you go into the Alarms app.



You will find an Add Alarm button at the bottom of your list of alarms, but it's quicker to press and hold in the middle of the screen.

Alarms don't go away when you've used them, they just switch off. So even though they won't sound again until you say they should, they remain in the list of alarms. That means you quickly can end up

with a lot listed, and the Add Alarm button will take some serious scrolling to get to.

One thing in favor of setting your alarm manually is that there's no chance of misinterpretation.

You're not saying, "1pm," you're turning the Digital Crown until it shows the hour you want.

However, one thing against it is that setting the hour and the minute is a little awkward because they turn so easily. You have to get used to just how far to turn the Digital Crown and just when to stop turning in order to get the time you want.

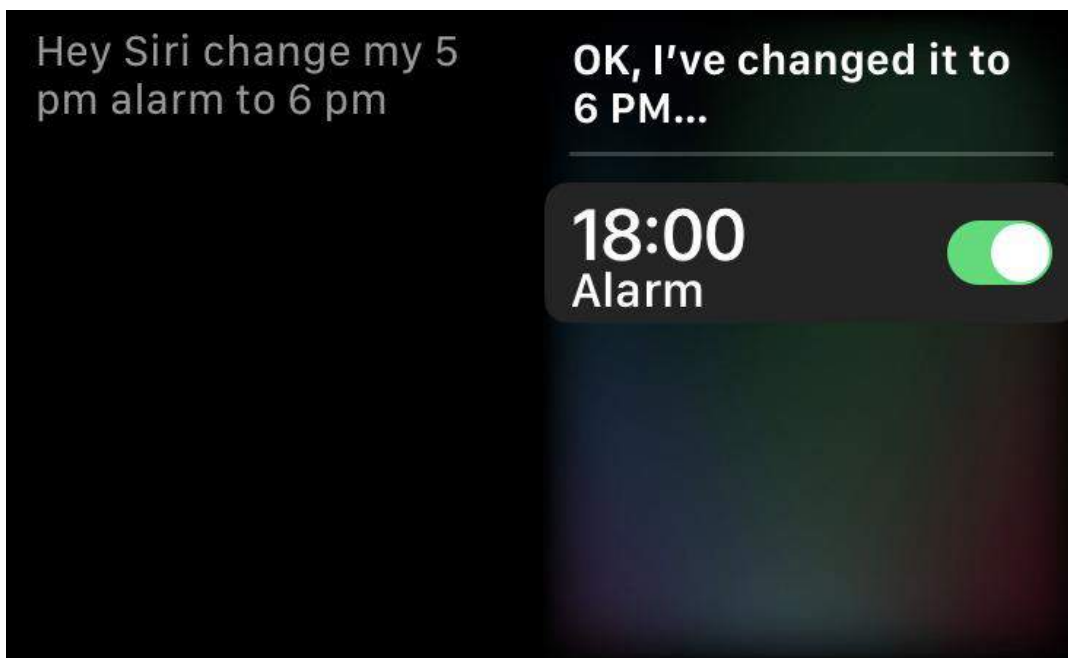
Unlike when you set the alarm via Siri, note that when you press the Set button, that's it. You don't get an on/off toggle, you go straight back to the list of alarms and this new one is switched to on.

## How to Change an Alarm on Apple Watch

Again, you can change an alarm either manually or through Siri. This time, Siri never seems to let us down.

### How to Change an Alarm on Apple Watch with Siri

1. Raise your wrist
2. Say "Hey, Siri, change my 5 o'clock alarm to 6 o'clock" or similar
3. Wait for Siri to respond
4. Check the screen to confirm the time

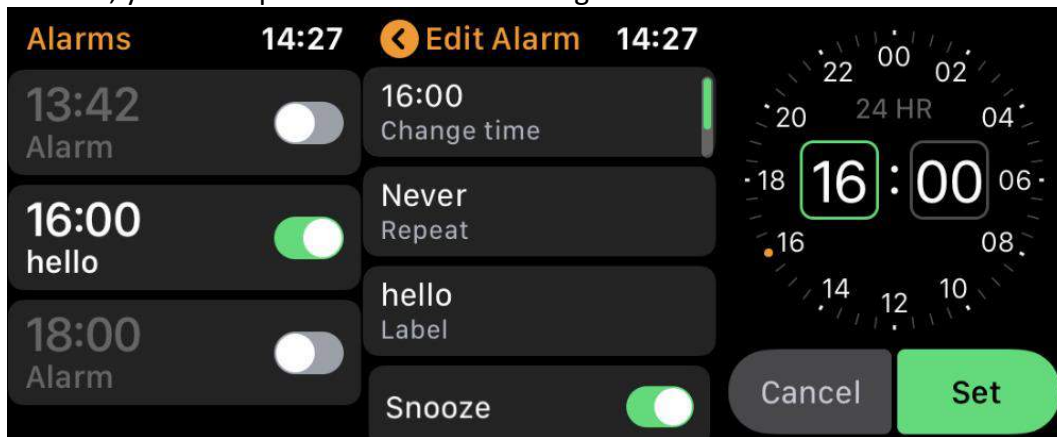


### How to Change an Alarm on Apple Watch Manually

1. Press the Digital Crown to come out of your Watch face
2. Scroll to the Alarms entry if you have apps in a list
3. Or tap on the Alarms icon if you use the honeycomb home screen

4. Scroll to the alarm you want
5. Tap on it
6. Tap on **Change Time**
7. End by tapping the arrow and **Edit Alarm** button at top left

Your alarms are listed in chronological order, regardless of whether they are on or not. To just switch an alarm on or off, you can tap on the button to the right of each alarm time.



Here's where you can manually change an alarm time or give it a label.

## What Else You Can do with Alarms

If you go to change the alarm manually, then as well as the **Change Time** option, you do get some more choices. You can set a repeating alarm, you can delete it completely, or you can give it a name or label.

### How to Manually Name or Label Alarms

1. Press the Digital Crown to come out of your Watch face
2. Scroll to the Alarms entry if you have apps in a list
3. Or tap on the Alarms icon if you use the honeycomb home screen
4. Scroll to the alarm you want
5. Tap on it
6. If it hasn't yet got any name or label, tap on **Alarm**
7. Dictate your name or label
8. Tap **Done**
9. End by tapping the arrow and **Edit Alarm** button at top left

If your alarm already has a name, that will be shown in the list of alarms and also in this editing page. You can still change it the same way, but you can also change your mind and tap **Cancel** while dictating.

## Setting an Alarm on Your Mobile Device



**Directions:** Using your own personal device (i.e. Android Phone, iPhone, or Apple Watch), practice setting the alarm for the following times and days of the week. Label the alarms.

Time	Day(s)	Reason	Check ✓
6:00 a.m.	Monday-Friday	Morning Wake-Up	
11:30 a.m.	Monday-Friday	Lunch	
2:00 p.m.	Tuesday	Doctor's Appointment	
6:30 p.m.	Wednesday	Hair Appointment	
8:30 p.m.	Friday	Movie Date	
8:00 a.m.	Saturday	Volunteer at Food Shelf	
1:00 p.m.	Sunday	Family Photos	
10:00 a.m.	Monday	Job Interview	

Set any personal alarms on your own device. Examples could include:

1. Morning alarm
2. Sport Practice
3. Youth Group Meetings
4. School Related Activities – club meetings, theater practice
5. Work Schedule
6. Other \_\_\_\_\_

## Reading Bus Schedules

Grand Boulevard	Brand Avenue	Longview Street
8:00 am	8:20 am	8:50 am
8:30 am	8:50 am	9:20 am
8:40 am	9:00 am	9:30 am
9:30 am	9:50 am	10:20 am
10:30 am	10:50 am	11:20 am
12:30 pm	12:50 pm	1:20 pm
2:00 pm	2:20 pm	2:50 pm
2:50 pm	3:10 pm	3:40 pm
4:00 pm	4:20 pm	4:50 pm
4:30 pm	4:50 pm	5:20 pm
5:00 pm	5:20 pm	5:50 pm

1.

You get on the 12:30 pm bus at Grand Boulevard. What time do you arrive at Longview Street? \_\_\_\_\_

2. You get on the 4:20 pm bus at Brand Avenue. What time do you arrive at Longview Street? \_\_\_\_\_

3. You get on the 9:30 am bus at Grand Boulevard. What time do you arrive at Brand Avenue? \_\_\_\_\_

4. You get on the 2:50 pm bus at Grand Boulevard. What time do you arrive at Longview Street? \_\_\_\_\_

5. You get on the bus at 8:20 am at Brand Avenue. What time do you arrive at Longview Street? \_\_\_\_\_



## City Bus Route Schedule – Route 205



1. What is the phone number for Rochester Public Transit?  
\_\_\_\_\_

2. How much does it cost for a single ride on the City Bus? \_\_\_\_\_

3. What is the cost of a 10-ride ticket? \_\_\_\_\_

4. Reduced fares are available for which people? \_\_\_\_\_  
\_\_\_\_\_

5. What are the Hours of Service for Monday-Friday? \_\_\_\_\_

6. What do the letters on the schedule correspond to? \_\_\_\_\_

7. What should you do if your stop is between timepoints? \_\_\_\_\_  
\_\_\_\_\_

8. Name three buildings/landmarks you pass on Route 205. \_\_\_\_\_  
\_\_\_\_\_

### Let's Explore Route 205!



1. Your home is near 9<sup>th</sup> Avenue SE and 22<sup>nd</sup> Street SE. You need to be at work at a downtown business by 8:00 a.m. What is the latest time you can catch the bus from your home to get to work on time?  
\_\_\_\_\_

2. What time does the bus stop at Pinewood Road if it leaves downtown at 10:23 a.m.?  
\_\_\_\_\_

3. If you leave downtown at 12:32 p.m., what approximate time does the bus pass Mayo High School?  
\_\_\_\_\_

4. What is the earliest time you could start work downtown if you took Route 205?  
\_\_\_\_\_

5. What is the latest you could work at a business downtown if you took route 205?  
\_\_\_\_\_

6. Oh no!! You got stuck at work and missed the bus. It's now 4:10 p.m. When is the next bus you can catch? \_\_\_\_\_



# ROUTE 205

UPDATE Effective 2/7/22

Mayo High School, 8 Ave. SE, Meadow Park, Hawthorne School, 11 Ave. SE, Riverside School, Lincoln School, Willow Creek Middle School, and Pinewood Elementary School

### Fares and Passes

- Single-ride cash fare \$2.00
- 10-Ride ticket \$16.00
- 20-Ride ticket \$26.00
- 31-Day pass \$42.00
- 366-Day pass \$480.00

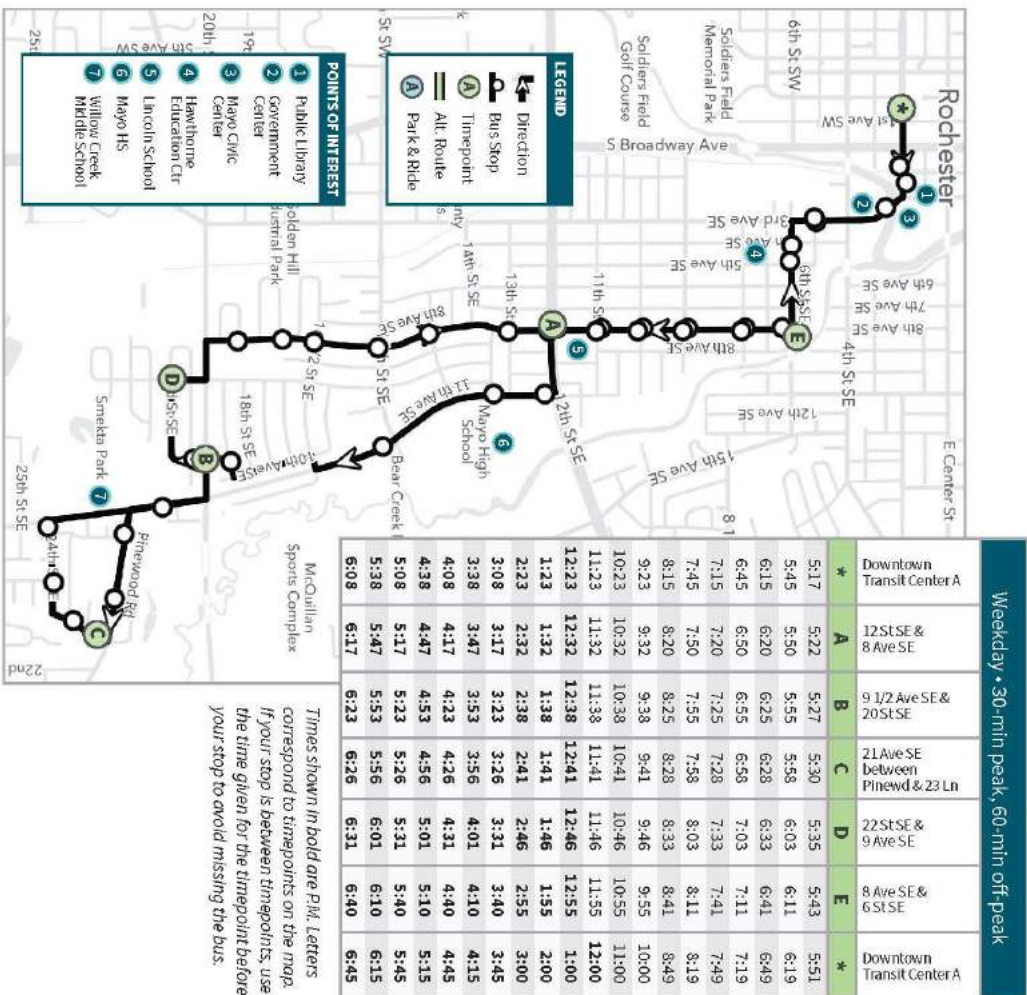
Reduced fares and passes available for students, seniors and persons with disabilities.

### Hours of Service

Monday-Friday:  
5 a.m. to 10:30 p.m.  
Saturday, Sunday, and Holidays:  
6:30 a.m. to 7:30 p.m.  
Start and end times vary by route.

### Contact

**Rochester Public Transit**  
4300 East River Road NE  
Rochester, MN 55906  
Office hours:  
Mon-Fri 7 a.m. to 6 p.m.  
Customer Service:  
607-328-RIDE (7433)  
rptc@rochestermn.gov



<p>Your work shift starts at 8:00am. It takes you 15 minutes to get there. What time should you leave by?</p>	<p>Your work shift starts at 9:30am. It takes you 1 hour to get there. What time should you leave by?</p>
<p>Your work shift starts at 7:00am. It takes you 30 minutes to get there. What time should you leave by?</p>	<p>Your work shift starts at 5:30pm. It takes you 45 minutes to get there. What time should you leave by?</p>

Your work shift starts at 3:00pm. It takes you 20 minutes to get there. What time should you leave by?

Your work shift starts at 10:00am. It takes you 40 minutes to get there. What time should you leave by?

Your work shift starts at 7:45am. It takes you 25 minutes to get there. What time should you leave by?

Your work shift starts at 2:30pm. It takes you 5 minutes to get there. What time should you leave by?

On Friday, you clocked in at 6:30am. You clocked out at 10:30am. How long did you work that day?

On Sunday, you clocked in at 9:15am. You clocked out at 2:30pm. How long did you work that day?

On Monday, you clocked in at 7:30am. You clocked out at 4:00pm. How long did you work that day?

On Wednesday, you clocked in at 2:00pm. You clocked out at 6:45pm. How long did you work that day?

On Thursday, you clocked in at 6:29am. You clocked out at 11:08am. How long did you work that day?

On Sunday, you clocked in at 9:45am. You clocked out at 1:46pm. How long did you work that day?

On Saturday, you clocked in at 7:32am. You clocked out at 12:01pm. How long did you work that day?

On Tuesday, you clocked in at 2:55pm. You clocked out at 6:05pm. How long did you work that day?

**Elapsed Time Bingo**  
myfreebingocards.com

Before you print all your bingo cards, please print a test page to check they come out the right size and color. Your bingo cards start on Page 3 of this PDF.

If your bingo cards have words then please check the spelling carefully.

If you need to make any changes go to [mfbc.us/e/vbntpk2](https://mfbc.us/e/vbntpk2)

### **Play**

Once you've checked they are printing correctly, print off your bingo cards and start playing! On the next page you will find the "Bingo Caller's Card" -this is used to call the bingo and keep track of which words have been called. Your bingo cards start on Page 3.

### **Virtual Bingo**

Please do not try to split this PDF into individual bingo cards to send out to players. We have tools on our site to send out links to individual bingo cards. For help go to [myfreebingocards.com/virtual-bingo](https://myfreebingocards.com/virtual-bingo).

### **Help**

If you're having trouble printing your bingo cards or using the bingo card generator then please go to <https://myfreebingocards.com/faq> where you will find solutions to most common problems.

### **Share**

[Pin these bingo cards](#) on Pinterest, [share on Facebook](#), or post this link: [mfbc.us/s/vbntpk2](https://mfbc.us/s/vbntpk2)

### **Edit and Create**

To add more words or make changes to this set of bingo cards go to [mfbc.us/e/vbntpk2](https://mfbc.us/e/vbntpk2)

Go to [myfreebingocards.com/bingo-card-generator](https://myfreebingocards.com/bingo-card-generator) to create a new set of bingo cards.

### **Legal**

The terms of use for these printable bingo cards can be found at [myfreebingocards.com/terms](https://myfreebingocards.com/terms).

### **Have Fun!**

If you have any feedback or suggestions, drop us an email on [hello@myfreebingocards.com](mailto:hello@myfreebingocards.com).

# Bingo Caller's Card

Use your Bingo Caller's Card to call the bingo and keep track of which words you have already called.

Print two copies of the caller's card. Cut one copy up, fold the squares in half, and put them in a hat. To call the bingo, pull a square out of the hat, unfold it and read it out.

When you have called a word/number, tick it off on the second copy of the caller's card. You can use the second copy of the caller's card to check if a player has a winning card during a game.

6:30am	7:45am	4:45pm	8:30am	7:20am	2:40pm
2:25pm	9:20am	8 hours 30 minutes	4 hours	4 hours 45 minutes	5 hours 15 minutes
4 hours 31 minutes	4 hours 39 minutes	3 hours 10 minutes	4 hours 1 minute		

Bingo Card ID 001

Bingo Card ID 002

# Elapsed Time

3 hours 10 minutes	4 hours 31 minutes	7:45am	9:20am
6:30am	8:30am	4 hours 1 minute	2:40pm
4 hours 39 minutes	4:45pm	2:25pm	7:20am
4 hours 45 minutes	5 hours 15 minutes	4 hours	8 hours 30 minutes

myfreebingocards.com

# Elapsed Time

8 hours 30 minutes	4:45pm	6:30am	4 hours 39 minutes
4 hours 31 minutes	4 hours	5 hours 15 minutes	2:40pm
3 hours 10 minutes	4 hours 1 minute	7:20am	2:25pm
4 hours 45 minutes	7:45am	9:20am	8:30am

myfreebingocards.com



Bingo Card ID 003

Bingo Card ID 004

# Elapsed Time

8:30am	5 hours 15 minutes	7:20am	4 hours 31 minutes
3 hours 10 minutes	4 hours 39 minutes	8 hours 30 minutes	2:40pm
4 hours 45 minutes	2:25pm	4:45pm	9:20am
7:45am	4 hours	4 hours 1 minute	6:30am

[myfreebingocards.com](http://myfreebingocards.com)

# Elapsed Time

7:45am	4 hours 1 minute	8 hours 30 minutes	2:40pm
8:30am	9:20am	4 hours 39 minutes	4 hours
4 hours 31 minutes	4:45pm	5 hours 15 minutes	6:30am
3 hours 10 minutes	2:25pm	7:20am	4 hours 45 minutes

[myfreebingocards.com](http://myfreebingocards.com)

Bingo Card ID 005

Bingo Card ID 006

# Elapsed Time

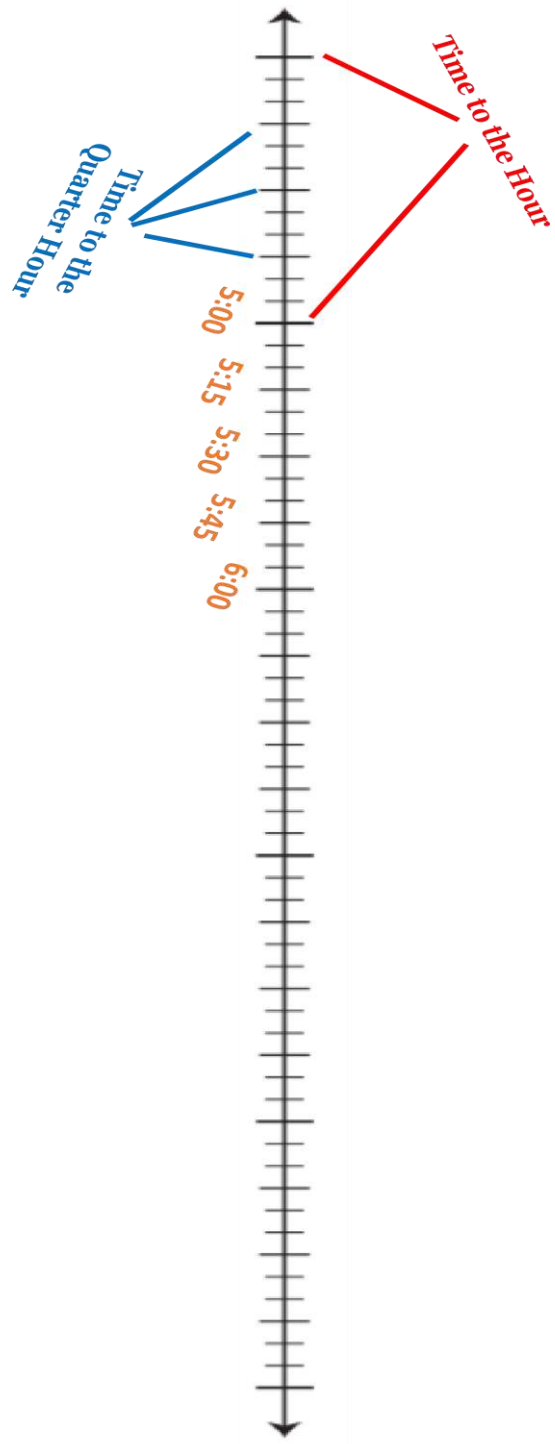
7:45am	4 hours 1 minute	2:25pm	4 hours 39 minutes
4:45pm	2:40pm	3 hours 10 minutes	6:30am
7:20am	4 hours	4 hours 31 minutes	5 hours 15 minutes
8:30am	4 hours 45 minutes	8 hours 30 minutes	9:20am

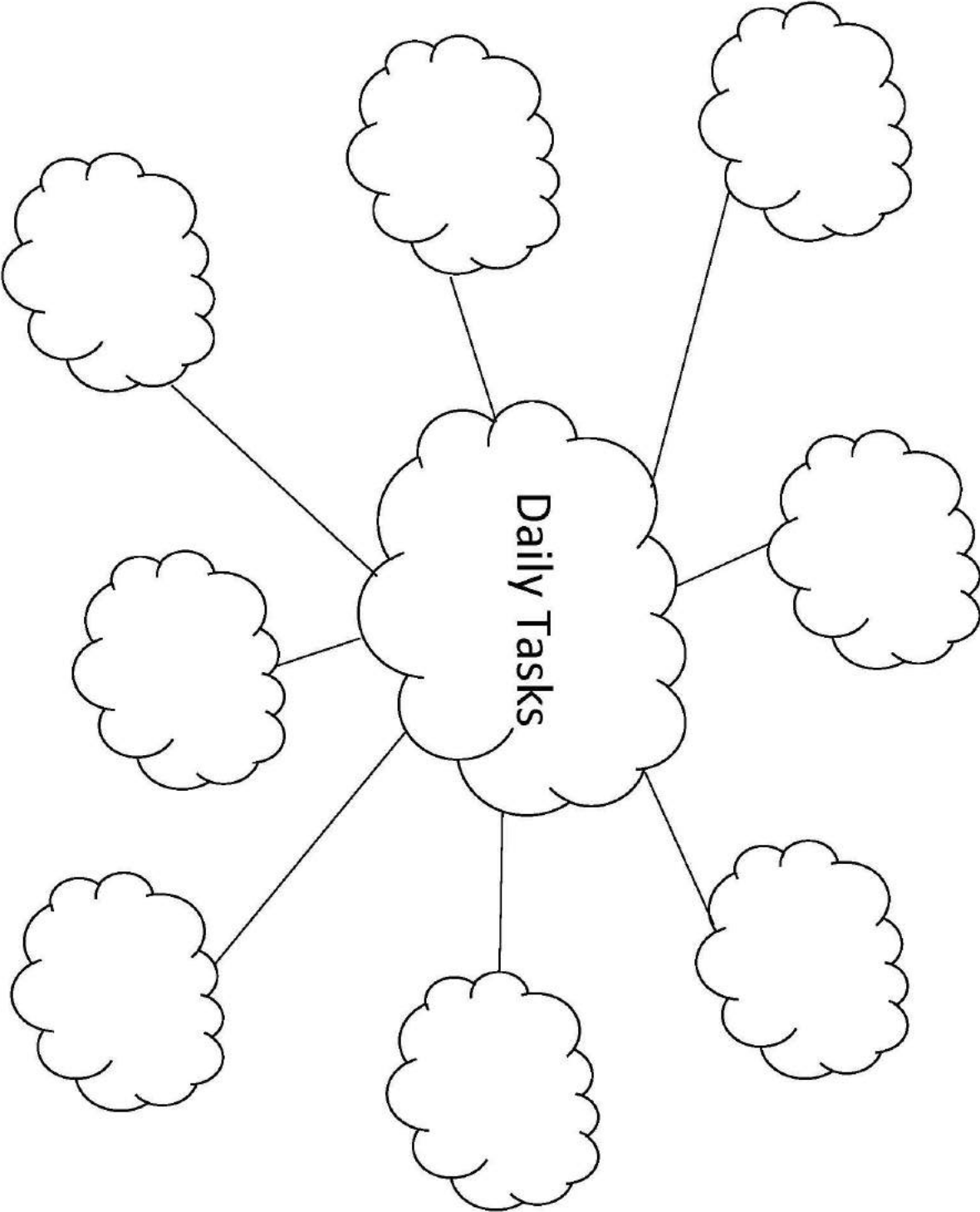
myfreebingocards.com

# Elapsed Time

7:45am	3 hours 10 minutes	4 hours	4 hours 31 minutes
4 hours 39 minutes	8 hours 30 minutes	8:30am	2:25pm
7:20am	9:20am	4:45pm	4 hours 1 minute
5 hours 15 minutes	6:30am	2:40pm	4 hours 45 minutes

myfreebingocards.com





**Prioritize activities based on importance- number 1 being the most important task. Add more lines if needed.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



## Prioritizing Tasks Scenario Answer Sheet

Scenario #1	
Scenario #2	
Scenario #3	
Scenario #4	
Scenario #5	
Scenario #6	
Scenario #7	
Scenario #8	

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 3: Functional Math**

**Objective: 3.3 The student will be able to utilize basic banking skills including opening an account, simple transactions, and monitoring spending.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**STEP THREE: Appendices & Additional Resources**

<b>Unit 3: Functional Math 3.3 The student will be able to utilize basic banking skills including opening an account, simple transactions, and monitoring spending.</b>	<b>Total Activities: 5</b>
---	----------------------------

**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.**

**Lesson Plan Summary:**  
 Upon completion of this lesson, interns will be able to:

- Demonstrate an understanding of depository institutions and the services they offer (checking accounts, savings tools, on-line banking).
- Understand the variety of ways they can deposit and withdraw funds from their banking accounts using debit cards, ATMs, online banking tools, and mobile banking.

Glossary & Key Words  
 Introduction – Assorted YouTube Videos  
 Activity 1 – Depository Institutions (PPT and Instructor’s Guide)  
 Activity 2 – Depository Institutions Research  
 Activity 3 – Understanding Checking Accounts and Debit Card Transactions (PPT, Instructor’s Guide, worksheets)  
 Activity 4 – On-line Banking

- Pay Day 101: Direct Deposit (Video)
- RESEARCH: Online Tools and Apps (Worksheet)
- RESEARCH: Person-to-Person Payments (Worksheet & Article)
- Apple Pay VP: Why We’re Different than Venmo (Video)
- Apple Pay vs. Samsung Pay vs. Google Pay: Which is Best? (Video)



Activity 5 – PLAY – Payment Decisions (PPT and worksheet)

**What you will need: Materials & Resources**

<b>Handouts:</b>	<p><b>Links for PowerPoints can be found in each activity. All worksheets and handouts are available in the appendices.</b></p> <p><b>PowerPoints:</b></p> <ul style="list-style-type: none"> <li>• Depository Institutions</li> <li>• PLAY – Payment Decisions</li> <li>• Understanding Checking Accounts and Debit Card Transactions</li> </ul> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>• Depository Institution Research</li> <li>• PLAY – Payment Decisions           <ul style="list-style-type: none"> <li>➤ PPT</li> <li>➤ Worksheet</li> </ul> </li> <li>• RESEARCH: Online Tools and Apps</li> <li>• RESEARCH: Person-to-Person Payments</li> <li>• Understanding Checking Accounts and Debit Cards (PPT)           <ul style="list-style-type: none"> <li>➤ Deposit Slips Worksheet</li> <li>➤ Endorsing a Check Worksheet</li> <li>➤ Practice Writing Checks Worksheet</li> </ul> </li> </ul>
------------------	---

<b>Technology:</b>	<p>Introduction/Opening:</p> <ul style="list-style-type: none"> <li>• <a href="#">What is a Bank? Lessons in Money for Kids - Bing video</a></li> </ul>
--------------------	---



	<ul style="list-style-type: none"> <li>• <a href="#">Teen Tuesday - Banking Basics - Bing video</a></li> <li>• <a href="#">It's a Money Thing: Choosing your financial institution - YouTube</a></li> <li>• <a href="#">Sketch: Banks of Our Lives   Sketch: Banks of Our Lives - Biz Kids   Take it to the Bank   Biz Kids Clip</a></li> <li>• <a href="#">Sketch: It's a Wonderful Bank   Sketch: It's a Wonderful Bank - Biz Kids   Take it to the Bank   Biz Kids Clip</a></li> <li>• <a href="#">Bank Accounts for Teens: Help Yours Manage a Checking Account - YouTube</a></li> </ul> <p>Activity 1:</p> <ul style="list-style-type: none"> <li>• <a href="#">Online Polls: Use Our Free Poll Maker   SurveyMonkey</a></li> <li>• <a href="#">Make a Poll in Seconds   Free &amp; Unlimited   Poll Maker (poll-maker.com)</a></li> <li>• <a href="#">Poll maker - easy to use - get results fast!   Doodle</a></li> <li>• <a href="#">Poll Maker - Create a Poll in Seconds   StrawPoll.com</a></li> </ul> <p>Activity 4:</p> <ul style="list-style-type: none"> <li>• <a href="#">Pay Day 101: Direct Deposit</a></li> <li>• <a href="#">The 6 Best Payment Apps of 2020</a></li> <li>• <a href="#">Make Paying Easier with the 10 Best Payment Apps of 2020</a></li> <li>• <a href="#">9 Best Money Saving Apps</a></li> <li>• <a href="#">Struggle to Save Regularly? 4 Tools That Turn Loose Change into Savings</a></li> <li>• <a href="#">Magnify Money website</a></li> <li>• <a href="#">Apple Pay VP: Why We're Different than Venmo</a></li> <li>• <a href="#">Apple Pay vs. Samsung Pay vs. Google Pay: Which is Best?</a></li> </ul>	
<p><b>Other materials needed for activities:</b></p>	<p>Computer access and/or Internet access  Large pieces of paper (1 per 2-5 participants)  Pens/Pencils  Markers  Calculators</p>	
<b>How to Assess Understanding</b>		
<p><b>Knowledge</b> </p> <p>What will they <b>know</b> because of the lesson?</p>	<p><b>Skills</b> </p> <p>What will they be able to <b>do</b> because of the lesson?</p>	<p><b>Check for Understanding / Evaluation</b></p> <p>What will the Instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b></p>
<p>Glossary/Vocabulary  Be able to know the vocabulary presented.</p>	<p>Be able to use the vocabulary presented in a variety of settings.</p>	<p>Check context of their vocabulary use to ensure their understanding.</p>
<p>Analyze the benefits of using a depository institution</p>	<p>Research services offered by different depository institutions</p>	<p>Summarize factors to consider when choosing a depository institution</p>

Identify the types of services depository institutions offer	Compare the features and costs of personal banking accounts offered by different financial institutions	Understand the benefits of different accounts and consequences of not being in the banking system
Learn the importance of establishing a savings account	Compare various types of savings accounts and understand the different terms associated with savings accounts	Demonstrate how to deposit and withdraw money from a savings account
Explain what a checking account is used for and identify the functions of a checking account	Understand the variety of ways to deposit and withdraw funds from a checking account by describing the procedure of using checks and a debit card	Demonstrate how to use all elements of a checking account
Differentiate between person-to-person apps, messenger-based payments, and digital wallets	Assess the conveniences of various mobile banking products	Identify ways they can protect their money in a digital world

## **STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <p><b>Automatic Payments:</b> utility companies, loan payments, and other businesses use an automatic payment system with bills paid through direct withdrawal from a bank account</p> <p><b>Automatic Teller Machine (ATM):</b> electronic computer terminals which offer automated, computerized banking to withdraw cash or deposit funds into an account; allows customers to obtain cash and conduct banking transactions; some ATMs sell bus passes, postage stamps, gift certificates, and mutual funds</p> <p><b>Balance:</b> amount of money in a bank account</p> <p><b>Bank Statement:</b> bank's accounting of transactions; monthly record of account transactions sent by the bank; lists each monetary transaction and current account balance</p>
-----------------	---

**Bounced Check:** when a check is written for an amount over the current balance held in an account

**Cancelled Check:** checks the bank has paid; they will appear on a bank statement

**Certificate of Deposit (CD):** type of savings account where a person deposits a set amount of money for a set period of time; interest rate is a fixed rate and is generally higher than other savings accounts

**Check:** written order to the bank that tells it to take a stated amount of money an account and pay it to another; piece of paper used at the time of purchase as the form of payment; legal document that functions like cash

**Checking Account:** account that allows quick access to funds for transactions

**Checkbook:** portfolio that holds check register, checks, deposit slips, receipts, and other ATM/debit card transactions

**Check Clearing for the 21st Century Act (Check 21):** law that allows financial institutions to process substitute checks (high quality paper reproduction of both sides of original checks) as original proof of payment, speeding up the check clearing process

**Check Register:** record that allows person to keep track of checks written, ATM/debit card transactions, as well as deposits and withdrawals; place to record all monetary transactions

**Commercial Bank:** for-profit bank where large businesses can make deposits, take loans, and open checking and savings accounts; offers financial services to both consumers and other businesses

**Credit:** sum of money deposited INTO an account; use credit to charge merchandise or borrow money

**Credit Card:** card that allows the holder to make purchases without cash by borrowing money

**Credit Union:** non-profit banking organization where individuals and small businesses can make deposits, take loans, and open checking and savings accounts; members of the credit union own and control the business; members typically must qualify

**Debit:** sum of money deducted from account

**Debit Card:** plastic card that enables ATM transactions and purchases instead of using cash or writing a check; electronically connected to the cardholder's bank account

**Deposit:** money put into an account

**Depository Institution:** business that offers and sells financial services; commonly called a “bank”

**Deposit Slip:** form filled out to credit money to an account when making a deposit; contains the account holder’s account number and allows money to be deposited into the correct account

**Direct Debits:** utility companies, loan payments, and other businesses use an automatic payment system with bills paid through direct withdrawal from a bank account

**Direct Deposit:** employer automatically deposits paycheck into an employee’s account; earnings (or government payments) automatically deposited into bank accounts; saves time, effort, and money

**Electronic Banking (E-Banking):** allows access to money electronically in a fast and paperless way; also known as electronic fund transfer (EFT); broad term that describes the use of computer and electronic technology as a substitute for checks and other paper transactions

**Electronic Bill Payment:** service allowing customers to authorize their bank to make electronic withdrawals from their bank account to pay bills

**Electronic Check Conversion:** process that converts a check into an electronic payment. This occurs when a check is scanned at a register and used as a source of information for making a one-time electronic fund transfer. The check itself is voided and is not considered the method of payment

**Endorse:** to sign the back of a check so it can be cashed or deposited

**Federal Deposit Insurance Corporation (FDIC):** a government organization that will insure, or keep safe, the money deposited in a bank up to \$250,000

**Federal Reserve System (The Fed):** nation’s central bank, established by Congress to organize and regulate banking throughout the United States

**Insurance:** guarantee or promise that money is going to be safe

**Interest:** fee paid for keeping money in the account or a fee charged for a loan or credit card; money either gained or lost when accessing services offered by a depository institution; the price paid for using someone else’s money

**Interest Rate:** percentage rate used to calculate interest; used annually to determine amount gained or lost on investments

**Joint Checking Account/Joint Current Account:** account established in the names of two or more people

**Load Fee:** fee to put more money on a pre-paid card

**Mobile Banking:** Apps that many depository institutions have developed that allow online banking access from devices such as cell phones, tablets, and other mobile devices

**Mobile Check Deposit:** depositing a check into a bank account by taking a picture of it with a smartphone or tablet

**Mobile Payments:** payments operated under financial regulation and performed from or via a mobile device

**Money Market Account:** interest-earning savings account that typically earns a higher interest rate than a regular savings account; a minimum balance requirement and restrictions on the number of transfers or withdrawals per month; account may or may not be federally insured

**Non-Sufficient Funds (NSF):** not enough money in an account to cover the amount a check for; usually a fee or penalty charged in addition to bringing in the amount of money for the check

**National Credit Union Administration (NCUA):** provides insurance protection for credit unions; each depositor is insured against loss up to a maximum of \$250,000 (same as FDIC)

**Online Banking:** allows customers to complete certain transactions from a secured website by using a username and password from any place in the world with Internet access; bank websites allow customers to check balances, pay bills, transfer funds, compare savings plans, and apply for loans online

**Outstanding Check:** check that has been written but not yet deducted from the person's bank account

**Outstanding Deposit:** deposit that has been made but not yet added to the person's bank account

**Outstanding Transaction:** transaction which has not cleared through the depository institution and therefore not listed on the statement

**Overdraw:** to write a check or make a withdrawal when there isn't enough money in the account to pay for it; withdrawal from a bank account exceeds the available balance

**Pay-by-Phone System:** system that allows customers to call their financial institution with instructions to pay bills or to transfer funds between accounts

**Payee:** person to whom the check is made payable/written

**Person-to-Person Payment:** online process that allows a person to send money directly from their checking account to a friend via email or cell phone

**Personal Identification Number (PIN):** ATM and Debit cards require using a PIN to

	<p>access the account to perform transactions; a PIN confirms that the user of the card is authorized to access the account</p> <p><b>Point-of-Sale Transactions:</b> acceptance of ATM/debit card at retail stores and restaurants for payment of goods and services</p> <p><b>Pre-Authorized Payment:</b> automatic electronic withdrawals of money taken from an account on the same day each month and deposited into a merchant’s account</p> <p><b>Prepaid Card:</b> card that is loaded with a specific cash amount before it is used; looks and works like a credit card until the full value is spent</p> <p><b>Reconcile:</b> to "balance" a checking account with a monthly statement from the bank</p> <p><b>Routing Number:</b> A code printed along the bottom of a check indicating the state the financial institution is located in and the regional Federal Reserve Bank that will handle the check</p> <p><b>Safe Deposit Box:</b> fireproof metal deposit box located at a financial institution</p> <p><b>Savings Account:</b> most basic savings tools with the lowest interest; account at a depository institution that is designed to hold money not spent on current consumption</p> <p><b>Service Fees:</b> depository institutions often charge fees for certain services; fees can vary greatly across depository institutions; fees may include monthly fees, per check fees, printing of checks fees, balance inquiry fees, ATM fees, overdraft charge fees, minimum balance fees, stop-payment fees, certified check fees; fees can often be avoided if an account’s balance is at or above a minimum balance</p> <p><b>Signature Card:</b> card used when opening a new account that includes name, address, birthdate, etc.; card with a customer’s signature on it used by a financial institution to verify legitimate signatures on checks and deposits</p> <p><b>Stop Payment:</b> request to a financial institution to not pay a specific check; a fee is usually charged for this service</p> <p><b>Voided Check:</b> check with "VOID" written across it that make it non-negotiable</p> <p><b>Withdrawal:</b> amount of money taken out of an account that results in a lower balance</p>
<p><b>Introduction:</b> 20-30 minutes (depending on number of videos used)</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b></p>	<p><a href="#">What is a Bank? Lessons in Money for Kids - Bing video</a>  <a href="#">Teen Tuesday - Banking Basics - Bing video</a>  <a href="#">It's a Money Thing: Choosing your financial institution - YouTube</a></p> <p><a href="#">Sketch: Banks of Our Lives   Sketch: Banks of Our Lives - Biz Kids   Take it to the Bank   Biz Kids Clip</a></p> <p>Episode Synopsis: Get a kid’s view of the services which banks, credit unions, and other financial institutions offer – and why you should use them early in life. Learn</p>

<p>Concentrate on a task over time without becoming distracted</p> <p><b>Interpersonal Skills:</b> Listen actively</p> <p><b>General:</b> Listens and pays attention</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p>	<p>the different products that banks offer, and how to shop for the right bank for you.</p> <p>Preview Questions:</p> <ol style="list-style-type: none"> <li>1. When you think of a bank, what words and ideas come to mind?</li> <li>2. How many of you already have an account at a bank or credit union? What was your purpose in opening the account?</li> <li>3. How much money do you think it takes to open a bank account?</li> <li>4. Are you aware that there are different types of banks?</li> </ol> <p>When you know more about what banks can offer, you can make the right choice for yourself!</p> <p><a href="#">Sketch: It's a Wonderful Bank   Sketch: It's a Wonderful Bank - Biz Kids   Take it to the Bank   Biz Kids Clip</a></p> <p>Episode Synopsis: Get a kid's view of the services which banks, credit unions, and other financial institutions offer - and why you should use them early in life. Learn the different products that banks offer and how to shop for the right bank for you.</p> <p>Preview Questions:</p> <ol style="list-style-type: none"> <li>1. How many of you already have an account at a bank or credit union, and what was your purpose in opening that account?</li> <li>2. How much money do you think it takes to open a bank account?</li> <li>3. Are you aware that there are different types of banks, and can you name some of them?</li> </ol> <p>Treat a bank as you would any other service-related business. Maintain a good relationship with them, try to avoid fees where you can, and always ask questions. They want your business, they are willing to help you, and they want to keep you as a long-term customer - work with them to make the relationship work for you!</p> <p><a href="#">Bank Accounts for Teens: Help Yours Manage a Checking Account - YouTube</a> (Publisher: Bank of America):</p> <p><b>Student/Parent Activity:</b> Have students watch the video with their parents. Send the link in an email. The video explores how first-hand experience with a banking account is a great way to learn financial responsibility. It encourages parents to find out how managing a checking account with their son/daughter can help the student learn valuable lessons about budgeting, spending, and saving.</p>
--	---

**Lesson Activities**

<p><b>Activity 1</b> 45-60 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p>	<p><b>Depository Institutions</b> – Depository Institutions PPT can be found at <a href="https://wp.me/a9Fwrm-1hD">https://wp.me/a9Fwrm-1hD</a>, and Instructor's Guide is available in <a href="#">Appendix A</a>. Instructors can print off the PPT for students to take notes during the discussion or for future reference.</p> <p><b>Depository Institutions PowerPoint:</b></p> <p><i>Split students into groups of 2-5 to conduct group discussion and brainstorming throughout the lesson.</i></p> <p><b>Part 1: What is a Depository Institution?</b> Slide 1: Title Slide Slide 2: What is a Depository Institution?</p> <p><b>Part 2: Locations and Insurance</b></p>
---	--

<p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals; Identify and express own strengths and weaknesses; determine priorities</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p>Slides 3-4: Types of Depository Institutions Slide 5: Location Slide 6: Depository institutions keep your money safe</p> <p><b>Part 3: Depository Institution Services</b> Slide 7: Businesses offer services to the public Slide 8: Services offered by depository institutions Slide 9: Depository institutions offer the ability to earn interest Slide 10: Savings Tools Slide 11: Checking Account vs. Savings Account Slide 12: Additional Savings Tools Slide 13: Credit Slide 14: Other Services Slide 15: Using depository institution services</p> <p><b>Part 4: Depository Institution Features</b> Slide 16: Features of Depository Institutions Slide 17: Online Banking Slide 18: Mobile Banking Slide 19: Debit Cards Slide 20: ATM Slide 21: Contactless Payment Slide 22: Cast your vote!</p> <ul style="list-style-type: none"> <li>• <a href="#">Online Polls: Use Our Free Poll Maker   SurveyMonkey</a></li> <li>• <a href="#">Make a Poll in Seconds   Free &amp; Unlimited   Poll Maker (poll-maker.com)</a></li> <li>• <a href="#">Poll maker - easy to use - get results fast!   Doodle</a></li> <li>• <a href="#">Poll Maker - Create a Poll in Seconds   StrawPoll.com</a></li> </ul> <p><b>Part 5: Depository Institution Fees &amp; Choosing a Depository Institution</b> Slide 23: Fees Slide 24: How do you manage fees? Slide 25: Choosing a depository institution</p> <p><b>Part 6: Conclusion</b> Slide 24: Summary</p>
<p><b>Activity 2:</b> 60 minutes (possible time outside of class needed to conduct research)</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Shift attention back and forth between tasks and sources of information</p>	<p><b>Depository Institution Research</b> – worksheet available in <a href="#">Appendix B</a>.</p> <p>Materials to prepare:</p> <ul style="list-style-type: none"> <li>• 1 <i>Depository Institution Research</i> worksheet per student</li> <li>• Internet access</li> </ul> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Individually or in small groups, students complete the <i>Depository Institution Research</i> worksheet.</li> <li>2. Students conduct research on a depository institution.       <ol style="list-style-type: none"> <li>a. Require that the depository institution researched be one in the local community.</li> <li>b. Research may be conducted in a variety of ways depending upon what works in the classroom:</li> </ol> </li> </ol>



<p><b>Computer Skills:</b> Navigate to a specific website; Click on a desired web link; Scroll through a web page to find specific information</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed</p>	<ol style="list-style-type: none"> <li>i. Call the depository institution</li> <li>ii. Visit the depository institution website</li> <li>i. Visit the depository institution</li> <li>ii. Email the depository institution</li> </ol> <p>3. Students write a short essay describing whether or not they would become a customer of that depository institution.</p> <p><b>Option:</b> Have students create a presentation (i.e. PPT, poster, story board) to share their research with the class. As a class, have students compare depository institutions and vote on which depository institution they would choose out of all those presented.</p>
<p><b>Activity 3:</b> Approximate time: 90 minutes (can be broken into 3-30 minute sessions)</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Add, subtract, multiply, divide</p> <p><b>Communication Skills:</b> Communicate face-to-face with others;</p>	<p><b>Understanding Checking Accounts and Debit Card Transactions PowerPoint –</b> PowerPoint can be found at <a href="https://wp.me/a9Fwrm-1hE">https://wp.me/a9Fwrm-1hE</a>. Instructor’s Guide and worksheets are available in <a href="#">Appendix C</a>. Instructors can print off the PPT for students to take notes during the discussion or for future reference.</p> <p><b>Understanding Checking Accounts and Debit Card Transactions PowerPoint</b></p> <p><b>PPT includes additional activities/worksheets:</b></p> <ul style="list-style-type: none"> <li>• Endorsing a Check Worksheet</li> <li>• Deposit Slips Worksheet</li> <li>• Practice Writing Checks Worksheet</li> </ul> <p><b>Pre-Discussion:</b> Ask students if they were in a grocery store at the checkout line and the cashier asked them if they wanted paper or plastic, what would they say?</p> <p>5. Usually the phrase ‘paper or plastic’ refers to the type of bag the customer prefers, but this phrase could refer to the type of payment the customer is</p>

<p>Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals; Identify and express own strengths and weaknesses</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p>using.</p> <ol style="list-style-type: none"> <li>6. Customers can pay for products such as their groceries with paper cash or plastic debit cards.</li> <li>7. Tell students that today they will be learning about both options, paper, and plastic, while learning about managing finances wisely by using a checking account.</li> </ol> <p><b>Part 1:</b> Slide 1: Title Slide Slide 2: What is a Checking Account? Slide 3: Why Do People Use Checking Accounts? Slide 4: Steps to Opening a Checking Account Slide 5: Completing a Signature Card Slide 6: Checking Components Slide 7: What is a Check? Slide 8: Endorsing A Check Slide 9: Blank Endorsement Slide 10: Restrictive Endorsement Slide 11: Special Endorsement Slide 12: <i>Endorsing a Check Worksheet</i></p> <p><b>Part 2:</b> Slide 13: Making a Deposit Slides 14-22: Completing a Deposit Slip – <i>Deposits Slips Worksheet</i> Slide 23: Worksheet Answers Slides 24-33: Writing a Check – <i>Practice Writing Checks Worksheet</i>. Slides 34-35: Worksheet Answers Slide 36: Bouncing a Check Slide 37: Check 21 and Overdraft</p> <p><b>Part 3:</b> Slide 38: ATM Slides 39-42: Debit Cards Slide 43: To Use a Debit Card Slide 44: Pros and Cons of Debit Cards</p> <p><b>Part 4:</b> Slide 45: Checking Account Register Slides 46-53: Check Register Slides 54-56: Monthly Bank Statement Slide 57: Reconciling a Checking Account Slides 58-62: Steps for Reconciling</p> <p><b>Part 5:</b> Slide 63-64: Checking Account Safety Slide 65: Making Mobile Payments Slide 66: Mobile Deposits</p> <p><b>Part 6:</b> Slide 67: Questions?</p>
---	---

<p><b>Activity 4:</b> Varies – 15-45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions Shift attention back and forth between tasks and sources of information</p> <p><b>Computer Skills:</b> Navigate to a specific website Click on a desired web link Scroll through a web page to find specific information</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p><b>On-Line Banking</b> – worksheets and article are available in <a href="#">Appendix D</a>.</p> <p>5 Mini-Activities within this lesson. Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over a number of days.</p> <ul style="list-style-type: none"> <li>• Pay Day 101: Direct Deposit – Video (15 minutes)</li> <li>• RESEARCH: Online Tools and Apps Worksheet (45 Minutes)</li> <li>• RESEARCH: Person-to-Person Payments Worksheet &amp; Article (30 minutes)</li> <li>• Apple Pay VP: Why We’re Different than Venmo – Video (15 minutes)</li> <li>• Apple Pay vs. Samsung Pay vs. Google Pay: Which is Best? - Video (15 minutes)</li> </ul> <p><b>Pay Day 101: Direct Deposit</b></p> <p>VIDEO (3:48)</p> <ul style="list-style-type: none"> <li>• <a href="#">Pay Day 101: Direct Deposit</a></li> <li>• Publisher: Young Illinois Saves</li> </ul> <p><b>Pay Day 101: Direct Deposit</b></p> <p>Another timesaving feature you should set up is Direct Deposit, where you can choose to have your paycheck deposited directly into your checking account. You can set up direct deposit once you have your first job that pays you formally via payroll check. Watch this video to learn what some of the benefits of direct deposit are. Then, answer the questions as a class.</p> <ol style="list-style-type: none"> <li>1. In your own words, explain what direct deposit is.</li> <li>2. Out of the four benefits of direct deposit (safety, convenience, quick access to money, increase savings), which is the MOST compelling to you? Why?</li> </ol> <p><b>RESEARCH: Online Tools and Apps Worksheet</b></p> <p>The rise of online tools and apps has provided us with the ability to manage our finances like never before. Whether you’re trying to budget smarter or put more away towards retirement, there’s an app for all kinds of financial goals you want to meet. In this activity, you will conduct research on some of these online tools to discover their features and determine which one(s) you like best!</p> <p><b>RESEARCH: Person-to-Person Payments Worksheet &amp; Article (30 minutes)</b></p> <p>According to NerdWallet, peer-to-peer payment systems — also known as P2P payments or money transfer apps — allow users to send one another money from their mobile devices through a linked bank account or card. They make splitting bills with friends and family painless.</p> <p>Generation Z is using is a peer-to-peer or person-to-person apps frequently. Popular options are Venmo, Cash App, or PayPal to send money to friends and family. Read the article, “<i>What Are Peer-to-Peer Payments?</i>”, and answer the questions.</p>
--	---

**Apple Pay VP: Why We're Different than Venmo** (15 minutes)

VIDEO (3:15)

1. [Apple Pay VP: Why We're Different than Venmo](#)
2. Publisher: CNN Business

The examples above are of standalone P2P apps. More recently, messenger-based apps have launched, with Apple, Google, and Facebook all allowing users to send cash through their normal messaging product. Watch this video that shows how Apple Pay Cash works as well as goes into the details of what else you can do with Apple's digital wallet. Then, answer the questions.

1. What is the difference between Apple Pay and Apple Pay Cash?
2. What prevents someone who randomly picks up your phone from sending money to themselves using a messenger-based payment?
3. Where is the Apple Pay Cash recipient's money stored?
4. What else can a digital wallet be used for?
5. Do you think Apple will eventually meet their goal of becoming a replacement for a physical wallet? Why or why not?

**Apple Pay vs. Samsung Pay vs. Google Pay: Which is Best?** (15 minutes)

VIDEO (0:00 - 3:40)

1. [Apple Pay vs. Samsung Pay vs. Google Pay: Which is Best?](#)
2. Publisher: CNET

As the previous video mentioned, you can use Apple Pay in stores and with online merchants, too, not just to pay other people. Samsung and Google each offer similar services. Watch this video through 3:40 and answer these questions.

1. What is the technology that allows these devices to work?
2. Why do Samsung devices allow MORE access than the other two phone manufacturers?
3. If you're at the grocery store, how is checking out with one of these mobile payment methods different than paying with a traditional credit card?
4. What does it mean to "authenticate" your payment? How do these payment systems authenticate?

**Activity 5:**  
30-45 minutes

**VocFit Crosswalk:**  
**Cognitive Abilities:**  
Comprehend/read instructions;  
Shift attention back and forth between tasks and sources of information

**PLAY: Payment Decisions** – PowerPoint can be found at <https://wp.me/a9Fwrm-1hG>. Worksheet is available in [Appendix E](#).

In this activity students will determine which payment type to use in different scenarios.

The PowerPoint describes different scenarios and students must decide how they are going to pay for the activity/products. The payment options are:

- **Cash**
- **Debit Card/Prepaid Card**
- **Credit Card**

<p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed</p>	<ul style="list-style-type: none"> <li>• <b>P2P</b></li> </ul> <p>Keep in mind you may be able to use more than one payment type, but your goal is to determine <b><u>the best payment option for the scenario!</u></b></p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• List some of the services provided by financial institutions.</li> <li>• What are two benefits depository institutions can provide?</li> <li>• What are two ways depository institutions keep your money safe?</li> <li>• What is the difference between a checking account and a savings account?</li> <li>• What are three activities that may be completed with online banking?</li> <li>• What are two activities that may be completed with an ATM?</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• What would be the three most important factors that you would consider when deciding which depository institution fits your needs? Explain.</li> <li>• In your own words, describe the pros and cons of a debit card.</li> <li>• Describe the difference between online banking and mobile banking.</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>• What two factors are most relevant to you when choosing your depository institution?</li> <li>• Create a list of rules or standards that can help protect your confidentiality when using e-banking services. Provide an explanation of how each rule or standard will help protect your identity.</li> <li>• What negative consequences occur after using a check or debit card with insufficient funds?</li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>• Why do you suppose the signature card is important when you open a checking account?</li> <li>• Compare and contrast debit cards from ATM cards.</li> <li>• Compare and contrast the different types of e-cards.</li> </ul> </li> </ol>

	<p>5. Evaluating:</p> <ul style="list-style-type: none"><li>• What is one advantage to online and/or mobile banking?</li><li>• What are the three most important factors that will influence your decision to open an account with a banking institution?</li><li>• In a brief paragraph discuss whether or not e-banking is right for you. Explain your feelings about using the computer, internet, or phone to monitor your finances.</li></ul> <p>6. Creating:</p> <ul style="list-style-type: none"><li>• Who/What is “The Fed”! Who is currently the head of the Federal Reserve and what career background do they have to do that job? What was their career pathway?</li><li>• Develop a poster explaining what items are needed to open a checking account.</li><li>• To incorporate technology, have students take a driving tour using Google Earth through their community to see depository institutions.</li><li>• Sketch a cartoon or comic strip to explain the purpose of the FDIC (Federal Deposit Insurance Corporation).</li><li>• Create a Depository Institution Advertisement: You work at a depository institution and have volunteered to create an advertisement for the depository institution. The advertisement should convince current and potential customers that your depository institution is the best to use. You have two options for the advertisement: a radio spot or a billboard.<ul style="list-style-type: none"><li>○ Radio Spot: A radio advertisement is often known as a “radio spot.” Write a script for the radio advertisement that is approximately 30 seconds long. Record/video your advertisement (include music, sounds, etc.).</li><li>○ Billboard: A billboard is a large outdoor sign that is used to advertise businesses, goods, services, and ideas to consumers. Design a billboard using poster board, markers, paints, etc. You can also use online creative tools. Remember billboards must be eye-catching and appealing so that those passing by will take time to read the advertisement (the words must be large enough to read as well).</li></ul></li></ul>
--	---

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## **Instructor's Guide – Depository Institutions PowerPoint:**

Approximate time: 60 minutes

***Split interns into groups of 2-5 to conduct group discussion and brainstorming throughout the lesson.***

### **Part 1: What is a Depository Institution?**

Slide 1: Title Slide

Slide 2: What is a Depository Institution?

- a. The term depository institution may be unfamiliar, but they have probably heard of a bank. A bank is a type of depository institution.
- b. Ask interns to name one depository institution in their community.

### **Part 2: Locations and Insurance**

Slides 3-4: Types of Depository Institutions

- a. Stress that there are multiple types of depository institutions. Commercial banks and credit unions are the two most common.
- b. Although each type of depository institution is a little different, they are often referred to as “banks”.
- c. Each type of depository institution is unique, so they should choose the type that works best to help them manage their money.

Slide 5: Location

- a. In addition to determining which type of depository institution is the best match, a person may also want to consider the location of a depository institution.
- b. Refer to the depository institution in your community identified on slide 2. Ask interns if that depository institution has more than one branch.

Slide 6: Depository institutions keep your money safe

- a. One of the most important services a depository institution offers is a safe and secure place to store money.
- b. Part of this security is offered by the bank itself in terms of having security features such as safes and storing data on a secured network. However, the other part of this security is offered by depository institution insurance.
- c. Discuss FDIC and NCUA insurance noting that the only difference is that FDIC covers all types of depository institutions except for credit unions.
- d. Since credit unions are a not-for-profit business, they are covered by their own type of insurance.
- e. Ask interns to determine how insurance can play a role in choosing a depository institution.
  - i. Tell interns that the majority of depository institutions are insured but there are some that are not insured. Therefore, before depositing your money into a depository institution account, make sure to ask if that depository institution is insured.

### **Part 3: Depository Institution Services**

Slide 7: Businesses offer services to the public

- a. Assign each group one of the businesses listed on slide 7.
- b. In the first section, ask interns to brainstorm what type of services their business offers to the public.
  - i. For example, a gas station provides fuel, snacks, and limited groceries.
- c. Allow a few minutes for interns to brainstorm services and then ask a few groups to share what services their business type provides.

Slide 8: Services offered by depository institutions

- a. Depository institutions are business just like gas stations, grocery stores, restaurants and clothing stores that provide services to the public.
- b. Have interns brainstorm what types of services the depository institution in their community offers to the public.
- c. Explain that depository institution services can be divided into six categories.

Slide 9: Depository institutions offer the ability to earn interest

- a. Discuss the definitions of interest and interest rates.
- b. Stress that a person may earn or be charged interest. When depositing money at a depository institution you may earn interest, which is another benefit of using a depository institution.

Slide 10: Savings Tools

- a. Savings tools are one type of service a depository institution offers. Savings tools help people manage their money by decreasing the need to carry large amount of cash.
- b. Although there are many different types of savings tools, checking accounts and savings accounts are the most common types.

Slide 11: Checking Account vs. Savings Account

- a. Discuss the function of checking and savings accounts and how they differ from each other.
- b. Ask interns if they should look for a high or low interest rate on a savings account. Discuss that they should look for a high interest rate because the higher the interest rate the more interest they will earn.

Slide 12: Additional Savings Tools

- a. Money Market Accounts and Certificates of Deposit are additional ways to save money.
- b. Discuss that Money Market Accounts are a savings tool requiring a larger deposit and earning more interest than a traditional savings account.
- c. Explain a Certificate of Deposit or CD is a savings tool that earns higher interest but requires a specified time obligation (6-month CD, 12-month CD, etc.).

Slide 13: Credit

- a. If money is borrowed from a depository institution the borrower must pay back the money borrowed plus interest.

Slide 14: Other Services

- a. Discuss financial advice, safe-deposit boxes, and special needs payment instruments as other services that may be offered by depository institutions.

Slide 15: Using depository institution services

- a. If you want to use a depository institution service you should determine what steps are needed to use that service by calling, visiting, emailing, or researching online.
- b. A person may be required to have an account at a depository institution to use other services. For example, most depository institutions won't cash a check unless you have an account with them.
- c. If you are under the age of 18, in most cases you will need a parent/guardian signature to open an account at a depository institution. However, this does vary between depository institutions so ask about individual policies for those under 18.

#### **Part 4: Depository Institution Features**

Slide 16: Features of Depository Institutions

- a. The services offered by depository institutions may offer certain features.
- b. Assign each small group to one feature (online banking, mobile banking, debit cards, ATMs, or contactless payment). Each group must identify what their feature is, what you can do with it and one piece of additional information.
  - i. If interns are familiar with depository institutions, have them complete this activity using their prior background knowledge. If they are unfamiliar with depository institutions, allow each group to explore on the internet for 5-10 minutes. c.



- c. Have groups share with the rest of the class and supplement the information shared with information on slides 17-21 if necessary.

Slide 17: Online Banking

- a. Discuss online banking stressing that it may be used with many different services, such as savings tools and credit.

Slide 18: Mobile Banking

- a. Mobile banking is the same as online banking, but it is an app that allows access from mobile devices such as cell phones and tablets.

Slide 19: Debit Cards

- a. Pay for items using a card that immediately extracts money electronically from the cardholder's depository institution account.
- b. Debit cards are common with checking and savings accounts.

Slide 20: ATM

- a. Stress that some number of ATMs available varies between depository institutions.

Slide 21: Contactless Payment

- a. If depository institutions offer contactless payment, it will be used with debit and credit cards as well as cell phones.

Slide 22: Cast your vote!

- a. Conduct a class survey to see which feature of depository institutions is the most popular.
- b. The vote could be conducted in a variety of ways:
  - i. Have groups record their responses on butcher paper.
  - ii. List each feature and have interns raise their hand to determine their vote.
  - iii. Have a station for each feature around the room and instruct interns to move to the part of the room coordinating with their favorite feature.
  - iv. If you have access to an interactive whiteboard, use the polling feature provided (if available).
  - v. Use an online poll creator or brainstorming/discussion tool to conduct the vote.
    - [Online Polls: Use Our Free Poll Maker | SurveyMonkey](#)
    - [Make a Poll in Seconds | Free & Unlimited | Poll Maker \(poll-maker.com\)](#)
    - [Poll maker - easy to use - get results fast! | Doodle](#)
    - [Poll Maker - Create a Poll in Seconds | StrawPoll.com](#)
- c. Ask for volunteers from each group to explain why the feature chosen is their favorite.

## **Part 5: Depository Institution Fees & Choosing a Depository Institution**

Slide 23: Fees

- a. Depository institutions are a business and just as with any other business they may charge fees for certain services.
- b. There are many different types of fees that vary between depository institutions and within different services offered at the same institution.
- c. Discuss the example fees given stressing that these are only three examples; there are many other types of fees.

Slide 24: How do you manage fees?

- a. Discuss how with research and responsible management of accounts, most fees can be avoided.

Slide 25: Choosing a depository institution

- a. Discuss the factors to consider when choosing an institution that matches personal goals.

## **Part 6: Conclusion**

Slide 24: Summary

- a. Review the major points of the lesson.

## Depository Institution Research



**Directions:** Complete each section below by following the directions provided.

**Before Research:** What would be the three most important things you would look for in a depository institution?

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

**Research:** Find a depository institution that offers at least one type of checking account and one type of savings account. Decide whether or not you should become a customer of this depository institution by conducting research and answering the questions in the table below.

<p>What is the name of the depository institution you are researching?</p>
<p>What type of depository institution is it?</p> <p><input type="checkbox"/> Commercial Bank</p> <p><input type="checkbox"/> Credit Union</p> <p><input type="checkbox"/> Other – Please indicate the type: _____</p>
<b>Location:</b>
<p>Does this depository institution have a physical location or is it available only online? If there are physical locations, how many locations does the depository institution have?</p> <p><input type="checkbox"/> Online only</p> <p><input type="checkbox"/> Physical location(s) available</p> <ul style="list-style-type: none"> <li><input type="radio"/> Only one location available</li> <li><input type="radio"/> Multiple locations available locally</li> <li><input type="radio"/> Multiple locations are available across the state</li> <li><input type="radio"/> Multiple locations are available across the nation</li> <li><input type="radio"/> Other – Please explain: _____</li> </ul>
<b>Insurance:</b>
<p>Is this depository institution insured?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<b>Checking Account:</b>
<p>Does the depository institution offer more than one type of checking account? If so, choose one checking account and answer the questions below.</p> <p><input type="checkbox"/> Only one type of checking account is available</p> <p><input type="checkbox"/> Multiple types of checking accounts are available.</p>

○ Which checking account did you choose? \_\_\_\_\_

Are there any fees associated with this checking account? If so, can you avoid the fee(s) by managing your account responsibly or is there a non-avoidable fee(s)? Explain.

No fees

Fees: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does the checking account offer online bill pay?

Yes

No

What is one other thing you would like to know about checking accounts before making your decision?

### **Savings Accounts:**

Does the depository institution offer more than one type of savings account? If so, choose one savings account and answer the questions below.

Only one type of savings account is available

Multiple types of savings accounts are available. Which savings account did you choose?

\_\_\_\_\_

What is the current interest rate on the savings account? If the rate is not listed online, what email or phone number could you use to learn?

Are there any fees associated with this savings account? If so, can you avoid the fee(s) by managing your account responsibly or is there a non-avoidable fee(s)? Explain.

No fees

Fees:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is there any other information that is important to consider about this savings account?

<b>Features Offered:</b>
Does the depository institution offer debit cards as part of their accounts? <input type="checkbox"/> Yes <input type="checkbox"/> No
How many (if any) ATMs does the depository institution have? <input type="checkbox"/> ATMs are not available <input type="checkbox"/> ATMs are available. ○ Describe how you know ATM's are available in your desired location. _____ _____ _____ _____
Does the depository institution offer online and/or mobile banking? <input type="checkbox"/> Online banking is not available <input type="checkbox"/> Online banking is available <input type="checkbox"/> Online and mobile banking is available
<b>Other Services:</b>
Describe one other service this depository institution offers.          
<b>Other Information:</b>
What is one other piece of information that is important to know if deciding whether or not to become a customer of this depository institution.          

**Research Reflection:** After examining your research, is this a depository institution that you would become a customer of? Make sure to consider the three items you identified as important factors to consider when choosing a depository institution. Answer this question in a well-written paragraph. Provide at least three reasons to support your decision.

## Instructor's Guide – Understanding Checking Accounts and Debit Card Transactions PowerPoint

Approximate time: 90 minutes

Pre-Discussion: Ask interns if they were in a grocery store at the checkout line and the cashier asked them if they wanted paper or plastic, what would they say?

1. Usually the phrase 'paper or plastic' refers to the type of bag the customer prefers, but this phrase could refer to the type of payment the customer is using.
2. Customers can pay for products such as their groceries with paper cash or plastic debit cards.
3. Tell interns that today they will be learning about both options, paper and plastic, while learning about managing finances wisely by using a checking account.

### Part 1:

Slide 1: Title Slide

Slide 2: What is a Checking Account?

Slide 3: Why Do People Use Checking Accounts?

1. Ask interns if they were going on a four-day vacation what they would have to pay for.
  - a. Food, lodging, transportation and entertainment
2. Have interns estimate the total cost of a four-day vacation including all of the expenses and ask to share their estimated total vacation cost with the rest of the class.
3. Ask interns if it would be easier to carry around a large amount of cash to pay for all vacation expenses or have a checking account that money can be taken from when needed?
4. Convenience is one of the reasons people use checking accounts.

Slide 4: Steps to Opening a Checking Account

1. Read Contract
2. Sign Signature Card
3. Make Initial Deposit (varies depending on depository institution)

Slide 5: Completing a Signature Card

1. Discuss the forms of identification needed to open an account (Social Security Card, picture ID card/Driver's License)
2. Importance of signature (if joint account – requires signature of both account holders)

Slide 6: Checking Components

1. A check register provides the account holder a place to write down all transactions that occur with their checking account including deposits, withdrawals, ATM transactions, automatic payments, fees, and miscellaneous payments using digital methods like PayPal, Apple Pay, and Square Cash.
2. Checkbooks are provided to each customer that opens a checking account. The checks can be stored in a portable checkbook which also includes pre-printed deposit slips and a portable check register to record transactions.

Slide 7: What is a Check?

1. A check is a legal document that is considered a demand draft drawn on a bank, instructing the bank to make a payment to the payee written as "pay to the order of".

Slide 8: Endorsing A Check

1. An endorsement of a check requires a signature to be written on the back of the check.

Slide 9: Blank Endorsement

Slide 10: Restrictive Endorsement

Slide 11: Special Endorsement

Slide 12: Endorsing a Check Worksheet

1. After the description of a Special Endorsement has been read, refer interns back to the *Endorsing a Check Worksheet*
  - a. Read the directions aloud to interns.
  - b. Allow time for the interns to practice writing all three endorsements at the bottom of the page.
2. Worksheet Answers
  - a. The answers to the *Endorsing a Check Worksheet* are shown.

**Part 2:**

Slide 13: Making a Deposit

1. You will find pre-printed deposit slips at the back of a package of checks.

Slides 14-22: Completing a Deposit Slip

1. After slides 14-22 have been presented, instruct interns to the *Deposits Slips Worksheet*
2. Read the directions aloud to all interns.
3. Allow time for interns to complete the deposit slip for Sally Johnson.
4. Point out the pre-printed bank routing number and checking account number that will appear on your deposit slips and checks.

Slide 23: Worksheet Answers

1. A completed deposit slip for the *Deposits Slips Worksheet* is shown.
2. Read the question in the lower left corner of the page aloud to all interns.
3. Why should an individual record all deposits in their check register?
4. Ask for interns' responses and allow time for them to record their answers in the question box.

Slides 24-33: Writing a Check

1. After slides 24-33, instruct interns to the *Practice Writing Checks Worksheet*.
2. Read the directions for each check example.
3. Allow time for interns to complete both checks and then ask the questions in the question box.
  - a. Why is good penmanship important when writing checks?
    - i. To ensure the correct monetary amount is charged to the account holder.
  - b. What color pen should be used when writing checks? Why?
    - i. Blue or black
4. Discuss interns' responses and allow time for interns to record the correct answers in the question box.

Slides 34-35: Worksheet Answers

1. Completed checks #302 and #303 are shown on the slide.

Slide 36: Bouncing a Check

1. When a check is written for an amount payable over the current balance held in the account, this action overdraws the account and is referred to as "bouncing a check"
2. Ask interns how they can prevent bouncing a check.
  - a. If all transactions are recorded and the account is reconciled each month, individuals are less likely to bounce a check or overdraw their account.

Slide 37: Check 21 and Overdraft

3. Go over the information that a consumer has a choice and may either opt in to be protected if they attempt a transaction with insufficient funds or they can opt out and the transaction will be denied.

**Part 3:**

Slide 38: ATM

1. ATM stands for Automated Teller Machine. It is most often used for withdrawing cash from your checking or saving account.
2. Customers can use ATMs to make deposits or check their balance in a checking or saving account.

3. Fees can occur when using an ATM if you do not use an ATM that is sponsored by your depository institution. When you use another depository institution's ATM, this is referred to as a "foreign transaction", which typically generates a fee.
4. Ask interns how acquiring additional fees when using an ATM can be prevented.
  - a. Use ATMs that are provided by the same depository institution their ATM card is sponsored by.

#### Slides 39-42: Debit Cards

1. A debit card is a card provided to customers that connects to your checking account so that withdrawals affect your account balance and are not considered a credit transaction.
2. Today's debit cards are chip-enabled. This means they include a micro-chip in the card that help make the transaction more secure when inserted into a chip-enabled terminal.
3. Each section of a debit card is described.
4. Sample "Front" & "Back" view of a debit card
5. Ask the question, "Why is it important to sign the back of a debit card?".
  - a. If the card is not signed and a cashier allows purchases to be made, there is no comparison of signatures to ensure the customer is authorized to use the debit card.
  - b. Discuss interns' responses.

#### Slide 43: To Use a Debit Card

1. To use a debit card at a store, you may need to enter your PIN (personal identification number).
2. You will either slide your card or if it has a "chip" embedded in the card, you will insert the card into a card reader at a checkout stand.

#### Slide 44: Pros and Cons of Debit Cards

1. After reviewing the list of Pros and Cons, ask interns if they can think of additional pros or cons of using a debit card.

### **Part 4:**

#### Slide 45: Checking Account Register

1. All transactions including deposits, checks, debit card purchases, additional fees, and ATM use should be recorded in a check register immediately after completion.
2. Record monetary amounts for purchases in the payment/debit column and deposits in the deposits/credit column.
3. A running balance of all transactions is kept in the far-right balance column.

#### Slides 46-53: Check Register

1. Each section/slide of a check register is described.
2. Ask the following question, "Why is it important to keep a running balance total in the far right column?".
  - a. To ensure there are sufficient funds in the checking account before writing a check, using a debit card or ATM.

#### Slides 54-56: Monthly Bank Statement

1. View and discuss the sample Bank Statement for the month of September.

#### Slide 57: Reconciling a Checking Account

#### Slides 58-62: Steps for Reconciling

1. What can I see on a monthly bank statement? Discuss.
2. Each step to reconcile the checking account is described on the PowerPoint presentation.
3. Complete each step together as a class.

### **Part 5:**

#### Slide 63-64: Checking Account Safety

#### Slide 65: Making Mobile Payments

1. Mobile payments are popular ways to carry out a transaction.

2. Examples of current payment systems include:

- a. Apple Pay
- b. Google Pay
- c. PayPal
- d. Square Cash
- e. Venmo

Slide 66: Mobile Deposits

**Part 6:**

Slide 67: Questions?



## Endorsing a Check

To deposit a check, it must be endorsed. This means the person who receives the check must sign the back of the check to approve it to be deposited or cashed.

Types of Endorsements	Examples
<p><b>Blank Endorsement</b> – anyone can cash or deposit the check after the check has been signed by the receiver of the check.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Endorse Here</p> <p>X <u>Sally Johnson</u></p> </div>
<p><b>Restrictive Endorsement</b> – more secure than a blank endorsement because the receiver writes “for deposit only” and the account number where the money will be deposited above the signature. This allows the check to only be deposited.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Endorse Here</p> <p><i>For Deposit Only - Acct. #1234567890</i></p> <p>X <u>Sally Johnson</u></p> </div>
<p><b>Special Endorsement</b> – the check can be transferred to a second party if the receiver signs the back and writes “pay to the order of (fill in the person’s name)”.</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Endorse Here</p> <p><i>Pay to the order of Mike Johnson</i></p> <p>X <u>Sally Johnson</u></p> </div>

Directions: Endorse the three checks below with your signature. The restrictive endorsement is for account number 987654321 and the special endorsement will be paid to Steven Johnson.


Blank Endorsement	Restrictive Endorsement	Special Endorsement
<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Endorse Here</p> <p>X _____</p> </div> <p>DO NOT WRITE, STAMP, OR SIGN BELOW THIS LINE RESERVED FOR FINANCIAL INSTITUTION USE</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Endorse Here</p> <p>X _____</p> </div> <p>DO NOT WRITE, STAMP, OR SIGN BELOW THIS LINE RESERVED FOR FINANCIAL INSTITUTION USE</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Endorse Here</p> <p>X _____</p> </div> <p>DO NOT WRITE, STAMP, OR SIGN BELOW THIS LINE RESERVED FOR FINANCIAL INSTITUTION USE</p>

# Deposit Slips

Directions: Complete the deposit slip below with the following checks on September 2, 2XXX. Withdraw \$15.00 cash from the deposit.

- \$50.00 from Lonni James—check #598
- \$86.00 from Sarah Lanning—check #4459
- \$15.00 from Roberta Smith—check #692

## Deposit Slip Front



**Sally Johnson**  
220 South Street  
Anytown, MN 77777

*Deposit Slip*

Date \_\_\_\_\_  
DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

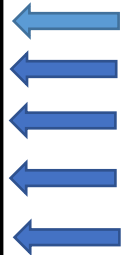
---

SIGN HERE FOR CASH RECEIVED

*State Bank*  
864 Madison Avenue  
Anytown, MN 77777


**0123456789 : 1234567890**

CASH	Dollars	Cents
CHECKS <small>LIST SINGLY</small>		
TOTAL FROM OTHER SIDE		
SUBTOTAL		
*Less Cash Received		
NET DEPOSIT	\$	



## Deposit Slip Back

Why should an individual record all deposits in their check register?



CHECKS <small>LIST SINGLY</small>	Dollars	Cents
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
TOTAL <small>ENTER ON FRONT</small>	\$	



# Practice Writing Checks

**Directions:** Write check # 302 below to "Aspen Properties" for rent in the amount of \$375.00 on September 3, 2XXX.

<i>Sally Johnson</i> 220 South Street Anytown, MN 77777	93-456-9540 45086244786	302
		Date _____
<i>Pay to the</i> <i>Order Of</i> _____		\$ <input type="text"/>
		_____ Dollars
State Bank 864 Madison Avenue Anytown, MN 77777		
<i>Memo</i> _____		
<b>0123456789 : 1234567890 : 302</b>		

**Directions:** Write check # 303 to "In and Out Burger" for food in the amount of \$27.32 on September 6, 2XXX.

<i>Sally Johnson</i> 220 South Street Anytown, MN 77777	93-456-9540 45086244786	303
		Date _____
<i>Pay to the</i> <i>Order Of</i> _____		\$ <input type="text"/>
		_____ Dollars
State Bank 864 Madison Avenue Anytown, MN 77777		
<i>Memo</i> _____		
<b>0123456789 : 1234567890 : 303</b>		

Why is good penmanship important when writing checks?

What color pen should be used when writing checks? Why?



## What Are Peer-to-Peer Payments?



Peer to peer payments, or P2P payments, are transactions that can be used for anything from splitting a \$30 dinner bill between friends to paying your rent. These payments allow the transfer of funds between two parties using their individual banking accounts or credit cards through an online or mobile app. They are becoming popular among people of all ages with no signs of slowing. It is expected that mobile P2P transactions could reach \$86 billion in the United States in 2018.

While PayPal—an early innovator in the space—is still the most widely used peer to peer payment service, more unique platforms continue to emerge. Here are the facts you should know about P2P payments before deciding whether they’re right for you.

### How Peer-to-Peer Payments Work

Peer-to-peer payment accounts are typically relatively simple to set up. For whichever platform you choose, you’ll sign up for an account then link your bank account or credit or debit card to it. Some apps might require further verification information and passwords to increase security. After your account is set up you can find other users by their username, their email, or your phone contacts.



Sending and receiving money is usually just a couple of clicks away after that. You choose who you are sending money to, the amount of the transaction, add a reason for payment if you desire, then submit the payment. Depending on which P2P payment service you use, the time it takes for money to transfer can range anywhere from a few seconds to three business days. Many applications keep the money stored in the app until you manually release the money into your personal banking account.

### P2P Payment Benefits

P2P payments are all about ease-of-use, convenience, and speed. Though some might not like that they cannot use the “1



forgot my wallet” excuse anymore, the immediacy with which you can pay back friends and family is a huge benefit.

For the most part, peer to peer payments work just like taking money out of ATM minus the hassle of finding one to reimburse the recipient. Some P2P payment services charge a **flat-fee or low percentage fee**. Some P2P do allow for fee-free payment, however. Research the providers to see what if any fees are associated with making transactions.

Being used by over **62% of American millennials**, P2P payments are becoming so commonplace, you may hear people say “I’ll Venmo you,” or “I’ll PayPal you,” instead of simply saying “I’ll pay you back.”

### **The Potential Security Risks of P2P Payments**

While for the most part, P2P services are secure, there are always risks involved when sending money online. Whether you accidentally send money to the wrong user or you risk becoming the victim of a data breach, issues can arise. The bigger issue that comes with a fraudulent or mistaken transaction is that **getting refunded can be more difficult**, especially if you are using the funds from the app and not from your bank. Many P2P payment providers use precautions to lower these security risks, from passwords and PINS to transaction notifications that confirm whether users did indeed send money.



To lower the risk of being victimized by fraudsters, only conduct transactions with people you know. Read up on the type of fraud monitoring your P2P payment system uses and research the quality of the company’s customer support network.

The risks that come with using a peer-to-peer payment app are things to be mindful of but shouldn’t necessarily stop you from using this fast-growing and easy way to pay.



## RESEARCH: Online Tools and Apps

The rise of online tools and apps has provided us with the ability to manage our finances like never before. Whether you're trying to budget smarter or put more away towards retirement, there's an app for all kinds of financial goals you want to meet. In this activity, you will conduct research on some of these online tools to discover their features and determine which one(s) you like best!

### Part I: Determine Your Unit Category

1. Follow your instructor's directions on which category of apps you will be researching from the table below. Circle or highlight the category.

Checking	Saving
<ul style="list-style-type: none"> <li>• <a href="#">The 6 Best Payment Apps of 2020</a></li> <li>• <a href="#">Make Paying Easier with the 10 Best Payment Apps of 2020</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">9 Best Money Saving Apps</a></li> <li>• <a href="#">Struggle to Save Regularly? 4 Tools That Turn Loose Change into Savings</a></li> </ul>

### Part II: Research

2. Use the resources listed above for your category to select 3 apps you want to research in more detail. Then, conduct your own research to access additional resources and fill out the table for each app. While doing your research, think about the following questions:
  - Is there an age requirement to use this tool?
  - Is there a minimum amount of money or accounts you must have to use this tool?
  - Does the tool work with specific banks/accounts only or can you use it regardless of your bank?
  - Is the tool online only, mobile only, or does it work on both computers and mobile devices?
  - Who owns the tool? How long has the tool existed? What is the tool's reputation?
  - Who is the target customer for using this tool? How many customers, clients, or users does this tool have?
  - What security or anti-fraud measures does this company take to protect their users?

**App #1 Name:**

**Primary Purpose & How the App Works:**

**Requirements you must meet  
to use this app:**

**How does the company  
make money?**

**Pros:**

**Cons:**

**App #2 Name:**

**Primary Purpose & How the App Works:**

**Requirements you must meet  
to use this app:**

**How does the company  
make money?**

**Pros:**

**Cons:**

<b>App #3 Name:</b>			
<b>Primary Purpose &amp; How the App Works:</b>			
<b>Requirements you must meet to use this app:</b>	<b>How does the company make money?</b>	<b>Pros:</b>	<b>Cons:</b>

**Part III: What Do You Think?**

3. Which of the apps you researched would you use? Why this one/these ones?

4. Compare your answer to #1 with a partner. Which app(s) did they choose and why?

5. What top 3 criteria would you recommend someone use to evaluate an app they are thinking of using? Explain your reasoning.



6. Why do you think online financial tools and apps have become so popular?

## RESEARCH: Person-to-Person Payments

According to NerdWallet, peer-to-peer payment systems — also known as P2P payments or money transfer apps — allow users to send one another money from their mobile devices through a linked bank account or card. They make splitting bills with friends and family painless.

Complete this activity to learn more about P2P payments.

### Part I: How does P2P work?

Read the *What Are Peer To Peer Payments?* article and answer the questions that follow.

1. How do you set up a P2P payment account?

2. How do you find a user to send them funds using P2P?

3. The day they go on sale, Beth forgets her money to buy season tickets to the high school basketball games. Randall has extra cash in his wallet and pays for her ticket. How is P2P useful for Beth in this scenario?

### Part II: What companies provide P2P payment apps?

Use this [Magnify Money website](#) to learn a bit more about which companies offer a P2P service and key details you should understand about their services.

4. For each P2P app reviewed in this article, place a checkmark on the chart with your familiarity for their service.

	I've used it myself	I know someone who uses it	I've heard of this before	I've never heard of this
PayPal				
Venmo				
Google Pay				
Apple Pay Cash				
Zelle				
Square Cash App				
Popmoney				

**Part III: Research**

Use the resources in the article above to select 3 apps you want to research in more detail. Then, conduct your own research to access additional resources and fill out the table for each app. While doing your research, think about the following questions:

- Does the tool work with specific banks/accounts only? Or can you use it regardless of your bank?
- Who am I allowed to send money to?
- Is there a fee for my transactions?
- What security or anti-fraud measures does this company take to protect their users?

<b>App #1 Name:</b>
<b>Primary Purpose &amp; How the App Works:</b>

Who can you pay?	Fees to send money	Fees to cash out	Pros	Cons

**App #2 Name:**

**Primary Purpose & How the App Works:**

Who can you pay?	Fees to send money	Fees to cash out	Pros	Cons

**App #3 Name:**

**Primary Purpose & How the App Works:**

Who can you pay?	Fees to send money	Fees to cash out	Pros	Cons

**Part IV: What Do You Think?**

5. Which of the apps you researched would you use? Why this one?

6. Compare your answer to #5 with a partner. Which app did they choose and why?

7. What top 3 criteria would you recommend someone use to evaluate an app they are thinking of using? Explain your reasoning.

8. Why do you think P2P apps have become so popular?



## PLAY: Payment Decisions

Name(s): \_\_\_\_\_

Follow your teacher’s instructions to fill out the table below.

	Will you use cash/check, debit/prepaid card, credit card, or P2P?	Why did you choose that payment option?	What are other possible payment decisions you can make?
SCENARIO #1			
SCENARIO #2			
SCENARIO #3			
SCENARIO #4			
SCENARIO #5			

1. Were there any payment decisions you and your partner didn’t agree on? If yes, explain why.

2. In your opinion, which payment option is the most convenient? Why?

3. In your opinion, which payment option is the least convenient? Why?

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

**Lesson Plan Contents Page  
Unit 3: Functional Math**

**Objective 3.4: The student will understand how personal attitudes, values, and habits affect money decisions.**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***STEP THREE: Appendices & Additional Resources***



<b>Unit 3: Functional Math 3.4 The student will understand how personal attitudes, values, and habits affect money decisions.</b>	<b>Total Activities: 5</b>
---	----------------------------

**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.**

**Lesson Plan Summary:** Introduces students to concepts and practices of understanding how personal financial decisions are influenced by an individual’s interpretation of needs and wants. Students will identify the differences between a need and a want based on personal values. Students will also explore their personal values, budgeting, and comparison shopping. This unit is designed to help students get smart about the money they earn and the money they spend.

**Glossary & Key Words**

**Introduction – YouTube Videos**

**Activity 1 – Needs vs. Wants**

- Needs, Wants, Values (PPT and Instructors Guide)
- Needs vs. Wants (Worksheet)
- Needs vs, Wants (On-line Interactive Game)

**Activity 2 – Budgeting**

- Budgeting (PPT and Instructor’s Guide)
- Organizing Budget Expenses

**Activity 3 – Comparison Shopping**

- T-Chart My Shopping Experiences
- Comparison Shopping PowerPoint & Activities (PPT, Notetaking Guide, Instructor’s Guide, The Right Price Activity)
- Comparison Shopping - Put it to the Test
- Comparison Shopping – Shopping Wisely

**Activity 4 – Money Decision Games**

- Game Show – The Price is Right
- The Pay Day Game

**Activity 5 – Shake Out My Future**

**What you will need: Materials & Resources**

<b>Handouts:</b>	<p>All PowerPoints are linked in each corresponding activity. All handouts and worksheets are available in the appendices.</p> <p><b>PowerPoints &amp; Worksheets:</b></p> <ul style="list-style-type: none"> <li>• Activity 1 – Needs vs. Wants <ul style="list-style-type: none"> <li>○ Needs vs. Wants PPT <ul style="list-style-type: none"> <li>▪ Instructor’s Guide</li> </ul> </li> <li>○ Needs vs. Wants Worksheet</li> </ul> </li> <li>• Activity 2 – Budgeting <ul style="list-style-type: none"> <li>○ Budgeting PPT <ul style="list-style-type: none"> <li>▪ Instructor’s Guide</li> </ul> </li> <li>○ Organizing Budget Expenses <ul style="list-style-type: none"> <li>▪ Organizing Budget Expenses Activity</li> <li>▪ Organizing Budget Expenses – Deck 1 Category Cards</li> <li>▪ Organizing Budget Expenses – Deck 2 Category Cards</li> </ul> </li> </ul> </li> <li>• Activity 3 – Comparison Shopping <ul style="list-style-type: none"> <li>○ Comparison Shopping PPT</li> </ul> </li> </ul>
------------------	--

	<ul style="list-style-type: none"> <li>▪ Instructor’s Guide</li> <li>▪ Note-Taking Guide</li> <li>▪ The Right Price</li> <li>○ Put it to the Test</li> <li>○ Shopping Wisely</li> <li>• Activity 4 – Money Decision Games <ul style="list-style-type: none"> <li>○ Game Show -The Price is Right <ul style="list-style-type: none"> <li>▪ Instructor’s Guide</li> <li>▪ My Guess</li> <li>▪ Products &amp; Prices PPT</li> <li>▪ How Did I Do</li> </ul> </li> <li>○ The Pay Day Game <ul style="list-style-type: none"> <li>▪ Pay Day Game – Balance Sheet</li> <li>▪ Pay Day Game Card</li> <li>▪ Pay Day Game – Additional Balance Sheet</li> </ul> </li> </ul> </li> <li>• Activity 5 – Shake Out My Future</li> </ul>
<p><b>Technology:</b></p>	<p>Internet access for YouTube videos and web search activity.</p> <p>Introduction/Opening: YouTube &amp; Music Videos:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.bing.com/videos/search?q=Needs+vs+Wants+for+Teens&amp;&amp;view=detail&amp;mid=3F192C8FDFDAD3EEE6CD3F192C8FDFDAD3EEE6CD&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bs%2BWants%2Bfor%2BTeens%26FORM%3DVIDMHRS">https://www.bing.com/videos/search?q=Needs+vs+Wants+for+Teens&amp;&amp;view=detail&amp;mid=3F192C8FDFDAD3EEE6CD3F192C8FDFDAD3EEE6CD&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bs%2BWants%2Bfor%2BTeens%26FORM%3DVIDMHRS</a></li> <li>• <a href="https://www.bing.com/videos/search?q=Needs+vs+Wants+High+School+Lesson&amp;&amp;view=detail&amp;mid=92C344B21512EAD71C8092C344B21512EAD71C80&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bvs%2BWants%2BHigh%2BSchool%2BLesson%26FORM%3DVD MHRS">https://www.bing.com/videos/search?q=Needs+vs+Wants+High+School+Lesson&amp;&amp;view=detail&amp;mid=92C344B21512EAD71C8092C344B21512EAD71C80&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bvs%2BWants%2BHigh%2BSchool%2BLesson%26FORM%3DVD MHRS</a></li> <li>• “What is a Budget?”: <a href="#">Student Budgeting - Bing video</a></li> <li>• Music Videos:</li> <li>• <a href="#">Money Management Rap - Smart Songs - Bing video</a></li> <li>• <a href="#">How to Make a Budget and Save Money - Bing video</a></li> <li>• Comparison Shopping featuring Quese: <a href="https://www.bing.com/videos/search?q=comparison+shopping&amp;&amp;view=detail&amp;mid=EBED373857D4A8559783EBED373857D4A8559783&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dcomparison%2Bshopping%26FORM%3DHDRSC3">https://www.bing.com/videos/search?q=comparison+shopping&amp;&amp;view=detail&amp;mid=EBED373857D4A8559783EBED373857D4A8559783&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dcomparison%2Bshopping%26FORM%3DHDRSC3</a></li> </ul> <p>Activity 1</p> <ul style="list-style-type: none"> <li>• <a href="https://barclayslifeskills.com/educators/tools/needs-and-wants/">https://barclayslifeskills.com/educators/tools/needs-and-wants/</a></li> </ul>
<p><b>Other materials needed for activities:</b></p>	<ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• Small white boards (markers/cloths or erasers)</li> <li>• Calculators</li> <li>• Tape</li> <li>• Flip Board/Large pieces of paper</li> <li>• 3 rolls of paper towels (different brands)</li> <li>• Measuring cups</li> </ul>

	<ul style="list-style-type: none"> <li>• Water</li> <li>• 3 brands Cola (Pepsi, Coke, store brand)</li> <li>• Small plastic cups</li> <li>• Store circulars/catalogs</li> <li>• 25 items from grocery/department store</li> <li>• Index cards</li> <li>• Play money</li> </ul>
--	--

**How to Assess Understanding**

<b>Knowledge</b>	<b>Skills</b>	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented.	Be able to use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding.
Know the difference between essential and non-essential spending	Be able to distinguish between essential and non-essential spending in their everyday life	Write a list of personal essential and non-essential spends
Demonstrate an understanding of attitudes and values towards money	Be able to identify personal attitudes and values towards money.	Review attitudes and values towards money and identify good habits/habits that require improvement
Understand the difference between needs and wants	Be able to explain rationale for spending choices based on needs and wants	Able to identify the difference between a want and a need in relationship to their own circumstances.
Understand what budgeting is	Be able to define a budget and what expenses to include.	Write a list of items to include in a personal budget.
Demonstrate why budgeting is important	Be able to identify reasons budgeting is essential for financial success	Review the reasons to have a budget and identify the reasons that apply to their own circumstances
Determine personal needs and wants and understand how they play a role in managing spending and creating an effective budget	Track current spending habits and expenses.	Evaluate current spending habits and determine how they can be adjusted and/or changed in creating a successful budget

Identify the benefits of comparison shopping	Use the comparison-shopping strategy to compare products	Understand how decision-making skills impact shopping and spending habits
Explore product features that should be considered before making spending decisions	Identify the costs and benefits of selecting certain products	Apply consumer shopping skills to a product you wish to purchase

## STEP TWO: The Lesson Plan

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <p><b>Bank:</b> organization where people and businesses can save or borrow money.</p> <p><b>Benefits:</b> money given by the government to people who need financial help, for example because they cannot find a job.</p> <p><b>Brand Name:</b> name of a product or its trademark. A recognizable name helps the shopper judge the product's consistent level of quality (e.g., Charmin toilet paper)</p> <p><b>Budget:</b> plan of your expected income and how you will use it to meet your expected expenses over a period of time</p> <p><b>Cash Envelope Budget:</b> financial plan where money for all variable spending is taken out in cash and placed in labeled envelopes by budget category and then spending occurs only from the envelopes</p> <p><b>Comparison Shopping:</b> practice of comparing prices, features, benefits, risks, and other characteristics of two or more similar products or services; "rational buying"</p> <p><b>Cost of Living:</b> amount of money needed to sustain a certain level of living, including basic expenses such as housing, food, taxes, and healthcare; often used when comparing how expensive it is to live in one city versus another</p> <p><b>Deduction:</b> any items subtracted from your paycheck, including state and federal income taxes, Social Security, health insurance or 401(k) contributions</p> <p><b>Deficit:</b> when your expenses exceed your income</p> <p><b>Discount Store:</b> type of store is part of a chain of large stores that offers merchandise</p>
-----------------	--

at very competitive prices. (e.g., Wal-Mart)

**Earn:** to obtain money in exchange for work or services.

**Expenses:** products, services, or bills you are responsible for paying

**50/30/20 Budget:** financial plan that allocates 50% to needs, 30% to wants, and 20% to savings and debt repayment

**Fixed Expense:** cost that can be expected at regular intervals and that remains the same amount (e.g., monthly rent payment)

**Generic Brand:** product that has no brand-name packaging. You usually save money when you buy a generic item, because the shopper doesn't pay for the extra cost of marketing the product. Generic products are often made at the same factories as name-brand products.

**Gross Pay:** total earnings before any deductions are taken

**Impulse Buying:** unplanned buying, where little consideration of the product occurs; "emotional buying"

**Income:** money that is earned from work, investments, business, etc.

**Inheritance:** money or objects people give you when they die e.g., a sum of money or a property.

**Need (essential)** - something necessary/require for life e.g., food, water, clothing, and shelter.

**Net Pay:** total earnings after payroll taxes and other deductions; also called take-home pay

**Opportunity Cost:** something an individual gives up to receive something else, this can include quality, price, or features of a product

**Pay Yourself First:** to automatically save a specified amount from your paycheck before budgeting it into any other category

**Salary:** fixed amount of money paid to an employee for each pay period.

**Spend:** give (money) to pay for goods, services, or to benefit someone or something.

**Surplus:** when your income exceeds your expenses, and you have money leftover

**Thrift Store:** store that sells second-hand or used merchandise at prices much cheaper than if the merchandise was purchased new (e.g., Goodwill, Savers, Salvation Army)

**Values:** something that is desirable, worthwhile, and important. Influenced by family,

	<p>friends, teachers, coaches, television, and movies. Each person has different values which guide their daily decisions.</p> <p><b>Variable Expense:</b> cost that appears irregularly or that changes in amount (e.g., utility bills)</p> <p><b>Wage:</b> amount of money paid to an employee at a specific rate per hour worked.</p> <p><b>Want (non-essential):</b> things we don't really need but would like to have; nonessential purchases a person wants to feel happy, make life convenient, fit in with peers, etc. (e.g., games console)</p> <p><b>Warranty:</b> product's written guarantee. If something goes wrong within a set period of time, it will be repaired or replaced free of charge.</p> <p><b>Wealth:</b> total value of money and other assets, minus outstanding debts</p> <p><b>Zero-Based Budget:</b> financial plan where every anticipated earning is assigned a role to be spent, saved, or invested somewhere, so there's no "leftover" money with no purpose</p>
<p><b>Introduction:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b> Concentrate on a task over time without becoming distracted</p> <p><b>Interpersonal Skills:</b> Listen actively</p> <p><b>General:</b> Listens and pays attention</p>	<p>Watch these YouTube videos on Needs vs. Wants</p> <p><a href="https://www.bing.com/videos/search?q=Needs+vs+Wants+for+Teens&amp;&amp;view=detail&amp;mid=3F192C8FDFDAD3EEE6CD3F192C8FDFDAD3EEE6CD&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bvs%2BWants%2Bfor%2BTeens%26FORM%3DVDMHRS">https://www.bing.com/videos/search?q=Needs+vs+Wants+for+Teens&amp;&amp;view=detail&amp;mid=3F192C8FDFDAD3EEE6CD3F192C8FDFDAD3EEE6CD&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bvs%2BWants%2Bfor%2BTeens%26FORM%3DVDMHRS</a></p> <p><a href="https://www.bing.com/videos/search?q=Needs+vs+Wants+High+School+Lesson&amp;&amp;view=detail&amp;mid=92C344B21512EAD71C8092C344B21512EAD71C80&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bvs%2BWants%2BHigh%2BSchool%2BLesson%26FORM%3DVDMHRS">https://www.bing.com/videos/search?q=Needs+vs+Wants+High+School+Lesson&amp;&amp;view=detail&amp;mid=92C344B21512EAD71C8092C344B21512EAD71C80&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3DNeeds%2Bvs%2BWants%2BHigh%2BSchool%2BLesson%26FORM%3DVDMHRS</a></p> <p>Watch the YouTube/Music videos for an introduction to Budgeting:</p> <p>YouTube Video: "What is a Budget?": <a href="#">Student Budgeting - Bing video</a></p> <p>Music Videos: <a href="#">Money Management Rap - Smart Songs - Bing video</a> <a href="#">How to Make a Budget and Save Money - Bing video</a></p> <p>Use these videos/music videos to introduce each section: Comparison Shopping</p> <p>Comparison Shopping: Music Video – Comparison Shopping featuring Quese: <a href="https://www.bing.com/videos/search?q=comparison+shopping&amp;&amp;view=detail&amp;mid=EBED373857D4A8559783EBED373857D4A8559783&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dcomparison%2Bshopping%26FORM%3DHDRSC3">https://www.bing.com/videos/search?q=comparison+shopping&amp;&amp;view=detail&amp;mid=EBED373857D4A8559783EBED373857D4A8559783&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dcomparison%2Bshopping%26FORM%3DHDRSC3</a></p>
<p><b>Lesson Activities</b></p>	

<p><b>Activity 1</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Shift attention back and forth between tasks and sources of information</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with co-worker in a group or team; Cooperate with others to accomplish work activities; Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals; Identify and express own strengths and weaknesses; Anticipate the thoughts/actions of others; determine priorities</p> <p><b>General:</b> Cooperative and courteous; Listens and pays attention; Asks for help and clarification when needed; Communicates</p>	<p><b>Needs vs. Wants – 3 Mini-Activities:</b> Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over multiple days.</p> <ul style="list-style-type: none"> <li>• PowerPoint: Needs, Wants, Values (30-45 minutes)</li> <li>• Needs vs. Wants Worksheet (45-60 minutes)</li> <li>• Needs vs. Wants – Interactive online drag-and-drop game with group discussion (60 minutes)</li> </ul> <p><b>#1 – PowerPoint: Needs, Wants, Values</b></p> <ul style="list-style-type: none"> <li>• PPT can be found at <a href="https://wp.me/a9Fwrm-1hH">https://wp.me/a9Fwrm-1hH</a> and Instructor’s Guide can be found in <a href="#">Appendix A</a>.</li> <li>• Instructors can print off the PPT for students to take notes during the discussion or for future reference.</li> </ul> <p>Students need to understand the difference between needs and wants and how they influence financial decisions. A need is a necessity or an essential item that is required for life. A want is unnecessary, but desired to increase the quality of living.</p> <p><b>Instructor’s Guide – Values, Needs &amp; Wants PowerPoint</b></p> <p>Slide 1: Title Slide Slide 2: What Are Values? Slide 3-4: Needs vs. Wants Slide 5: Needs Slide 6: Wants Slide 7: Determining Needs – Identifying Wants Slide 8: You Decide! Slide 9: Summary – Needs vs. Wants Slide 10: Remember</p> <p><b>#2 – Needs vs. Wants – Needs vs. Wants Worksheet</b> available in <a href="#">Appendix A</a>.</p> <p>Students will decide if certain items are a need or a want. The students will compare their answers to show how people have different interpretations of needs and wants.</p> <ol style="list-style-type: none"> <li>1. Students will each be given a worksheet with a list of items/activities. Students will individually determine if the examples are needs or wants by checking the related column.</li> <li>2. After everyone has finished the worksheet, everyone will complete the following activity.</li> <li>3. Students will line up in the middle of the room. Each side of the room will be labeled. The left side of the room will be “wants” will and the right side “needs”.</li> <li>4. An item from the completed worksheet will be read. Students move to the side of the room based on their choice.</li> <li>5. Students will explain why they chose the item as a need or want. Instructor needs to stress the different interpretations of needs and wants.</li> <li>6. Students come back to the middle of the room and go through the same process for each item.</li> <li>7. Students need to be asked how each item could affect a person’s finances depending on whether it was a need or want</li> </ol>
---	---

<p>adequately; Respects rights and privacy of others</p>	<p><b>#3 – Needs vs. Wants – Interactive Online Drag-and-Drop Game</b></p> <p><a href="https://barclayslifefskills.com/educators/tools/needs-and-wants/">https://barclayslifefskills.com/educators/tools/needs-and-wants/</a></p> <p>Students can work in pairs or in a small group. During the game, the instructor should lead a discussion on how our needs and wants can change over time depending on our circumstances, attitudes, and lifestyle. It would be helpful to type up the scenarios and create a visual handout to share with students before the game starts for reference. Read over the scenario before starting the game and identify the key information. Students needs to be familiar with the scenario before the game starts to make good choices.</p> <p>Students can choose from the choice of three scenarios: preparing for a trip abroad, starting a new job, or moving into a new home. Once students choose a scenario, they are required to sort items into the ‘needs’ or ‘wants’ pile. As each student takes a turn, ask questions to spark discussion: Why is that a want and not a need? Why is that a need and not a want? Discuss how our attitudes and lifestyles change over time. What life events might alter our needs vs wants?</p>
<p><b>Activity 2:</b> 45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Shift attention back and forth between tasks and sources of information</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with co-worker in a group or team; Follow directions; Listen actively</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans</p>	<p><b>Budgeting – 2 Mini-Activities:</b> Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over multiple days.</p> <ul style="list-style-type: none"> <li>• PowerPoint – Budgeting (30-45 minutes)</li> <li>• Organizing Budget Expenses (45 Minutes)</li> </ul> <p><b>#1 – PowerPoint: Budgeting</b></p> <ul style="list-style-type: none"> <li>• PPT – Budgeting – PPT can be found at <a href="https://wp.me/a9Fwrm-1hl">https://wp.me/a9Fwrm-1hl</a> and Instructor’s Guide can be found in <a href="#">Appendix B</a>.</li> <li>• Instructors can print off the PPT for students to take notes during the discussion or for future reference (if needed).</li> </ul> <p>Students need to understand the need for a personal budget in making financial decisions. The PPT gives an overview of the importance of making a personal budget reinforcing vocabulary used throughout the lesson.</p> <p><b>Instructor’s Guide – Budgeting PowerPoint:</b></p> <p>Slide 1: Title Slide Slide 2: What is a Budget? Slide 3: What Budgets Make Sense Slide 4: Budget Categories Slide 5: Income: Money Earned Slide 6: Taxes and Deductions Slide 7: Savings: Pay Yourself First Slide 8: Expenses Slide 9: Needs vs. Wants Slide 10: Fixed Expenses Slide 11: Variable Expenses Slide 12: Ways to Reduce your Grocery Bill Slide 13: Discretionary Expenses</p>



to meet own goals;  
Identify and express  
own strengths and  
weaknesses;  
Anticipate the  
thoughts/actions of  
others; determine  
priorities

**General:**

Listens and pays  
attention; Asks for  
help and  
clarification when  
needed;  
Communicates  
adequately;  
Cooperative and  
courteous; Respects  
rights and privacy of  
others

Slide 14: Budget Summary

**#2 – Organizing Budget Expenses** – Category Deck Cards 1 & 2 are available in [Appendix B](#).

**Using this Activity in Class:**

In this activity, students will work in groups to categorize common budget expenses based on a series of prompts. As budgets vary from person to person, students will be able to compare their categorization and reasoning to other groups' choices.

Some of the rounds (Rounds 1 - 3) can be used as a race or a competitive game, but other rounds are intended to be reflective to get students to consider how each person's values and personal experiences affect how they budget their expenses.

<b>Deck 1</b> <b>Category Cards</b> (Includes 5 types of category rounds)	<b>Deck 2</b> <b>Expense Cards</b> (Includes 20 types of common budget expenses)
---	---

**Part I: Prepare the Activity**

- A. Print out copies and cut out Card Decks 1 and 2 above for each group for your class size. Each team should consist of 4-6 students to foster engaging discussions.
- B. Have ready one roll of tape for each group, as well as enough wall space for each group.

❖ **Instructor Tip:** These instructions have students tape up their cards on a clear wall or board, but students can also sort and shuffle cards on a table or desks pushed together.

**Part II: Conduct the Activity**

- C. Have students get into teams of 4-6 members per team.
- D. Distribute one set of both card decks to each team.
- E. After all teams have their card decks, explain these directions:
  - a. There will be 5 rounds, each with their own category. Each group will tape up the Category Card(s) that correspond with that round. (For Round descriptions and instructions, see Step 5 below.)
  - b. Students then have 3-5 minutes to work together to decide which Expense Cards belong under each category.
  - c. The instructor will then facilitate a whole group discussion to explore how each team categorized their budget expenses. Each group should be prepared to explain their reasoning.
  - d. At the end of each round, students reset their board by removing all the cards.
  - e. Repeat this process for all 5 rounds.
- F. The first 3 rounds are designed to have students categorize the expenses. The last 2 rounds are intended to be more open-ended and provide

opportunities for rich discussion about values and priorities. Refer to this table for instructions for each round.

Round #	Category	Instructions
1	Fixed vs. Variable	Students place expense cards underneath each category based on whether or not the expense fluctuates each time they use the service.
2	Weekly vs. Monthly vs. Annually	Students place expense cards underneath each category based on how often they think each expense should be paid for.
3	Wants vs. Needs	Students place expense cards underneath each category based on whether they think the expense is a want or a need.
4	Rank by Importance	Students rank each expense card by level of importance. They can make a horizontal line of cards or a vertical stack to indicate the lowest priority to highest priority.
5	Stages of Life	This round has 3 steps. a) Students tape up “High School Student” on the wall b) Then, students tape the expense cards that they think relate to a high school student c) Finally, students create 2-4 <b>new</b> cards for items they think are missing After discussion, take down all cards and repeat steps for the other various profiles.

**Part III: Whole Class Reflection Questions**

- C. After playing the activity, have students reflect on and discuss the following questions:
- a. Which categories was your group most divided on? Why do you think this was?
  - b. Which categories was your group most agreed on? Why do you think that was?
  - c. What would you say to someone who is creating a budget for the first time and wants to copy their friend's budget exactly? Why?

**Ways to Modify This Activity:**

**1. Slideshow**

Instead of having students post up Category Cards, you can put these on a slideshow and project each round on the front board. (Example: Fixed on

the left side, Variable on the right side). Then, just distribute the Expense Cards to each group.

**2. Whole class**

Have students get into pairs. Each pair receives one expense card (you may have to remove or add expense cards to fit your class size). Post up the Category Cards on the walls or as a slideshow and have the partners move to the side of the room that they think the expense card is most appropriate for. Students should work closely with their partner to discuss possible options before committing to one category.

**Activity 3:**  
15-45 minutes

**VocFit Crosswalk:**  
**Cognitive Abilities:**  
Comprehend/read instructions; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, divide

**Computer Skills:**  
Navigate to a specific web address; Click on a desired web link; Scroll through a web page to find specific info; Use an online search engine

**Communication Skills:**  
Communicate face-to-face with others; Speak clearly so that others can understand

**Interpersonal Skills:**  
Follow directions; Listen actively

**Comparison Shopping – 4 Mini-Activities:** Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over multiple days.

- My Shopping Experiences (15 minutes)
- Comparison Shopping PowerPoint & Activities (30-45 minutes)
- Comparison Shopping - Put it to the Test (30-45 minutes)
- Comparison Shopping – Shopping Wisely (45 minutes)

**#1 – My Shopping Experiences (T-Chart)**

1. Draw an example of a T-Chart on the chalkboard, whiteboard, or LCD display as follows:

Wise Buying Decisions	Unwise Buying Decisions

2. Give examples of wise buying decisions and unwise buying decisions to get students thinking about their own choices.
3. Ask students to create a T-Chart like your example on a sheet of paper.
4. Ask students to think about their own buying experiences and write down 2 examples of a wise buying decision and 2 examples of an unwise buying decision.
5. Ask students to share their stories.

**#2 – Comparison Shopping PowerPoint & Activities**

- **PPT – Comparison Shopping** can be found at <https://wp.me/a9Fwrm-1hj> and **Instructor’s Guide** is available in [Appendix C](#). Instructors can print off the PPT for students to take notes during the discussion or for future reference.
- **Comparison Shopping Note Taking Guide** is available in [Appendix C](#).
- **The Right Price Worksheet** is available in [Appendix C](#).

Students will be introduced to the benefits of comparison shopping. They will explore

<p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals; Identify and express own strengths and weaknesses; determine priorities</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed; Communicates adequately; Cooperative and courteous; Respects rights and privacy of others</p>	<p>product features that should be considered before making spending decisions and understand how decision-making skills impact their shopping and spending habits.</p> <p>The PPT will discuss how making wise consumer decisions is an important skill when managing personal and family finances. Today’s marketplace can be overwhelming with numerous options of products to purchase and a large variety of features and quality differences within those products.</p> <ul style="list-style-type: none"> <li>• Impulse Buying <ul style="list-style-type: none"> <li>○ unplanned buying; “emotional buying”</li> <li>○ little consideration of the product occurs</li> </ul> </li> <li>• Comparison shopping <ul style="list-style-type: none"> <li>○ planned buying; “rational buying”</li> <li>○ practice of comparing prices, features, benefits, risks, and other characteristics of two or more similar products or services</li> </ul> </li> <li>• Benefits of Comparison Shopping <ul style="list-style-type: none"> <li>○ allows individuals to purchase the same product or service for less money</li> <li>○ buy more goods and services with the same amount of money</li> <li>○ buy a better-quality product for the same amount of money increasing long-term satisfaction of the product</li> </ul> </li> </ul> <p>Throughout the PPT, the concepts of making informed consumer product choices will be reinforced to help students and families spend wisely and build a better financial future. By comparison shopping, one can find the best deal, reduce costs without cutting back on necessary items, save money, and meet student and family needs.</p> <p>Slide 1: Comparison Shopping  Slide 2: What are Your Spending Habits?  Slide 3: Shopping Habits  Slide 4: Comparison Shopping  Slide 5: Comparison Shopping Steps  Slide 6: The Right Price  Slide 7: Comparison Shopping – Step One  Slide 8: The Right Price – Step One  Slide 9: Comparison Shopping – Step Two  Slide 10: The Right Price – Step Two  Slide 11: Comparison Shopping – Step Three  Slide 12: The Right Price – Step Three  Slide 13: Comparison Shopping – Step Four  Slide 14: The Right Price – Step Four  Slide 16: The Right Price – Step Five  Slide 17: Making Good Choices</p> <p><b>#3 – Comparison Shopping - Put it to the Test</b> – worksheet is available in <a href="#">Appendix C</a>.</p> <p>Instructions: Students are going to compare three rolls of different paper towels. It is recommended that generic, store brand, and name brand products (of the same size) are purchased to show the greatest differences, then labeled A, B, and C along with</p>
---	---

the price to prevent the influence brand association might have on test results. Instructors should be sure to record which product is which brand and save the receipts, so the cost of each type is known.

1. Pass out *Put it to the Test* worksheet to each student and divide students into groups of 2-3.
2. Read the introductory paragraph aloud on the worksheet and remind students to test the products carefully and record detailed observations to ensure accurate results.
3. Before students begin working on the worksheet, have one person from each group pick up three paper towels of each brand to take back to their table.
4. Allow time for students to experiment and complete the worksheet.
5. Have students share their personal findings and compare those findings with others in the class.

Everyone in the class may not have found the same product to be “the best”.

**#4 – Comparison Shopping – Shopping Wisely** – worksheet is available in [Appendix C](#).

## Shopping Wisely

“Where should I shop for a DVD player, and what’s the best brand to buy? Is it cheaper to buy store-brand ice cream even though my favorite brand of ice cream is on sale? “

We all want to stretch our money as far as it will go. But being a wise consumer requires the right information and plenty of practice. This lesson is designed to help students understand the purchasing alternatives available to them and to help them practice techniques for finding the best price on a product they want to buy. The lesson begins by introducing the concept of comparison-shopping and making students aware of the many alternatives they have as consumers. Next, students practice the steps necessary to make an informed buying decision on an item of clothing or an electronic device. We have many choices today regarding where and how we shop. Students compare shopping sources as they research buying the same product from a store, by mail, or online.

### Activity 1:

- Define comparison-shopping and terms associated with it: “brand name,” “generic brand,” “discount store,” “thrift store.” Talk about why it’s important for a wise shopper to make comparisons between products and shopping sources.
- Make a list of the items that students say they purchase on a regular basis. Collect store circulars and catalogs that advertise those items. Ask students to bring in ads or catalogs from their favorite places to shop. Compare the costs of items using these resources.

- Use online resources to check prices on selected items. Many large stores have their own websites.

**Activity 2:** Use a chart to compare prices for each student's favorite soft drink. Conduct a blind taste test of various cola drinks: Pepsi, Coke, and a store brand. As students sample brands A, B and C, record their preferences on the board. Talk about their reactions. Were they able to identify which drink was the store brand? Which did they like best? Stress that sometimes a generic or store brand is as good as, or better than, a brand name product, and is usually cheaper.

**Activity 3:** When comparing similar items, there are factors other than price when considering purchases. For example, pay attention to quality as well as price when buying a pair of jeans that you want to last for a long time. Sometimes waiting for a sale is worth the time and effort. Prices for the same item often differ according to geographical areas of the country, the type of store, and the season of the year. Also, you may find different prices in the same store for the same item (e.g., radio), depending on the brand name or manufacturer. Some factors to compare are: price, features, benefits, warranties, and store policies.

Being a wise shopper means asking yourself questions:


- What do I want?
- What quality do I need?
- How much can I spend?
- Where will I shop?
- Is there a warranty?

Divide the class into groups. Have each group choose an article of clothing (e.g., leather jacket, running shoes) or an electronic device (e.g., portable CD player, computer monitor) to "purchase" using comparison-shopping techniques. Have each group determine a budget limit for their purchase. Students then use catalogs or the Internet to locate three alternative selections for the item. All three selections may be available at the same store. Ask them to record the information they've found on a chart. After they have compared the cost and individual features of the three items, have them present their findings to the class.

**Activity 4:** You can also compare different shopping sources for the same product.

Shopping sources include: department stores, discount stores, thrift stores, flea markets, yard sales, warehouse buying clubs, television shopping networks, mail-order catalogs, online shopping, etc.

- Brainstorm a list of shopping sources.
- Have each student choose one item of any kind that they realistically plan to purchase in the near future. They should select an item that could be purchased from a variety of sources.
- Ask them to write down the name of the item, its price, and the stores that may carry it.
- Remind them to be specific about the brand name, the model number, and brand features. Stores don't always carry identical products, even though the brand name may be the same.

	<ul style="list-style-type: none"> <li>• Have students compare the cost of buying the identical item from a store, by mail, or online. Students may check store advertisements, visit, or call the store to check on the price and other information. They will also use mail-order catalogs and the Internet to gather information. Ask them to research the item and record their findings using the chart on the worksheet</li> </ul>
<p><b>Activity 4:</b> 30-60 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Add, subtract, multiply, and divide</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with co-worker in a group or team; Follow directions; Listen actively; Ask clarifying questions</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals; Identify and express own strengths and weaknesses; Anticipate the thoughts/actions of others; determine priorities</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when needed;</p>	<p><b>Money Decisions Games – 2 Mini-Activities:</b> Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over multiple days.</p> <ul style="list-style-type: none"> <li>• Game Show – The Price is Right (30-45 minutes)</li> <li>• The Pay Day Game (60 Minutes)</li> </ul> <p><b>#1 – Game Show – The Price is Right</b> – Worksheets “The Price is Right- My Guess” and “The Price is Right – How Did I Do?” are available in <a href="#">Appendix D</a>. “The Price is Right – Products and Prices PPT” for the variation of this activity can be found at <a href="https://wp.me/a9Fwrn-1hJ">https://wp.me/a9Fwrn-1hJ</a>. Instructor’s Guide for the PPT is also available in <a href="#">Appendix D</a>.</p> <div style="border: 2px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <h2 style="margin: 0;">The Price is Right</h2> </div> <p>Students may not have experience shopping. Instructors may take students to a grocery/department store to shop for household items. This activity can be done in the classroom. It will give the students a sense of the price range of many items.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 25 items (or more) from a grocery/department store.</li> <li>• A list of all the items – “The Price is Right – My Guess” &amp; “The Price is Right – How Did I Do?” Worksheets</li> <li>• An index card for each item</li> <li>• See “Variation” option below (PPT/Slideshow)</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Bring in a large assortment of items from a grocery/department store. Examples could include: a box of macaroni, a can of soup, a bottle of shampoo, a package of rice, a video game, a DVD, etc. Try to have at least 25 items.</li> <li>2. Spread the items out on tables.</li> <li>3. On an index card, write the actual cost, “the right price” and a wrong price. Make the prices different enough to demonstrate a clear choice. For instance, on the box of macaroni, if the price is \$.69, the wrong choice should be \$1.20.</li> <li>4. Give each student a list of the items.</li> <li>5. Have the students guess the price of each item and write it on the worksheet. Once students have gone through all the items, they can compare their answers to the correct price. The student that selects “the right price” on the most items is the winner.</li> <li>6. To extend this activity, give each student a certain amount of monopoly</li> </ol> 

<p>Communicates adequately; Cooperative and courteous</p>	<p>money/play money, such as \$50.00, and have them purchase as many items as possible with the money. The student with the least amount of money left over and/or the student that can purchase the most items is the winner(s).</p> <p><b>Variation:</b> If it is not possible to bring in an assortment of items, make a PowerPoint/Slideshow with a picture of each item with “the right price” and a wrong price on each slide. Complete PowerPoint with products and prices is linked above.</p> <p><b>#2 – The Pay Day Game</b> – Activity and/or Worksheets available in <a href="#">Appendix D</a>.</p> <p>This is a fun, interactive activity that encourages lots of discussion, debate, and opportunities for students to practice their numeracy skills. Students are to think about their own finances in terms of what affects their income and outgoings. Discussion cards are included to generate group discussion and critical thinking.</p> <p>Please note – you will need adapt cards to suit the needs of individuals in your group and to reflect real life rent/cost of living where you live. You also need to decide if you are budgeting for a week or month and adapt the cards as necessary.</p> <p>Open with a general discussion about banking. Who has a bank account? How do you know how much money you have in your bank? What does income mean? Can you give me an example of income? What about expenditure? Can you give me an example of expenditure? What about regular expenditure? How do you monitor your income and expenditure?</p> <p>Hand out bank balance sheets. If using fake money, ask one member of each group to volunteer to be the banker – this is an additional responsibility, and this player should continue to play the game. Alternatively, a member of staff can take on the role of banker. The banker is responsible for distributing income to players and collecting expenditure. Explain to the students that in the game they will have to manage a budget for a week/month for someone who has a job and is living independently.</p> <p>Provide each group with shuffled income, expenditure, and discussion cards. Ensure plenty of discussion cards are added to encourage discussion and critical thinking.</p> <p>Provide students with an opening balance. This could be the average monthly or weekly salary for an entry level job at a community business. Students then take turns to take a card and complete their bank balance sheet, using either a + or – symbol to indicate income or expenditure. Adaptation - after a few rounds introduce a rent card for everyone. Students should continue to play until all cards have been used. Depending on the choices they make, some students will have surplus money at the end of the month and some may be negative.</p> <p>Reflection activity – small group discussion. Suggested questions to prompt critical thinking:</p> <ul style="list-style-type: none"> <li>• In your own words, explain what a budget is and what it’s used for?</li> <li>• What information or financial documents do you we need to help make a</li> </ul>
---	---



	<p>budget?</p> <ul style="list-style-type: none"> <li>• How can budgeting help people keep track of their spending and saving, and avoid getting into debt?</li> <li>• Do you think budgeting is easy or hard? Explain your answer.</li> <li>• Ask students to imagine they are financial advisors what ‘top tips’ would they give to someone who wants to save money.</li> </ul>
<p><b>Activity 5:</b> 45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, and divide</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with co-worker in a group or team; Follow directions; Listen actively; show compassion towards coworkers and/or clients</p> <p><b>Self-Determination:</b> Make choices, decisions, and plans to meet own goals; determine priorities</p> <p><b>General:</b> Listens and pays attention; Asks for help and clarification when</p>	<p><b>Shake Out My Future</b> - Activity available in <a href="#">Appendix E</a>.</p> <p>Without goals, life becomes a toss of the die. We forfeit the right to be in control of our future. The good news is, with some forethought, preparation, and goals we have control of our destiny. Granted, we can’t control all aspects of our future, but with some planning and consideration we stand a much greater chance of attaining the lifestyle we envision for ourselves and our families.</p> <p>Directions for Activity:</p> <ul style="list-style-type: none"> <li>• For each category, roll the die to determine what your final outcome would be.</li> <li>• Roll the die and cross out the number that is rolled. <ul style="list-style-type: none"> <li>○ For example: In the housing category, if you roll a 2 you would cross out the word “Mansion”.</li> </ul> </li> <li>• Continue until you have rolled the die enough times to have only one option remaining. This will be your final outcome for each category.</li> <li>• Record your outcome in the box next to the category and answer the reflection question.</li> </ul>

<p>needed; Communicates adequately; Cooperative and courteous</p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Make a list of 5 needs and 5 wants.</li> <li>• How do values affect your spending decisions?</li> <li>• Describe one method of keeping track of all your expenses in a month.</li> <li>• What are the five steps to Comparison Shopping?</li> </ul> </li>   <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Why do people have different needs and wants?</li> <li>• Why is it important to know what you value, need and want?</li> <li>• Why is important to know where you are spending your money when it relates to a budget?</li> <li>• Many people struggle to live within their budget. Why do you think budgeting is so difficult for so many?</li> <li>• Why is it important to complete each comparison shopping steps?</li> </ul> </li>   <li>3. Applying: <ul style="list-style-type: none"> <li>• What would happen if you spent all your money on a new video game when you had a phone bill to pay?</li> <li>• How do your personal experiences and values affect your money management decisions?</li> <li>• How does prioritizing your spending affect your finances?</li> <li>• Apply the skills learned in the Comparison Shopping Lesson by evaluating a product you would like to test (i.e., potato chips, video game). Use the Put it to the Test worksheet as a format for your research. You can find additional information for your research at <a href="http://www.consumerreports.org">www.consumerreports.org</a>.</li> </ul> </li>   <li>4. Analyzing: <ul style="list-style-type: none"> <li>• Do you think your needs and wants will change as you get older? How?</li> <li>• How do your wants differ from your parents wants?</li> <li>• How do you think your spending habits will change as you get older?</li> <li>• What parts of a budget do you think are most important for you and why? How will this change as you get older?</li> <li>• Ask your parents if they have a budget. What items are in their budget. How does it impact their decisions?</li> </ul> </li>   <li>5. Evaluating: <ul style="list-style-type: none"> <li>• How is knowing the difference between a need and a want help you make money decisions?</li> <li>• What do you believe are traits of people who manage their money well?</li> <li>• How do you think paying attention to your spending habits will impact a budget?</li> <li>• Write down everything you bought last week. Consider your list—were there any impulse items? Did you comparison shop for any large ticket items? Is</li> </ul> </li> </ol>

everything on your list something you needed or just wanted?

6. Creating:

- How would you help another student who was spending all their money at the vending machine? What advice would you give them?
- A time capsule is a container that holds items. If you would put three items in a time capsule to describe you and what you feel is important, what would they be?
- Identify something special you would like to save for and create a weekly budget sheet showing your income (e.g., pocket money) and expenses, thinking about how you could save for the item.
- Work with other students to create a budget for a proposed group activity or end of year celebration/graduation, researching any costs that may be incurred.
- How do you envision your life in five years? Write a letter to your future-self detailing what you think your life will be like in five years. When writing your letter address the following categories; where you will live, what type of transportation you are using, education level achieved, if you have a family or not, how much money you will make, type of career you have chosen, and what types of activities you enjoy.
- Write a Rap Song about Budgeting. Use key factors from the lessons. Make a video of yourself to share with the other students.

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## Instructor's Guide – Values, Needs & Wants PowerPoint

Slide 1: Title Slide

Slide 2: What Are Values?

- a. Define values by reading aloud the bullets on this slide.
- b. Provide examples of things people value
  - i. Freedom
  - ii. Health
  - iii. Friendship
- c. Ask participants to think of an example of how values influence the
  - i. decision-making process.
  - ii. If health is valued, one may purchase a gym membership.
  - iii. If doing well in school is valued, a participant may decide to stay home the night before a test to study rather than going to

Slide 3-4: Needs vs. Wants

Slide 5: Needs

- a. A need is defined as something necessary/required for life and living.
- b. Allow participants time to brainstorm and create a list of items that they need and ask for volunteers to share their list.

Slide 6: Wants

- a. A want is defined as something unnecessary, but desired. It often increases the quality of living or makes a person happier.
- b. Allow participants time to brainstorm and create a list of items they want.
- c. Have participants share their lists and describe why they chose those items.

Slide 7: Determining Needs – Identifying Wants

Slide 8: You Decide!

- a. Ask small groups to receive (or locate) Need and Want activity cards
- b. As each item is brought up on the PowerPoint presentation, have participants discuss whether the item is a need or a want, and then ask small groups to hold up the appropriate card.
- c. Encourage discussion about each item and how individuals may have different perceptions of the items.
  - a. Car – Need or Want
    - i. If public transportation is not available, and a person must get to school or work, a car is a need. The type of car (color, make, model, year) is a want.
  - b. Nike Sneakers – Need or Want
    - i. Wearing sneakers may be a requirement for gym class or a sporting event, so the sneakers may be a need. The type of sneaker (Nike, Adidas, Payless, etc.) is a want.
    - ii. Hot Tub – Want
  - iii. Computer – Need or Want
    1. If required for work, having a computer at home may be a need. However, public access at schools or libraries may make having a home computer a want.
  - iv. Food – Need
    1. In order to remain healthy, food must be consumed and is a need. Choosing where to obtain the food, eating out or cooking at home is a want.
  - v. iPad – Need or Want
    1. If required for school/work, having an iPad may be a need. However, if school or work provides one, having an iPad may be a want.

vi. Cell Phone – Need or Want

1. Cell phones are more common and prevalent in today's world. It may be a need, but the type of phone and/or data plan may be a want.

vii. Clothes – Need or Want

1. An individual needs clothes, but the type of clothes he or she wears is a want.

Slide 9: Summary – Needs vs. Wants

Slide 10: Remember

- a. Review vocabulary terms and definitions that appear on this slide.

# NEEDS VS. WANTS

Item/Activity	Need	Want
Winter Coat		
Going to the movies		
Apple iPhone		
Starbucks Coffee		
Apartment		
Laptop Computer		
Going to a football game		
A car/truck or bus ticket		
Owning a PlayStation/Xbox		
Pizza		
Toothbrush and Toothpaste		
Hoverboard		
Soap		
Automatic Dishwasher		
Swimsuit/Bathing Suit		
Eggs		

## Instructor's Guide – Budgeting PowerPoint:

Slide 1: Title Slide

Slide 2: What is a Budget?

Slide 3: What Budgets Make Sense

- a. A good budget is:
  - i. Flexible: It should change as your needs change.
  - ii. Ongoing: It's not a one-time event. A budget should be part of your everyday life.
  - iii. Clear and easy to use: 12 page spreadsheets are out!

Slide 4: Budget Categories

- a. Be clear on what you make and how much you spend.
- b. Anticipate all of your potential expenses.

Slide 5: Income: Money Earned

Slide 6: Taxes and Deductions

Slide 7: Savings: Pay Yourself First

- a. A good rule of thumb is to keep at least three months' worth of living expenses in your savings account just in case you run into an emergency like losing your job or your car breaks down.
- b. The personal savings rate is, essentially, the amount of after-tax income left once household bills are paid.

Slide 8: Expenses

Slide 9: Needs vs. Wants

- a. It's hard to differentiate between needs and wants. What are some more examples of each?

Slide 10: Fixed Expenses

Slide 11: Variable Expenses

Slide 12: Ways to Reduce your Grocery Bill

- a. If you buy fewer groceries and eat out more, your food expenses will go up. If you follow these tips, you will reduce your grocery bill and create less variability between your grocery bills from week-to-week.
- b. Make a shopping list
  - i. Deviating from your list usually causes you to buy things you don't really need — and impulse buying can significantly add to your bill. Limiting yourself to one trip a week will also keep you on track with your list. Those extra trips almost always end with more in your cart than you set out to buy.
- c. Study grocery ads
  - i. Note what's on sale and plan your menu around sale items. Just make sure the sale items you buy are ones you will really use. Pick two stores to shop at — going to more will take too much time and use up any savings in gas money. Make one of the stores an outlet store and consider shopping there first. Then you can buy at the main grocery store what you couldn't find at a cheaper price at the outlet store.
- d. Buy store-brand products
  - i. Brand-name products almost always cost more than store brands. Shoppers should also realize that store brands are often made by the same companies that make brand-name products. In these cases, the food inside each package is the same; the only difference is the package itself. Coupon clipping might not be as helpful as you think because most coupons are put out by brand-name companies.
- e. Avoid impulse purchases
  - i. Don't push your cart up and down all the aisles; stick to the ones that hold items on your list. In some stores, it's best to shop the outer perimeter of the store and avoid the middle aisles where many non-essential items are located. That doesn't always work, however, as many

stores are now sticking impulse-buy items in those outer aisles. At first, you may not even realize it, but think about how often you've seen glaze and shortcakes displayed right next to the fresh strawberries.

- f. Learn the basic prices of your favorite foods.
  - i. This may take some time and serious study at the grocery store, but it's the only way to know if something is a bargain. Also, use simple math to figure out if the popular come-on for "10 cans for \$10" is really a good deal. And remember, you don't always have to buy all 10 cans; the price for that kind of deal may be set per can.

Slide 13: Discretionary Expenses

Slide 14: Budget Summary

- a. Set your priorities. What do you want to accomplish with your money?



# MOVE: Organize Budget Expenses

## Using this Activity in Class

In this activity, interns will work in groups to categorize common budget expenses based on a series of prompts. As budgets vary from person to person, interns will be able to compare their categorization and reasoning to other groups' choices.

Some of the rounds (Rounds 1 - 3) can be used as a race or a competitive game, but other rounds are intended to be reflective to get interns to consider how each person's values and personal experiences affect how they budget their expenses.

<p><a href="#">Click here for: Deck 1</a></p> <p><b>Category Cards</b></p> <p>(Includes 5 types of category rounds)</p>	<p><a href="#">Click here for: Deck 2</a></p> <p><b>Expense Cards</b></p> <p>(Includes 20 types of common budget expenses)</p>
---	--

## Part I: Prepare the Activity

- C. Print out copies and cut out Card Decks 1 and 2 above for each group for your class size. Each team should consist of 4-6 interns to foster engaging discussions.
- D. Have ready one roll of tape for each group, as well as enough wall space for each group.

❖ **Instructor Tip:** These instructions have interns tape up their cards on a clear wall or board, but interns can also sort and shuffle cards on a table or desks pushed together.

## Part II: Conduct the Activity

- G. Have interns get into teams of 4-6 members per team.
- H. Distribute one set of both card decks to each team.
- I. After all teams have their card decks, explain these directions:
  - a. There will be 5 rounds, each with their own category. Each group will tape up the Category Card(s) that correspond with that round. (For Round descriptions and instructions, see Step 5 below.)
  - b. Interns then have 3-5 minutes to work together to decide which Expense Cards belong under each category.
  - c. The instructor will then facilitate a whole group discussion to explore how each team categorized their budget expenses. Each group should be prepared to explain their reasoning.
  - d. At the end of each round, interns reset their board by removing all the cards.
  - e. Repeat this process for all 5 rounds.
- J. The first 3 rounds are designed to have interns categorize the expenses. The last 2 rounds are intended to be more open-ended and provide opportunities for rich discussion about values and priorities. Refer to this table for instructions for each round.

Round #	Category	Instructions
1	Fixed vs. Variable	Interns place expense cards underneath each category based on whether or not the expense fluctuates each time

		they use the service.
2	Weekly vs. Monthly vs. Annually	Interns place expense cards underneath each category based on how often they think each expense should be paid for.
3	Wants vs. Needs	Interns place expense cards underneath each category based on whether they think the expense is a want or a need.
4	Rank by Importance	Interns rank each expense card by level of importance. They can make a horizontal line of cards or a vertical stack to indicate the lowest priority to highest priority.
5	Stages of Life	<p>This round has 3 steps.</p> <ul style="list-style-type: none"> <li>d) Interns tape up “High School Student” on the wall</li> <li>e) Then, interns tape the expense cards that they think relate to a high school student</li> <li>f) Finally, interns create 2-4 <b>new</b> cards for items they think are missing</li> </ul> <p>After discussion, take down all cards and repeat steps for the other various profiles.</p>

### Part III: Whole Class Reflection Questions

- K. After playing the activity, have interns reflect on and discuss the following questions:
- a. Which categories was your group most divided on? Why do you think this was?
  - b. Which categories was your group most agreed on? Why do you think that was?
  - c. What would you say to someone who is creating a budget for the first time and wants to copy their friend's budget exactly? Why?

#### Ways to Modify This Activity:

##### **3. Slideshow**

Instead of having interns post up Category Cards, you can put these on a slideshow and project each round on the front board. (example: Fixed on the left side, Variable on the right side). Then, just distribute the Expense Cards to each group.

##### **4. Whole class**

Have interns get into pairs. Each pair receives one expense card (you may have to remove or add expense cards to fit your class size). Post up the Category Cards on the walls or as a slideshow and have the partners move to the side of the room that they think the expense card is most appropriate for. Interns should work closely with their partner to discuss possible options before committing to one category.

## Round 1

# Fixed

Costs that do not change based on your use of product or service

# Variable

Costs that change based on your use of product or service

Round 2

**Weekly**

7 days

**Monthly**

30 days

**Annually**

1 Year

Round 3

Wants

Needs

Round 4

# Rank by importance

Place “low priority” cards on the left,  
then make a line to  
“high priority” cards on the right

Round 5

High School  
Student

College Student

Working Young  
Adult

Parent with  
Children



Housing / Rent

Utilities (electricity,  
water, gas)

Groceries

TV: cable / streaming  
service

Internet

Cell phone and data

Dining out at restaurants

Entertainment (movies,  
concerts, etc)

Travel

Clothing

Health Insurance

Transportation

Electronics  
Emergency fund

Student loans

Credit card payments

Retirement Savings

Personal savings goals

Personal care (haircuts,  
nails, etc)

# Gifts

## Appendix C

### Instructor's Guide – Comparison Shopping PowerPoint:

#### Slide 1: Comparison Shopping

- a. Ask interns what they think “comparison shopping” means.
- b. Why do interns think we need to learn about comparison shopping?

#### Slide 2: What are your spending habits?

- a. Ask interns to think about the last item they purchased.
- b. Why did they choose that specific product?
  1. Was their selection based on size?
  2. Or was it because of the color?
  3. Or was it the price or different criteria?
  4. Did they compare products before making their selection, or did they just buy the first thing they saw?
- c. Often, people are impulse shoppers. Today, interns will learn the benefits of comparison shopping and the steps to follow to make the best decision.

#### Slide 3: Shopping Habits

- a. Ask interns to give an example of an emotional buying purchase
- b. Ask interns to think about what “rational buying” means

#### Slide 4: Comparison Shopping

- a. Ask interns to give an example of how you could buy the same product or service for less money.

#### Slide 5: Comparison Shopping Steps

- a. Have interns record the steps on their note taking guide “Comparison Shopping Note Taking Guide”

#### Slide 6: The Right Price

- a. Pass out The Right Price worksheet to each intern.
- b. As you read the information on the slide, refer interns to the directions and scenario section on the worksheet.
- c. Explain that as they learn each step of the comparison shopping process, they will complete sections on The Right Price worksheet to make the best decision for José.

#### Slide 7: Comparison Shopping – Step One

- a. Ask one intern to share the last item he/she purchased and why it was purchased.
  1. Example: He bought a bottle of water. He was thirsty and needed a drink.
  2. Reinforce that there is nothing wrong with buying a \$1.00 bottle of water when one is thirsty. However, if other options would have been considered based upon what the person actually needs, it may be possible for a person to get a drink at the water fountain or bring a container of water from home.

#### Slide 8: The Right Price – Step One

- a. Before showing the slide, allow time for interns to answer the three questions on their worksheet under Step 1.
- b. Ask interns to share their responses.
- c. Show the information on the slide and discuss differences.

Slide 9: Comparison Shopping – Step Two

- a. Explain the factors one considers when determining the quality of a product differs from item to item. An unbiased testing agency specifically points out which factors are most important to consider and they are also not associated with manufacturers, so they provide impartial information without negative consequences if manufacturers do not agree with their results.

Slide 10: The Right Price – Step Two

- a. Before showing the slide, instruct interns to review all information in the chart carefully.
- b. Show the slide to point out the price, features, and quality of each bike helmet.

Slide 11: Comparison Shopping – Step Three

- a. Before showing the slide information, in pairs, have interns brainstorm products that may have a total cost that is more than what is shown on the price tag.
- b. Ask a few pairs to share their ideas.
  1. Examples: clothes, electronics

Slide 12: The Right Price – Step Three

- a. The total cost José might have to pay
- b. No additional costs José might need to consider
  1. May have to replace the helmet as he grows older
  2. May want to buy a different style if he takes up bike racing, skateboarding, etc.

Slide 13: Comparison Shopping – Step Four

- a. Encourage interns to think about the frequency in which a product will be used and the degree of “wear and tear” it will receive.
- b. Describe the example of a prom dress and describe how purchasing a dress that could be worn for more than just the prom would considerably decrease the total cost per wear.

Slide 14: The Right Price – Step Four

- a. Before showing the slide, allow time for interns to answer the question on their worksheet under Step 4.
- b. Ask interns to share their response.
- c. Show the slide and discuss any differences.

Slide 15: Comparison Shopping – Step Five

- a. After defining “opportunity cost” on their note taking guides, have interns think of an example of when they had to give up something to receive another.
- b. Ask interns to share their ideas.
  1. Example: If an individual receives \$50 for his birthday and he wants to purchase a new pair of jeans and shoes, he might have to give up the exact style or brand of jeans he wants to have enough money to buy both jeans and shoes.

Slide 16: The Right Price – Step Five

- a. Before showing the slide, allow time for interns to answer the question on their worksheet under Step 5.
- b. Ask interns to share their responses about the opportunity costs made.
- c. Have interns make their final decision and record why they chose it.
- d. Ask interns to share their final decision.
- e. Show the slide and discuss any differences.



# Comparison Shopping Note Taking Guide

## What Are Your Spending Habits?

What is the last item you purchased? \_\_\_\_\_

Did you inspect the product carefully, or did you buy the first thing you saw? \_\_\_\_\_

Define Impulse Buying:

Define Comparison Shopping:

Benefits of Comparison Shopping:



Define Opportunity Cost:

## Steps to Comparison Shopping

Step One:  
Step Two:  
Step Three:  
Step Four:  
Step Five:

# The Right Price

Determine the best choice or the “right price” by reading the chart below, completing the five comparison shopping steps and questions on the left. Finally, provide a description of why the helmet **you chose** is best.

**Scenario:** José is 15 and wants to purchase a new bike helmet for under \$35. Because he lives in a warm climate, he can ride his bike to school year-round and wants the helmet to last for several years. Features that José needs to consider include a strong chin strap and buckles, proper ventilation, and high impact absorption.

**Comparison Shopping Steps:**

**Step 1:**

- How will José use the helmet?
- How long should it last?
- What features does he need?

**Step 2:**

Review the description and features in the chart to determine the quality of each helmet.

**Step 3:**

Are there additional costs that should be considered?



















**Step 4:**

How often will José use the helmet and what type of use will it receive?

**Step 5:**

What is the opportunity cost and what is your decision?

Buying Decision: **Describe why you feel the helmet you chose is the best choice for Jose.**

<u>Key</u>	Description	Price	Chin Strap & Buckle System	Ventilation	Impact Absorption
 = Excellent  = Okay  = Poor					
 Nutcase \$49.99	ABS shell with protective EPS. Eleven (11) vents offer maximum airflow on hot summer days. It even boasts an optional handy snap-on visor.				
 Giro Atmos \$190	Superior technology, Tour de France-proven performance, and leading style. If you want the absolute best helmet for the speed and thrill of wide-open roads, this is the one.				
 Schwinn Intercept \$19.99	Delivers great features at a base-model price. Has easy sizing adjustments and great durability. Includes: easy-adjust Cam-lock levers, air-moving Channeled Ventilation, and the option of adding a Flip Mirror.				

# Put it to the Test

Welcome to the Put it to the Test Consumer Product testing agency. Today you will become Put it to the Test employees and perform experimental research on consumer products using the five steps of comparison shopping. Today's product of choice is paper towels used for daily cleaning tasks in the kitchen, bathroom and on windows. Consumers using the paper towels want to ensure the paper towel will absorb liquids, be durable during scrubbing and be strong enough for a variety of jobs.

## Step One:

- How will consumers use the product? \_\_\_\_\_
- How long should the product last? \_\_\_\_\_
- What features do consumers need? \_\_\_\_\_

**Step Two:** To determine the quality of products, experimental tests must be conducted. Complete test 1, 2 and 3 using a new paper towel for each test for all three brands.

- Test 1 – Absorbency
  - To test the product's absorbency, pour  $\frac{1}{4}$  cup water on the table and quickly use the paper towel to wipe up the water in one stroke. Does the paper towel absorb all the water? If not, estimate what percentage of the water the product absorbed. Record what the product looks like after the test is complete and how it feels.
  - Record any additional notes and your reaction to the absorbency capabilities of the product.
- Test 2 – Durability
  - Completely wet the product and ring out any excess water. Lay the product flat on a table and move back and forth in a scrubbing motion. Count each motion and stop when the product begins to tear.
  - Record the number of scrubbing motions completed before tearing began and what the product now looks like. How does the product feel? Did the product withstand the test?
  - Record any additional notes about the durability capabilities of the product.
- Test 3 – Strength
  - To test the strength, completely wet the product and ring out any excess water. Holding all four corners of the product, place one penny on the product at a time until the sheet rips.
  - Record the number of pennies the product could hold.
  - Record any additional notes and your reaction about the strength of the product.

	<b>Product A</b>	<b>Product B</b>	<b>Product C</b>
	Price: \$ _____	Price: \$ _____	Price: \$ _____
<b>Test 1: Absorbency</b>	Observation before test:	Observation before test:	Observation before test:
	Reaction after test:	Reaction after test:	Reaction after test:
<b>Test 2: Durability</b>	Observation before test:	Observation before test:	Observation before test:
	Reaction after test:	Reaction after test:	Reaction after test:
<b>Test 3: Strength</b>	Observation before test:	Observation before test:	Observation before test:
	Reaction after test:	Reaction after test:	Reaction after test:

**Step Three:**

Are there additional costs that should be considered? If so, please describe. \_\_\_\_\_

\_\_\_\_\_

•

**Step Four:**

- How often will this product be used? \_\_\_\_\_

- What type of wear and tear will the product receive? \_\_\_\_\_

- How does the product's use impact the final decision on which to purchase? \_\_\_\_\_

---

---

**Step Five:**

- Describe the opportunity costs that should be considered when making the final product decision.

---

---

---

---

- As a Put it to the Test employee, it is your responsibility to carefully review all the information recorded from the five steps of the comparison shopping process before making a final decision. Record your final decision and identify four supporting reasons why the product you selected is the best choice.

- Final Choice: \_\_\_\_\_

○

○

○

○

# Shopping Wisely

“Where should I shop for a DVD player, and what’s the best brand to buy? Is it cheaper to buy store-brand ice cream even though my favorite brand of ice cream is on sale? “

We all want to stretch our money as far as it will go. But being a wise consumer requires the right information and plenty of practice. This lesson is designed to help interns understand the purchasing alternatives available to them and to help them practice techniques for finding the best price on a product they want to buy. The lesson begins by introducing the concept of comparison-shopping and making interns aware of the many alternatives they have as consumers. Next, interns practice the steps necessary to make an informed buying decision on an item of clothing or an electronic device. We have many choices today regarding where and how we shop. Interns compare shopping sources as they research buying the same product from a store, by mail, or online.

**Activity 1:**

- Define comparison-shopping and terms associated with it: “brand name,” “generic brand,” “discount store,” “thrift store.” Talk about why it’s important for a wise shopper to make comparisons between products and shopping sources.
- Make a list of the items that interns say they purchase on a regular basis. Collect store circulars and catalogs that advertise those items. Ask interns to bring in ads or catalogs from their favorite places to shop. Compare the costs of items using these resources.
- Use online resources to check prices on selected items. Many large stores have their own websites.

**Activity 2:** Use a chart to compare prices for each intern’s favorite soft drink. Conduct a blind taste test of various cola drinks: Pepsi, Coke, and a store brand. As interns sample brands A, B and C, record their preferences on the board. Talk about their reactions. Were they able to identify which drink was the store brand? Which did they like best? Stress that sometimes a generic or store brand is as good as, or better than, a brand name product, and is usually cheaper.

Soft Drink	Product A	Product B	Product C
<b>Cost One Can</b>	Price: \$ _____	Price: \$ _____	Price: \$ _____
<b>Preference/Liked Best</b>			
<b>Guess the Brand</b>			

**Activity 3:** When comparing similar items, there are factors other than price when considering purchases. For example, pay attention to quality as well as price when buying a pair of jeans that you want to last for a long time. Sometimes waiting for a sale is worth the time and effort. Prices for the same item often differ according to geographical areas of the country, the type of store, and the season of the year. Also, you may find different prices in the same store for the same item (e.g. radio), depending on the brand name or manufacturer. Some factors to compare are: price, features, benefits, warranties, and store policies.

Being a wise shopper means asking yourself questions:

- What do I want?
- What quality do I need?
- How much can I spend?
- Where will I shop?
- Is there a warranty?

Divide the class into groups. Have each group choose an article of clothing (e.g. leather jacket, running shoes) or an electronic device (e.g. portable CD player, computer monitor) to “purchase” using comparison-shopping techniques. Have each group determine a budget limit for their purchase. Interns then use catalogs or the Internet to locate three alternative selections for the item. All three selections may be available at the same store. Ask them to record the information they’ve found on a chart. After they have compared the cost and individual features of the three items, have them present their findings to the class.

<b>Electronic Device</b>	<b>1</b>	<b>2</b>	<b>3</b>
Store			
Brand name			
Price			
Basic Features			
Special Features			
Warranty			
Refund/Exchange Policies			
Other			

<b>Item of Clothing</b>	<b>1</b>	<b>2</b>	<b>3</b>



Brand Name			
Price			
Where to be worn			
Style			
Durability			
Comfort			
Refund/Exchange Policies			

**Activity 4:** You can also compare different shopping sources for the same product. Shopping sources include: department stores, discount stores, thrift stores, flea markets, yard sales, warehouse buying clubs, television shopping networks, mail-order catalogs, online shopping, etc.

- Brainstorm a list of shopping sources.
- Have each intern choose one item of any kind that they realistically plan to purchase in the near future. They should select an item that could be purchased from a variety of sources.
- Ask them to write down the name of the item, its price, and the stores that may carry it.
- Remind them to be specific about the brand name, the model number, and brand features. Stores don't always carry identical products, even though the brand name may be the same.
- Have interns compare the cost of buying the identical item from a store, by mail, or online. Interns may check store advertisements, visit or call the store to check on the price and other information, or call the stores to check their price. They will also use mail-order catalogs and the Internet to gather information. Ask them to research the item and record their findings using the chart below:

Item: \_\_\_\_\_

Brand: \_\_\_\_\_

	Store	Mail-Order Catalogue	On-line Shopping Company
Company			
Address or Website			
Price			

Shipping Cost			
Delivery Time			
Warranty			
Return Policy			
Other Information			

# The Price is Right



Interns may not have experience shopping. Instructors may take interns to a grocery/department store to shop for household items. This activity can be done in the classroom. It will give the interns a sense of the price range of many items.

## Materials:

- 25 items (or more) from a grocery/department store.
- A list of all the items
- An index card for each item
- See “Variation” option below (PPT/Slideshow)

## Instructions:

1. Bring in a large assortment of items from a grocery/department store. Examples could include: a box of macaroni, a can of soup, a bottle of shampoo, a package of rice, a video game, a DVD, etc. Try to have at least 25 items.
2. Spread the items out on tables.
3. On an index card, write the actual cost, “the right price” and a wrong price. Make the prices different enough to demonstrate a clear choice. For instance, on the box of macaroni, if the price is \$.69, the wrong choice should be \$1.20.
4. Give each intern a list of the items. (see example provided)
5. Have the interns guess the price of each item and write it on the worksheet. Once interns have gone through all the items, they can compare their answers to the correct price. The intern that selects “the right price” on the most items is the winner.
6. To extend this activity, give each intern a certain amount of monopoly money/play money, such as \$50.00, and have them purchase as many items as possible with the money. The intern with the least amount of money left over and/or the intern that can purchase the most items is the winner(s).

**Variation:** If it is not possible to bring in an assortment of items, make a PowerPoint/Slideshow with a picture of each item with “the right price” and a wrong price on each slide. Slides would look like the ones below.

	\$1.19
	\$3.64
	\$4.64
	\$7.56



# The Price is Right – My Guess

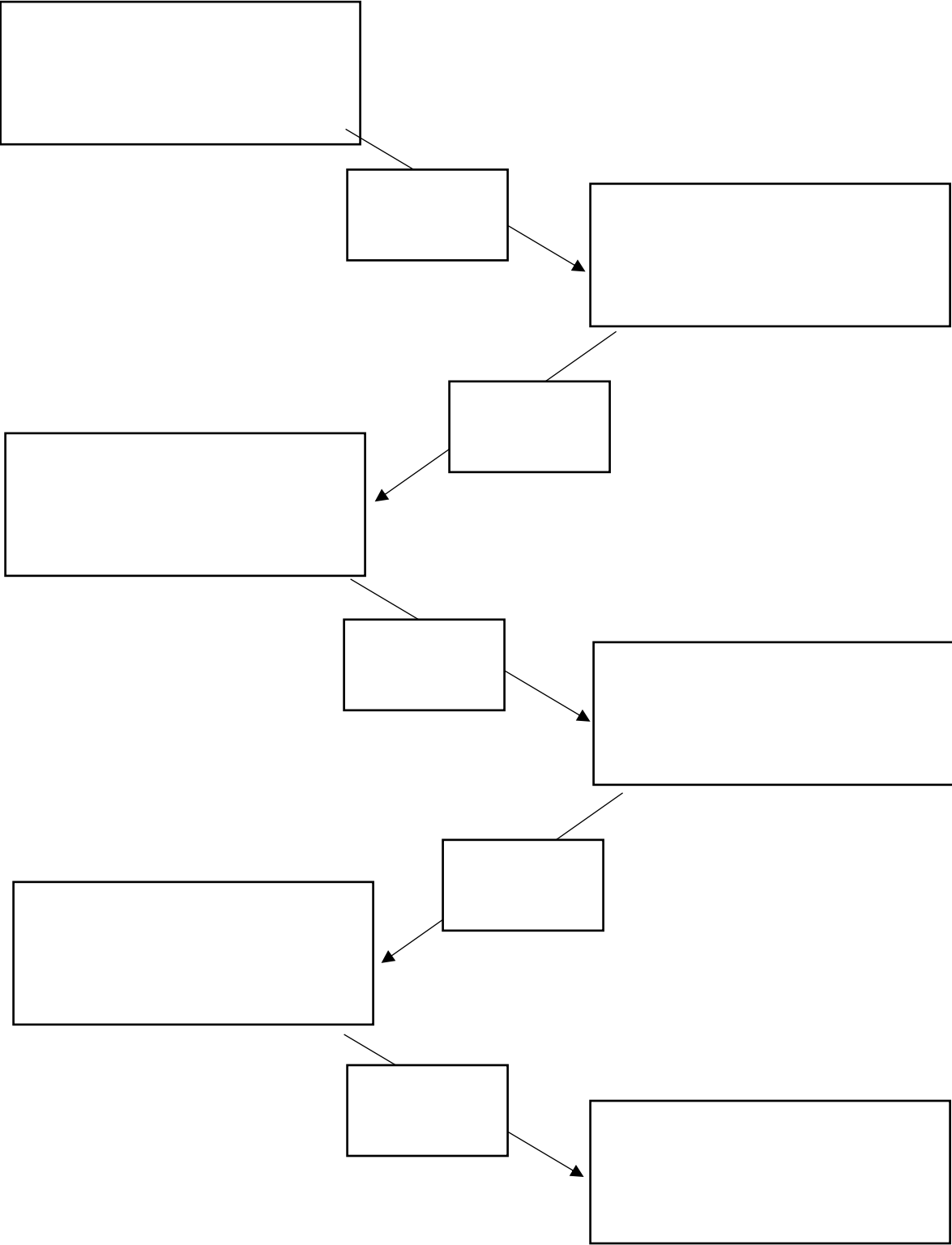
Product	My Guess
1. Tide Laundry Detergent – 92 fl. oz.	
2. Toothpaste	
3. Can of Soup	
4. Jif Peanut Butter – 28 oz.	
5. Tylenol – 100 ct.	
6. Box of Kleenex	
7. Box of Cheerios – Family Size	
8. Box of Pasta – 16 oz.	
9. Pantene Shampoo – 20 fl. oz.	
10. Betty Crocker Cake Mix	
11. Microwave Popcorn – 12 ct.	
12. Deodorant	
13. Irish Spring Body Wash – 18 fl. oz.	
14. Purell Hand Sanitizer – 8 fl. oz.	
15. Bounty Paper Towels – 2 Double Rolls	
16. 2 Liter Bottle of Pepsi	
17. Bag of Fritos – 9.25 oz.	
18. Computer Paper – 500 sheets	
19. Can of Tuna	
20. Charmin Toilet Paper – 6 Mega Rolls	
21. Sugar – 4 lb. bag	
22. Can of Corn	
23. Dawn Dish Soap- 19.4 fl. oz.	
24. <i>Frozen</i> DVD	
25. Bag of Fun Size Snickers Candy Bars	

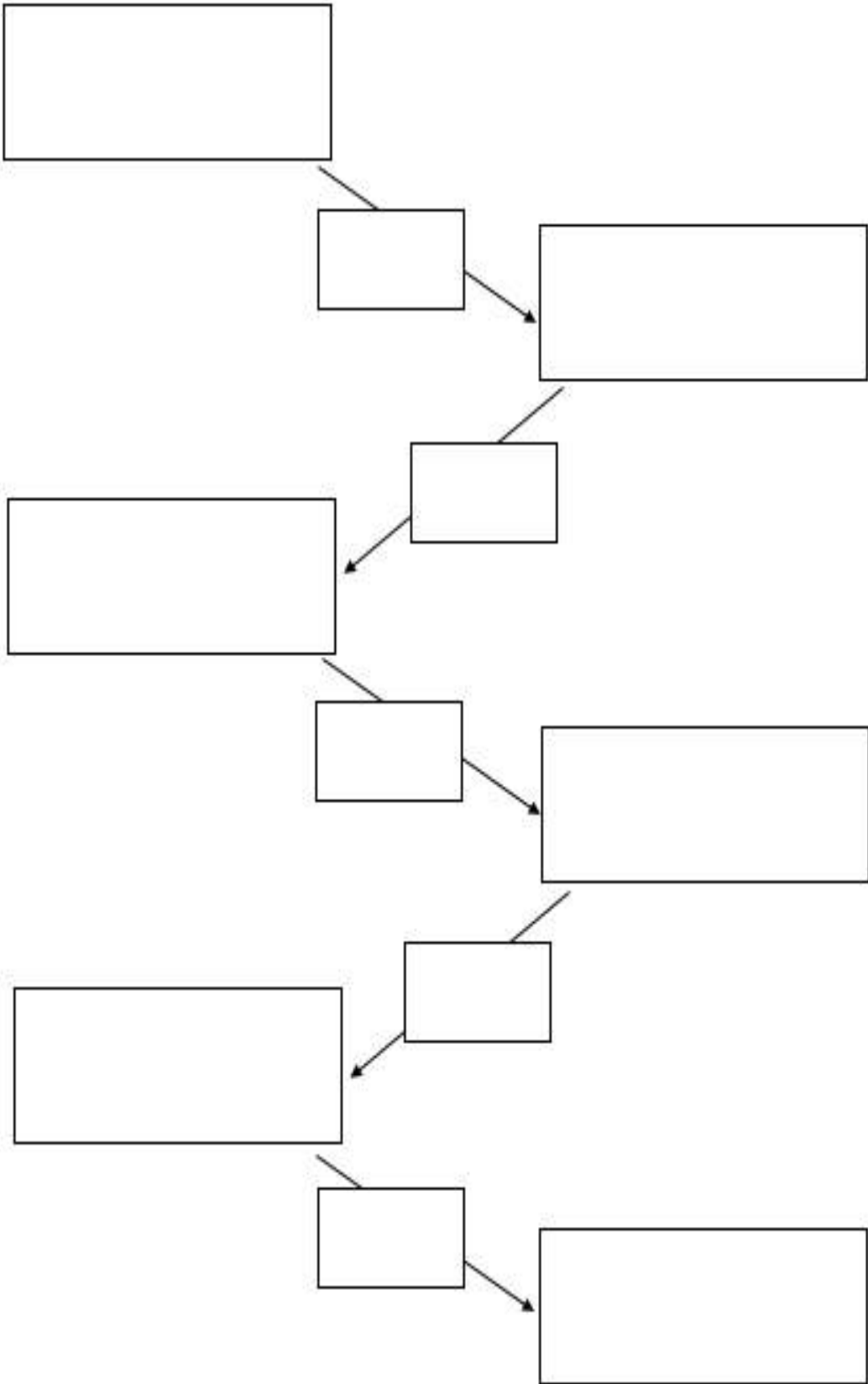
## The Price is Right – How Did I Do?

Product	My Guess	Actual Price	Correct Y or N
26. Tide Laundry Detergent – 92 fl. oz.		\$11.97	
27. Toothpaste		\$1.84	
28. Can of Soup		\$.92	
29. Jif Peanut Butter – 28 oz.		\$3.84	
30. Tylenol – 100 ct.		\$6.97	
31. Box of Kleenix		\$1.37	
32. Box of Cheerios – Family Size		\$3.64	
33. Box of Pasta – 16 oz.		\$1.24	
34. Pantene Shampoo – 20 fl. oz.		\$4.97	
35. Betty Crocker Cake Mix		\$1.22	
36. Microwave Popcorn – 12 ct.		\$4.38	
37. Deodorant		\$3.40	
38. Irish Spring Body Wash – 18 fl. oz.		\$3.97	
39. Purell Hand Sanitizer – 8 fl. oz.		\$2.48	
40. Bounty Paper Towels – 2 Double Rolls		\$4.64	
41. 2 Liter Bottle of Pepsi		\$1.78	
42. Bag of Fritos – 9.25 oz.		\$3.28	
43. Computer Paper – 500 sheets		\$3.97	
44. Can of Tuna		\$.88	
45. Charmin Toilet Paper – 6 Mega Rolls		\$6.97	
46. Sugar – 4 lb. bag		\$2.82	
47. Can of Corn		\$.87	
48. Dawn Dish Soap- 19.4 fl. oz.		\$2.64	
49. Frozen DVD		\$14.96	
50. Bag of Fun Size Snickers Candy Bars		\$3.78	
<b>Total Number Right</b>			

# Bank balance

- Fill in your starting amount in the first box
- Put the amount on the card in the little box by the arrow and add a + (income) sign or a - (outgoing) sign next to it.
- Calculate your new balance and write it in the next box







**Gym Membership  
\$24.99**



**Weekly  
Groceries \$50**



**\$90 for a new pair of  
sneakers**



**\$15 for a new  
shirt/top**



**\$5 per day out to lunch  
x 20 days per month =  
\$100**



**\$45 for monthly  
phone bill**



**\$2.50 for a coffee x 8 days =  
\$20**



**Extra value meal  
every day for  
lunch \$4.49 x 5  
=\$22.45**



--	--

Savings from bringing a packed lunch into work  
**\$2.50 per day  
lunch x 20 days  
per month = \$50**



**You owe a friend \$20.**



**Pay up!**

**Get a haircut**

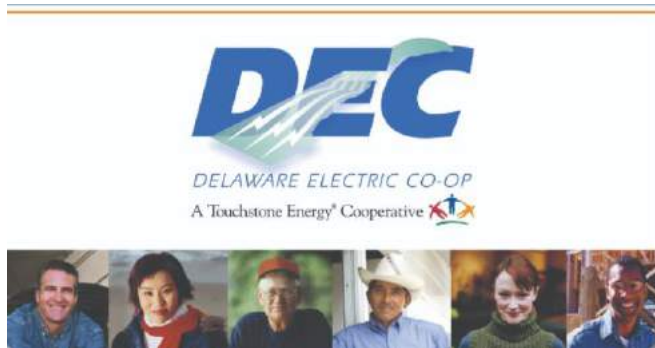
**\$20**



**Do you buy  
cigarettes?  
\$10**

--	--

**Pay monthly electric bill \$50**



**Pay your monthly DART bus ticket bill \$80**



**Pay monthly water bill \$40**

**Pay monthly rent**

**TIDEWATER**  
UTILITIES, INC.

A Middlesex Water Company Affiliate



**\$500**

**Housing benefit pays you  
\$120 monthly towards  
your rent**



**You win \$20 on  
a scratch card**





**You get caught on the bus with no ticket. \$10 fine**



**You lose your employee ID. Buy another one. \$5**



**Go to movies. \$12**



**Go bowling. \$12**

**Free day out at a  
summer music festival  
saves you money  
\$10**



**Buy  
toiletries.  
\$10**

**Pay back loan of \$50  
plus interest of \$10**

**It's a family  
member's  
birthday. Buy a  
present. \$20**

# The Money Shop



**It's your birthday.  
A family member  
gives you \$20.**

**You go to the movies.  
Do you go on the  
weekend costing \$12 or  
go on the discount night  
for \$6?**



**What is a pay stub?**

**What are taxes?**



Earnings		rate	hours	this period	year to date
Regular		8.2500	40.59	334.87	5,108.7
<b>Gross Pay</b>				<b>\$334.87</b>	5,108.7
Deductions		Statutory			
	Social Security Tax			-20.76	
	Medicare Tax			-4.85	
	IL State Income Tax			-16.74	
<b>Net Pay</b>				<b>\$292.52</b>	
<b>Net Check</b>				<b>\$292.52</b>	

Discussion Card: 3 minutes to discuss



Discussion Card: 3 minutes to discuss

**What is something you are going to need to budget your money for?**



Discussion Card: 3 minutes to discuss

**What are some activities you can do in your free time?**



Discussion Card: 3 minutes to come up with some things to do near you.

--	--

You pay a \$50 deposit for a summer vacation.

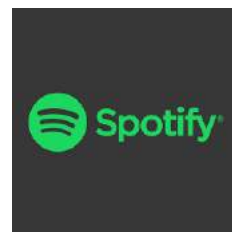


Pay \$9.99 for your Netflix Premium subscription.



You pay \$50 for a concert ticket in Philadelphia

Pay \$9.99 for your Spotify Premium subscription.





**Pay back \$100 you borrowed for travel and other expenses**



Spend \$20 at Aldi or \$30 at Walmart for a similar item.



**The screen on your phone is broken.**

**Will you pay \$80 to have it repaired or spend \$20 on a cheap basic phone?**



Go for ice-cream  
with friends

\$10



You have a tax refund

\$150

It's your birthday. You  
received \$50 from  
friends and family

You return sneakers  
that don't fit. \$90  
refund

You sell some old  
games and DVDs on  
eBay for \$30

<p>You sell old belongings at a yard sale</p> <p>\$50</p>	<p>Your friend pays you money he owes you.</p> <p>\$20</p>

# SHAKE OUT MY FUTURE



Directions:

- For each category, roll the die to determine what your final outcome would be.
- Roll the die and cross out the number that is rolled.
  - For example: In the housing category, if you roll a 2 you would cross out the word “Mansion”.
- Continue until you have rolled the die enough times to have only one option remaining. This will be your final outcome for each category.
- Record your outcome in the box next to the category and answer the reflection question.

## Housing

1. Condominium
2. Mansion
3. Apartment
4. Ranch
5. Trailer



My final housing is:

What house would you have liked? What would you have to do to achieve this living situation?

## Transportation

1. Bus
2. Bike
3. Walking
4. Car
5. Parents



My final transportation is:

Is having a car necessary? Are ways you can reduce transportation expenses?

## Education Level

1. No High School Diploma
2. High School Graduate
3. Certification/Diploma Program
4. Associates Degree
5. Bachelor's Degree



My education level option is:

What level of education would you like to pursue? What are ways to begin preparing yourself now for this achievement?

### Family

1. Single
2. Married
3. Engaged
4. Living at home
5. Dating

My family is:

My future family may include....

### Financial



1. Full-time job
2. In debt
3. Financially secure
4. No job
5. Financial aid/assistance

My financial situation is:

When it comes to saving money, I am....

### Activities



1. Sports
2. Church Activities
3. Clubs/Organizations
4. Study Groups
5. Volunteering

My final activity is:

One activity I would like to get involved in is....

Which categories do you feel are the most important?

What are steps you can take to achieve your ideal lifestyle?

Lessons for  
Living, Learning,  
and  
Working



Presented by  
Project | SEARCH®

### Lesson Plan Contents Page

#### Unit 3: Functional Math

**Objective: 3.5** The student will be able to demonstrate basic money skills with real coins, bills, and digital money transactions.

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**STEP THREE: Appendices & Additional Resources**



<b>Unit 3: Functional Math 3.5 The student will be able to demonstrate basic money skills with real coins, bills, and digital money transactions.</b>	<b>Total Activities: 5</b>
---	----------------------------

***STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.***



**Lesson Plan Summary:** Students will understand basic money skills. Students will recognize different coins/bills and values. They will be able to make change. Students will understand the purpose of the Dollar Up Method to eliminate the need to count change and to instead use only bills to pay for items in the community (e.g., grocery shopping). Students will learn to utilize an ATM for deposits/withdrawals and safely make purchases on-line.

- Glossary & Key Words  
 Introduction – Recognizing Values of Money (coins/dollars)  
 Activity 1 – Dollar-Up  
 Activity 2 – Making Change  
 Activity 3 – Reading Grocery Ads  
 Activity 4 – Using an ATM  
 Activity 5 – Online Shopping

**What you will need: Materials & Resources**

<b>Handouts:</b>	<p>All Handouts/Worksheets can be found in the Appendices, and PowerPoints will be linked in each activity.</p> <p>PowerPoints &amp; Worksheets:</p> <ul style="list-style-type: none"> <li>• Introduction- Recognizing Coins and Values           <ul style="list-style-type: none"> <li>• Various worksheets to choose from: <a href="https://www.k5learning.com/free-preschool-kindergarten-worksheets/money/identify-coins">https://www.k5learning.com/free-preschool-kindergarten-worksheets/money/identify-coins</a></li> </ul> </li> <li>• Activity 1 – Dollar-Up           <ul style="list-style-type: none"> <li>• Dollar-Up Worksheet</li> <li>• Burger King Dollar-Up</li> <li>• Chinese Take-Out Menu</li> <li>• Dollar-Up Practice Worksheets</li> </ul> </li> <li>• Activity 2 – Making Change           <ul style="list-style-type: none"> <li>• Chick-fil-A: Making Change Worksheet</li> <li>• Buffalo Wild Wings: Making Change Worksheet</li> </ul> </li> <li>• Activity 3 – Reading Grocery Ads           <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Worksheet</li> </ul> </li> <li>• Activity 4 – Using an ATM           <ul style="list-style-type: none"> <li>• How to Use an ATM – PowerPoint</li> <li>• How to Use an ATM – Article</li> <li>• Using an ATM – Community Activity</li> </ul> </li> <li>• Activity 5 – Online Shopping           <ul style="list-style-type: none"> <li>• Online Shopping PowerPoint</li> <li>• Online Shopping Activity Worksheet</li> </ul> </li> </ul>
------------------	--

<b>Technology:</b>	Internet access for YouTube videos and web search activity.
--------------------	---

	<p>Introduction/Opening:</p> <ul style="list-style-type: none"> <li>• Break the Bank: Sorting Coins by Value- Online Game <ul style="list-style-type: none"> <li>○ <a href="https://www.abcya.com/games/break_the_bank_sorting">https://www.abcya.com/games/break_the_bank_sorting</a></li> </ul> </li> <li>• Counting Coins Review Video: <ul style="list-style-type: none"> <li>○ <a href="https://www.khanacademy.org/math/cc-2nd-grade-math/x3184e0ec:money-and-time/cc-2nd-money/v/counting-american-coins">https://www.khanacademy.org/math/cc-2nd-grade-math/x3184e0ec:money-and-time/cc-2nd-money/v/counting-american-coins</a></li> </ul> </li> </ul> <p>Activity 2</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=G3IRi9fjMys">https://www.youtube.com/watch?v=G3IRi9fjMys</a></li> </ul> <p>Activity 4</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=NwcO2O_Gv9M">https://www.youtube.com/watch?v=NwcO2O_Gv9M</a></li> <li>• <a href="https://www.youtube.com/watch?v=jqwKHvA-Jew">https://www.youtube.com/watch?v=jqwKHvA-Jew</a></li> <li>• <a href="https://www.youtube.com/watch?v=82J5MBuuw44">https://www.youtube.com/watch?v=82J5MBuuw44</a></li> </ul>	
<p><b>Other materials needed for activities:</b></p>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Markers/Pens</li> <li>• Index Cards</li> <li>• Laminating Paper</li> <li>• Store Circulars/Catalogs</li> <li>• Chinese Take-Out Menus</li> </ul>	
<p><b>How to Assess Understanding</b></p>		
<p><b>Knowledge</b> </p> <p>What will they <b>know</b> because of the lesson?</p>	<p><b>Skills</b> </p> <p>What will they be able to <b>do</b> because of the lesson?</p>	<p><b>Check for Understanding / Evaluation</b></p> <p>What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b></p>
<p>Glossary/Vocabulary Be able to know the vocabulary presented.</p>	<p>Be able to use the vocabulary presented in a variety of settings.</p>	<p>Check context of their vocabulary use to ensure their understanding.</p>
<p>Identify the names of different coins and bills.</p>	<p>Recognize coins and bills and identify their value.</p>	<p>Check the identification of coins and bills to ensure understanding</p>
<p>Able to add and subtract money values.</p>	<p>Solve real-life scenarios with bills, quarters, dimes, nickels, and pennies.</p>	<p>Purchase items from the store using correct amount of money (bills/coins).</p>
<p>Identify the Dollar-Up method</p>	<p>Make purchases using the Dollar-Up Strategy</p>	<p>Community outing to grocery store to make a purchase based on the Dollar-Up method</p>

Identify the steps to deposit/withdraw money from an ATM	Utilize the steps to deposit/withdraw money using an ATM.	Go to bank and withdraw or deposit money using the ATM from their account.
Identify the steps to purchase an item/items online	Be able to use the steps to purchase items using a “mock” debit/credit card	Purchase items online and have them shipped to the appropriate address
Identify the subtraction method when making change	Recognize how much change they should expect back when making purchases	Create various scenarios to determine if change is required and how much should be given back

### **STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <p><b><u>Types of Money:</u></b></p> <p><b>Coins:</b> flat, typically round piece of metal with an official stamp, used as money; money in the form of coins</p> <p><b>Cents:</b> monetary unit of the US, Canada, and various other countries, equal to one hundredth of a dollar, euro, or other decimal currency unit; a small sum of money</p> <p><b>Penny:</b> one-cent coin equal to one hundredth of a dollar</p> <p><b>Nickel:</b> five-cent coin; five cents</p> <p><b>Dime:</b> ten-cent coin; ten cents</p> <p><b>Quarter:</b> coin representing 25 cents, one fourth of a US or Canadian dollar</p> <p><b>Dollar Bill:</b> basic monetary unit of the US, Canada, Australia, and certain countries in the Pacific, Caribbean, Southeast Asia, Africa, and South America</p> <p><b><u>Additional Vocabulary:</u></b></p>
-----------------	---

	<p><b>Automatic Teller Machine (ATM):</b> electronic computer terminals which offer automated, computerized banking to withdraw cash or deposit funds into an account; allows customers to obtain cash and conduct banking transactions</p> <p><b>Balance:</b> amount of money in a bank account.</p> <p><b>Card Verification Value (CVV):</b> helps verify the legitimacy of a credit card. Depending on the card, the security code can be a three-digit or four-digit number, printed on either on the back of the card or the front.</p> <p><b>Change:</b> the money returned after paying for something with more money than it costs.</p> <p><b>Credit Card:</b> card that allows the holder to make purchases without cash by borrowing money.</p> <p><b>Debit Card:</b> plastic card that enables ATM transactions and purchases instead of using cash or writing a check; electronically connected to the cardholder’s bank account; bank card that looks like a credit card, but it takes money directly from your checking account to pay for the entire purchase all at once</p> <p><b>Deposit:</b> money put into an account</p> <p><b>Personal Identification Number (PIN):</b> ATM and Debit cards require using a PIN to access the account to perform transactions; a PIN confirms that the user of the card is authorized to access the account</p> <p><b>Receipt:</b> proof that you have bought and paid for something; usually on a piece of paper, but may be online</p> <p><b>Withdrawal:</b> amount of money taken out of an account that results in a lower balance</p>
<p><b>Introduction:</b> 20 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Be very exact/very accurate; Shift attention back and forth between tasks and sources of information; Shift attention back and forth between tasks and sources of</p>	<p><b>Sorting Coins Review Game:</b></p> <ul style="list-style-type: none"> <li>• Break the Bank: Sorting Coins by Value- Online Game <ul style="list-style-type: none"> <li>○ <a href="https://www.abcya.com/games/break_the_bank_sorting">https://www.abcya.com/games/break_the_bank_sorting</a></li> </ul> </li> </ul> <p>Identify Coins Various Worksheets: <a href="https://www.k5learning.com/free-preschool-kindergarten-worksheets/money/identify-coins">https://www.k5learning.com/free-preschool-kindergarten-worksheets/money/identify-coins</a></p> <p>Watch this video to review Counting Coins:</p> <ul style="list-style-type: none"> <li>• Counting Coins Review Video: <ul style="list-style-type: none"> <li>○ <a href="https://www.khanacademy.org/math/cc-2nd-grade-math/x3184e0ec:money-and-time/cc-2nd-money/v/counting-american-coins">https://www.khanacademy.org/math/cc-2nd-grade-math/x3184e0ec:money-and-time/cc-2nd-money/v/counting-american-coins</a></li> </ul> </li> </ul>

<p>information; Add, subtract, multiply, divide</p> <p><b>General:</b> Asks for help and clarification when needed; Completes tasks accurately</p>	
<p><b>Lesson Activities</b></p>	
<p><b>Activity 1</b> 30-40 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions; Be very exact/very accurate; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, divide</p> <p><b>Interpersonal Skills:</b> Cooperate with others to accomplish work activities; Follow directions; Listen actively</p> <p><b>General Skills:</b> Cooperative and courteous; Listens and pays attention; Asks for help and clarification when needed; Communicates adequately</p>	<p><b>Dollar-Up – 4 Mini-Activities:</b> Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over multiple days. Worksheets can be found in <a href="#">Appendix A</a>.</p> <ul style="list-style-type: none"> <li>• Dollar-Up Worksheet (10-15 minutes)</li> <li>• Burger King Dollar-Up (15 Minutes)</li> <li>• Chinese Take-Out Menu (30-45 minutes)</li> <li>• Dollar-Up Practice Worksheets (10-30 minutes)</li> </ul> <p>The Dollar-Up Method is a great tool for students to use when trying to pay for something. The Dollar-Up Method teaches students how to take a total and determine what the next whole dollar is. After finding the next whole dollar, a student then knows how much to pay. For instance, if an item is \$2.99 the student would determine \$3.00 to be the next “dollar-up”. If the total is less than a dollar, like \$0.95, the “dollar-up” is \$1.00.</p> <p><b>Activity 1: Dollar-Up Worksheet:</b> Look at the prices for different items and use the Dollar-Up Method to determine how many dollars you need to give the cashier.</p> <p><b>Activity 2: Burger King Dollar-Up:</b> How much money do you need to purchase the food items from Burger King? Find the next dollar-up to pay for these items from Burger King</p> <p><b>Activity 3: Chinese Take-Out Menu:</b> Use a Chinese takeout menu to find the price of each item for the order. Then total up the order and find the next dollar-up to pay for your order. Finally, calculate the change you would receive.</p> <p><b>Activity 4: Dollar-Up Practice Worksheets:</b> This is a collection of worksheets where students have to round up to the next dollar and find the correct combination of five dollar and one-dollar bills to pay for the products. This is great for students who understand how to round up to the next dollar to make a purchase, but have difficulty finding the correct bills to pay. This worksheet has the options of 3 five-dollar bills, and 5 one-dollar bills to make the purchase. The first few pages get progressively harder, and the rest of the document is randomly mixed. You may want to laminate, or put in the protective cover and place in a notebook to be able to reuse them without wasting paper.</p>
<p><b>Activity 2:</b></p>	<p><b>Making Change- Review Video and 2 Mini Activities:</b> Mini-Activities can be</p>

45 minutes

**VocFit Crosswalk:**

**Cognitive Abilities:**  
Comprehend/read instructions; Be very exact/very accurate; Shift attention back and forth between tasks and sources of information; Add, subtract, multiply, and divide

**Interpersonal Skills:**  
Follow directions; Listen actively

**General:**  
Listens and pays attention; Asks for help and clarification when needed; Communicates adequately

completed as stand-alone activities or grouped together. Activities can be completed over multiple days. Worksheets are available in [Appendix B](#).

**Activity 1: Making Change Review Video**

<https://www.youtube.com/watch?v=G3IRi9fjMys>

- Watch the video above to do a brief review on how to make change using the subtraction method

**Activity 2: Chick-fil-A: Making Change Worksheet:** How much change should you expect back when buying the provided items from Chick-fil-A? Determine the amount you are going to pay, then use the subtraction method to determine how much change you will get back.

**Activity 3: Buffalo Wild Wings: Making Change Worksheet:** Take it up a notch- How much change should you expect back when buying multiple items from Buffalo Wild Wings?



Chick-fil-A Making Change

How much money do I have? How much do the items cost? = Change back




Item:	Amount Paid:	Change Back:
 Chick-fil-A® Chicken Sandwich \$4.39		
 6 ct Chick-fil-A® Nuggets \$6.45		



Buffalo Wild Wings Making Change

Now let's try calculating change when 2 items are being purchased.

How much money do I have? How much do the items cost? = Change back

Items:	Amount Paid:	Change Back:
 10 Buffalo Wild Wings \$12.23		
 10X SourDing Soda \$4.34		
 Buffalo Ranch Chicken Wings French Fries \$31.80		
 10X SourDing Soda \$4.34		

**Activity 3:**  
30-45 minutes

**VocFit Crosswalk:**  
**Cognitive Abilities:**  
Comprehend/read instructions; Add, subtract, multiply, divide

**Communication Skills:**  
Communicate face-to-face with others; Speak clearly so that others can understand

**Interpersonal Skills:**  
Follow directions; Listen actively

**Self-Determination:**  
Make choices, decisions, and plans to meet own goals; Identify and express own strengths and weaknesses; determine priorities

**General:**  
Listens and pays attention; Asks for help and clarification when needed; Communicates adequately; Cooperative and courteous

**Reading Grocery Ads** – worksheet is available in the Appendix. Instructor’s Guide is also available in [Appendix C](#).

## Reading Grocery Ads

Students often have limited experience shopping for groceries. This is a practice activity to acquaint them with grocery advertisements. Students will explore grocery advertisements and make choices in selecting foods and comparing costs.

**Materials:**

- Copies of grocery advertisement circulars for each student
- Worksheet with questions related to understanding the grocery ads.  
Questions will vary depending on the specific advertisement chosen. Sample questions are provided for instructors in crafting their own worksheet.

**Activities:**

1. Discuss grocery shopping and comparing store advertisements.
2. Distribute a copy of the same grocery advertisement circular to each student. If having students work in groups, one circular per group.
3. Distribute the worksheet. Students can answer the questions individually or locate the information as a group.



**Activity 4:**  
30 minutes

**VocFit Crosswalk:**  
**Cognitive Abilities:**  
Comprehend/read

**How to Use an ATM – 4 Mini-Activities:** Mini-Activities can be completed as stand-alone activities or grouped together. Activities can be completed over multiple days. PowerPoint can be found at <https://wp.me/a9Fwrm-1hL> and the worksheets can be found in [Appendix D](#).

- How to Use an ATM – Videos
- How to Use an ATM – PowerPoint

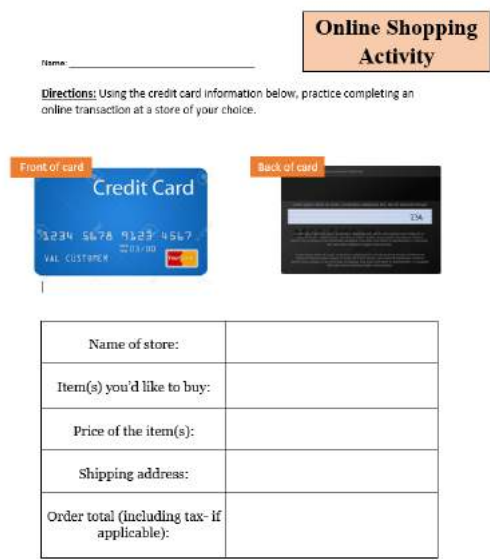
<p>instructions; Be very exact/very accurate; Shift attention back and forth between tasks and sources of information</p> <p><b>Communication Skills:</b> Communicate face-to-face with others; Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Listen actively; Ask clarifying questions; Follow directions; Work with a co-worker in a group or team; Work in close physical proximity to other people</p> <p><b>General:</b> Follows directions; Listens and pays attention; Refrains from unnecessary social interaction (talking)</p>	<ul style="list-style-type: none"> <li>○ How to Use an ATM – Article</li> <li>● Using an ATM – Community Activity</li> </ul> <p><b>Activity 1: How to Use an ATM – Videos:</b> Watch any or all of the following videos on how to Use an ATM.</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=NwcO2O_Gv9M">https://www.youtube.com/watch?v=NwcO2O_Gv9M</a></li> <li>● <a href="https://www.youtube.com/watch?v=jqwKHvA-Jew">https://www.youtube.com/watch?v=jqwKHvA-Jew</a></li> <li>● <a href="https://www.youtube.com/watch?v=82J5MBuuw44">https://www.youtube.com/watch?v=82J5MBuuw44</a></li> </ul> <p><b>Activity 2: How to Use an ATM – PowerPoint &amp; How to Use an ATM – Article:</b> Copy of the article can be distributed to each student and read through for information and discussion. The PowerPoint is a simple visual presentation of “How to Use an ATM”.</p> <ul style="list-style-type: none"> <li>Slide 1: Cover Slide</li> <li>Slide 2: What is an ATM</li> <li>Slide 3: What to do at an ATM</li> <li>Slide 4: Correct Way to Insert Card</li> <li>Slide 5: Deposit</li> <li>Slide 6: Withdrawal</li> <li>Slide 7: Don’t Forget...</li> </ul> <p><b>Activity 3: Using an ATM – Community Activity:</b> Instruction is conducted in a bank and/or a grocery store in the community with an ATM located inside. Students are taught to withdraw money (\$10 and \$20) using an ATM card. Students perform two trials, following the steps to withdraw money from the ATM. At the end of the activity, students return the money that was withdrawn into the appropriate account.</p>
<p><b>Activity 5:</b> 45-60 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Be very exact/very accurate; Add, subtract, multiply, and divide; Shift attention back and forth between tasks or sources of info</p> <p><b>General:</b> Asks for help and clarification when</p>	<p><b>Online Shopping-</b> PowerPoint can be found at <a href="https://wp.me/a9Fwrm-1hM">https://wp.me/a9Fwrm-1hM</a> and the worksheet can be found in <a href="#">Appendix E</a>.</p> <p>This activity allows students to practice shopping online (in this activity, we will use Amazon to show the steps in purchasing an item online). They will then have an opportunity to use a “mock” credit/debit card to purchase 1 or more items using an online store of their choice.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Online Shopping PowerPoint</li> <li>● Online Shopping Activity Worksheet</li> </ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>● <b>PowerPoint: Online Shopping</b> <ul style="list-style-type: none"> <li>○ PPT can be found in the 3.5 Basic Money Skills – PPT &amp; Worksheets Folder</li> </ul> </li> </ul>



needed; Completes tasks accurately

**Computer Skills:**  
 Navigate to a specific web address; Scroll through a webpage to find specific info; Enter text applying basic key functions (e.g. space bar, enter/return, shift, delete, backspace); Use an online search engine

- Instructors can print off the PPT for students to take notes during the discussion or for future reference.
- **Worksheet: Online Shopping Activity.** Students will practice shopping online for items and inputting personal information and credit/debit card information
  - Students will choose a store they'd like to shop at online
  - Select item(s) they'd like to "purchase". You may give them a budget if you'd like to add an additional money skill into the activity.
  - Determine the price of the item(s)
  - Input shipping information (could be their personal address, the school's address, or a made up address you've given them)
  - Input card information ("mock" credit card is printed on worksheet)
  - Determine order total (including tax if applicable)



The graphic shows a worksheet titled "Online Shopping Activity". It includes a name line, directions to use a mock credit card for an online transaction, and two images of the credit card: the front showing a blue card with a card number and the back showing a black card with a PIN. Below the images is a table for recording information.

Name of store:	
Item(s) you'd like to buy:	
Price of the item(s):	
Shipping address:	
Order total (including tax-if applicable):	

**Extension Activities: Critical Thinking Questions and Evaluation Tools**

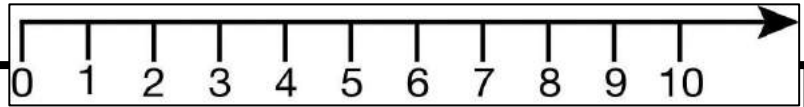
**Extension Activities: Critical Thinking Questions and Evaluation Tools**


1. Knowledge / Remembering:
  - Make a list of the names of the different coins and dollar bills.
  - List the steps for depositing money using an ATM.
  - Label the parts of a credit/debit card
2. Comprehension / Understanding:
  - To utilize an ATM, you must have a PIN Number. Why is important to keep your PIN number confidential?
  - Paraphrase and explain the process of shopping online
3. Applying:
  - Utilize an ATM to obtain money to go on a community outing to the movie theater.
  - What steps should you take if you forget your PIN number?
  - Create a cartoon strip of someone purchasing an item and requiring change

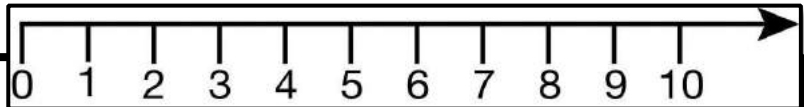
	<ol style="list-style-type: none"><li>4. Analyzing:<ul style="list-style-type: none"><li>• Why is using the Dollar-Up method a good practice when deciding on a budget for groceries?</li></ul></li><li>5. Evaluating:<ul style="list-style-type: none"><li>• Discuss the different combinations to build a specific amount of money. Decide which combination is the best way to represent that amount.</li></ul></li><li>6. Creating:<ul style="list-style-type: none"><li>• Develop a list of safety tips for utilizing an ATM or online shopping. Make the safety tips into a poster or a brochure.</li></ul></li></ol>
--	---


Lesson Plan modified from:

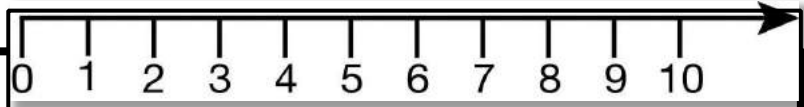
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.




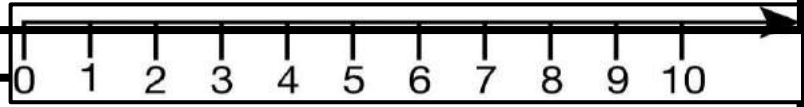
1.  \$1.99 Round up






2.  \$5.56 Round up




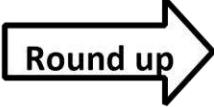
3.  \$3.67 Round up





4.  \$6.84 Round up

1.  \$5.59 


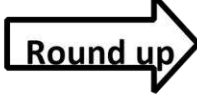
0 1 2 3 4 5 6 7 8 9 10

2.  \$1.96 

0 1 2 3 4 5 6 7 8 9 10


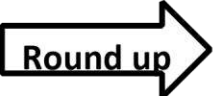
3.  \$2.62 

0 1 2 3 4 5 6 7 8 9 10


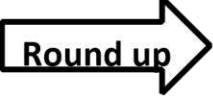
4.  \$6.64 

0 1 2 3 4 5 6 7 8 9 10



0 1 2 3 4 5 6 7 8 9 10

1.  \$1.69 


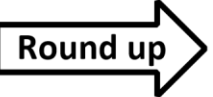
0 1 2 3 4 5 6 7 8 9 10

2.  \$2.86 


0 1 2 3 4 5 6 7 8 9 10

3.  \$3.52 

0 1 2 3 4 5 6 7 8 9 10

4.  \$4.64 

## Burger King - Dollar Up Menu

Item	Price	Dollar-Up
 <p data-bbox="284 693 414 724">Whopper</p>	<p data-bbox="592 535 755 598">\$4.32</p>	<p data-bbox="1055 556 1339 577">_____</p>
 <p data-bbox="235 1102 479 1134">Double Whopper</p>	<p data-bbox="592 913 755 976">\$5.45</p>	<p data-bbox="1071 976 1339 997">_____</p>
 <p data-bbox="316 1501 389 1533">Fries</p>	<p data-bbox="592 1323 755 1386">\$1.75</p>	<p data-bbox="1096 1375 1339 1396">_____</p>

 <p>Original Chicken Sandwich</p>	<p>\$4.21</p>	<p>_____</p>
 <p>Tendercrisp Chicken Sandwich</p>	<p>\$5.24</p>	<p>_____</p>
 <p>Tendergrill Chicken Sandwich</p>	<p>\$5.14</p>	<p>_____</p>
 <p>Extra Long Cheeseburger</p>	<p>\$4.11</p>	<p>_____</p>

 <p>Chicken Nuggets</p>	<p>\$1.50</p>	<p>_____</p>
 <p>Chicken Fries</p>	<p>\$3.10</p>	<p>_____</p>
 <p>Cheeseburger</p>	<p>\$1.75</p>	<p>_____</p>
 <p>Fish n Crisp Sandwich</p>	<p>\$3.90</p>	<p>_____</p>





# Chinese Takeout – Dollar Up

Directions: Use a Chinese takeout menu to find the price of each item for the order. Then total up the order and find out your change when you pay with a \$20 bill.

Find the final cost of each meal and the change.

- 1. Spring Rolls \_\_\_\_\_
- 2. Small Beef Fried Rice \_\_\_\_\_

Total: \_\_\_\_\_

You pay with \$20, change received: \_\_\_\_\_

- 1. Crab Ragoon \_\_\_\_\_
- 2. Large Beef Lo Mein \_\_\_\_\_

Total: \_\_\_\_\_

You pay with \$20, change received: \_\_\_\_\_

- 1. Small Shrimp Fried Rice \_\_\_\_\_
- 2. Small Vegetable Lo Mein \_\_\_\_\_
- 3. Large Egg Drop Soup \_\_\_\_\_



Total: \_\_\_\_\_

You pay with \$20, change received: \_\_\_\_\_

- 1. Egg Rolls \_\_\_\_\_
- 2. Large Hot and Sour Soup \_\_\_\_\_
- 3. Small General Tso's Chicken \_\_\_\_\_

Total: \_\_\_\_\_

You pay with \$20, change received: \_\_\_\_\_



Directions: Use a Chinese takeout menu to find the price of each item for the order. Then total up the order find the next dollar-up to pay for your order. Finally, calculate the change you would receive.

Find the final cost of each meal and the change.

1. Large Wonton Soup \_\_\_\_\_
2. Large Beef Chow Mein \_\_\_\_\_
3. Large Beef and Broccoli \_\_\_\_\_
4. Small Shrimp Fried Rice \_\_\_\_\_



Total: \_\_\_\_\_

Next Dollar-up to pay for your order: \_\_\_\_\_

Change Received: \_\_\_\_\_

1. Small Hot and Sour Soup \_\_\_\_\_
2. Large House Fried Rice \_\_\_\_\_
3. Vegetable Egg Foo Young \_\_\_\_\_
4. Large Chicken with Broccoli \_\_\_\_\_

Total: \_\_\_\_\_

Next Dollar-up to pay for your order: \_\_\_\_\_

Change Received: \_\_\_\_\_

1. Spring Rolls \_\_\_\_\_
2. Large Chicken Fried Rice \_\_\_\_\_
3. Small Shrimp Chow Mein \_\_\_\_\_
4. Small Sesame Beef \_\_\_\_\_
5. Mixed Vegetables \_\_\_\_\_

Total: \_\_\_\_\_

Next Dollar-up to pay for your order: \_\_\_\_\_

Change Received: \_\_\_\_\_



Directions: Use the Chinese takeout menu to find the price of each item for the order. Then total up the order find the next dollar-up to pay for your order. Finally, calculate the change you would receive. Do not forget to multiply the quantity by the price for some items.

Find the final cost of each meal and the change.

1. 2 Springs Rolls \_\_\_\_\_
2. Large Chicken Lo Mein \_\_\_\_\_
3. 2 Large Szechuan Beefs \_\_\_\_\_
4. 1 Large Orange Chicken \_\_\_\_\_



Total: \_\_\_\_\_

Next Dollar-up to pay for your order: \_\_\_\_\_

Change Received: \_\_\_\_\_

1. 2 Crab Ragoons \_\_\_\_\_
2. 2 Large Vegetable Fried Rice \_\_\_\_\_
3. 1 Small Mongolian Beef \_\_\_\_\_
4. 2 Small Moo Shu Porks \_\_\_\_\_

Total: \_\_\_\_\_

Next Dollar-up to pay for your order: \_\_\_\_\_

Change Received: \_\_\_\_\_

1. 3 Egg Rolls \_\_\_\_\_
2. 2 Large Shrimp Fried Rice \_\_\_\_\_
3. 3 Mixed Vegetables \_\_\_\_\_

Total: \_\_\_\_\_

Next Dollar-up to pay for your order: \_\_\_\_\_

Change Received: \_\_\_\_\_



FOR ME:

You have \$30 to spend at the Chinese Restaurant. You can order if you have something to eat for lunch, a drink, and an appetizer. You are ordering a small or large plate for lunch!

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

For my Friend:

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

Total: \_\_\_\_\_

Next Dollar-Up to Pay for your meal: \_\_\_\_\_

Change Received: \_\_\_\_\_

Did you stay in budget? \_\_\_\_\_



Directions: Round up to the next dollar. Circle what bills you would use to pay.



<p><b>\$1.59</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td data-bbox="360 548 565 659"><b>5</b></td><td data-bbox="599 548 803 659"><b>5</b></td><td data-bbox="837 548 1042 659"><b>5</b></td><td></td><td></td></tr><tr><td data-bbox="360 701 565 812"><b>1</b></td><td data-bbox="599 701 803 812"><b>1</b></td><td data-bbox="837 701 1042 812"><b>1</b></td><td data-bbox="1076 701 1281 812"><b>1</b></td><td data-bbox="1315 701 1520 812"><b>1</b></td></tr></tbody></table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							
<p><b>\$2.29</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td data-bbox="360 938 565 1050"><b>5</b></td><td data-bbox="599 938 803 1050"><b>5</b></td><td data-bbox="837 938 1042 1050"><b>5</b></td><td></td><td></td></tr><tr><td data-bbox="360 1092 565 1203"><b>1</b></td><td data-bbox="599 1092 803 1203"><b>1</b></td><td data-bbox="837 1092 1042 1203"><b>1</b></td><td data-bbox="1076 1092 1281 1203"><b>1</b></td><td data-bbox="1315 1092 1520 1203"><b>1</b></td></tr></tbody></table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							
<p><b>\$3.99</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td data-bbox="360 1308 565 1419"><b>5</b></td><td data-bbox="599 1308 803 1419"><b>5</b></td><td data-bbox="837 1308 1042 1419"><b>5</b></td><td></td><td></td></tr><tr><td data-bbox="360 1461 565 1572"><b>1</b></td><td data-bbox="599 1461 803 1572"><b>1</b></td><td data-bbox="837 1461 1042 1572"><b>1</b></td><td data-bbox="1076 1461 1281 1572"><b>1</b></td><td data-bbox="1315 1461 1520 1572"><b>1</b></td></tr></tbody></table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							

<p><b>\$4.79</b> DOLLAR UP</p> <p>\$ _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>											
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>								


Directions: Round up to the next dollar. Circle what bills you would use to pay.




<p><b>\$5.63</b> DOLLAR UP</p> <p>\$ _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>											
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>								

<p><b>\$6.54</b> DOLLAR UP</p> <p>\$ _____</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>5</b></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; height: 40px;"><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>											
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>								

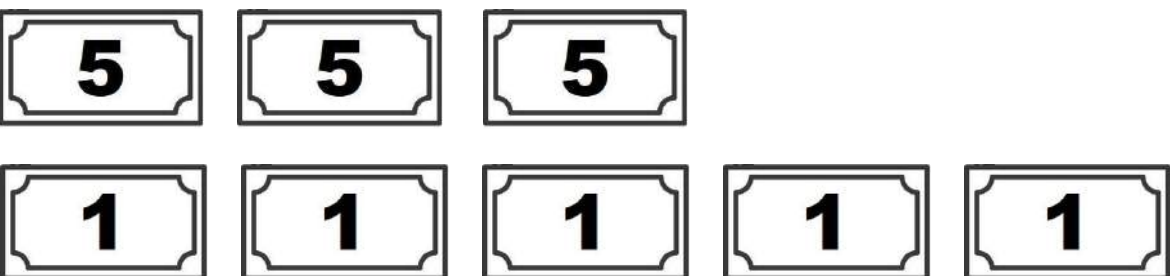
<p><b>\$7.94</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$8.17</b> DOLLAR UP</p> <p>\$ _____</p>	

Directions: Round up to the next dollar. Circle what bills you would use to pay.

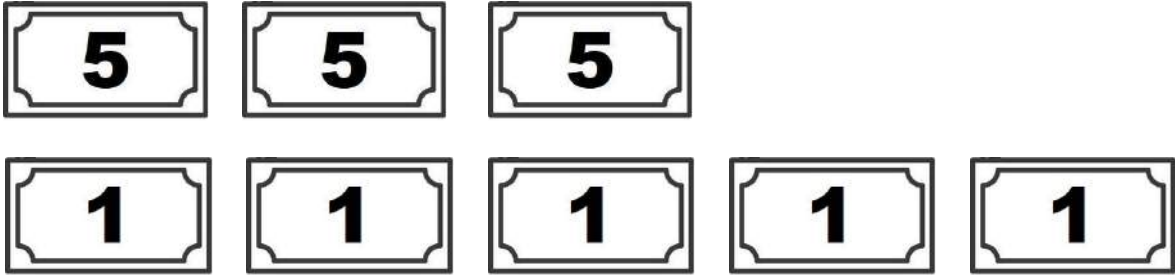


<p><b>\$9.15</b> DOLLAR UP</p> <p>\$ _____</p>	
--	--

<p><b>\$10.20</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$11.25</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$12.30</b> DOLLAR UP</p> <p>\$ _____</p>	

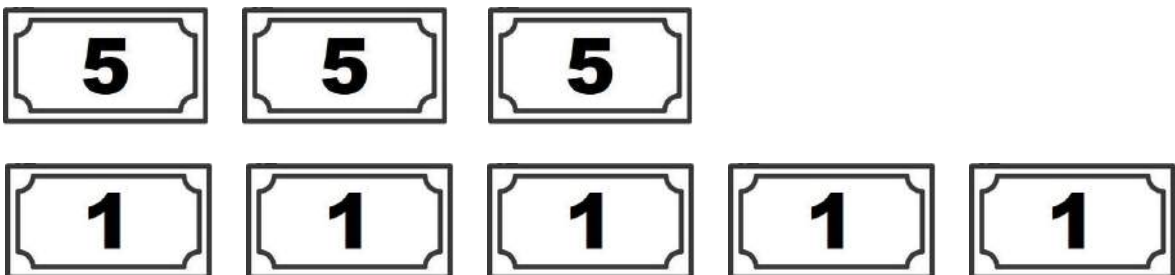
Directions: Round up to the next dollar. Circle what bills you would use to pay.

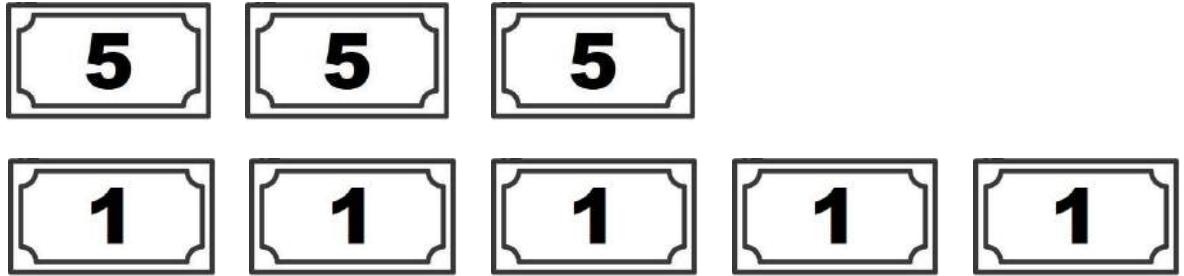
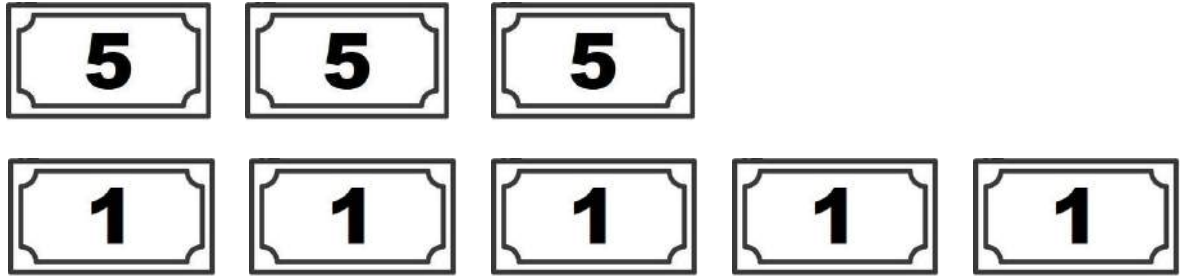

<p><b>\$13.35</b> DOLLAR UP</p> <p>\$ _____</p>	
---	--



<p><b>\$14.40</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$11.45</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$12.50</b> DOLLAR UP</p> <p>\$ _____</p>	

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p><b>\$13.55</b> DOLLAR UP</p> <p>\$ _____</p>	
---	--

<p>\$14.60 DOLLAR UP</p> <p>\$ _____</p>	
<p>\$15.65 DOLLAR UP</p> <p>\$ _____</p>	
<p>\$16.70 DOLLAR UP</p> <p>\$ _____</p>	

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p><b>\$17.75</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"> <tr> <td><b>5</b></td> <td><b>5</b></td> <td><b>5</b></td> <td></td> <td></td> </tr> <tr> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							

<p><b>\$18.80</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"> <tr> <td><b>5</b></td> <td><b>5</b></td> <td><b>5</b></td> <td></td> <td></td> </tr> <tr> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							

<p><b>\$19.85</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"> <tr> <td><b>5</b></td> <td><b>5</b></td> <td><b>5</b></td> <td></td> <td></td> </tr> <tr> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							

<p><b>\$0.99</b> DOLLAR UP</p> <p>\$ _____</p>	<table border="1"> <tr> <td><b>5</b></td> <td><b>5</b></td> <td><b>5</b></td> <td></td> <td></td> </tr> <tr> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> <td><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>			<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>									
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>							

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p>\$3.99 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$14.63 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$11.59 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$18.46 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p>\$7.99 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$5.78 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$12.59 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$2.46 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p>\$18.99 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$10.99 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$14.99 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$0.50 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td>5</td><td>5</td><td>5</td><td></td><td></td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p>\$2.99 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td data-bbox="360 443 565 558">5</td><td data-bbox="599 443 803 558">5</td><td data-bbox="837 443 1042 558">5</td><td data-bbox="1076 443 1281 558"></td><td data-bbox="1315 443 1520 558"></td></tr><tr><td data-bbox="360 596 565 711">1</td><td data-bbox="599 596 803 711">1</td><td data-bbox="837 596 1042 711">1</td><td data-bbox="1076 596 1281 711">1</td><td data-bbox="1315 596 1520 711">1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$4.68 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td data-bbox="360 831 565 947">5</td><td data-bbox="599 831 803 947">5</td><td data-bbox="837 831 1042 947">5</td><td data-bbox="1076 831 1281 947"></td><td data-bbox="1315 831 1520 947"></td></tr><tr><td data-bbox="360 984 565 1100">1</td><td data-bbox="599 984 803 1100">1</td><td data-bbox="837 984 1042 1100">1</td><td data-bbox="1076 984 1281 1100">1</td><td data-bbox="1315 984 1520 1100">1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							
<p>\$6.59 DOLLAR UP</p> <p>\$ _____</p>	<table border="1"><tbody><tr><td data-bbox="360 1203 565 1318">5</td><td data-bbox="599 1203 803 1318">5</td><td data-bbox="837 1203 1042 1318">5</td><td data-bbox="1076 1203 1281 1318"></td><td data-bbox="1315 1203 1520 1318"></td></tr><tr><td data-bbox="360 1356 565 1472">1</td><td data-bbox="599 1356 803 1472">1</td><td data-bbox="837 1356 1042 1472">1</td><td data-bbox="1076 1356 1281 1472">1</td><td data-bbox="1315 1356 1520 1472">1</td></tr></tbody></table>	5	5	5			1	1	1	1	1
5	5	5									
1	1	1	1	1							



<p><b>\$12.46</b> DOLLAR UP</p> <p>\$ _____</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>											
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>								

Directions: Round up to the next dollar. Circle what bills you would use to pay.

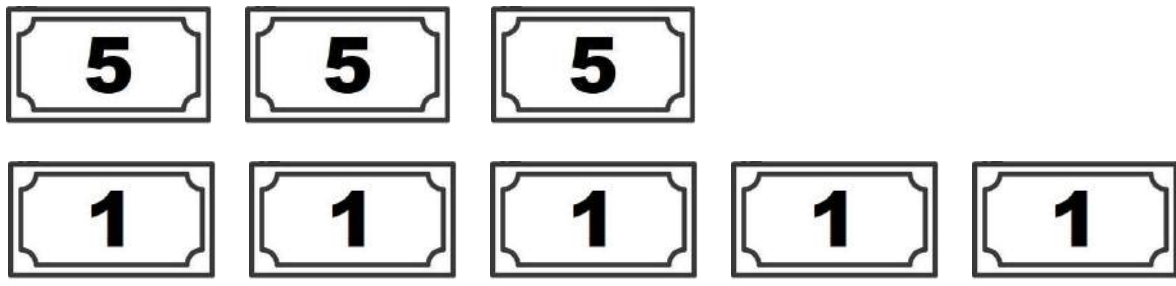
<p><b>\$18.09</b> DOLLAR UP</p> <p>\$ _____</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>											
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>								

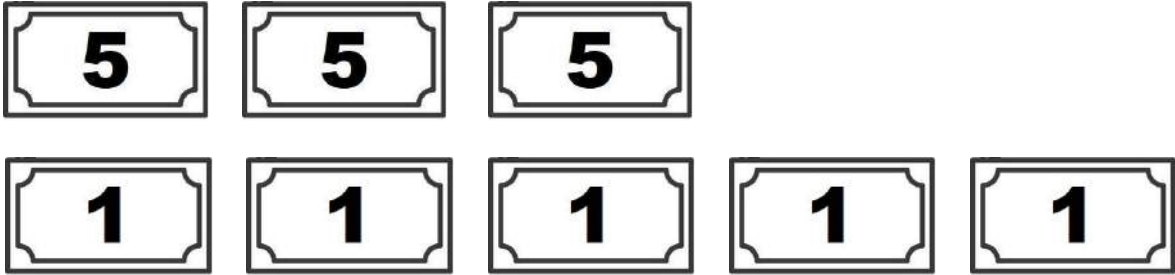


<p><b>\$1.68</b> DOLLAR UP</p> <p>\$ _____</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="border: 1px solid black; padding: 5px;"><b>5</b></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> <td style="border: 1px solid black; padding: 5px;"><b>1</b></td> </tr> </table>	<b>5</b>	<b>5</b>	<b>5</b>				<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>5</b>	<b>5</b>	<b>5</b>											
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>								




<p><b>\$3.59</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$19.34</b> DOLLAR UP</p> <p>\$ _____</p>	


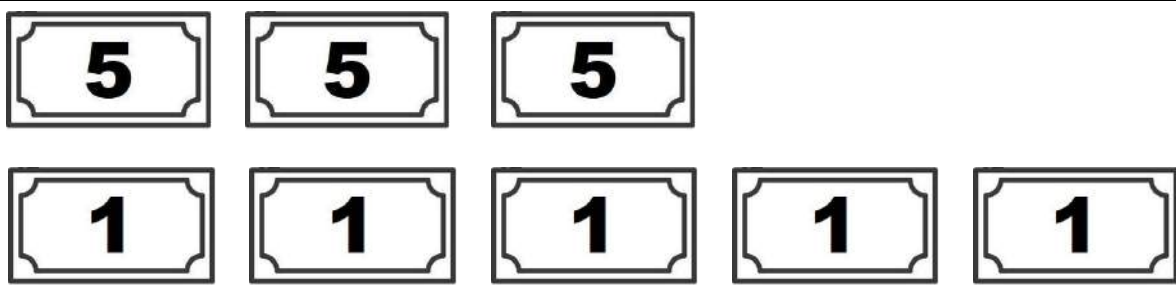

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p><b>\$4.99</b> DOLLAR UP</p> <p>\$ _____</p>	
--	--


<p><b>\$8.68</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$12.59</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$16.46</b> DOLLAR UP</p> <p>\$ _____</p>	

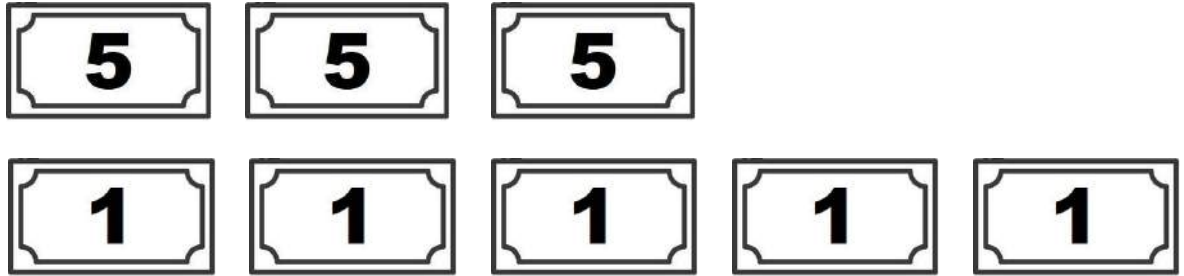
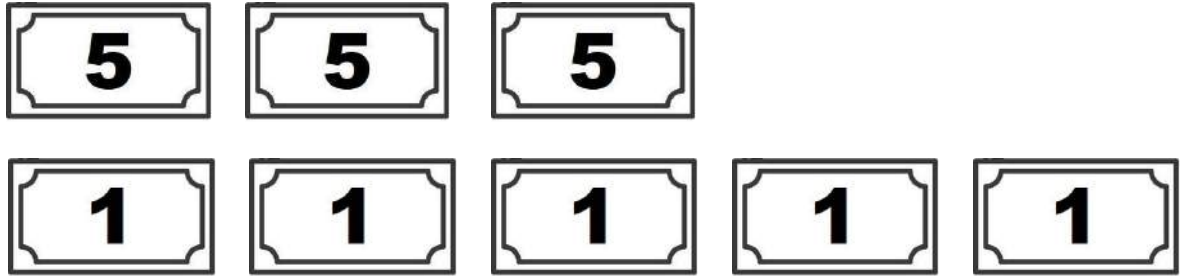

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p><b>\$3.19</b> DOLLAR UP</p> <p>\$ _____</p>	
--	--





<p><b>\$6.28</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$9.39</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$12.44</b> DOLLAR UP</p> <p>\$ _____</p>	

Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p><b>\$15.99</b> DOLLAR UP</p> <p>\$ _____</p>	
---	--

<p><b>\$18.98</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$0.59</b> DOLLAR UP</p> <p>\$ _____</p>	
<p><b>\$6.49</b> DOLLAR UP</p> <p>\$ _____</p>	

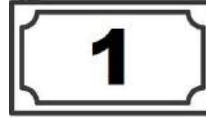
Directions: Round up to the next dollar. Circle what bills you would use to pay.

<p>\$12.99 DOLLAR UP</p> <p>\$ _____</p>	
<p>\$18.46 DOLLAR UP</p> <p>\$ _____</p>	
<p>\$2.59 DOLLAR UP</p> <p>\$ _____</p>	
<p>\$8.46 DOLLAR UP</p> <p>\$ _____</p>	

Directions: Round up to the next dollar. Circle what bills you would use to pay.

\$13.99

DOLLAR UP



\$ \_\_\_\_\_

\$18.68

DOLLAR UP



\$ \_\_\_\_\_

\$2.11

DOLLAR UP



\$ \_\_\_\_\_

\$18.20

DOLLAR UP





\$ \_\_\_\_\_



### Chick-fil-A: Making Change



How much you paid - How much the item costs = Change back  
 Minus

<u>Item:</u>	<u>Amount Paid:</u>	<u>Change Back:</u>
 Chick-fil-A® Chicken Sandwich \$4.39		
 8 ct Chick-fil-A® Nuggets \$4.45		



Chocolate Chunk Cookie  
\$1.49



Spicy Deluxe Sandwich w/ Pepper Jack  
\$8.95









## Buffalo Wild Wings: Making Change



Now let's try calculating change when 2 items are being purchased.

$$\text{How much you paid} - \text{How much the item costs} = \text{Change back}$$

Minus

<u>Items:</u>	<u>Exact Total of Both Items:</u>	<u>Amount Paid:</u>	<u>Change Back:</u>
 <p><b>10 Boneless Wings    \$13.29</b></p>  <p><b>IZZE Sparkling Juice    \$4.79</b></p>			
 <p><b>Buffalo Ranch Chicken Wrap Lunch Combo    \$10.00</b></p> 			

<p><b>Loaded Ice Cream</b>    <b>\$3.99</b></p>			
 <p><b>Fried Pickles</b>    <b>\$9.79</b></p>  <p><b>Nashville Hot Chicken Sandwich</b>    <b>\$13.29</b></p>			
 <p><b>Grilled Chicken Buffalitos</b> <b>\$12.29</b></p>  <p><b>Chips and Dip Trio</b>    <b>\$11.79</b></p>			

# Reading Grocery Ads

Students often have limited experience shopping for groceries. This is a practice activity to acquaint them with grocery advertisements. Students will explore grocery advertisements and make choices in selecting foods and comparing costs.

**Materials:**

- Copies of grocery advertisement circulars for each student.
- Worksheet with questions related to understanding the grocery ads. Questions will vary depending on the specific advertisement chosen. Sample questions are provided for instructors in crafting their own worksheet.

**Activities:**

1. Discuss grocery shopping and comparing store advertisements.
2. Distribute a copy of the same grocery advertisement circular to each student. If having students work in groups, one circular per group.
3. Distribute the worksheet. Students can answer the questions individually or locate the information as a group.





## Reading Grocery Ads Worksheet

t the name of the grocery store and the dates this ad is effective.

2. Navel oranges are 4 for \$1.00. How many oranges can you buy if you have \$4.00 to spend on oranges?
3. Which two type of apples are advertised for \$1.99/lb.?
4. What is the price for a Party Pack of Tyson Anytizer Boneless Buffalo Bites?
5. Jumbo Red Seedless Grapes are listed as \$2.99/lb. How much would you pay for 2 lbs.?
6. Starkist Chunk Light Tuna pouches are 4 for \$5.00? How much would you pay if you bought just 2 pouches?
7. Campbell's Soup Cups are listed 2 for \$7.00. Name the 3 kinds of soup offered at that price.
8. Cucumbers are \$.77 each. You need 3 cucumbers for a recipe you are making. How much will you spend on cucumbers?
9. Name three fruits shown on the last page of the flyer.
10. Name three vegetables shown on page four.
11. What is the size of the jar for Mt. Olive Kosher Baby Pickles?
12. In the advertisement it talks about having the "BEST Produce Period". List the website that will tell you how to make the most of your produce.
13. In a section of the advertisement, it lists products that are on sale for \$2.00, \$3.00, \$4.00, and \$5.00. List four products that are listed for \$3.00.

14. In the Deli & Bakery section of the advertisement, they sell donuts that are made fresh daily. How many assorted donuts are in the prepackaged container? What is the cost?

15. How can you save \$5.00 instantly on your grocery bill?

# How to Use an ATM

ATMs, or Automated Teller Machines, provide a simple, convenient way to access your bank account from just about anywhere. Though ATMs may seem confusing at first, they're actually incredibly straightforward and easy to operate.

## Part 1

### Starting the Process

# 1

**Practice basic safety procedures.** People using ATMs will occasionally be targets of robberies and other crimes, so you'll want to be sure to be safe. First, make sure that the area is well lit and you are alone. Be on your guard if other people show up. Stand so that your screen and key presses are masked.

- You'll also want to look at the machine itself. Devices called card skimmers are becoming more common and, while there is no universal signal that an ATM is compromised, if something seems off about how the card slot looks then you'll just want to find another machine to use.
- Only use ATMs during the day in well trafficked areas, if possible.

# 2

**Insert your debit card into the ATM.** Mobile banking cards come in two varieties — *debit* cards and *credit* cards. Debit cards are most frequently used in ATMs; they're linked to the exact amount you have in your bank account. Credit cards can be used in some cases, but fees and interest rates usually make them expensive to use. Insert your card into the card slot, ensuring that the chip side is facing inward.

- Particular machines may have a special fee (usually when in a tourist area) which should be labeled on the machine.
- If you travel out of the country, there may be additional fees associated with the distance or currency change.

# 3

**Try to use ATMs and debit cards that are issued by the same bank.** For example, if you own a *Chase* debit card, look for a *Chase* ATM or local branch. Although you can use almost any debit card on almost any ATM, you will likely be charged an additional fee for withdrawing money if the ATM is for a bank other than one you have an account with. Additionally, some of the services offered by the ATM may not be available if your card and ATM don't match.

- In addition, when the branch is closed, you will still be able to access the ATM by swiping your bank's card on the card reader, giving you added security.

# 4

**Select your language.** Most ATMs will offer transactions in several different languages, usually at least three or more dependent on where you live. Where in the process you change the language can depend on the machine, but it is usually directly after inserting your card.

# 5

**Enter your PIN when prompted.** "PIN" stands for "personal identification number," and it's typically a four- to six-digit password people use to access their bank account. Enter your PIN number when asked to by the machine, making sure to shield the pad with your hand so that nearby onlookers can't see it. You should also watch out for cameras that are placed on the ATM itself, as these can be placed by criminals in order to steal your card information.

- While PINs are typically four or six digits long, note that this length may vary depending on the financial institution associated with your ATM card.

## Part 2

### Completing Transactions

# 1

**Withdraw money.** You can withdraw money for almost any ATM, regardless of the associated bank (though this may incur fees). You will usually have two withdrawal options:

- Fast cash - which allows you to quickly withdraw a set amount as labeled on the machine. This is usually either \$40, \$50, or \$60.

- Targeted withdrawal - which allows you to specify how much you want to withdraw by typing in the amount.
- Be careful of your limits. Most ATMs and banks limit how much you can withdraw from an ATM in a given day. The limit varies widely based on your bank and your account type, but limits between \$300-\$1000 are common.

## 2

**Deposit money.** You can deposit money as well, as long as you are using an ATM associated with your bank. You should be presented with the choice of what account you want the money deposited in to. The funds may not be immediately available, or only some of them may be immediately available. There are two ways that you can deposit money:

- Deposit cash. This is usually fed into the machine, though sometimes a deposit envelope may be required. If you are using a modern ATM, you should be able to insert a stack of bills, often between 30-50 bills at a time, and the machine will count them up automatically.
- Deposit checks. Older machines may require that you use a deposit slip in order to deposit a check, but for most modern machines you can simply feed the check into the ATM. The ATM will provide you with specific instructions, and a deposit envelope if you don't have one.
- If you do need to fill out a deposit envelope, it's better to get the envelope from the machine and then exit out of the transaction, filling out the details and inserting the check into the envelope in your car or other safe location. Simply return to the machine, reinsert your card, and start the process over again once the envelope is prepared.

## 3

**Check your account balance.** You should have the option to check your account balance, or how much money you have available in your account, so long as you are using an ATM associated with your bank. This balance is often printed out on a receipt or sheet of paper, although it may be displayed on the screen as well.

## 4

**Transfer money or make payments.** Many bank's ATMs will allow you to transfer money between multiple accounts you hold with the same bank, or even transfer money to other people's accounts.



Occasionally you may also have the option to make payments, such as paying pre-set up bills or fees on your bank account itself.

## Part 3

### Ending Your Session

# 1

**Follow the prompts to end your session.** Once you've completed your transaction, you'll have to follow the on-screen prompts in order to exit out and get your card back. Often times, a short cut can be to simply press the red X on the keypad, which is similar to the "back" option on a computer.

# 2

**Don't forget to take your card and money!** It's easy to forget to take your money or card when you're in a hurry but be careful and be extra sure to take all of your belongings when you're done. This includes a cell phone you might have set down on the machine!

# 3

**Switch to mobile banking.** Be aware that for everything but withdrawing money, you can now use mobile banking if you bank with one of the major banks. Mobile banking, which uses your smart phone, allows you to deposit checks, check your balance, transfer money, and includes many of the other services of the ATM.

### Q&A

- Question

#### **How do I use a debit card in an ATM for the first time?**

First, you'll need to select a PIN. You may need to call or visit your bank to do this, or there may be instructions on the paperwork that came with your card. Typically, you can activate your new card by using it in an ATM and entering the PIN. If that doesn't work, you may need to call the number on the card and activate it over the phone before you can use it in an ATM.

- Question

#### **Which side of the card do I insert into the machine?**

That depends on the machine. Most ATMs will have an image on the screen or next to the card reader

showing which way to insert the card, especially if the card slot is vertical. For horizontally oriented card readers, the card is typically inserted face up, with the magnetic strip facing down and to the left.

- Question

### **How do you use a credit card at an ATM?**

First, you'll need to check with your card provider to make sure your account is set up to allow cash withdrawals. They can help you set up a PIN for your credit card, if you didn't already do so when you activated it. Once you have your PIN, you can use the credit card the same way you would use a debit card. However, be aware that you'll probably need to pay a hefty cash advance fee.

- Question

### **How can I change my PIN?**

(1) Insert your ATM/Debit Card and enter your existing PIN. (2) At the bottom of the screen, select "More." (3) Select "Change PIN." (4) Enter new PIN. (5) Re-enter new PIN and select "OK."

- Question

### **How do I identify my PIN number?**

Either you ask for it directly in the bank, over the counter, or it should be sent to you in a letter through mail when you start up your account. It is advised to discard this letter once you have memorized your PIN number.

- Question

### **I don't know my PIN. How do I get it?**

You have to ask it from the bank connected to your ATM card. Call the bank, or go on its website.

- Question

### **Can I cancel a transaction if I've entered my PIN and the amount to withdraw, but the cash hasn't appeared yet?**

Hitting the cancel button should stop the process before the ATM debits your account. However, since it was so late in the process, it's a good idea to check your bank account balance or transaction history. If your account was debited but you didn't get your cash, contact your bank immediately to sort it out.

- Question

### **When do I remove the card after putting it in the ATM?**

Some ATMs allow you to withdraw your card right after putting it in. Others make you wait until after you finish the transaction. Follow the instructions on the screen if you're not sure.

- Question

**I put my debit card in and entered my PIN, then changed my mind and took the card out. Did I leave anything the next person could use?**

This depends on the type of machine and card. If it is a chip and PIN card, or an ATM that requires the card remain in for the transaction to proceed, there should not be a problem. But some ATMs allow the transaction to continue after the card is taken out, in which case your account could have been compromised if someone came up after you before the transaction timed out. Watch your account closely for any suspicious transactions, and in the future make sure to hit "cancel" and make sure the screen returns to the default display before walking away from the ATM.

- Question

**How can I change the PIN for my ATM card?**

Contact your bank by phone or in person and request the change.

## **Tips**

---

- Some ATMs have headphone inputs for disabled users.
- If your card is lost or stolen, call your bank as soon as possible to tell them it is lost and obtain a replacement.
- Some ATMs provide audio feedback tones or spoken assistance and braille for disabled users.
- If you make a mistake entering a number or you pick a choice you didn't mean, press "cancel" or "no". Most machines will ask you "is this correct?" to give you a chance to change your entries.
- Prepare your deposit before putting in your card, especially if you have checks. You can take some extra envelopes and prepare deposits ahead of time, in your home or car.
- If you are still unsure how to use ATM, go inside the bank or ask an employee or ask someone you trust to help you the first time.
- Some banks do not require a deposit slip. If you're not sure, ask. In this case, you may need to write your account number on the check when you endorse it.



# Using an ATM at the Bank or Grocery Store

**Community Based Instruction:** To teach students to use a debit card to withdraw money from an ATM.

**Setting and Materials:**

**Settings:** Instruction is conducted in a bank and/or a grocery store in the community with an ATM located inside. Students perform two trials, following the steps to withdraw money from the ATM.

**Materials:** Materials include the following:

- ATM/DEBIT card
- Itemized checklist that listed the task-analyzed steps of each task.



**Directions:** Students are taught to withdraw money from a bank and/or a Grocery Store using an ATM card. They are taught to withdraw \$10 and \$20 by accessing an ATM. At the end of the activity, students return the money that was withdrawn into the appropriate account.

**Task analysis for use of the ATM:**

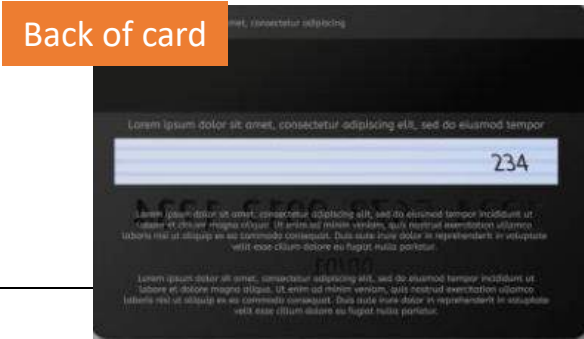
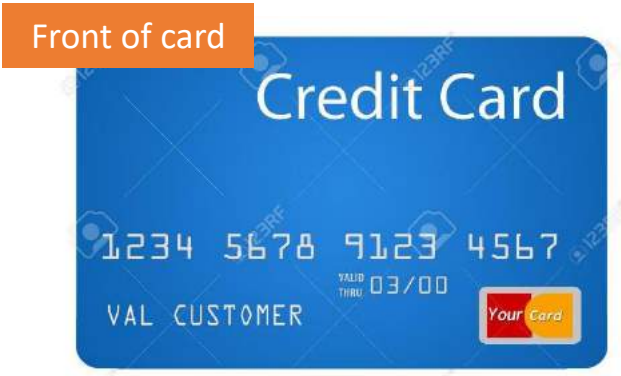
1. Insert the access card
2. Enter the personal identification number
3. Press the button indicating that the correct number has been entered
4. Press the button to indicate a withdrawal from a checking account
5. Enter 1000 or 2000 to indicate dollar and cent amount
6. Press the "correct" button
7. Lift the door and remove the bill
8. Press the button to indicate end of transaction
9. Remove access card and receipt from appropriate slots



# Online Shopping Activity







Name: \_\_\_\_\_

**Directions:** Using the credit card information below, practice completing an online transaction at a store of your choice.



Item(s) you'd like to buy:	
Price of the item(s):	
Shipping address:	
Order total (including tax- if applicable):	

Directions: Round up to the next dollar. Circle what bills you would use to pay

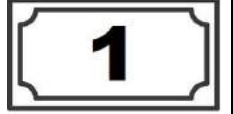
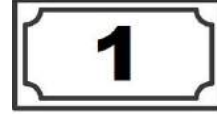
<p>\$12.20 DOLLAR UP</p> <p>\$ _____</p>	<p> </p>
<p>\$14.91 DOLLAR UP</p> <p>\$ _____</p>	<p> </p>
<p>\$17.76 DOLLAR UP</p> <p>\$ _____</p>	<p> </p>

\$15.55

DOLLAR UP

\$

\_\_\_\_\_



# Unit 4: Job Search Process



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**


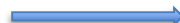
**Unit 4: Job Search Process**

**Objective 4.1: The student will be able to communicate and/or locate personal identification information (other important information).**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit: 4.1</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Implementation Time Frame:</b> This lesson can be presented prior to developing resumes', applications, cover letters and job searches.		
<b>Lesson Plan Summary: Communicating and /or locating personal identification information.</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Personal Information Worksheets 1, 2, 3 and 4</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• AV Equipment</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Poster Board or simple white/colored paper</li> <li>• Markers/Pens/Colored Pencils</li> <li>• Scissors</li> <li>• Adhesive: tape, putty,</li> <li>• Sticky Notes</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary related to personal information.	Be able to use the vocabulary related to personal information in a variety of settings	Utilize the personal information vocabulary accurately in settings related to school, job search and other situations.
Students will know their personal information or be able to locate it when necessary.	Students will be able to copy their personal information for school and job search purposes.	Students will know and be able to retrieve their correct personal information when needed.
Students will be able to recognize safe websites and emails and know what personal information to share.	Students will recognize safe websites and emails and react accordingly with giving or not giving personal information	Students will recognize and navigate safe websites and emails successfully.
Students can identify what to do at home to keep safe.	Students can put safe practices at home into their everyday behavior and explain how they keep everyone safe.	Students can be observed demonstrating safe practices at school.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school and/or community that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Personal Information:</b> personal information is information that identifies, relates to, or could reasonably be linked with you or your household.</li> <li>• <b>Private Information:</b> an individual's name, signature, address, phone number or date of birth. Other kinds of sensitive information could be credit information or employee record information.</li> <li>• <b>Debit Card:</b> a card issued by a bank allowing the holder to transfer money electronically to another bank account when making a purchase.</li> <li>• <b>Credit Card:</b> a small plastic card issued by a bank, business, etc., allowing the holder to purchase goods or services on credit.</li> <li>• <b>Social Security Number:</b> An identifying nine-digit number issued by the United States government. It is issued to U.S. citizens, permanent residents, and temporary residents.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b> <b>Computer Skills:</b> Enter text applying basic key functions</p> <p>Locate and open a saved file / document</p> <p><b>General Work Attributes:</b> Follows Directions</p>	<p><b>Activating Prior Knowledge:</b> Students Type their name (in print), phone number, address, city, state, zip, date of birth, and a signature(cursive) on a Word Document, print it, and cut out each piece of identifying information.</p> <p>Make note that fonts should be larger than normal like 20 or above. Give each student should also get <a href="#">worksheet 4.1.1</a> and some adhesive like tape, glue, putty or Velcro.</p> <ul style="list-style-type: none"> <li>• Have students write out this information if a computer is not available.</li> <li>• Assist any student who needs more support and prompts to capture their personal information on the computer or on paper.</li> <li>• Students will match their Personal Information with the label on the worksheet.</li> </ul> <p>Ask these questions:</p> <ol style="list-style-type: none"> <li>1. Who else will know this information? (family, friends)</li> <li>2. Why do you need to know this information? (In case of an emergency to tell community helpers, fill out applications, meeting with a doctor, ride on an airplane)</li> <li>3. Can you name 3 different community helpers/people that it's okay to give this information? (police, doctors, Emergency Medical /Fire Safety people, teachers, social workers, counselors)</li> <li>4. Who shouldn't you share this information with? (strangers, random people who call your phone like marketers, various internet sites)</li> <li>5. When is it okay to share your information to strangers? (safe job search sites, or retail sites)</li> </ol>
<p><b>Lesson Activities</b></p>	
<p><b>Activity 1</b> <b>Sharing Personal Information</b></p>	<p><b>Opening questions:</b></p> <ol style="list-style-type: none"> <li>1. Ask what kind of information is it safe to share online? (favorite sports team, pet, song, place to visit, food)</li> </ol>

<p><b>Time: 30 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Safety:</b> Identify safety hazards</p> <p><b>Interpersonal Skills:</b> Cooperate with others to accomplish work activities Listen actively</p>	<ol style="list-style-type: none"> <li>2. What shouldn't you share online? (full name, address, city, state, zip, credit card information, passwords)</li> <li>3. Why shouldn't you share private information? (Target for strangers, getting personal money information, stalkers, predators)</li> </ol> <p>Watch the YouTube video: <a href="https://www.youtube.com/watch?v=NKb0S3laHhk">https://www.youtube.com/watch?v=NKb0S3laHhk</a></p> <p>Private vs. Personal Information</p> <ol style="list-style-type: none"> <li>4. Follow up with discussions about sharing private vs. public information.</li> <li>5. Divide the class in half with half the class creating a poster with ideas of what can be shared online and the other half representing what shouldn't be shared online.</li> <li>6. Further follow up evaluation can be completed with <a href="#">worksheet 4.1.1</a></li> </ol>
<p><b>Activity 2:</b> <b>Safe Websites</b> Time: 15-30 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b> Navigate to a specific web address.</p> <p>Click on a desired web link</p> <p>Scroll through a web page to find specific information</p>	<p><b>Safe Websites</b> Watch the YouTube video: <a href="https://www.youtube.com/watch?v=NKb0S3laHhk">https://www.youtube.com/watch?v=NKb0S3laHhk</a> again</p> <ol style="list-style-type: none"> <li>1. Ask what makes a "safe" website when giving your personal information? (They'll ask for you to create a password and username, sites you've heard of and if parents have reviewed them)</li> <li>2. Do you know some "safe" websites where you set up a password? (Amazon, Indeed, Kohl's)</li> </ol> <p>Show this YouTube video to explain what to look for in "safe" websites: <a href="https://www.youtube.com/watch?v=BoL5c_6la00">https://www.youtube.com/watch?v=BoL5c_6la00</a></p> <ol style="list-style-type: none"> <li>3. How can you tell the difference between a "safe" website and an "unsafe" website. (Padlock symbol, https)</li> <li>4. Using <a href="#">worksheet 4.1.2</a>, students look up 3 safe websites and provide 3 reasons why they're safe.</li> </ol>
<p>Activity 3:</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Communication Skills:</b> Speak clearly so others can understand. Communicate face to face with others.</p>	<p><b>Do We or Don't We?</b></p> <p>As a follow up to Activity 2, students can partner up and determine what piece of information should they give out based on the person, business or community helper.</p> <p>Explain on <a href="#">worksheet 4.1.3</a> that more than one answer can be given in each category.</p> <p>Explain what a credit, debit or social security card is and the importance of keeping these numbers a secret.</p>

<p>Activity 4: <b>Time:</b> 1 hour possibly longer to get information from students</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills</b> Follow directions</p> <p>Ask clarifying questions</p>	<p><b>Creating an “All About Me” Identification Flip Book</b></p> <ol style="list-style-type: none"> <li>1. Begin with personal identification and refer to the introduction of the unit: Name, address, city, state, zip of each student. Ask why these are important pieces of information to have but what else should I know? (answers maybe age, parents name, where they go to school, who’s their teacher)</li> <li>2. Explain about other pieces of information such as:       <ol style="list-style-type: none"> <li>a. What medications do they take?</li> <li>b. Where do their parents work?</li> <li>c. What’s their parent’s phone number?</li> <li>d. Who is a trusted adult other than their parents?</li> </ol> </li> <li>3. Each student will be creating a flip book of information about themselves. Family members may have to help gather some of the information. Note: you can get creative by printing out 4.1.3 worksheet in different colors.</li> <li>4. Print out enough copies of 4.1.4. Have students write the information they know on each line. Some information such as school address may need to be googled!</li> <li>5. Instruct students to use scissors to cut on the bottom line of under each section: The title, My Name and Age, My School’s Information, My Appearance, and My Home Information</li> <li>6. Have student’s line up each section in order:       <ol style="list-style-type: none"> <li>1. My Personal Identification</li> <li>2. My Name and Age</li> <li>3. My School’s Information</li> <li>4. My Appearance</li> <li>5. My Home Information</li> <li>6. My Family Information</li> </ol> </li> <li>7. Have students staple each corner at the top of the page. The flip book should be complete. Depending on the time, students can draw a picture of their family or design their booklet as they please.</li> <li>8. As a technology alternative, students could create a table in a Word document (with six sections). Students could enter the information in the table and add photos of family members, their high school, etc.</li> </ol>
<p>Activity 5:</p> <p><b>Time:</b> 15-30 minutes possibly longer to get information from students</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Follow directions</p> <p>Ask clarifying questions</p>	<p><b>Family Safety</b></p> <p>Give the class 4 sticky notes and have the students write 4 ways their parents keep them safe</p> <p>(Answers may include)</p> <ul style="list-style-type: none"> <li>• Locking the doors at night</li> <li>• Locking windows</li> <li>• Throwing out old food</li> <li>• Keeping the house clean</li> <li>• Not answering the door if there’s a stranger</li> <li>• Staying in the yard</li> <li>• Telling your parents if you go somewhere</li> <li>• Not telling strangers personal information</li> <li>• Seat belts in the car</li> <li>• Riding a bike with the helmet.</li> </ul>

Work with a co-worker or team.	<ol style="list-style-type: none"> <li>1. Have them put these notes on the board</li> <li>2. Discuss these as a class.</li> <li>3. Next give the students 4 more sticky notes and have them put the consequences of not following these ways to stay safe and have them put up on a separate part of the room.</li> <li>4. Ask “How do these consequences differ?” (some may result in sickness, physical danger, financial hazards, etc.)</li> <li>5. Ask if they to determine how their actions can hurt them and the extent in which they can be hurt (not just physically).</li> </ol>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: What is your address, city, state, zip, phone and Social Security number?</li> <li>2. Comprehension / Understanding: When you are on a website, how can you determine if a website is safe?</li> <li>3. Applying: What information can you enter on a familiar/safe website?</li> <li>4. Analyzing: How can you determine the difference between a safe website and an unsafe website to input personal information? How can you recognize a phishing scam?</li> <li>5. Evaluating: If you are approached by someone you don’t know or in a store, how would you determine how much personal information would give this person?</li> <li>6. Creating: Ask the students to research 3 sites where they purchase items. Include the: <ul style="list-style-type: none"> <li>• Name of company</li> <li>• What kind of personal information do they ask for?</li> <li>• Do any of them ask for different/unique pieces of information?</li> <li>• Is there a cost to join that site?</li> </ul> </li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions**

After watching the Private & Personal video, answer the questions below.

1. What type of information about you is OK to share?

---

---

---

2. What type of information isn't?

---

---

---

3. Why shouldn't you share private information?

---

---

---

What are 3 safe websites and what makes them that way?

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions: Use your phone or computer to search for 3 “safe” websites as described in the YouTube video and class. With each website you find list 3 reasons why you think they are safe.**

1. Website #1 \_\_\_\_\_

Reasons Why they're safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Website #1 \_\_\_\_\_

Reasons Why they're safe?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Website #1 \_\_\_\_\_

Reasons Why they're safe?

\_\_\_\_\_



Appendix C

## Do We or Don't We? What should we share and with whom?

Directions: Below are a variety of personal information we may have to share with others. How do we determine what to share and what not share? Do we know this person? Is this company trustworthy? Will our information be safe if we do share it?

Below is a list of information and a list of people or companies that may need this information. Below determine which pieces of information will you share based on the person or company. You may use more than one piece of information for each person or company:

- Address
- Banking Information
- Credit Card Numbers
- Debit Card Numbers
- Social Security Number
- Names/information about friends and family

Amazon	
Your Bank	
Your Doctor	
Your Dentist	
A Telemarketer	
A friend	
Your mom	
Gamestop	
Wal-Mart	
Post-Office	
Police Officer	
Your employer	

# Worksheet 4.1.4

## My Personal Identification

---

---

**My First & Last Name**

---

---

**My Age**

**Color of my  
hair**\_\_\_\_\_

**Color of my  
eyes**\_\_\_\_\_

**How tall am  
I?**\_\_\_\_\_

**How much do I  
weigh?**\_\_\_\_\_

**What do I like to  
wear?**\_\_\_\_\_

---

---

## My Appearance

---

---

Name of my  
school \_\_\_\_\_

City \_\_\_\_\_

---

My Teacher's  
Name \_\_\_\_\_

My school's phone  
number \_\_\_\_\_

## My School's Information

---

---

My  
Address \_\_\_\_\_

---

**My  
Town** \_\_\_\_\_

\_\_\_\_\_

**My  
State** \_\_\_\_\_

\_\_\_\_\_

**My Zip  
Code** \_\_\_\_\_

**My Phone  
Number** \_\_\_\_\_

**My  
Email** \_\_\_\_\_

\_\_\_\_\_

**My Home Information**

\_\_\_\_\_

\_\_\_\_\_

**My mom's  
name** \_\_\_\_\_

**My dad's**

**name** \_\_\_\_\_

**My siblings**

**name(s)** \_\_\_\_\_

\_\_\_\_\_

**My emergency contact**

**person** \_\_\_\_\_

\_\_\_\_\_

**My**

**medications** \_\_\_\_\_

\_\_\_\_\_

**I'm allergic**

**to** \_\_\_\_\_

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 4: Job Search Process**

**Objective 4.2: *The student will be able to complete forms including applications onboarding, state ID's, community resources, etc., resumes, cover letters and thank you letters.***

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 4.2: Complete forms including applications, onboarding, community resources, etc., resumes, cover letters, and thank you letters.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary: Practice job applications, cover letters, resumes, and thank-you notes.</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Worksheet 4.2.1, resume example, resume example 2, resume reminders,</li> <li>• Worksheet 4.2.2, What is a cover letter? cover letter examples</li> <li>• Worksheet 4.2.3, Hard copies of job applications, Harrison Shoe Company Job Applications</li> <li>• 4.2.4 Blank job application</li> <li>• Thank You Letter Template</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• AV Equipment</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Poster Board or simple white/colored paper</li> <li>• Markers/Pens/Colored Pencils</li> <li>• Scissors</li> <li>• Adhesive: tape, putty,</li> <li>• Sticky Notes</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented for job seeking documents.	Be able to use the vocabulary presented during the job search process.	The students will be able to use the correct glossary and in context during the job search process.
Students will know where to find an online job application.	Students will be able to fill out a job application completely with their personal information (learned in 4.1).	The finalized application will have all the information complete and the student should be able to identify where they have applied and for what position.
Students will be able to list the parts of resume.	Students will be able to create a simple resume and cover letter.	The students resume should reflect his/her skills, experience and job goal.
Students will know they should write a thank you letter after an interview.	Students will be able to write a simple Thank you letter to an employer.	The Thank You letter should be personalized to the employer and reference the job that the student applied for.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<p><b>Glossary</b></p>	<p><b>Glossary</b>          Ensure the interns are familiar with glossary words connected with this lesson (see Page 2). Use Kahoot or a similar app that might interest the interns. They should be able to explain the term and relate it to something in their department and/or host business.          Interns could use a computer/tablet to look up the definitions and act out the word for the class. Another idea is to use a game such as Apples to Apples for these glossary terms.</p> <p><b>Please incorporate any glossary terms utilized at your host business that would enhance the lesson plan and make this objective more meaningful for the interns.</b></p> <p>Ensure the students are familiar with glossary words connected with this lesson.</p> <ul style="list-style-type: none"> <li>• <b>Resume:</b> a brief written account of personal, educational, and professional qualifications and experience prepared by an applicant for a job.</li> <li>• <b>Cover Letter:</b> a letter sent with, and explaining the contents of, another document</li> <li>• <b>Job Application:</b> a letter or form containing details of your qualifications, skills, experience, etc. that you send to an organization when you are</li> <li>• <b>Resignation Letter:</b> an official letter sent by an employee to their employer stating their intention to leave their current position at the company</li> <li>• <b>Thank You Letter:</b> letter that is used when one person/party wishes to express appreciation to another</li> <li>• <b>State ID:</b> a government issued form of identification containing personal and biometric information that allows its holder to prove their identity and citizenship.</li> </ul>
<p>Introduction          Activity:          Connect to Purpose            VocFit Crosswalk:          Interpersonal Skills:          Work with a group or team          Listen actively          Follow directions</p>	<p style="text-align: center;"><b>Activating Prior Knowledge –</b></p> <p>Write these questions on your white board:</p> <ol style="list-style-type: none"> <li>1. Can you identify what each document is? If so, what is document called?</li> <li>2. Why do you need this document?</li> <li>3. What should you include in each document?</li> <li>4. What are some similarities and differences between each document?</li> </ol> <p>Divide the class into groups of 3-4 and hand out examples of resumes, cover letters and job applications.          Tell the groups they have 10 minutes to answer the questions above. Instruct that there are no right or wrong answers.</p> <p>Bring the group together again and discuss the class answers.</p> <p>Tell the class they will be learning various pieces of paperwork (hard copies and</p>



digital) that they will need to apply for a job.

### Lesson Activities

#### Activity 1

**Time: Over the course of several days.**

**VocFit Crosswalk:**  
**Computer Skills:**

Save a file/  
document to a  
specific location.  
Locate and open a  
saved file/document  
Type text to create a  
document  
Access an email  
system  
Attach a file to an  
email

#### Creating Your Resume

Review why you need a resume.

- Use worksheet 4.2.1 Creating a Resume
- Walk through resume reminders worksheet.
- Use resume examples of completed resumes

All of the above documents can be found in [Appendix A](#).

With the worksheet 4.2.1 walk the students through the development of a resume. The worksheet will breakdown each category of a resume:

1. Identifying Information
2. Objective – personalize to the job or internship desired
3. Education
4. Work Experience (name internship department)
5. Special Skills (Skills gained through internships)
6. References – only if asked

Each section should be explained and adjusted to the needs of the student.

Work through (with computers or tablets) how to create a resume. For this activity we will build a resume by “scratch” so each section can be explained and formatted. Additional resume templates can be assigned per the desires of the teacher.

Key points to share:

- Format the resume to make it easy to read.
- Resumes do not need sentences; a bulleted list is preferred.
- Have someone double and triple check your work.
- Explain a resume can look different but the content is generally the same.
- Treat your resume like it was gold, put it in a plastic cover so it doesn't get lines or look folded up.
- Explain each new job you apply to may require you to update your resume.
- Save the resume on Google docs or a flash drive so it can be easily updated.
- Practice emailing a resume with an email to the potential employer.

<p>Activity 2:</p> <p>Time: 1-2 hours</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Type text to create a document.  Save a file/document to a specific location.</p>	<p style="text-align: center;"><b>Creating a Cover Letter</b></p> <ol style="list-style-type: none"> <li>Review “What is a cover letter?” Students will be using that to help with their rough drafts.</li> <li>You may want to create an example using student feedback and ideas.</li> <li>Using Worksheet 4.2.2, as a class create a Cover Letter using the example Applebee’s job posting. Emphasize students should use their personal information. The activities in 4.1 will assist them to identify this information.</li> </ol> <p>All documents for this activity can be found in <a href="#">Appendix B</a>.</p> <p>Key points to share:</p> <ul style="list-style-type: none"> <li>Each section of the cover letter is very specific: <ul style="list-style-type: none"> <li>1<sup>st</sup> paragraph - formal interest in the job and where you found the job opening</li> <li>2<sup>nd</sup> paragraph - match your skills with the job and why you are a great candidate</li> <li>3<sup>rd</sup> paragraph – thank them for reading the letter and ask for an interview/connect with the employer</li> </ul> </li> <li>Cover Letters need full sentences.</li> <li>Have someone double and triple check your work.</li> <li>A cover letter does need to be updated every time you apply for a position.</li> <li>Treat your cover letter like it was gold, put it in a plastic cover so it doesn’t get lines or look folded up.</li> <li>Save the cover letter on Google docs or a flash drive so it can be easily updated.</li> </ul>
<p>Activity 3:</p> <p><b>Time: 1 hour</b></p> <p><b>VocFit Crosswalk</b>  <b>Self Determination:</b>  Evaluate the results of own actions to determine effectiveness.</p> <p><b>Interpersonal Skills:</b>  Asks clarifying questions  Listen actively</p>	<p style="text-align: center;"><b>Filling out a Job Application &amp; References</b></p> <p>Worksheet 4.2.3 Filling out a job application and references.</p> <ol style="list-style-type: none"> <li>Pass out highlighters or a pencil or pen will work. Pass out the “incorrect” Harrison Shoe Company job application and have the students go through and mark all the wrong answers. As a class, come back and have the students report out all the errors.</li> <li>Go over the “correct” Harrison Shoe Company job application with all the students.</li> <li>Work through the job application with the student’s line by line including references.</li> </ol> <p>See <a href="#">Appendix C</a> for all documents above.</p> <p><b>Key points to share:</b></p> <ul style="list-style-type: none"> <li>Refer to the important reminders</li> <li>It’s printed not written (cursive)</li> <li>If you have poor printing, have someone print it for you.</li> <li>Have someone double and triple check your work.</li> <li>Explain a cover letter needs to be updated every time you apply for a position.</li> </ul>

	<ul style="list-style-type: none"> <li>• Treat your job application like it was gold, put it in a plastic cover so it doesn't get lines or look folded up.</li> <li>• Save the cover letter on Google docs or a flash drive so it can be easily updated.</li> </ul>
<p>Activity 4: <b>Time:</b> Multiple Days/hours</p> <p><b>VocFit Crosswalk Self Determination:</b> Identify own strengths and weaknesses Set personal goals that satisfy own interests and needs</p> <p><b>Computer Skills:</b> Click on a desired web link Enter text applying basic key functions Navigate to a specific web address.</p>	<p style="text-align: center;"><b>Job Search with Indeed.com</b></p> <p>Worksheet 4.2.4 Blank application found in <a href="#">Appendix D</a>.</p> <p>Spend a few minutes making sure that all the students can find <a href="http://www.indeed.com">www.indeed.com</a> and find some jobs.</p> <p>Using Indeed.com website, each student will search for a job matching their interests, complete a resume, cover letter and fill out a job application for that position.</p>
<p>Activity 5</p> <p>Time: ½ to 1 hours</p> <p><b>VocFit Crosswalk Computer Skills:</b> Click on a desired web link Type text to create a document</p>	<p style="text-align: center;"><b>Thank You Note</b></p> <ol style="list-style-type: none"> <li>1. Review the article and examples of post-interview thank you notes: <a href="https://www.indeed.com/career-advice/interviewing/sample-thank-you-letter-after-interview">https://www.indeed.com/career-advice/interviewing/sample-thank-you-letter-after-interview</a></li> <li>2. Review the Template Thank You Note in <a href="#">Appendix E</a>.</li> <li>3. Have each student write a post-interview thank you note as if they were interviewed for the Applebee's position.</li> </ol> <p>Some things to remember: You can use publisher to create a thank you note. Because this is not a tool that many students are familiar with, small note cards can be purchased. A simple letter style thank you will also do.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: What sections go on a resume?</li> <li>2. Comprehension / Understanding:</li> </ol>

<p><b>and Evaluation Tools</b></p>	<p>Why do you send a cover letter with an application?</p> <p>3. Applying: Where are some businesses in your area where you could get and fill out an application? Which companies require an on-line application? Do companies that require an on-line application also require a cover letter?</p> <p>4. Analyzing: What are some characteristics between a bad/good job application? Resume? Cover Letter?</p> <p>5. Evaluating: What are some experiences/education/areas/skills that you should include in your resume? Shouldn't include?</p> <p>6. Creating: Develop a portfolio that would include at least 3 different resumes and cover letters. Make the resumes with a different format.</p>
------------------------------------	--

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**Bonnie B Kelley**  
**312 W. Mulberry**  
**Milford, OH 45150**  
**(513) 555-1900**

**Education:**

- 1988 – 1990 Beauty Business College  
Cincinnati, OH 45238  
Major: Secretarial/Bookkeeping
- 1984 – 1988 Logan Elm High School  
Cincinnati, OH 45999  
Major: Business

**Work Experience:**

- 1991 – Present Waitress  
Guido's Chinese Cuisine  
Cincinnati, OH 45200
- 1986 – 1990 Bookkeeper  
Green's Hardware  
Cincinnati, OH 45222

Maintained records for purchases of materials, banking, calculating employee's wages, prepared checks for employees, and monthly expenditures.

- 1986 – 1987 Waitress  
Castellano's Deli  
Cincinnati, OH 45113

Taking customer orders, serving meals cleaning dining area, and cashiering.

**REFERENCES**

References will be furnished upon request.

Steve Bluegill  
818 Riverside Ave.  
Adrian, MI 49221  
C 717.578.3311  
F 517.285.9980  
Sbluegill@gmail.com

## OBJECTIVE

To become employed full-time as a stock person at Walgreens in Adrian, Michigan.

## WORK HISTORY

### Midas

639 S. Main St.  
Adrian, MI 49221

- Remove car tires
- General Garage Clean Up
- Remove and Install Car Breaks

November, 2015-Current  
*General Laborer: Part-Time*  
Supervisor: Todd McIntyre

### Midas

404 E. Michigan Ave.  
Ypsilanti, MI 48278

- Remove car tires
- General Garage Clean Up
- Remove and Install Car Breaks

June, 2013-September, 2015  
*General Laborer: Part-Time*  
Supervisor: Robert Kissella

## EDUCATION

### Project SEARCH-ProMedica Bixby Hospital

Adrian, MI 49221

- Housekeeping
- Maintenance

*June, 2015-Present*

### Britton-Deerfield High School

Britton, MI 49229

- General Studies
- Work Based Learning

*September, 2010-June, 2015*

### LISD TECH Center

Adrian, MI 49221

- Work Based Learning2
- Community Based Instruction

*September 2013-June, 2015*

\*ZZ's Bar & Grill

\*Chartwell's Dining Service

\*Siena Heights University

*September 2010-June, 2015*

### Madison High School

Adrian, MI 49221

- General Studies
- Work Based Learning

## SKILLS & ABILITIES

- Knowledge of Kitchen/Dining Room Routine
- CPR/First Aid Certification
- Routine Oriented
- Excellent Customer Service
- MIOSHA Certified
- Excellent Attendance

## HOBBIES

- **Bowling**

- Knitting

#### REFERENCES

Dawn Scott  
Goodwill Industries  
(517) 263-2135  
[dscott@goodwillsemi.org](mailto:dscott@goodwillsemi.org)

Christal Albig  
Goodwill Industries  
(517) 263-2135  
[calbig@goodwillsemi.org](mailto:calbig@goodwillsemi.org)

Kyle Johnson  
Adrian High School  
(517) 263-1115  
[kjohnson@adrian.k12.mi.us](mailto:kjohnson@adrian.k12.mi.us)

## Worksheet 4.2.1 Resume Building

### 1. Name and Address:

A. Name: \_\_\_\_\_

B. Address: \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Zip Code: \_\_\_\_\_

F. Phone Number: \_\_\_\_\_

### 2. Objective

The Job Objective is a short opening statement that expresses your employment goal. Be as clear and as specific as you can. If possible, write the objective to match the job that you are applying for. You may include: the name of the job, whether it's full-time or part-time, where you saw the job advertised and what city or state the job is located.

---

---

---

---

---

---

---

---

### 3. Education

A. School Name:

\_\_\_\_\_

B. City: \_\_\_\_\_

C. State: \_\_\_\_\_

D. Dates: \_\_\_\_\_

E. Degree: \_\_\_\_\_

F. Comment: \_\_\_\_\_



- A. School Name: \_\_\_\_\_
- B. City: \_\_\_\_\_
- C. State: \_\_\_\_\_
- D. Dates: \_\_\_\_\_
- E. Degree: \_\_\_\_\_
- F. Comment: \_\_\_\_\_

- A. School Name: \_\_\_\_\_
- B. City: \_\_\_\_\_
- C. State: \_\_\_\_\_
- D. Dates: \_\_\_\_\_
- E. Degree: \_\_\_\_\_
- F. Comment: \_\_\_\_\_

#### 4. Work Experience

This section contains information on the jobs you have held. When writing the job descriptions, be as clear and specific as possible. Explain your duties and responsibilities. Include any important accomplishments.

##### Job 1

- A. Position Title: \_\_\_\_\_
- B. Employers' Name \_\_\_\_\_
- C. City: \_\_\_\_\_
- D. State: \_\_\_\_\_
- E. Dates Employed: \_\_\_\_\_
- Position Description: \_\_\_\_\_

---

## Job 2

F. Position Title: \_\_\_\_\_

G. Employers' Name \_\_\_\_\_

H. City: \_\_\_\_\_

I. State: \_\_\_\_\_

J. Dates Employed: \_\_\_\_\_

Position Description: \_\_\_\_\_

---

## 5. Skills List

This section contains a list of your skills that are not covered in any other part of the resume. You have acquired many skills in your life that you may have not used on a job. Here is your chance to advertise these skills. Use this section to mention specific skills or personal attributes. A specific skill includes a knowledge of a foreign language or an ability to type 60 words per minute. A personal attribute includes your dedication and enthusiasm as a worker or an ability to produce results under stress.

Skills# 1:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills # 2:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Skills # 3:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

Skills # 4:

---

---

---

---

Skills # 5:

---

---

---

---

Skills # 6:

---

---

---

---

## 7. References

Your references should be individuals who can speak positively about your work history, skills, and personal character. Your references can include former employers, business associates, and community leaders. Do not include family members. You should type the references on a separate sheet of paper.

### Reference # 1

- A. Name: \_\_\_\_\_
- B. Address: \_\_\_\_\_
- C. City: \_\_\_\_\_
- D. State: \_\_\_\_\_
- E. Zip Code: \_\_\_\_\_
- F. Phone Number: \_\_\_\_\_
- G. Position: \_\_\_\_\_

**Reference # 2**

A. Name: \_\_\_\_\_

B. Address: \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Zip Code: \_\_\_\_\_

F. Phone Number: \_\_\_\_\_

G. Position: \_\_\_\_\_

**Reference # 3**

A. Name: \_\_\_\_\_

B. Address: \_\_\_\_\_

C. City: \_\_\_\_\_

D. State: \_\_\_\_\_

E. Zip Code: \_\_\_\_\_

F. Phone Number: \_\_\_\_\_

G. Position: \_\_\_\_\_



## **RESUME REMINDERS**

1. Be Consistent! If you put information in one area do you do it the same in another.
2. Make it easy to read! Always type it in easy to read font, have someone do it for you if you have to.
3. Don't lie! Employers will find out if you lie by checking your references.
4. Spell and Capitalization Check! Have someone proof read your resume!
5. Add as much as you can! Show off to your employers with as much information as you can.
6. Only print in black!
7. It's ok to copy! Look for different resume styles and don't be afraid to copy any style.
8. Update your resume as you gain experience!
9. If you tailor the objective to the job you're applying make sure you always update it!

## Appendix B

### **What is a Cover Letter?**

A cover letter is a letter of introduction that accompanies a resume. Although cover letters are not required as frequently today as they once were, when one is requested, it gives the applicant a chance to explain their goals and show the hiring manager who they really are.

A cover letter explains who you are, lists major accomplishments, and tells the hiring manager what you hope to bring to the company if hired.

There are three types of cover letters: the application cover letter, the prospecting cover letter, and the networking cover letter. To get the full rundown of each of the three types, check out article on [cover letter formats](#).

### **How to Write a Cover Letter**

#### **1. Contact Information**

Include your full name, address (including zip code—for ATS purposes) and phone number with area code. You should make it as easy as possible for the hiring manager to reach you.

#### **2. Greeting**

It is important to find out the name of the hiring manager and greet them directly. You can usually find the hiring manager's name by searching the company website, or even calling the company and asking which hiring manager is assigned to this particular position. Once you learn the name, a simple greeting of "John" or "Hello John" is all you need.

#### **3. Opening**

Think of the opening as your "hook". It's your chance to pull the hiring manager in. How exactly do you write a good hook? Think about what skills set you apart from the other candidates or how your experience would make you invaluable to the company. What can you do that nobody else can?

Don't go overboard with information in your opening, though. Pick just the one or two things you think are the most relevant and most important to this particular job.

#### **4. Body**

When writing the body of your cover letter, remember the three w's: why, what and what (Yep, we meant to say "what" twice).

**Why** are you writing?

**What** can you offer?

**What** do you know about the company and the team?

The body of the cover letter is all about selling yourself. Include a couple of examples of relevant and measurable accomplishments. Measurable accomplishments are powerful because they show proof of your abilities.

For example, if you're applying for a job in sales, you might include, "In Q4 of 2015, I increased sales by 15%".

Or, if you're applying for a job in web development, you might say, "Worked on a team of three developers to build out full mobile app".

Someone in a managerial position could say, "Led a team of 15 to reach a combined \$250,000 in sales in one quarter". Just like when writing a resume, your cover letter should only include the most relevant and positive information about you

## **5. Closing**

The closing of your cover letter is just that, a closing. It should be used to thank the hiring manager for his or her time and to mention any attachments (resume, portfolio, samples). Keep the closing professional, and try not to sound too eager, since eagerness can come off as desperate.

For example, rather than saying something like, "Looking forward to hearing more about the position", but it's best to keep it cool with something like, "I look forward to finding out if I'm a match for this position".

To finish out the closing, do a formal signature. You can use "Sincerely," "Best," "Regards," "Yours," or any other professional signoff.

Use your first and last name as your signature, and send from a personal email account that does not list your current work signature beneath the email.

## **How to Format Your Cover Letter**

A cover letter is a letter but that doesn't mean you should just plop everything onto the page in a stream-of-consciousness flow. After all, the format of your cover letter determines the order in which the hiring manager learns about you.

For example, if you list your work history last, he or she has to read through the whole letter before learning the most important information.

Use the format order below as a guideline for building your cover letter

## **How to format your cover letter for a job**

When in doubt, think of your cover letter like a conversation. The order of events in a conversation is similar to the order of events in a cover letter. For example:

1. State your name
2. Say hello
3. Explain your work history
4. Tell them what you can do for their company
5. Say goodbye

## **How to format your cover letter for an internship**

1. State your name
2. Say hello
3. Explain your coursework history
4. Tell them what you can do for their company
5. Say goodbye



Larisa Stevens  
701 O'Brien Ct  
Onsted, MI 49265  
(517) 457-5023  
[larisa.stevens@lisd.us](mailto:larisa.stevens@lisd.us)

Boople Snoot  
Annebette's Super Market  
9490 Bekasi St  
Adrian, MI 49221

Hello Miss Snoot,

I saw your advertisement on the Goodwill website for a part-time donations attendant at your Adrian, MI store on February 22, 2021. This is exciting news to me, so please consider me a candidate for the job.

As of now, I am working as an intern for a program called Project SEARCH. I have done the total rehab and maintenance internships at the Hickman Hospital in Adrian. I stay busy and give every task my all. With others, I cooperate well, because I know that nothing is meant for the job of one person.

If you are interested in arranging an interview with me, you can call me at (517) 457-5023 or send out an email at [larisa.stevens@lisd.us](mailto:larisa.stevens@lisd.us).

Sincerely,

*Larisa Stevens*

Larisa Stevens

**Worksheet 4.2.2 Cover Letter Practice**

**Instructions:** Everyone gets a description of the dishwashing position at Applebee's. Using the description, walk the students through the template below to create a cover letter for this position.

**Section 1**

**Contact Information:**

**Your Address:**

---

**Your City:**

---

**Your State:**

---

**Your Phone #**

---

**Your Email:**

---

**Employer Name:**

---

**Employer Title:**

---

**Employer Address:**

---

**Employer City:**

---

**Employer State:**

---

**Employer Zip:**

---

**Employer Phone #:**

---

**Section 2 Greeting**

**Dear:**

---

**Section 3 Opening**

---

---

---

---

---

---

---

**Section 4 Body**

---

---

---

---

---

---

---

---

**Section 5  
Closing**

---

---

---

---

---

---

---

**Sincerely,**

**Name:** \_\_\_\_\_

## **APPLEBEE'S**

**Steve Bills**  
**Manager**  
**49284 Maple St.**  
**Lakeland, FL 33801**  
**(384)374-8264**

### **Now Hiring / Immediate Opportunities for**

#### **Full Time & Part Time:**

#### **Dish washer / Dish machine Operator**

Cleanliness and order is the name of your game. You will work with your fellow Kitchen Team Members in food preparation procedures but your primary responsibility will be to maintain kitchen work areas, equipment, plateware and utensils in a clean, sanitary and orderly condition.

#### **Requirements:**

- Must be at least 18 years old
- Eligible to work in the United States
- 1+ year of cook / kitchen / prep preferred, but not required
- Attention to detail and a drive to create high quality, delicious food
- Team-oriented with a passion to succeed

#### ***What's in it for you? We can offer you:***

- Flexible schedule
- Fun, collaborative environment
- Rewards and recognition programs
- Development programs
- Free Tuition opportunities with Cleary University (For Team Members & Family)
- 25% discount at all of our brands
- Employee Discount Program (Offers exclusive discounts to Sporting Events, Concerts, Trips, and more!)

Appendix C

**Practice Information for Applications/Resumes:** All information will be kept confidential and will only be used for job applications and resumes.

**GENERAL INFORMATION:**

Name: \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Email \_\_\_\_\_

Alternate (cell) Phone # \_\_\_\_\_

Date of Birth \_\_\_\_\_

Social Security # \_\_\_\_\_

Area(s) of work you are interested in: \_\_\_\_\_

\_\_\_\_\_

Do you want to work full time or part time (If you want full time and it is not currently available, are you willing to start part time)? \_\_\_\_\_

Is there any time (days or shifts) you would not be available to work? Prefer not to work early mornings.

\_\_\_\_\_

Can you pass a drug test? \_\_\_\_\_

Have you been convicted of a crime Yes\_\_\_ No \_\_\_\_\_

Misdemeanor or felony? \_\_\_\_\_

**EDUCATION:**

(If multiple schools, list school attended where diploma was issued or were you graduated.)

Elementary – Name and address (month and year of graduation) \_\_\_\_\_

\_\_\_\_\_

High School - Name and address (month and year of graduation) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vocational School - Name and address (month and year of graduation) \_\_\_\_\_

---

---

Additional Training (example: computer classes) – Name of class and date taken:

---

---

---

**EMPLOYMENT: Paid only**

1. Employer Name \_\_\_\_\_

Employer Address: \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per Day)

Ending pay (\$ \_\_\_\_\_ per Day)

Duties:

---

---

---

---

2. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor: \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per hour)

Ending pay (\$ \_\_\_\_\_ per hour)

Duties: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per hour)

Ending pay (\$ \_\_\_\_\_ per hour)

Duties: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**UNPAID WORK EXPERIENCE:**

1. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Employer Name : \_\_\_\_\_

Employer Address \_\_\_\_\_

Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Employer Name \_\_\_\_\_

Employer Address \_\_\_\_\_



Employer Phone # \_\_\_\_\_

Supervisor \_\_\_\_\_

Reason you left, if not currently employed \_\_\_\_\_

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**VOLUNTEER WORK:**

1. Agency Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone # \_\_\_\_\_

Supervisor (are they willing to be a reference for you?) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Agency Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone # \_\_\_\_\_

Supervisor (are they willing to be a reference for you?) \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

---

**HOBBIES OR INTERESTS:**

---

---

---

**REFERENCES:**

List 3 people who have known you at least two (2) years:

Name	Address	phone number
------	---------	--------------

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

---

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

---

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

---

Harrison Shoe Company  
P.O. Box 633  
Littleton, Nowhere 00006

**INCORRECTLY COMPLETED JOB APPLICATION FORM**

Full Legal Name Carol Ann Blue

Street Address 601 Main Street St. Louis, MO

Telephone Number 321-0000 S.S. No. 492-22-000

Date of Birth 4-22 Place of Birth St. Louis

EDUCATION

Vocation – Technical School  
Name Good Vocational School Address Kansas City

Dates of Attendance 1986 - 1988

Vocational Program Child Care Vocational Certificate? Yes

High School  
Name Brown High School Address Kansas City, MO

Dates of Attendance August 1984 – June 1986

Subject Studied \_\_\_\_\_ Dipolma? Yes

Elementary School  
Name Jackson elementary School Address \_\_\_\_\_

Dates of Attendance August 1980 - June 1984



WORK EXPERIENCE (Most recent first)

Name of employer Dairy Queen

Address 000 Sunlight Avenue

Supervisor's Name Mrs. Smith Dates of Employment Last Summer

Duties Waitress

Reason for Terminating Employment Tired of Working

Name of Employer Little Preschool

Address 111 Look Ave, St Louis

Supervisor's Name \_\_\_\_\_ Dates of Employment Last Winter

Duties Child Care Attendant

Reason for Terminating Moved

REFERENCES (Do not use Relatives)

Name Aunt Mary Mavis Phone 33-1611

Address 689 Here Blvd. City \_\_\_\_\_ Job Title \_\_\_\_\_

Name Mr. Tom Later Phone 1111-46

Address 21 Worship Street Job Title 1111-46

Name John Blue Phone 321-0000

Address 601 Main Street, St Louis Job Titled Retired

Signature \_\_\_\_\_ Date \_\_\_\_\_



Harrison Shoe Company  
P.O. Box 633  
Littleton, Nowhere 00006

**INCORRECTLY COMPLETED JOB APPLICATION FORM ANSWER SHEET**

Full Legal Name Carol Ann Blue

Street Address 601 Main Street St. Louis, MO ZIP

Telephone Number 321-0000 S.S. No. 492-22-000-

Date of Birth 4-22 -- Place of Birth St. Louis

EDUCATION

Vocation – Technical School  
Name Good Vocational School Address Kansas City State

Dates of Attendance 9/1986 – 5/1988 (months?)

Vocational Program Child Care Vocational Certificate? Yes

High School  
Name Brown High School Address Kansas City, MO

Dates of Attendance August 1984 – June 1986

Subject Studied ? Diploma? Yes

Elementary School  
Name Jackson Elementary School Address ?

Dates of Attendance August 1980 - June 1984



WORK EXPERIENCE (Most recent first)

Name of Employer Dairy Queen

Address 000 Sunlight Avenue City, State, Zip Code

Supervisor's Name Mrs. Smith Dates of Employment Last Summer

Duties Waitress

Reason for Terminating Employment Tired of Working

Name of Employer Little Preschool

Address 111 Look Ave, St Louis,

Supervisor's Name Dates of Employment Last Winter

Duties Child Care Attendant

Reason for Terminating Moved

REFERENCES (Do not use Relatives)

Name Aunt Mary Mavis Phone 33-1611

Address 689 Here Blvd. City State Job Title

Name Mr. Tom Later Phone 1111-46

Address 21 Worship Street City State Job Title 1111-46

Name John Blue Phone 321-0000

Address 601 Main Street, St Louis State Job Titled Retired

Signature Date



## SAMPLE JOB APPLICATION 4.2.4

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="radio"/> I have no preference.	<input type="radio"/> Mon.	<input type="radio"/> Tues.	<input type="radio"/> Wed.	<input type="radio"/> Thurs.	<input type="radio"/> Fri.	<input type="radio"/> Sat.	<input type="radio"/> Sun.
I am seeking a:		<input type="radio"/> Full-time job		<input type="radio"/> Part-time job		<input type="radio"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="radio"/> Yes	<input type="radio"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="radio"/> Yes	<input type="radio"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="radio"/> Yes	<input type="radio"/> No

If Yes, please explain:		
Do you have a driver's license?    Ⓒ Yes    Ⓒ No	Driver's license number	Issued in what state?
Have you had any accidents during the past three years?		How many?
Have you had any moving violations during the past three years?		How many?

Education				
School	Location (mailing address)	Years Completed	Major	Degree or Diploma
<b>High School</b>				
<b>College or Business/Trade School</b>				




**Military**

Have you even been in the Armed Forces?	Ⓒ Yes	Ⓒ No	Date entered
Are you now a member of the National Guard?	Ⓒ Yes	Ⓒ No	Discharge date
Specialty			

**Work Experience**

Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?    Ⓒ Yes    Ⓒ No

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)

List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.

May we contact this employer?    Ⓒ Yes    Ⓒ No

**Work Experience (continued)**

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	

Reason for leaving (be specific)	
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.	
May we contact this employer?    Ⓒ Yes    Ⓒ No	
<b>References</b>	
Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.	
1.	
2.	
3.	
4.	
I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.	
Signature	Date



Template for Writing a Strong Thank You Letter

Your Name  
Your Address  
Your City, State, Zip Code  
Your Phone Number  
Your Email

Date

Name of the person who interviewed with  
Title  
Organization  
Address  
City, State, Zip Code

Dear Mr./Ms. Last Name:

Use the first paragraph to thank the interviewer for taking the time to meet with you. Mention your interest in the job and how enthusiastic you are about it.

The second paragraph of your thank you letter should include the reasons why you are an excellent candidate for the job. List specific skills that relate to the job for which you interviewed. The more detailed you are, the more the interviewer will know about your qualifications.

The third paragraph (optional) can be used to mention anything that you didn't bring up at the interview that you'd like the employer to know. This gives you another chance to make a good impression, especially if you remembered something you should have said during the interview.

In your closing paragraph, reiterate your appreciation for being considered for the job and let the interviewer know you are looking forward to hearing from him or her soon.

Sincerely,

Your signature

Your typed name

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 4: Job Search Process**

**Objective 4.3: The student will be able to conduct a job search (traditional and electronic) using a variety of resources (Indeed, LinkedIn, etc.)**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 4.3: The student will be able to conduct a job search using a variety of resources.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities:</b> Individualize these sections to make this section more meaningful for the intern.		
<b>Implementation Time Frame:</b> This lesson should be implemented during the second half of the school year as students begin to think about summer employment.		
<b>Lesson Plan Summary:</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• 4.1.1 Networking Sheet</li> <li>• 4.1.2 Networking Interview</li> <li>• 4.1.3</li> <li>• 4.1.4</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• Printed worksheets</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Index Cards</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the job search vocabulary presented in this lesson	Glossary Be able to use the job search vocabulary presented in a variety of settings	Glossary Check context of their job search vocabulary use to ensure their understanding in class discussions and other school environments
Students will know various ways to search for jobs.	Students will identify and be able to use a variety of websites, ads, signs etc. to begin the job search process.	The students will demonstrate their understanding of ways to search for jobs by using job search websites and traditional methods at school and in the community. The students will set up an Indeed.com profile.
Students will understand the value of networking especially related to job search.	Students will demonstrate how to network in these job search activities and other school functions.	Students will utilize networking in a variety of settings that are observable.
The students will know several ways to engage with others when networking.	The students will demonstrate a variety of ways to engage while networking.	The students will network at school with staff who might have other businesses or could connect students to community employers.

<b>STEP TWO: The Lesson Plan</b>	
<b>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and needs of your students.</b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school or community that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b>  <b>Network:</b> using personal, professional, academic or familiar contacts to assist with a job search, achieve career goals, learn more about your field, or another field you'd like to work in.  <b>Want Ads:</b> a written advertise for a job  <b>Indeed.com:</b> An online job search website  <b>Resume:</b> a short account of one's career and qualifications</p>
<p><b>Introduction:</b>  <b>Connect to Purpose</b>  <b>Time: 30 Minutes</b>  <b>VocFit Crosswalk:</b>  <b>Interpersonal Skills:</b>            Follow Directions</p> <p>Work with a co-worker in a group or team</p> <p>Cooperate with others to accomplish work activities.</p>	<p><b>Activating Prior Knowledge:</b>            *This activity is intended to have students think about how people find employment and what they'll need to prepare for this process.</p> <p>Step 1: Let's brainstorm ways to look for a job/have student's talk about their parents' jobs/how do they think they learned about their jobs? Explain to the class the different ways of getting a job (want ads, signs on businesses, internet, family and friends)</p> <p>Step 2: As a group write down what the students came up with.</p> <p>Step 3: Explain what networking is. (Talking with people they know and connecting with them about possible job openings) Explain this can be a variety of safe people they know.</p> <p>Step 4: Have students fill out a (worksheet 4.1.1) a list of people they know in varying categories and how to contact them.</p> <p>Step 5: Review with students as a group to determine if this is a helpful networking plan.</p>
<b>Lesson Activities</b>	
<p>Activity 1            Time:30-60 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b>            Reply to an email message</p> <p>Communicate <b>with others face to face</b></p>	<p><b>Using the Networking Sheet to Interview Your Contacts</b></p> <p>Step 1: Have students review their Networking sheet 4.1.1.</p> <p>Step 2: Explain each student is to pick 3 people off their networking sheet to interview.</p> <p>Step 3: Work in small groups to develop 3-4 questions to ask their 3-networking people about their job search process and have them write these questions on an index card.</p> <p>Questions could include:            *How did you find your job?            *What were some of the things you had to prepare before you started your search?            *Were you able to use the internet?            *What advice do you have for us to get started on our search?</p>

	<p><i>*How did you determine what was the best job to apply?</i>  <i>*What made you accept this position?</i>  <i>*How did you use networking?</i>  <i>*Other questions the students may come up with.</i></p> <p>Step 4. These index card questions will now be used to interview one or all three of the students' networking list. Have interns report back with the answers they received. Students can interview face to face, email, call or text to get the answers.</p>
<p>Activity 2: Time: 30-60 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b> Scroll through a web site to find specific information.</p>	<p><b>Searching for Jobs Using Local Employers' Websites</b></p> <p>Step 1. Review as a class a business' website and how to look for open positions. Have students call out several different businesses and look for open positions. Explain that some businesses may not advertise for open positions on their websites. They may use agencies to help find employees.</p> <p>Step 2. Have students call out some companies they are aware of and guide the students through the search.</p> <p>Step 3. Pass out worksheet 4.1.2 to have students complete the Website Job Scavenger Hunt.</p>
<p>Activity 3: Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b> Comprehend/Read Instructions</p>	<p><b>Prepping to Fill out an Application: Filling out a "Cheat Sheet"</b></p> <p>Step 1: Hand out work sheet 4.1.3 "Application Cheat Sheet" and explain this can be used when filling out a resume either online or as a guide when filling out a hard copy. You may have to explain the difference.</p> <p>Step 2: Go through each section from personal information, citizenship, work history, references, education etc. Explain the application may be more detailed than a resume.</p> <p>Step 3: If possible, see if your school district has a practice online application for students to use as their cheat sheet.</p>
<p>Activity 4: Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b> Computer Skills: Navigate to a specific web address</p>	<p><b>What's Indeed.com?</b></p> <p>Step 1: Introduce indeed.com by watching this video:  <a href="https://www.youtube.com/watch?v=F6eAQvj_5gA">https://www.youtube.com/watch?v=F6eAQvj_5gA</a></p> <p>Quick review: As a class go over indeed.com explaining it's a job website that companies can advertise any openings they may have. Job seekers can upload their cover letters and resumes as well as fill out applications. <a href="https://www.indeed.com/">https://www.indeed.com/</a></p> <p>Step 2. Pass out worksheet 4.1.2a and do the examples of the scavenger hunt with the students.</p> <p>Step 2. The students can continue to complete the worksheet on their own.</p> <p>Step 3. Come together as a class to review the answers.</p>
<p>Activity 5: Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b> <b>General:</b> Communicates appropriately</p>	<p><b>Review 55 Networking Tips:</b> Pick and choose what to practice:</p> <ul style="list-style-type: none"> <li>• Make personal business cards</li> <li>• Practicing handshakes, starting random conversations/small talk</li> <li>• Review "want ads"/review if there any networking events-use highlighters so students can find events.</li> <li>• Use Worksheet 4.1</li> </ul> <p>Cut out strips of topics and have students select the topics of small talk and</p>



	determine as a class if they are appropriate or not. Discuss why or why not?												
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>													
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• What are some traditional ways to look for a job?</li> <li>• What are some online ways to look for a job?</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• What's the difference between going to indeed.com vs. a company website?</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Apply for a position using a company's website and apply for a job using indeed.com</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Create a chart and answer these questions: What are the advantages of using networking vs. going to a place of business vs. going online and applying? Compare the chart before and after you use these methods.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Applying using Your Network</th> <th style="width: 33%;">Applying in person</th> <th style="width: 33%;">Applying on-line</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Choose 2 companies where you would like to work in your community. Find out their on-line entry level openings. Decide if you have the skills/soft skills to apply. What would you highlight in your on-line application. How do you do that in each of those company's application process.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Describe how certain parts of your resume would change depending upon the job you're applying for? How do you know? What do employers look for in a resume?</li> </ul>	Applying using Your Network	Applying in person	Applying on-line									
	Applying using Your Network	Applying in person	Applying on-line										

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

Appendix A

**Personal Information Worksheet 1: Networking: Who Do You Know?**

DIRECTIONS: Use this sheet to make a list of people that could help you find a job. They may have a job opening in their business or know of someone that could use an employee.

Family Members

Name	Relationship	Phone Number or Email
Example: Steve Jones	Dad	Steve.jones@gmail.com

Friends, Neighbors,

Name	Relationship	Phone Number or Email

Community Helpers: Teachers, Ministers, Club Leaders,

Name	Relationship	Phone Number or Email

# Internet Jobsite Scavenger Hunt

It's a scavenger hunt to find jobs on the Internet.

1. Using a business' website, find 3 jobs that are located in your hometown.  
List the 3 websites and jobs below:

Jobs:

Website:

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

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

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

2. Find a job of your choice that is in the largest city in your state.

List 2 Websites where you found this job.

3. Go to your local newspaper's website, what is the name of the link to find job listings on the newspaper website?

List the website below:

4. Find a website that helps you prepare a resume. List the website.

5. Find the website of a well-known company like McDonalds and list 3 open jobs they have posted.

Appendix C

**INFORMATION FOR RESUMES AND JOB APPLICATIONS**

(All information will be kept confidential and will only be used for job applications and resumes)

**GENERAL INFORMATION:**

Name: \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone # \_\_\_\_\_

Alternate (cell) Phone # \_\_\_\_\_

Email \_\_\_\_\_

Date of Birth \_\_\_\_\_

Job you are interested in applying: \_\_\_\_\_

Do you want to work full time or part time (If you want full time and it is not currently available, are you willing to start part time)?

\_\_\_\_\_

Days and times you would not be available to work?

\_\_\_\_\_

Can you pass a drug test? \_\_\_\_\_

Have you been convicted of a crime Yes \_\_\_\_\_ No \_\_\_\_\_

Misdemeanor or felony? \_\_\_\_\_

If a felony please explain:

---

---

---

**EDUCATION:**

(If multiple schools, list school attended where diploma was issued or were you graduated.)

Name of High School:

---

Address of High School:

---

City, State, Zip:

---

Years Attended:

---

List of Special Courses/Diploma/Clubs/GPA/Sports:

---

---

---

Name of Vocational  
School: \_\_\_\_\_

Address:

---

City, State, Zip:

---

Courses/Classes/Certifications:

---

---

Additional Training (example: computer classes):

---

Address:

---

City, State, Zip:

---

Courses/Training/Internships:

---

**EMPLOYMENT: Paid only**

Employer Name:

---

---

Employer

Address:

---

City, State, Zip:

---

Employer Phone #:

---

Supervisor:

---

Job Responsibilities:

---

Reason you left, if not currently employed:

---

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

Starting pay (\$ \_\_\_\_\_ per hour)

Ending pay (\$ \_\_\_\_\_ per hour)

**UNPAID WORK EXPERIENCES OR INTERNSHIPS:**

Employer Name: \_\_\_\_\_

Employer  
Address: \_\_\_\_\_

City, State, Zip:  
\_\_\_\_\_

Employer Phone #: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Job Responsibilities:

---

---

Start date (month and year) \_\_\_\_\_

End date (month and year) \_\_\_\_\_

**VOLUNTEER WORK:**

1. Agency Name: \_\_\_\_\_

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

City, State, Zip: \_\_\_\_\_

Phone #: \_\_\_\_\_

Supervisor (are they willing to be a reference for you?): \_\_\_\_\_

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SPECIAL SKILLS/INTERESTS:**

\_\_\_\_\_

\_\_\_\_\_



**REFERENCES:**

List 3 people who have known you at least two (2) years:

Name	Address	phone number
1.	_____	
2.	_____	
3.	_____	

Appendix D

**Worksheet 4.1.4: Small Talk Topics and Non-Topics**

DIRECTIONS: Cut each small talk topic, put in a hat or bowl and have students pull out a topic. Have each student read their topic and as a class determine whether this is a good or bad “small talk” topic.

**The Weather**

**Surgeries I’ve had**

**My rash**

**Sports Teams**

**How much money do you make?**

**Hobbies**

**Complimenting an outfit**

**Religious Beliefs**

**What do you do for a living?**

**Have you read any good books lately?**

**Have you listened to any good podcasts?**

**Political beliefs**

**Do you have any pets?**

**Have you traveled anywhere exciting lately?**

**Doesn’t that lady/man look hot? Hey did you hear so and so are fighting?**

**Do you have any health issues?**

**Do you have a boyfriend/girlfriend?**

**Have you seen any good movies lately?**

**Are you from around this area?**

**I really enjoy the new restaurant that’s opened, have you been there?**

**What do you think?**

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®



**Lesson Plan Contents Page**

**Unit 4: *Job Search Process***

**Objective 4.4: The student will be able to show, understand, and actively participate in a mock interview process.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

Unit: 4.4		Total Activities:	Date and Location:
<b>STEP ONE: Pre-Planning/Pre-Activities:</b>			
Implementation Time Frame: This lesson can be stopped and taken up again at any time.			
Lesson Plan Summary:			
<b>What you will need: Materials &amp; Resources</b>			
Handouts:	•		
Technology:	•		
Other materials needed for activities:	•		
<b>How to Assess Understanding</b>			
<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>	
Glossary/Vocabulary The students will understand the vocabulary presented about work	The students can use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding. Can use this unit and its activities to check the vocabulary usage and understanding.	
Students will know about appropriate grooming, dress code and hygiene.	Students will demonstrate appropriate grooming and hygiene.	Students will be able to discuss and demonstrate appropriate grooming, dress code and hygiene through their own everyday appearance or finding pictures to demonstrate.	
Students will understand the importance of appropriate body language and eye contact.	<i>Students will demonstrate appropriate body language and eye contact in school settings.</i>	Students will demonstrate appropriate body language and eye contact. They will also be able to give examples and non-examples of appropriate body language.	

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms</p> <ul style="list-style-type: none"> <li>• Grooming: is the art and practice of cleaning and maintaining parts of the body.</li> <li>• Hygiene: practices conducive to maintaining health and preventing disease, especially through cleanliness.</li> <li>• Mock Interview: also known as a practice interview, is a simulation of an actual job interview. It provides job seekers with an opportunity to practice for an interview and receive feedback on their interviewing skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Appropriate Attire:</li> <li>• There are generally 4 kinds of appropriate attire for work: business professional, business casual, smart casual or casual. There are some other in-between dress codes, but these four generally cover the spectrum of what your average American wears to work every day.</li> <li>• Dress Code: a set of rules, usually written and posted, specifying the required manner of dress at a school, office, club, restaurant, etc.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b></p>	<p>Ask the interns to think about different events/how they would dress/act:</p> <ul style="list-style-type: none"> <li>• School (what, why, who is going to be there...)</li> <li>• Parties with friends</li> <li>• Sports/Exercise event that you are participating in (Special Olympics, recreation league, YMCA)</li> <li>• Formal meal at a restaurant</li> <li>• Family holiday for Thanksgiving or Christmas</li> </ul> <p>Ask them to role play these situations to portray the behavior that is different at each of these events. They could describe what they are wearing during the role play.</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1 <b>Looking Good</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>General Work Attributes:</b> Maintains clean appearance Follows Directions Works well with co-workers Accepts constructive feedback Accepts praise Initiates new tasks Cooperative and courteous</p>	<p><b>Looking Good</b></p> <p>Students will identify appropriate attire and grooming for an interview and problem-solve how to improve appearance. Students will create a Professional Appearance Checklist that can be placed on a classroom wall, preferably next to a full-length mirror.</p> <ol style="list-style-type: none"> <li>1. Using a flip chart paper or similar paper, have students generate lists of specific grooming and appropriate, professional dress that are important. This can be done by dividing students up into small groups and have group members brainstorm grooming and attire ideas while one student records. Groups share ideas with the entire class. Feel free to create different grooming checklists for men and women and for businesses with a conservative dress code versus an employer who has a very casual dress code.</li> <li>2. Next, in whole group, have the students organize a “Professional Grooming and Dress Checklist” from the ideas generated during the brainstorming activities.</li> <li>3. Review the “Professional Grooming and Dress Checklist” with individual students and identify areas requiring improvement.</li> <li>4. Play the video: <a href="https://www.youtube.com/watch?v=-cE1d8Cu2HY">https://www.youtube.com/watch?v=-cE1d8Cu2HY</a> Have a discussion with the class, how is our Professional Grooming and Appearance Checklist similar to the do’s and don’ts shared in the video? Is there anything we want to add to our list?</li> <li>5. Invite students to volunteer to have their picture taken looking their most professional. These pictures will be used to model the expected behaviors. Or if preferred, have students search the internet for appropriate examples.</li> </ol>

4. Students will work in pairs practice data entry skills and computer application skills by entering the written “Professional Grooming and Dress Checklist” in a PPT, Word, Google Doc, or similar, finished examples below:

**Professional Appearance  
Mirror Checklist for Men**

- Proper fitting mask and necessary PPE
- Clean uniform shirt and pants
- Shirt tucked in or tucked out, not both
- Pants pulled up to waist
- Visible ID badge worn in the appropriate manner
- Appropriate, clean, tied, and polished footwear
- Hair neat and combed
- Face clean with no mess
- Clean hands, trim and neat nails
- Wallet
- Cell phone on vibrate



**Professional Appearance  
Mirror Checklist for Women**


- Proper fitting mask and necessary PPE
- Clean uniform shirt and pants
- Shirt tucked in or tucked out, not both
- Pants pulled up to waist
- Visible ID badge worn in the appropriate manner
- Appropriate, clean, tied, and polished footwear
- Hair neat and combed
- Face clean with no mess, make-up applied suitable for a professional, medical environment
- Clean hands, trim and neat nails, subtle and professional colors, no chipped nail polish
- Wallet or purse
- Cell phone on vibrate



**Professional Appearance  
Mirror Checklist for Men**

- Hair neat and combed
- Face clean with no mess:
  - Eyes
  - Nose
  - Mouth
- Shirt tucked in or tucked out, not both
- Pants
  - XYZ (Barn door closed)
  - Pulled up
- Footwear
  - Shoes tied
  - Shoes on correct feet
- Wallet



	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Professional Appearance Mirror Checklist for Women</b></p> <ul style="list-style-type: none"> <li>• Hair neat and combed</li> <li>• Face clean with no mess: <ul style="list-style-type: none"> <li>• Eyes</li> <li>• Nose</li> <li>• Mouth</li> </ul> </li> <li>• Shirt tucked in or tucked out, not both</li> <li>• Pants <ul style="list-style-type: none"> <li>• XYZ</li> <li>• Pulled up</li> </ul> </li> <li>• Footwear <ul style="list-style-type: none"> <li>• Shoes tied</li> <li>• Shoes on correct feet</li> </ul> </li> <li>• Wallet or Handbag</li> </ul> </div> <div style="width: 50%; text-align: center;">  </div> </div>
<p><b>Activity 2: Introductions</b></p> <p><b>VocFit Crosswalk: Interpersonal Skills:</b> Work with a co-worker in a group or team Monitor own body language</p> <p><b>General Work Attributes</b> Handles stress Accepts praise Makes eye contact</p>	<p><b>Introductions and Body Language</b></p> <p>Student will demonstrate competence in introducing self, including good posture, shaking hands, and eye contact.</p> <p>1. Play this video, then after, reiterate keys points. This can be done by having students scribe answers on a flip chart paper or white board.</p> <p><a href="https://www.youtube.com/watch?v=41BdlgNyKFI">https://www.youtube.com/watch?v=41BdlgNyKFI</a></p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>• Stand up</li> <li>• Web to web</li> <li>• Firm grip</li> <li>• Shake the entire time it takes each person to introduce themselves</li> <li>• Eye contact</li> <li>• Smile</li> <li>• Good posture</li> <li>• Introduce yourself with first and last name</li> </ul> <p>1. The Instructor takes on the role of the interviewee during a mock job interview. The instructor models how not to introduce oneself and works with the students to identify the problem-areas, which may include:</p> <ul style="list-style-type: none"> <li>• Forget to say name or say first name only</li> <li>• No handshake, limp handshake or handshake too rigorous</li> <li>• Eyes looking down or around room</li> <li>• Sit down before introducing self</li> </ul> <p>2. Next, discuss appropriate ways to introduce yourself. Students could use their phones to film appropriate and inappropriate introductions. Students could watch the videos and determine if anything in the introduction needs to change.</p> <p>3. Practice these skills in pairs throughout the classroom and then have the students role-play in front of the group followed by critique from the group at large. When giving feedback, remind students to describe at least two things their classmate did</p>

well, and no more than one thing they can improve.

4. Create a visual of students modeling the appropriate behavior of introducing themselves in a professional way, make it part of your daily routine, example below:



Activity 3:  
Be Positive

Voc Fit Crosswalk:  
**General Work Attributes**

Handles stress  
Arrives for work on time and leaves on time  
Accepts praise  
Makes eye contact  
Cooperative and courteous

**Self-Determination**  
Sets personal goals that satisfies own interests and needs

**Interpersonal Skills**  
Cooperate with others to accomplish work  
Listen actively

**Be Positive**

When asked, "Tell me about yourself," student will relate at least two positive facts and 2 skills they have.

Students will benefit from being prepared to talk about themselves in a positive way.

1. Have students review a list of words that may be used to describe themselves in a job interview. The list should include words such as:

- Independent
- Responsible
- Organized
- Great attendance
- Punctual
- Quick learner
- Dependable
- Stays on task

Brief definitions and examples may be presented. Have the students choose at least two words that describe them and think of ways in which they have demonstrated this trait. For example, "I am a dependable worker. I am always at work on time."

2. Show this video that is focused towards high school students interviewing for their first job, review key points as a whole group discussion:

[https://www.youtube.com/watch?v=z40\\_xz20h5w](https://www.youtube.com/watch?v=z40_xz20h5w)

3. Being able to recognize one's accomplishments and talk about oneself in a positive manner may be very difficult for some students. There may be the need to address this skill in an ongoing fashion. The instructor may want to routinely begin the class session by having students share one positive thing that happened to them in the work or school setting during the week. Emphasize the positive qualities the student demonstrated which contributed to positive events experienced during the week.



<p>Activity 4: Complete a Practice Interview</p> <p><b>VocFit Crosswalk:</b> <b>Communication Skills:</b> Communicate face to face with others Speak clearly so that others can understand</p> <p><b>General Work Attributes:</b> Accepts praise Makes eye contact Accepts constructive feedback Maintains good appearance Body Hygiene</p>	<p><b>Complete a Practice Interview</b> Students will benefit from being able to rehearse the entire job interview again, using all the skills they have been practicing.</p> <ol style="list-style-type: none"> <li>1. This practice interview may be videoed, for additional feedback.</li> <li>2. The interviewer may be a teacher, paraprofessional, other faculty member or community partner. Select a staff person who is less familiar with the students or a guest from the business community. Depending on your class comfort, have students practice in front of each other and participate in providing constructive feedback. For all practice interviews, the same questions should be asked until answers are mastered. Use the Project SEARCH Interview Answer Rubric to score the student interviewee:  The rating scale is as follows: 5 = Answered exceptionally strong 4 = Strong effort with a few of areas for improvement 3 = Average, but not impressive 2 = Need for improvement 1 = Did not observe effort or capability  Total the points. Make comments to help participants identify strengths and areas for improvement.  Example Interview Questions: <ul style="list-style-type: none"> <li>• Tell me about yourself.</li> <li>• Tell me about your past work, volunteer, and/or school experience.</li> <li>• What type of work environment do you prefer?</li> <li>• Why should I hire you?</li> </ul> </li> <li>3. The position that student interviewers are apply for should be a job which is realistic and for which they have the entry-level skills.</li> <li>4. After the interview, have students ask for feedback from their peers. Facilitate the group looking at the interview, encourage students to give specific feedback. They should receive compliments for successes and information about skills they need to improve.</li> </ol>
<p>Activity 5</p>	<p>Answering Tough Interview Questions: Google books about Tough Interview Questions. Purchase a new or used one that could fit your needs. An example is: <a href="#"><u>101 Toughest Interview Questions: And Answers That Win the Job!</u></a></p> <p>Students can work in pairs. Each student chooses 3 questions from the book and prepares their answers. They take turns interviewing each other on their computers. The computer's camera should be turned on. On a Mac computer, use the app: Photo Booth and select "video mode". For a PC, download Vimeo or Loom to</p>

	<p>record. The students will interview each other, then critique each other on items such as:</p> <ul style="list-style-type: none"> <li>• Eye Contact</li> <li>• Tone of voice</li> <li>• Answering the question completely in sentences</li> <li>• Answering the questions and referring to their own skills</li> </ul> <p>The pairs can report out to the class and give 1 positive about their partners interview.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Name you 2 best work or soft skills that should be highlighted in an interview. Give practical examples of these skills that you have already demonstrated.</li> <li>2. Comprehension / Understanding: Check for clarification: Ask each student to choose 2 local companies where they want to work. Have them answer the question “Why Should I Hire You?” differently for each company.</li> <li>3. Applying: Use a book such as: <u>101 Toughest Interview Questions: And Answers That Win the Job!</u> (referred to above in Activity 5). As a way to end the day once a week, have someone choose a question. Everyone needs to come up with an answer. Each student will give their answer and/or add to the group answer.</li> <li>4. Analyzing: What are the differences and similarities of a resume and an interview.</li> <li>5. Creating: Ask the students to work in small groups to create an interview rubric with a rating of 1 – 3 (1 = lowest, 3 = highest). What is important to include in the rubric? The rubric should have at least 6 strands.</li> <li>6. Evaluating: Choose one of the largest and one of the smallest companies in your community where students might want to work. Look on their website for openings. Have students’ “interview” each other for those positions in front of the class. Have the other students choose the applicant based on the rubric created above.</li> </ol>

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 4: Job Search Process**

**Objective 4.5: The student will display an understanding of the goal of work and identify some employment preferences.**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 4.5: The student will display an understanding of the goal of work and identify some employment preferences.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities:</b>		
<b>Lesson Plan Summary:</b> This unit will help students understand the differences between school activities and work activities. Students will discuss the importance of having a job.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>Evaluating Job Opportunities</li> <li>Employment Preference Assessment</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>3 Kahoot Quizzes</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>Magazines for collage (ask your library and / or families to save magazines for you), poster board, glue sticks, scissors</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary The students will understand the vocabulary presented about work	The students can use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding. Can use this unit and its activities to check the vocabulary usage and understanding.
The students will have a deeper understanding of employment and how it relates to their needs and interests	The students will be able to identify jobs that need education and jobs that are entry level	Recite jobs discussed and ask if the student could apply for and get the job today or if the student would need other training or education
The students will know some of the differences between high school and work	The students will identify some of the differences and discuss them based on their own experiences.	The students will identify and discuss differences between school and work during this entire unit.
The students will understand some benefits of work in addition to being paid.	The students will be able to explain benefits of working based on their own interests and situation.	The students will identify why they want to work during this unit and beyond.

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	Ensure the students are familiar with glossary words connected with this lesson.  <b>Please incorporate any glossary terms utilized at your school that would enhance</b>

	<p><b>the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Work:</b> Activity involving mental or physical effort done to achieve a purpose or result.</li> <li>• <b>Employment:</b> the condition of having paid work. Employment implies work for which one has been engaged and is being paid by an employer.</li> <li>• <b>Employee:</b> a person employed for wages or salary, especially at nonexecutive level. An employee works in the service of the employer under an express or implied contract of hire that gives the employer the right to dictate the employee's work duties.</li> <li>• Employer: a person or organization that employs people.</li> <li>• <b>As Needed:</b> Irregular (as needed) employee means a part-time employee who is not regularly scheduled to work but is employed on an “as needed” basis. Irregular part-time employees are not eligible for any benefits.</li> <li>• <b>Part Time:</b> A part-time job is a form of employment that carries fewer hours per week than a full-time job. They work in shifts. The shifts are often rotational. Workers are part-time if they commonly work fewer than 30 hours per week.</li> <li>• <b>Full Time:</b> Full-time work involves working for the whole of each normal working week rather than for part of it. A typical full time work week is 40 hours per week. An entry-level job is typically one you can perform without any prior education or experience because you will likely receive some amount of on-the-job training to be successful. Entry-level jobs can be either part-time or full-time. For some people, this may be their first job.</li> <li>• <b>Entry Level Position:</b> Entry level is a <b>type of job that typically requires minimal education, training and experience.</b> Entry-level jobs are available in every industry.</li> <li>• <b>First Shift:</b> 1st shift hours refer to the first shift of the day where an employee comes to work in the morning and leaves in the afternoon. The first shift often starts between 8 and 9 a.m. and ends between 5 and 6 p.m. It's sometimes called the day, morning, or early shift.</li> <li>• <b>Second Shift:</b> Second Shift (or Swing Shift) runs from afternoon to evening.</li> <li>• <b>Third Shift Third Shift</b> (or Night Shift) runs from evening to early morning</li> <li>• <b>Split Shift:</b> A split shift is a work schedule that is interrupted by non-paid and non-working time periods established by the employer. The time between shifts needs to be longer than a bona fide meal period and needs to be within the same workday.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b></p>	<p>With discussion questions and vocabulary, the student will have an understanding that some jobs require more education than others, thus being able to decipher between relevant jobs to apply for during high school. Some jobs require working at night or weekends; students need to identify if they are willing to work those hours.</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1 <b>Collage</b> <b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Work with a co-worker in a group</p>	<p><b>Jobs Collage</b> Using magazines have students work in small groups to find people doing jobs. Have the students separate magazine pictures on the “entry-level” poster board or the “more training/more education” poster board.  An alternative would be to create these collages on the computer. Students can</p>

<p>Cooperate with others to accomplish work activities Monitor own body language</p>	<p>search google images to find pictures of people at “entry level” and “more training required” jobs.</p>
<p>Activity 2: <b>Kahoot</b> <b>General Work</b> <b>Attributes:</b> Refrains from unnecessary social interaction Works well with others Works at an appropriate rate</p>	<p><b>Jobs Kahoot: Review answers before deciding which to use</b> Kahoot #1 – Job SEARCH Process – 20 questions <a href="https://create.kahoot.it/details/43235bf0-28c6-4763-9d7a-0feba5eb9eaa">https://create.kahoot.it/details/43235bf0-28c6-4763-9d7a-0feba5eb9eaa</a>  Kahoot #2 – Teen Job SEARCH – 8 questions <a href="https://create.kahoot.it/details/73f169cc-a7cf-4fff-a6c7-106fee2c8f0b">https://create.kahoot.it/details/73f169cc-a7cf-4fff-a6c7-106fee2c8f0b</a>  Kahoot #3 Employment Skills vocabulary check – 45 questions <a href="https://create.kahoot.it/details/083d60ce-0924-4bd9-8cec-1bf0b8cc46fe">https://create.kahoot.it/details/083d60ce-0924-4bd9-8cec-1bf0b8cc46fe</a></p>
<p>Activity 3: <b>Worksheet</b> <b>VocFit Crosswalk</b> <b>Interpersonal Skills:</b> Follows Directions <b>General Work</b> <b>Attributes</b> Completes Task Accurately</p>	<p><b>Worksheet – Evaluate Job Opportunities</b> Students will find 3 employment ads using different search engines. They will fill out the worksheet in <a href="#">Appendix A</a> (at the end of this document).</p>
<p>Activity 4: General Work Attributes: Works well with others Follows Directions Cooperative and Courteous Attends to job tasks consistently</p>	<p><b>Understanding the Difference Between school and Work Activity</b> Create groups or pairs of students. Have each group come up with 3 differences between school and work. Using a white board write the answers on the board. Answers can vary and can include</p> <ul style="list-style-type: none"> <li>• Homework/no homework</li> <li>• Exercise/no exercise/ or a lot of exercise</li> <li>• Friendships</li> <li>• Work with people of different ages</li> <li>• Grades/promotion or firing, etc.</li> </ul>
<p>Activity 5: <b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen Actively Ask Clarifying Questions</p>	<p><b>Understanding the Benefits of Work</b> Ask guest speakers to discuss the benefits of working Ideas and Examples:</p> <ul style="list-style-type: none"> <li>• Human Resources person to discuss the benefits of working as needed, part-time and full-time</li> <li>• Hospital employee to discuss the fulfillment of helping others.</li> <li>• Another co-worker or friend to discuss building relationships, avoiding too much alone time, creating a sense of identity, deeper critical thinking/problem solving skills, challenges, learning new skills, meeting new people, community awareness, balance.</li> </ul>

Extension Activities: Critical Thinking Questions and Evaluation Tools	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<p>1. Knowledge / Remembering:</p> <p style="padding-left: 20px;">A. Ask and discuss: What employment goals do you have now? Name one business that you would like to work at and why do you want to work there?</p> <p style="padding-left: 20px;">B. Show an episode or a piece from Undercover Boss. Reflect and discuss these points: Why are employees essential to businesses? Why are employee ideas important to businesses?</p> <p>2. Comprehension / Understanding: Check for clarification: A person that works at a business is the employee, employer or employment. A person or a company that provides a job, paying wages or a salary to one or more people is the employee, employer or employment? Work for which you are paid is employee, employer or employment. As needed, part-time, or full-time work is a position requiring a person to work at least 36 hours a week and usually includes benefits. As needed, part-time, or full-time work are positions in which the employee works approximately 20 hours a week and may include benefits. As needed, part-time, or full-time workers is a part-time employee who is not regularly scheduled to work but is employed on an “as needed” basis. These employees do not get benefits.</p> <p>3. Applying: This activity requires to students to apply knowledge learned from activities 1, 2 and 3.</p> <ul style="list-style-type: none"> <li>• Employment Preference Assessment – See <a href="#">Appendix B</a></li> </ul> <p>4. Analyzing: Using local employment adds, compare as needed, part-time, and full-time positions and discuss the benefits of each</p> <p>5. Creating: Have students create a 1-minute video interviewing a person or people, asking the question, “Besides needing money, why do you work?”</p> <p>Have the students show their videos. While the videos are being shown all students should take notes on why the person works (example: relationships, good food, pot lucks, fun, insurance benefits, avoiding depression, etc.) This activity can lead into the next level: evaluation.</p> <p>6. Evaluating: From #5 Creating – Use the videos to collect data. Evaluate and draw conclusions from the answers on the videos. Use Venn diagrams and bar graphs to show differences and commonalities.</p>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Appendix A**

Name \_\_\_\_\_

**Evaluate Job Opportunities**

Using different search engines find three jobs that you could apply for. Please fill in the table for each job.

	Job 1	Job 2	Job 3
Name of Business			
Job Duties			
Wage			
Location			
Dress Code			
How Does One Apply?			
Hours Needed?			
Part-time or Full-time?			

What search engines did you use:

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



## Appendix B

Name \_\_\_\_\_

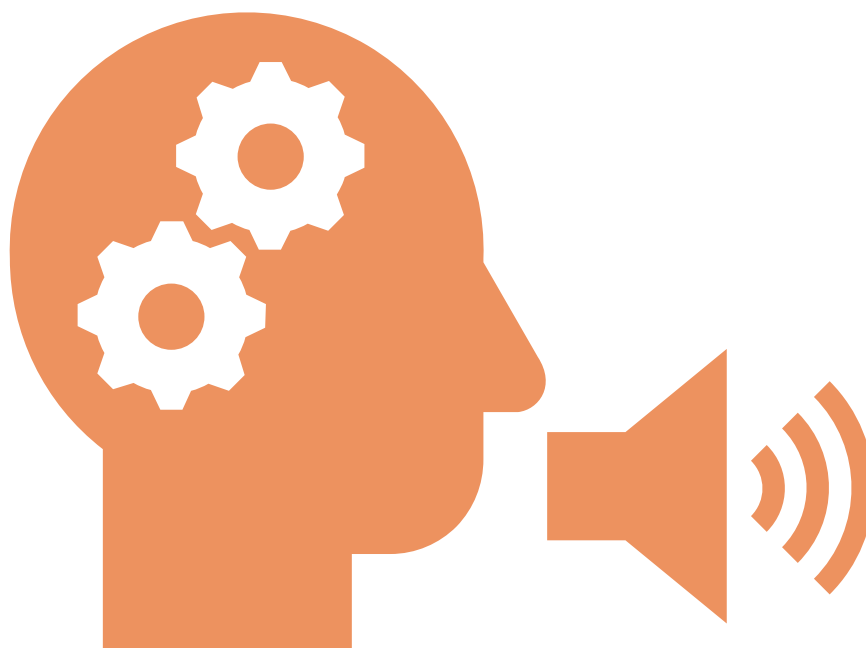
### Employment Preference Assessment

Directions:

1. Read the business type listed and indicate yes or no if you would like to work in the area.
2. Write a reason as to why you would or would not want to work in that field. For example, you may not want to work in animal care because you don't like other people's animals, or you may not want to work in landscape because you hate hot weather and have allergies, or you may want to work in fast food because you enjoy people and like to stay busy.
3. In the Yes or No column rank your top 5 yes business types (1-5, 1 being your top choice of business to work at)

Business type	Yes or No	Reason
Animal care (veterinary clinic, human society, pet store)		
Automotive (gas station, car wash, maintenance)		
Beauty (hair salon, manicurist, nail technician, spa worker)		
Childcare		
Clerical or office work		
Education		
Entertainment (museum, movie theater, Pavilion, arena, fairs)		
Farming and agriculture		
Fast food (Arby's, Burger King, Culver's, Dairy Queen)		
Healthcare (nursing assistant, hospital worker, nursing home)		
Landscape (mowing lawns, pulling weeds, yard care)		
Outdoor recreation (golf course, pool, park)		
Restaurant (Perkin's, Red Lobster, Applebee's)		
Retail stores (sporting goods, clothing store, Walmart)		

# Unit 5: Self-Advocacy



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit: 5 Self-Advocacy**

**Objective 5.1: *Student will be able to identify and apply for appropriate community services and resources***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 5.1: Student will be able to identify and apply for appropriate community services and resources</b>		<b>Total Activities: 4</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary: Students will become more familiar with community agencies, supports and resources to help them meet their transition, employment and other goals.</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	Self-Interest Transition Assessment	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>Internet, AV Equipment, Student Chromebooks</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>Pen, paper, student notebooks</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> What will they <b>know</b> because of the lesson?	<b>Skills</b> What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary: The student will know the self-advocacy vocabulary presented.	Be able to use the vocabulary presented in a variety of settings	Check the context of the student's vocabulary use to ensure their understanding throughout these lessons
They will know what self-advocacy means.	They will be able to advocate for themselves.	They will be able to complete self-advocacy scenarios.
They will know what resources are available in their community.	They will be able to find the resources available to them in their community.	They can determine which resources would apply to their situations/needs. They will also be able to contact at least one of the community resources and find appropriate information and register/apply for their services with minimal support.
They will determine their interests.	They will find things they are interested in doing based on the Self-Assessment Transition Survey.	They will be able to explain what activities of interest they might need support with after high school.

## STEP TWO: The Lesson Plan

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

### Glossary

Ensure the students are familiar with glossary words connected with this lesson.

**Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.**

#### Glossary Terms

- **Community Agency:** a person, a public or private nonprofit organization or a firm, partnership or business corporation operated for profit, which operates a human service program at the community level. Students will list 2 community agencies that could meet their interests and/or needs.
- **Transition:** The process of changing or moving from one state or condition to another. Example: infants transition to toddlers.
- **Self-Advocacy:** Speaking up for yourself to get the tools you need to be successful. It involves making decisions and knowing how to get the information you need.
- **Adult Service Providers:** Agencies that provide comprehensive services to adults with disabilities. Some examples include, employment, recreational and community-based supports.
- **Vital Information:** Information that is required to fill out forms and applications.
- **Disabilities:** any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities. Disabilities can be physical or cognitive.
- **Post-School/Post-Secondary:** life after graduating from high school.
- **Transition Planning:** a process that helps students with an IEP achieve the post school goals they have for themselves. Transition goals are focused in 3 areas: education and training, employment and independent living.
- **Pre-ETS:** Pre-Employment Transition Services which are activities that provide job exploration for students with disabilities.
- **Vocational Rehabilitation:** Vocational rehabilitation is made up of a series of services that are designed to facilitate the entrance into or return to work by people with disabilities. It is also referred to as Voc Rehab.

### Lesson Activities

#### Activity 1: The Relationship Between Transition and Self-Advocacy

#### VocFit Crosswalk: GENERAL

Listens and pays attention

This activity will be used to introduce the concept of Transition, Self-Advocacy and the relationship between the two.

Make sure students are familiar with glossary words.

Have teacher led discussion:

What does transition mean? When you think about transitioning from high school, What does that mean? What are some things in your life that might change when you become an adult? What could be different? What might remain the same? Allow students to volunteer responses.

	<p>Watch Video Video: <a href="#">Students with Disabilities Transitioning from High School</a></p> <p>Continue discussion: (teacher may write student responses on the board) Have you thought about where you might live or work? Will you continue your education? What will you do for fun? And who will help you do these things? These are questions that require thought and planning. Now that you have some idea about the direction you want your life to take you can start planning. Who will help you and how will they know what you want?</p>
<p><b>Activity 1: Recognizing the Need for Self-Advocacy</b> <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>General</b> Listens and pays attention Follows directions Follows rules and regulations <b>Communication Skills</b> Communicate face-to-face with others Speak clearly so that others can understand Understand the speech of another person</p>	<p>Class Discussion: How do you get things that you want or need? Do you wish for them and they appear? Possible student answer: "I ask for them" Yes! you advocate for yourself. This is something we all need to do in order to get the tools and supports that we need to be successful. This is called Self-Advocacy. Watch video: <a href="#">Being Your Own Self Advocate</a> Continue discussion: What does Self-Advocacy mean? Why is it important to speak up for yourself? Give copies of handouts (<a href="#">Appendix A</a>): 5 steps to Self-Advocacy and Self-Advocacy Scenarios, to each student. Go over each of the 5 steps. They will use these steps to work through the scenarios to: identify the problem, who can help, what can happen if they advocate/what can happen if you don't, how will you ask/what will you say</p>
<p><b>Activity 2: Understanding the VR Website and Practice Applications</b> <b>Time:</b> 30-45 minutes <b>VocFit Crosswalk:</b> <b>General</b> Listens and pays attention Follows directions Follows rules and regulations <b>Cognitive Abilities</b> Comprehend/read instructions Be very exact/very accurate Concentrate on a task without becoming distracted</p>	<p>As a group, look over the Vocational Rehabilitation (VR) website (or equivalent) with students. To find the website for your state use: <a href="https://rsa.ed.gov/about/states">https://rsa.ed.gov/about/states</a></p> <p>Discuss what sort of services are offered, and anything that stands out to them.</p> <p>Watch a video to overview what VR does- use either of the videos below, or if there is one specific to your state. <a href="#">Rhode Island DHS' ORS is Changing Lives Through Project SEARCH</a> <a href="#">A 6-Minute Overview of RI's Division of Developmental Disabilities</a> <a href="#">NM DVR In-Depth Overview</a></p> <p>Have Students begin filling out the sample VR application (<a href="#">Appendix B</a>) so they understand what information they need to know (their address, Social Security number, disability, etc.)</p>

<p><b>Communication Skills</b>  Communicate face-to-face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	
<p><b>Activity 3:</b> Transition Guest Speaker  <b>Time:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General</b>  Listens and pays attention  Follows directions  Follows rules and regulations  <b>Cognitive Abilities</b>  Comprehend/read instructions  Be very exact/very accurate  Concentrate on a task without becoming distracted  <b>Communication Skills</b>  Communicate face-to-face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	<p><b>Transition Guest Speaker</b>  Invite someone to speak to students who is familiar with transition/post-secondary services for your school. Examples include:</p> <ul style="list-style-type: none"> <li>• Current and Former Project SEARCH interns</li> <li>• Transition coordinator</li> <li>• Job developer</li> <li>• Job coach</li> <li>• Vocational Rehabilitation counselor</li> <li>• Representative from center for independent living</li> </ul> <p>Have students create questions to ask the person before their visit.</p> <p>Sample Questions:  How do I get a job?  What is the hardest thing about life after high school?  Is there anyone who can help you?</p>
<p><b>Activity 4: Self-Assessment Transition Survey</b>  <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General</b>  Listens and pays attention  Follows directions  Follows rules and regulations  <b>Cognitive Abilities</b>  Comprehend/read instructions</p>	<p>Have students take the <a href="#">Self-Assessment Transition Survey</a>. This can be done as a large group, small group, or 1:1 format. The Self-Assessment Transition Survey correlates to the Post-Secondary areas of the Individual Education Plan (IEP).</p> <p>Discuss the importance of knowing what you like, do not like, and are interested in. Ask students, “Why?”</p> <p>-Why is it important to know what you like, do not like, and are/are not interested in?  -Why is it important to think about those questions in relation to your future?</p> <p>After students have completed the transition survey, have them go through their answers and tell you about themselves. Use the <a href="#">Transition Survey Discussion Script (Appendix C)</a> to help guide the conversation so they can discuss what they like, do not like, are and are not interested in as well as what they would like to do in the future and what would be important to discuss with their future employers and</p>

<p>Be very exact/very accurate Concentrate on a task without becoming distracted</p> <p><b>Communication Skills</b> Communicate face-to-face with others Speak clearly so that others can understand Understand the speech of another person</p>	<p>student service personnel at post-secondary educational institutions.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Make a list (at least 3) of the type of things that a person with a disability might be able to get help with post school.</li> <li>2. Comprehension / Understanding: What is one of your post-school goals? How can Self-Advocacy help you achieve it? Which community agencies could help you reach that goal?</li> <li>3. Applying: Have students use the information learned to help lead their IEP meeting. Have students create a script or PowerPoint for how they would disclose their disability, learning styles and strengths with their teachers, job coaches, worksite supervisors, etc.</li> <li>4. Analyzing: Have students use the information learned from the Transition Survey to choose something they are interested in learning more about and then use the resources learned about in the first few activities to make a list of agencies and supports they could use to help them.</li> <li>5. Evaluating: The class will create 5 questions to use as a survey with community agency to learn more about their services and if that agency could meet their needs. Then each student will interview a community agency using the 5-question survey. The students should determine if that agency could not meet their needs. What resources would really help that are not available?</li> <li>6. Creating: Have students create an infographic (see attachment that could be customized) of themselves to share with others based on their findings from the Self-Assessment Transition Survey and which resources they would like to learn more about. Have students search for videos that demonstrate activities they are interested in pursuing. Have students present their Infographic findings to the class about why they recommend that activity/video.</li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



## Appendix A

### Lesson 5.1 Steps to Self-Advocacy Handout

#### **Step 1**

Identify the problem.

What is the problem/what do you need?

#### **Step 2**

Who can help you?

We have lots of supports in our lives, including ourselves. Sometimes we need help from others who may have more information/experience than we do.

#### **Step 3**

Have confidence!

What can happen if you advocate for yourself?

What can happen if you don't?

#### **Step 4**

Speak Up!

How will you ask?

What will you say?

In some instances, this is something you can practice and prepare for.

#### **Step 5**

Say Thank you.

Always show gratitude for any help you receive! People are more willing to help you in the future if they know you are appreciative of their efforts. Saying, "Thank you" ensures they will know this.

**Lesson 5.1**  
**Activity 1**  
**Self-Advocacy Scenarios**

Jake attends Project SEARCH and is working in the laundry dept. at the local hospital. His job is delivering linens to the nursing units. His boss is upset with him because one of the nursing units called and said they had not received their linen delivery. Jake had attempted to make the delivery, but no one was at the unit desk to receive it so he brought it back to the laundry department.

Derek is at his IEP meeting. His parents are there also. Derek has always wanted to get his own apartment after graduation from high school, but his parents want him to continue living with them after he graduates.

Your friend wants you to go to a party on Friday night. You want to go but know you will be out very late and you have to work on Saturday at 6am.

You are in the drugstore looking for allergy medicine. You cannot find it and are getting very frustrated, wandering up and down the aisles looking for it. You are considering leaving the store without it.

Casey's sister is always asking him to stay home and watch her kids. Casey attends Project SEARCH and is trying to improve his attendance, because he has had too many absences. He has been warned that if he misses anymore days there is a chance he might be dismissed from the program. Casey's goal is to complete Project SEARCH and obtain an entry level job, so he will be able to live in his own apartment.

You are at your IEP meeting discussing your post school goals in education and training. You want to attend Project SEARCH because you want to develop your work skills and get a job. Your parents want you to go to college, but you are dreaming of working in a doggy day care center. You love dogs and know you will be happiest doing this.

Appendix B

**Referral for Vocational Rehabilitation Services**

Legal First Name		Preferred First Name		Middle Initial
Legal Last Name		Social Security Number - -	Date of Birth	
Address or PO Box				
City	State	Zip Code	County of Residence	
E-mail Address				
Telephone Number			Cell Phone Number	
Accommodation/Foreign Language Needs (check all that apply) <ul style="list-style-type: none"> <li><input type="checkbox"/> ASL Interpreter</li> <li><input type="checkbox"/> Braille.</li> <li><input type="checkbox"/> Large Print Other</li> <li><input type="checkbox"/> Spanish</li> </ul> <div style="display: flex; justify-content: space-between;"> <div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Audio Taped Communications</li> <li><input type="checkbox"/> Other (Specify)</li> </ul> </div> </div>				
Comments:				
Guardian Name (if under 18 or court appointed)			Guardian Phone Number	
Guardian Address (Including Agency, City, State, & Zip Code)				
Guardian Email Address				
Gender <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Choose Not to Identify				
Race (check all that apply) <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American				

Native Hawaiian or Other Pacific Islander    White    Choose Not to Identify

Disability (check all that apply)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> AIDS/HIV                        | <input type="checkbox"/> Alcohol or Other Drug Disorder             | <input type="checkbox"/> Amputation               |
| <input type="checkbox"/> Arthritis                       | <input type="checkbox"/> Attention Deficit Disorder                 | <input type="checkbox"/> Autism                   |
| <input type="checkbox"/> Back Injury                     | <input type="checkbox"/> Blind                                      | <input type="checkbox"/> Brain Injury             |
| <input type="checkbox"/> Cancer                          | <input type="checkbox"/> Carpal Tunnel<br>(Repetitive Use Syndrome) | <input type="checkbox"/> Cerebral Palsy (CP)      |
| <input type="checkbox"/> Cognitive Disability            | <input type="checkbox"/> Cystic Fibrosis                            | <input type="checkbox"/> Deaf                     |
| <input type="checkbox"/> Deaf-Blind                      | <input type="checkbox"/> Depression                                 | <input type="checkbox"/> Diabetes                 |
| <input type="checkbox"/> Epilepsy                        | <input type="checkbox"/> Fibromyalgia                               | <input type="checkbox"/> Hard of Hearing          |
| <input type="checkbox"/> Heart Disease<br>Dysfunction    | <input type="checkbox"/> Hemophilia                                 | <input type="checkbox"/> Hip/Knee/Other Joint     |
| <input type="checkbox"/> Kidney Failure                  | <input type="checkbox"/> Mental Illness                             | <input type="checkbox"/> Missing or Deformed Limb |
| <input type="checkbox"/> Multiple Sclerosis              | <input type="checkbox"/> Muscular Dystrophy                         | <input type="checkbox"/> Myofascial Disorder      |
| <input type="checkbox"/> Paraplegia or Quadriplegia      | <input type="checkbox"/> Post Traumatic Stress Disorder             |   |
| <input type="checkbox"/> Respiratory/Pulmonary/Allergies |   |   |
| <input type="checkbox"/> Specific Learning Disability    | <input type="checkbox"/> Spinal Cord Injury                         | <input type="checkbox"/> Stroke                   |
| <input type="checkbox"/> Visual Impairment               | <input type="checkbox"/> Other (Specify) _____                      | <input type="checkbox"/> Unknown (Specify)        |

Student with a disability (only select one)

- Student in middle or high school with a 504 plan  
 Student in middle or high school with an IEP  
 Student in middle or high school with no IEP and no 504 plan

Name of the School, if Applicable:

Name of School District, if Applicable:

Are you a veteran?

- Yes    No

Are you receiving medical insurance through any of the following services? (select all that apply)

- |   |                              |                             |                                     |
|---|------------------------------|-----------------------------|-------------------------------------|
| Medicaid                                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't Know |
| Medicare                                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't Know |
| State or Federal Affordable Care Act Exchange | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't Know |
| Public From Other Sources                     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't Know |

Adapted from Wisconsin Department of Workforce Development

**Transition Survey Discussion Script**

In school, the classes I like are: \_\_\_\_\_  
\_\_\_\_\_.

In school, the classes I do not like are: \_\_\_\_\_  
\_\_\_\_\_.

I would like to take classes in \_\_\_\_\_  
\_\_\_\_\_.

I am good at: \_\_\_\_\_  
\_\_\_\_\_.

I would like to get better at: \_\_\_\_\_  
\_\_\_\_\_.

In order to be more independent at home, I need to work on: \_\_\_\_\_  
\_\_\_\_\_.

I already know how to independently do: \_\_\_\_\_  
\_\_\_\_\_.

I would like to learn how to: \_\_\_\_\_  
\_\_\_\_\_.

I am not interested in learning how to:  
\_\_\_\_\_  
\_\_\_\_\_.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

**Lesson Plan Contents Page**

**Unit: 5 Self Advocacy**

**Objective 5.2: The student will be able to identify and explain their disability and when necessary, understand potential accommodations.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 5.2: The student will be able to identify and explain their disability and when necessary, understand potential accommodations.	Total Activities: 4
--	---------------------

**STEP ONE: Pre-Planning/Pre-Activities:** Individualize these sections to make this section more meaningful for the intern.

**Lesson Plan Summary:** Students will learn about their own disability, how it affects their learning and how to self-advocate for learning strategies and solutions.

**What you will need: Materials & Resources**

<b>Handouts:</b>	<u>Identifying Areas of Struggle</u> <u>List of Common Accommodations for students with disabilities</u> <u>Accommodations I need handout, 5.2.2</u> <u>Understanding my brain workbook</u>
<b>Technology:</b>	Laptop with PowerPoint
<b>Other materials needed for activities:</b>	None

**How to Assess Understanding**

<b>Knowledge</b> What will they <b>know</b> because of the lesson?	<b>Skills</b> What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of the student's vocabulary use to ensure their understanding in a class discussion
Students will understand the importance of self-advocacy and how to self-advocate.	Students will recognize situations in which self-advocacy is needed.	Student's understanding will be determined through completion of lesson activities.
Students will learn about multiple intelligences	Students will be able to identify their strengths and areas of need	Students will be able to share their strengths and areas of need in a discussion
Students will learn about accommodations they need	Students will be able to identify situations in which they need accommodations	Students will advocate for their accommodations in a school or community setting

**STEP TWO: The Lesson Plan**



***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms:</b>  <b>Neurotypical</b> - refers to a person whose brain functions in a way that is considered the norm; not affected with a developmental disorder  <b>Neuro diverse</b> - displaying or characterized by autistic or other neurologically atypical patterns of thought or behavior; not neurotypical.  <b>Disability</b> - A condition of the mind or body that limits a person’s movement or activities and makes it harder for them to do certain types of activities and interact with the world around them.”  <b>Accommodations</b>- is a change of environment, curriculum format, or equipment that allows a person with a disability to gain access to content or complete assigned tasks.”  <b>Special education</b> - Special Education is a practice of educating students in a way that provides accommodations based on their individual differences and needs.  <b>Invisible disability</b> - a physical, mental or neurological condition that is not visible from the outside, yet can limit or challenge a person’s movements, senses, or activities.  <b>Visible disability</b> - a disability that can be noticed or seen by just looking at the person.  <b>Physical disability</b> - a substantial and long-term condition affecting a part of a person's body that impairs and limits their physical functioning, mobility, stamina or dexterity.  <b>Intellectual disability</b> - refers to a condition that limits a person's ability to learn at an expected level and function in daily life.</p>
<p><b>Introduction: Connect to Purpose</b>  <b>VocFit Crosswalk:</b>  <b>Self Determination:</b>          Make choices, decisions, and plans to meet own goals          Identify and express own strengths and weaknesses  <b>Interpersonal Skills:</b>          Ask clarifying questions          Show compassion towards others          Listen actively</p>	<p><b>Teacher will ask:</b> “What is the definition of disability?”  <b>The class:</b> will brainstorm a definition which the teacher will write on the board.</p> <ul style="list-style-type: none"> <li>• Use the Frayer Model or a T-Chart for a broader process to define words and gain more involvement from the class</li> <li>• <i>Frayer Model Handout is part of the Guidance document with this curriculum</i></li> </ul> <p><b>Teacher will then define disability as:</b>          “A condition of the mind or body that limits a person’s movement or activities and makes it harder for them to do certain types of activities and interact with the world around them.”  <b>*Note</b> - It is important to stress here that disability is not “what you can’t do” but rather what you might need help or support to be able to do.  <b>Teacher will talk about the 2 types of disabilities: physical and mental</b> stressing that they can affect people at any age and sometimes you can be born with both.</p>

	<p><b>Teacher will list some common disabilities on the board:</b> blindness, deafness, intellectual, ASD, etc., on the board and challenge the students to brainstorm different ways in which said disabilities might affect a student’s life both inside/outside of the classroom.</p>
<p><b>Lesson Activities</b></p>	
<p><b>Activity 1</b> <b>Identifying Areas of Struggle</b> Time: 20-30 min <b>VocFit Crosswalk:</b> <b>General:</b> Cooperative and courteous Listens and pays attention Respects rights and privacy of others Asks for help and clarification when needed Communicates adequately Completes tasks accurately</p>	<p>Handouts: <a href="#">Identifying Areas of Struggle</a> and <a href="#">List of Common Accommodations for students with disabilities</a> Students will identify the type of disability they have either physical/intellectual and describe how it affects them in the classroom. The students will move from general to specific identification. Students could also identify how their disability affects them in the community and how it could impact a job.</p>
<p><b>Activity 2: Identifying Accommodations I Need</b> Time: 30-45min <b>VocFit Crosswalk:</b> <b>General:</b> Cooperative and courteous Listens and pays attention Respects rights and privacy of others Asks for help and clarification when needed Communicates adequately (initiates conversation, does not interrupt)</p>	<p>Handout: Accommodations I need <b>Teacher will say:</b> “Let’s talk about accommodations. If we look at our glossary, we know that an accommodation is a change of environment, curriculum format, or equipment that allows a person with a disability to gain access to content or complete assigned tasks.” (An easier explanation is: anything that supplies a need.)  “Let’s think about a student that is unable to walk. He has a need to get around. What would be an accommodation that would meet this need?” <b>Students should reply: “wheelchair.”</b> <b>Teacher will say:</b> “How about a student who wears glasses, has an assigned seat in the back of the classroom, but cannot see the board from his seat. “What would be an accommodation that would allow him to be able to see the board?”  <b>Student response should be:</b> “He should ask to move his seat to the front of the room.” <b>Teacher will say:</b> “What about students who take longer to learn things and need many opportunities, practice and individual assistance to gain skills. What sort of accommodations might they need?”</p>

<p>Completes tasks accurately</p>	<p><b>Student response may be: “Special Education”,</b> but if not, the teacher will give the answer of “Special Education” and provide the following definition: <b>Special Education is a practice of educating students in a way that provides accommodations based on their individual differences and needs.</b> A discussion around their IEP and their individual goals could be part of this discussion</p> <p><b>Students will use the information from Activity #1 to complete the Activity #2 “<a href="#">Accommodations I need handout, 5.2.2</a>” to come up with a list of 2-3 accommodations they need, along with the reasons they are needed.</b></p>
<p>Activity 3: <b>Writing a self-advocating script</b></p> <p><b>VocFit Crosswalk: General</b> Cooperative and courteous Listens and pays attention Respects rights and privacy of others Asks for help and clarification when needed Communicates adequately Completes tasks accurately</p>	<p>What will I say when I advocate for myself?</p> <p>Using handouts from Activities 1 &amp; 2 students will create a script practicing asking for accommodations and advocating for themselves.</p>
<p>Activity 4: <b>My Brain is Unique</b></p> <p><b>VocFit Crosswalk: General</b> Cooperative and courteous Listens and pays attention Respects rights and privacy of others Asks for help and clarification when needed Communicates adequately (initiates conversation, does not interrupt)</p>	<p>Complete Understanding my Brain workbook</p> <p>Workbook is available for free through Teachers Pay Teachers, sign up for a free account to download</p> <p><a href="https://www.teacherspayteachers.com/Product/How-Does-My-Brain-Work-Back-to-School-Metacognition-Booklet-for-Students-3931816?st=f29cc4245cf495c954927eda31efa09f">https://www.teacherspayteachers.com/Product/How-Does-My-Brain-Work-Back-to-School-Metacognition-Booklet-for-Students-3931816?st=f29cc4245cf495c954927eda31efa09f</a></p> <p>Have students share as appropriate.</p>

<p>Completes tasks accurately</p>	
<p>Activity 5:  <b>Who am I Presentation</b>  <b>VocFit Crosswalk:</b>  <b>GENERAL</b>  Cooperative and courteous  Listens and pays attention  Respects rights and privacy of others  Asks for help and clarification when needed  Communicates adequately (initiates conversation, does not interrupt)  Completes tasks accurately</p>	<p><b>Who Am I</b>  Ask the students to create a short presentation describing their disability to classmates. To layer on technology skills, this could be a PPT presentation and insert pictures, short videos, etc.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Have the students write a letter to a younger person that explains their disability: how it affects them, and some strategies they used to overcome the effects. They will give 1 or 2 pieces of encouraging advice about common areas of struggle they had and what strategies they used to overcome them.</li> <li>2. Comprehension / Understanding: Vocabulary match using the glossary words on page 3.</li> <li>3. Applying: <ul style="list-style-type: none"> <li>• Create a tip sheet for the steps of self-advocacy with examples for each step.</li> <li>• Students will list accommodations that could help them in all their classes.</li> </ul> </li> <li>4. Analyzing: Each student will create a personal experience narrative about a time they self-advocated and the result. The class will give affirmations and possibly other self-advocacy suggestions.</li> <li>5. Evaluating: The students can work in pairs or small groups to create scenarios and the other students will decide if the self-advocacy approach was appropriate or inappropriate.</li> </ol>

	6. Creating: Create an informational poster about self-advocacy. (Visual)
--	---

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Appendix A**  
**Identifying Areas of Struggle**

**Activity 5.2.1**

**My disability and how it affects me in school**

When you know what your disability is and understand how it affects you, you will be able to **advocate** for yourself and ask for the **accommodations** or **supports** that will help you be successful. Remember, having a disability does not mean that you cannot do things. It means that it may take you longer to learn some things and that you may need a little extra support. It is your responsibility to ask for what you need!

The type of disability I have is

--

Put a check beside all the areas you struggle with in school. You may use the empty spaces to include other areas not listed.

It affects my:

Learning	<input type="checkbox"/>	Reading	<input type="checkbox"/>
Focus	<input type="checkbox"/>	Math	<input type="checkbox"/>
Memory	<input type="checkbox"/>	Writing	<input type="checkbox"/>
Time management	<input type="checkbox"/>		<input type="checkbox"/>
Ability to follow directions	<input type="checkbox"/>		<input type="checkbox"/>

Now that you have identified some general areas you struggle with in school, identify 1 or 2 specific things you have trouble within each area. For example: if you selected Focus as an area of struggle, saying, “you are easily distracted by others around you” is more specific.

**Area Of Difficulty**

--

**Specific Difficulties**


**Area Of Difficulty**

--

**Specific Difficulties**


**Area Of Difficulty**

--

**Specific Difficulties**


**Appendix B**  
**Lesson 5.2**  
**Self-Advocacy**

For use with Activity 5.2.1

**List of Common Areas of Challenge for Students with Disabilities**

**Reading**

**Writing**

Trouble sounding out words	Hard to hold pen or pencil
Trouble understanding what you read	Organization
Not able to read fast enough	Trouble Spelling
Forgetting/not recognizing words	Trouble with punctuation, capitals, etc.

**Math**

**Memory/Forgetting Instructions**

Counting, recognizing numbers	Forget how to do things
+, −, X, ÷	Forget what was said
Telling time / manage time	To many instructions at one time
Counting money	

**Learning**

**Focus**

Need more time to learn things	Easily distracted
	Hard to concentrate for a long time

**Corresponding list of accommodations for common areas of struggle**

**Reading**

**Writing**

Written information read	Oral instead of written response, visual projects
Audio recordings	Use of scribe/pencil grip
Designated reader	Graphic organizer
Shorter reading assignments	Digital recorder to dictate answers or responses
More time to complete assignments	More time to complete assignments



**Math****Memory/Forgetting instructions**

Use of number chart	Checklists made from pictures or words
Use of calculator	Instructions repeated
Use of alarms to help with time management	Additional learning time
More practice in smaller doses	
Use of real life scenarios that could occur in daily life	

**Learning****Focus**

Larger tasks/information broken up into smaller pieces	Seated in a quiet area
Use of a variety of strategies	5-minute breaks, spaced throughout work time
More time/opportunities to master skills	
More opportunities to practice skills in real life settings/role plays	

**Appendix C**  
**Lesson 5.2**  
**Self-Advocacy**

**Activity 5.2.2**

Accommodations I need

Use the information from activity #1 to identify 1 or 2 areas of struggle and 1 or 2 accommodations that you feel can help you be successful in that area. Don't forget to include the reason why the accommodation is needed.

Area of struggle	Accommodation	Reason needed

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit: 5 Self-Advocacy**

**Objective 5.3: *Students will be able to describe their learning style across environments***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

Unit 5.3: Students will be able to describe their learning style across environments		Total Activities: 4
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> The students will learn about their learning styles and how to advocate for themselves based on their learning style and needs.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>		
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Internet, AV Equipment, Student Chromebooks</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Pen, paper, student notebooks</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> What will they <b>know</b> because of the lesson?	<b>Skills</b> What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Students will be able to know the vocabulary presented	Student will be able to use the vocabulary presented in a variety of settings.	Students will be able to check context of their vocabulary use to ensure their understanding in class discussions and other observable situations.
Students will know their own learning style	Students will be able to advocate for themselves based on their learning style and what works best for them.	Students will be able to describe the characteristics of their own specific learning style and how it affects their learning.
Students will learn about teaching tips that relate to each learning style	Students will be able to identify tips that work with their preferred learning style.	Students will discover and share tips on how their learning style relates to presentation styles of their teachers and other support staff.

### **STEP TWO: The Lesson Plan**

**Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.**

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Assume:</b> to accept something to be true without question or proof</li> <li>● <b>Learning style:</b> the method a person uses to learn.</li> <li>● <b>Consequences:</b> a result or effect of an action or condition.</li> <li>● <b>Auditory:</b> relating to the sense of hearing</li> <li>● <b>Visual:</b> relating to seeing or sight</li> <li>● <b>Kinesthetic:</b> having to do with movement or sensation, especially within the body</li> <li>● <b>Verbal:</b> relating to or in the form of words</li> </ul>
<p><b>Introduction: Connect to Purpose - Style</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Listens and pays attention</p> <p><b>Self Determination:</b> Identify and express own strengths and weaknesses</p>	<p>Teacher will introduce the concept of style. By asking: <b>“What is style?”</b> and then explaining: Style is a manner of doing something. There are styles of music, dressing, and wearing our hair. There are even styles of communicating and thinking.</p> <p>Teacher will brainstorm with the class a few examples of each style and write them on the board.</p> <p>Next the teacher will ask the students to imagine they were planning a party for a friend. <b>“Would it be important to know the style of music they like?” Why? “What might the consequences be if you didn’t have that information?”</b> The teacher will then ask: <b>“Is it safe to assume that knowing a person’s style preferences can be helpful in many different situations?”</b> Students should reply “Yes” and, teacher will confirm. The teacher will continue to brainstorm other types of style i.e., martial arts, dance, writing, food preferences (vegetarian), eating (corn on the cob for example).</p> <p>Emphasizing that: “There are styles for just about everything a person can do.”</p> <p>Teacher will say: “Oftentimes information about a particular style is unimportant, like your corn eating style, but sometimes information we have about someone’s style of doing something is important, such as a person’s learning style. Based on the glossary work we have done we know that a Learning Style is the way or way a person learns best. It could be by reading, listening, doing, touching or even a combination of several different ways.”</p> <p>Questions to introduce the video:</p> <ul style="list-style-type: none"> <li>● <b>Why might it be important for a student to know the style with which they learn best?</b></li> <li>● <b>How could this information help you?</b></li> <li>● <b>How would you even know what your learning style might be?</b></li> </ul> <p>Let’s watch this video to find out the answers to these questions. Things to think about while watching the video:</p> <ul style="list-style-type: none"> <li>● What is my learning style?</li> <li>● What are some accommodations that can help me?</li> </ul> <p>After the video the students will share/discuss what type of learners they think they identify with and if they remember any of the tips given.</p>

	<p>Watch <a href="#">What kind of learner are you? - The 4 different learning styles</a>          *Please note the “Read/Write learning style mentioned in the video is referred to as the “Verbal” learning style in the survey which the students will take in Activity 1</p>
<b>Lesson Activities</b>	
<p><b>Activity 1: Learning Style Survey</b></p> <p><b>Time:</b> 30-45 minutes  <b>VocFit Crosswalk:</b>  <b>General:</b>          Listens and pays attention          Follows directions          Follows rules and regulations  <b>Communication Skills:</b>          Communicate face-to-face with others          Speak clearly so that others can understand          Understand the speech of another person</p>	<p>Students will take the “Kids Learning Style Survey” to determine what type of learners they are. Go to <a href="#">Kids Learning Style Survey</a>. After the survey is completed, group students by Learning Style if possible and allow them to discuss with each other within their group. Have each group report out about their Learning Style.</p> <p>Next have the students, still in their groups, watch the video <a href="#">Learning Styles - HOW YOU LEARN BEST - Learning Tips</a>, and try to come up with a list of at least 2 learning tips per Group.</p> <p>After the list is created, have the whole class work on creating a tip sheet or power point presentation containing all the learning styles and the tips for learning that were generated in the groups. This may be shared with other teachers</p>
<p><b>Activity 2: Learning Style Scripts</b></p> <p><b>Time:</b> 30-45 minutes  <b>VocFit Crosswalk:</b>  <b>General:</b>          Listens and pays attention          Follows directions          Follows rules and regulations  <b>Cognitive Abilities:</b>          Comprehend/read instructions          Be very exact/very accurate          Concentrate on a task without becoming distracted  <b>Communication Skills:</b>          Communicate face-to-face with others          Speak clearly so that others can understand          Understand the speech</p>	<p><b>Learning Style Scripts</b></p> <p>Now that the students know what type of learner they are, it is important that they know and practice how to talk about that to other people. Using the provided <a href="#">example script</a> or create your own for each student to present to the class what type of learner they are, what the characteristics are for that type of learner, and what accommodations are most helpful to work independently.</p>

<p>of another person</p>	
<p><b>Activity 3: Real World Connections</b>  <b>Time:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b>  Listens and pays attention  Follows directions  Follows rules and regulations</p> <p><b>Cognitive Abilities:</b>  Comprehend/read instructions  Be very exact/very accurate  Concentrate on a task without becoming distracted</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	<p><b>Characteristics of Learning Styles</b>  Complete a visual chart to help the students distinguish different characteristics of each type of learner.  <a href="#">Visual Chart of Learner Types</a></p> <p>Some examples of items to include could be:  “Can you show me that again?”  “Can you write that down for me because I can understand that better.”  “I do better if my tasks for the day are written down.”</p>
<p><b>Activity 4:</b>  <b>Learning Style Profile</b>  <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b>  Listens and pays attention  Follows directions  Follows rules and regulations</p> <p><b>Cognitive Abilities:</b>  Comprehend/read instructions  Be very exact/very accurate  Concentrate on a task without becoming distracted</p> <p><b>Communication Skills:</b>  Communicate face-to-</p>	<p><b>Learning Style Profile</b></p> <p>Students will complete a profile to give to teachers and other support staf. This profile will allow students to practice stating the supports they need without disclosing disability. Go over the sample profile with students while discussing some ways to ask for support including:</p> <p>“Show me again”  “Write it down for me because I can understand that better?”  “I do better if my tasks for the day are written down?”  “Could we create a picture checklist?”  “Could you make a video of me doing it the right way?”  “Can I do it after you do it?”</p> <p><a href="#">Appendix One Page Profile</a></p>

<p>face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	
<p><b>Activity 5:</b>  <b>Learning Style Scripts</b>  <b>Time: 20 minutes</b></p> <p><b>Voc Fit Crosswalk</b>  <b>Self-Determination:</b>  Identify and express own strengths and weaknesses</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others</p>	<p><b>Learning Style Scripts</b></p> <p>Students will complete the following script and role play reading them to teachers, job coach, boss, etc.</p> <p>“I have discovered that I am a _____ learner. This means that I _____.  Some things that will help me be a better, (student, employee) are</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> <p>Thanks for helping me learn!”</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities:</b>  <b>Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. <b>Knowledge / Remembering:</b> When presenting a lesson, discuss learning styles of your presentation style and have students identify theirs.</li> <li>2. <b>Comprehension / Understanding:</b> Have students present on their specific learning style and what it entails. Projects could include posters, PowerPoints, songs, sketches.</li> <li>3. <b>Applying:</b> Ask students to choose one learning style tip that is suggested for their learning style in one of their classes/subjects and reflect on how it was helpful for them</li> <li>4. <b>Analyzing:</b> Break the class into two groups. Each group will compare 2 learning styles, in what ways are they similar or different. They will need to create an interactive report using technology.</li> <li>5. <b>Evaluating:</b> After a lesson, have the students determine which parts or activities worked best for each of the learning styles.</li> <li>6. <b>Creating:</b> Have students develop an inventory/checklists of learning style tips they would use for a particular class/subject and share it with the teacher of that class/subject.</li> </ol>

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



### What Type of Learner Am I?

<b>Type of Learner?</b> <i>visual/ auditory/ reading and writing/ kinesthetic</i>	<b>Characteristics?</b> <i>Retains information best in graphic format</i>	<b>How Is This Information Useful?</b> <i>Use graphic organizers, arrows, highlighters</i>

**Script:**

- 

- I am a \_\_\_\_\_ (*Type of Learner*) \_\_\_\_\_.

- 

- That means that I learn best with \_\_\_\_\_ (*Characteristics of Learner Type*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

- 

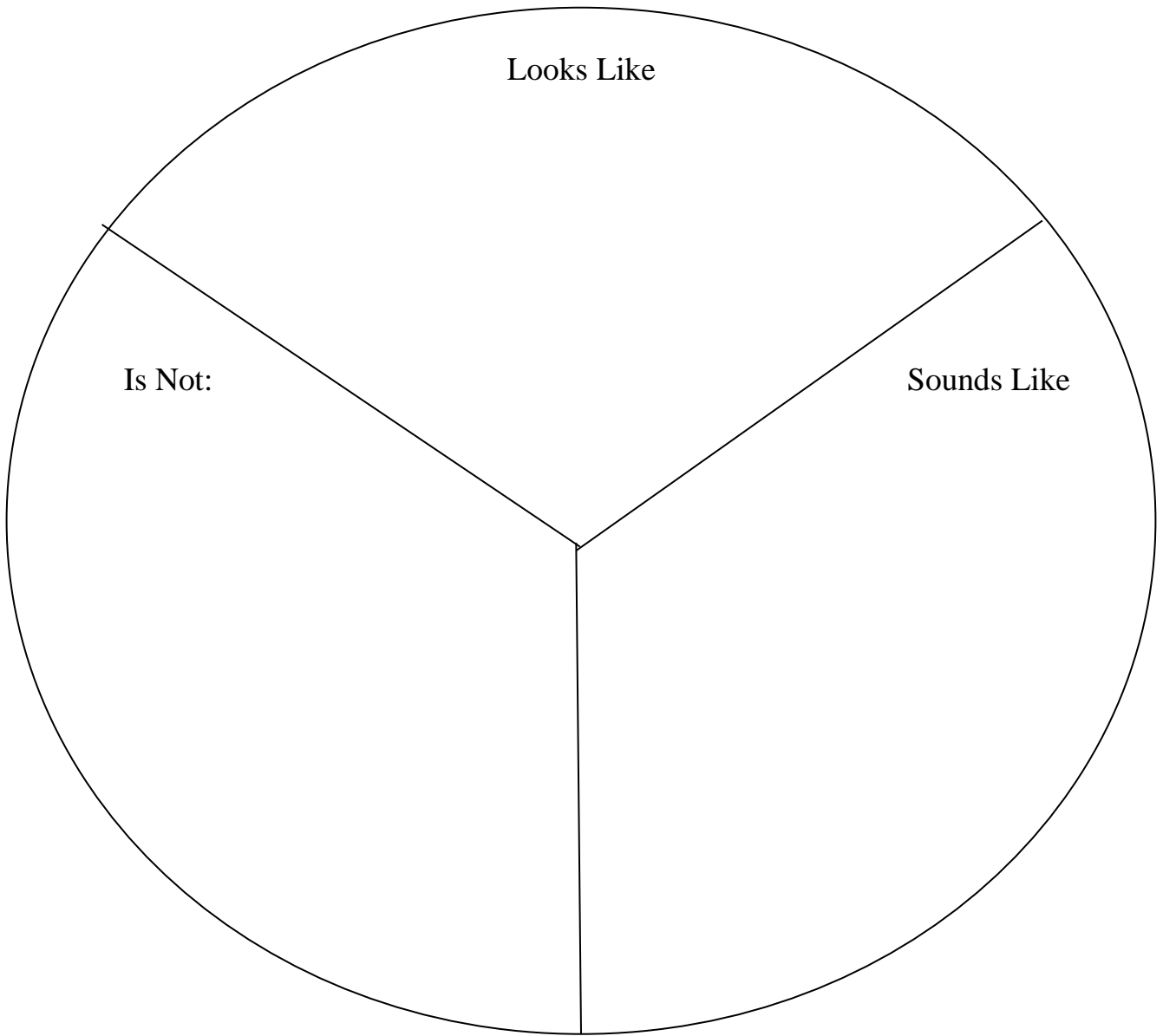
- Can you use more \_\_\_\_\_ (*accommodations that are helpful*) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

**Visual Chart of Learners**



## One Page Profile

Name:

**I'm good at...**

**Some of my interests and hobbies:**

**The support I need to be successful (learning style, accommodations needed):**

**My future goals for work and life**

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

**Lesson Plan Contents Page**

**Unit: 5 Self-Advocacy**

**Objective 5.4: *The student will be able to access and apply their personal information across environments.***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

Unit 5.4: <i>The student will be able to access and apply their personal information across environments.</i>	Total Activities: 4
---	---------------------

**STEP ONE: Pre-Planning/Pre-Activities:** *Individualize these sections to make this section more meaningful for the intern.*

**Lesson Plan Summary:** The students will learn about different types of personal information, why we have personal information and how we use it in society.

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Personal Information Sheet</li> <li>• Personal Information Checklist</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Internet, AV Equipment, Student Chromebooks</li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Pen, paper, student notebooks</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> What will they <b>know</b> because of the lesson?	<b>Skills</b> What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Students will know the vocabulary presented	Students will be able to use the vocabulary presented in a variety of settings	Check the context of the student's vocabulary use to ensure their understanding in class discussions and other environments
The students will know how to locate personal information and accurately complete forms	Students will have the ability to complete varied applications and forms both online and paper format	<ul style="list-style-type: none"> <li>• The students will complete forms that are relevant to their current desires and needs: Library Cards</li> <li>• Transportation Applications</li> <li>• Job Applications</li> </ul>
The students will know what personal information can and can't be shared	The students can identify situations when personal information can be shared such as paying bills, filling out certain forms	The students will complete forms using some personal information and know where to find that information.

## STEP TWO: The Lesson Plan

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

### Glossary

Ensure the students are familiar with glossary words connected with this lesson.

**Please incorporate any additional glossary terms utilized at your school or in your community that would enhance the lesson plan and make this objective more meaningful for the students.**

#### Glossary Terms

- **Personal Information-** any information about a person that can be used to identify, locate or contact a person.
- **Social Security Card-** a numerical identifier assigned to U.S. citizens and other residents to track income and determine benefits.
- **Sensitive information-** information that is kept secret or shared with restrictions on disclosure to avoid endangering our identities.
- **Specific-**restricted to a particular individual, situation, relation, or effect
- **Identifiers-** attributes that make something identifiable

### Introduction: Connect to Purpose

**VocFit Crosswalk**  
**General:**  
Listens and pays attention

Teacher will ask the following questions and provide the following explanations:

- What is personal information?
- Why do we have it?
- How do we use it?
- How can you determine which personal information is okay to share and with whom?

“Personal information is any information about us that can be used to identify, locate or contact us. Every person has personal information that is unique to them. Even two people with the same name will each have personal information or identifiers, specific to them, that can be used to tell them apart. We use our personal information every day. It is important to have access to our personal information. We need it to gain access to services and other things, such as when we are put on the waiting list to be the first to be notified when that new video game is released, when we go to a doctor’s office, or when we apply for services such as bank accounts, credit or ID cards. The personal information we share in these instances allows us to be contacted and identified.

“Let’s brainstorm some other identifiers or personal information that might be used to help identify, locate or contact us.”

Ask one of the students to scribe the student responses on the board. Some examples could be:

- Phone number

	<ul style="list-style-type: none"> <li>• Mailing address</li> <li>• Email address</li> <li>• Date of birth, etc.</li> </ul> <p>You could add the include the following to the list if students do not mention:</p> <ul style="list-style-type: none"> <li>• Social Security #</li> <li>• Bank account numbers</li> <li>• Credit card numbers</li> <li>• Passwords</li> </ul> <p>Teacher will continue with the following:          “As you are discovering, we share some of our personal information almost every day, such as our name or address. However, some of our personal information is very sensitive and should not be shared with anyone unless it is being done in an official capacity that you know will be protected. For example, if you are applying for a state ID, bank account, credit card or any type of state services you will need to supply your Social Security number. A Social Security number is specific to you. No two people have the same SS#, and it is used to identify you individually. If you share your Social Security number with the wrong people, they can use it to steal your identity.” Your birth certificate is also another piece of personal information that is very sensitive and should not be readily shared.          It can be tricky to decide which personal information to share. Let’s watch this video to help us learn when and when not to share our personal information.  <a href="#">NetSafe Episode 2: What is Personal Information? (Grades K-3)</a></p>
--	---

**Lesson Activities**

<p><b>Activity 1:</b>  <b>Personal Information Sheet</b>  <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b>          Listens and pays attention          Follows directions          Follows rules and regulations</p> <p><b>Communication Skills</b>          Communicate face-to-face with others          Speak clearly so that others can understand          Understand the speech of another person</p>	<p><b>Personal Information Sheet</b></p> <p>Complete this <a href="#">Personal Information Sheet</a> with each student so they can keep all of their information in one place to refer back to when filling out forms.</p>
---	--

<p><b>Activity 2: Locating Personal Information</b> <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>General:</b> Listens and pays attention Follows directions Follows rules and regulations</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions Be very exact/very accurate Concentrate on a task without becoming distracted</p> <p><b>Communication Skills:</b> Communicate face-to-face with others Speak clearly so that others can understand Understand the speech of another person</p>	<p><b>Locating Personal Information</b></p> <p><i>This activity will require communication ahead of time with family members. Email the parents / guardians to let them know their student will be asking to find this information.</i></p> <p>Ask the students to locate (with the families help) their:</p> <ul style="list-style-type: none"> <li>• SS Card</li> <li>• ID Card</li> <li>• Birth Certificate</li> <li>• Immunization Record</li> </ul> <p>Instructions for students- get a blank folder, staple <a href="#">this checklist</a> of important docs to find. Include page protectors to help keep things organized and protected. The folders and page protectors might be available from school.</p>
<p><b>Activity 3: Real World Connections</b> <b>Time:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>General:</b> Listens and pays attention Follows directions Follows rules and regulations</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions Be very exact/very accurate Concentrate on a task</p>	<p><b>Fill Out an Application for a Library Card</b></p> <p>Discuss the importance of knowing your personal information and using it to fill out forms to sign up for stuff.</p> <p>Discuss the importance of not signing up for things that are unnecessary or may be scams.</p> <p>Discuss one thing to sign up for is a local library card and how you can use it to download books and audiobooks.</p> <p>Look up your local library and fill out an electronic form to get a library card or download the application and fill out a paper form.</p> <p>Here is an electronic example for the NC Library Card: <a href="https://ghl.nccardinal.org/eg/opac/register#librarycardsignup">https://ghl.nccardinal.org/eg/opac/register#librarycardsignup</a></p>



<p>without becoming distracted</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	<p>Download the free Libby App to download books electronically.</p>
<p><b>Activity 4:</b>  <b>Applying for Public Transportation</b>  <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b>  Listens and pays attention  Follows directions  Follows rules and regulations  <b>Cognitive Abilities:</b>  Comprehend/read instructions  Be very exact/very accurate  Concentrate on a task without becoming distracted  <b>Communication Skills:</b>  Communicate face-to-face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	<p><b>Applying for Public Transportation</b></p> <p><a href="#">Green Apple Bus Form</a></p> <p>Have students fill out the mock paratransit application, edit as best fits your students.</p> <p>Another option is to fill out the application for para-transit in your community.</p>
<p><b>Activity 5:</b>  <b>Job Applications</b>  <b>Time:</b> 30 – 45 minutes  <b>Voc Fit Crosswalk</b></p>	<p><b>Mock Job Application</b></p> <p><a href="#">Printable Job Application</a></p> <p>Google Forms- Blacks Bar and Grill  Make a copy of the job application for Blacks Bar and Grill, once it is shared with students the teacher can then see their responses  <a href="https://docs.google.com/forms/d/1ZvLZgVg833k9BjZkemJiR4hIez5NyyvJCZf_U1-uGSKA/copy">https://docs.google.com/forms/d/1ZvLZgVg833k9BjZkemJiR4hIez5NyyvJCZf_U1-uGSKA/copy</a></p>

	<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. <b>Knowledge / Remembering:</b> Matching activity for acronyms to actual words. Here is a short, informational video about the origin of SS cards. <a href="#">Social Security Cards Explained</a></li> <li>2. <b>Comprehension / Understanding:</b> Create a Kahoot game for students to play for extra practice. Have students choose from a list of places they would like to apply for a rewards/membership card they would be interested in completing.</li> <li>3. <b>Applying:</b> Take a trip to the local library to fill out a library card form and/or to check out books. Have students sign up for a grocery store rewards card.</li> <li>4. <b>Analyzing:</b> Why do employers require you to provide your social security number when applying for a job?</li> <li>5. <b>Evaluating:</b> Have students explain when to give out personal information, what type of information should not be shared, and who personal information should not be shared with.</li> <li>6. <b>Creating:</b> Have students design their own “cheat sheet” with their information. Have students create a wallet-sized cheat sheet to laminate and keep with them. Have students create a wallet-sized emergency contact card to keep with them.</li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**PERSONAL INFORMATION SHEET**

Full Name:

Address:

Social Security:

Date of Birth:

Telephone #:

**EDUCATION HISTORY:**

	Name of School	Address	Last year completed	Did you graduate?
High School				
College				
Other				

**AVAILABILITY**

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
From	<i>(example: 8-5)</i>						
To							

Position Desired:

Desired Wage: \$

## EMPLOYMENT HISTORY

Company Name		
Address	Job Duties	
Dates Worked:	Starting/ Final Wage	
Supervisor Name	Reason for Leaving	
Phone Number		

Company Name	Job Title	
Address	Job Duties	
Dates Worked:	Starting/ Final Wage	
Supervisor Name	Reason for Leaving	
Phone Number		

Company Name	Job Title	
Address	Job Duties	
Dates Worked:	Starting/ Final Wage	

Supervisor Name	Reason for Leaving	
Phone Number		

Company Name	Job Title	
Address	Job Duties	
Dates Worked:	Starting/ Final Wage	
Supervisor Name	Reason for Leaving	
Phone Number		

Company Name	Job Title	
Address	Job Duties	
Dates Worked:	Starting/ Final Wage	
Supervisor Name	Reason for Leaving	
Phone Number		


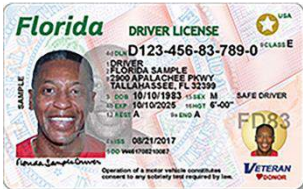

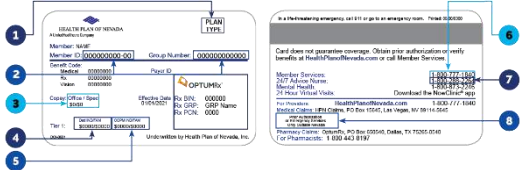
**REFERENCES**

Name of Reference	Address and Phone Number	Relationship to Reference
1.		
2.		
3.		

--	--	--

Appendix B

Personal Information Checklist

Item	What it looks like	Where it is located
Social Security Card		
State ID Card		
Birth Certificate		
Insurance Card		

# List of Computer logins and passwords

## Password LIST

Template AB

www:

User Name:

Password:

Linked Email:

Notes:

www:

User Name:

Password:

Linked Email:

Notes:

www:

User Name:

Password:

Linked Email:

Notes:

www:

User Name:

Password:

Linked Email:

Notes:

templatab.com



**GREEN APPLE TRANSIT**  
**Application for Paratransit Service**

This application is an opportunity for you to provide the Green Apple Transit with a description of the barriers in your environment and how your disability prevents you from using the bus and rail service. In order to be considered complete, every question on the application must be answered. If not, it will be returned to you for completion.

PLEASE PRINT/ TYPE IN BLUE OR BLACK INK.

Name: Last \_\_\_\_\_ First \_\_\_\_\_ M.I. \_\_\_\_\_  
Address \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip \_\_\_\_\_  
Phone: (Home): \_\_\_\_\_ (Work) \_\_\_\_\_  
Social Security Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Sex: Male Female

Emergency Contact Person: \_\_\_\_\_  
Phone: (Home): \_\_\_\_\_ (Work). \_\_\_\_\_

Please Check All That Apply

- I ride the buses frequently.
- I ride the buses sometimes if the conditions are right.
- I ride the buses when I am feeling well.
- I can only ride the buses if they have a wheelchair lift or low floor.
- I have a vision impairment that prevents me from ever getting to and from the bus, even with training.
- I could learn to use the bus service if someone taught me.
- I am not sure if I can use the bus service.
- I can never use the bus service by myself.
- There is no bus service in my area.
- I am not able to use the bus service for other reasons.

Please explain:

- I don't like to use the fixed route bus service.

Have you ever used the fixed/ regular bus service? Yes No

Can you get to the bus stop nearest to you home by yourself? Yes No

If no, why not? \_\_\_\_\_

Can you cross any street by yourself? Yes No

If no, please explain. \_\_\_\_\_

Can you wait at the bus stop for up to 30 minutes? Yes No

If no, please explain. \_\_\_\_\_

Are you able to grasp handles or railings, or coins or tickets while boarding or exiting the transit vehicle? Yes No

If no, please explain. \_\_\_\_\_

Are you able to maintain your balance and tolerate public transit movement when seated?

Yes No

If no, please explain. \_\_\_\_\_

Can you understand and follow directions to get you to your destination? Yes No

If no, please explain. \_\_\_\_\_

Have you ever received training on how to use the bus system? Yes No

If yes, Which agency provided the training? \_\_\_\_\_

When? \_\_\_\_\_ Did you successfully complete the training? Yes No

Would you like to receive travel training? Yes No

How would you describe the terrain where you live? (e.g., flat, steep hills, gradual sloping hills, etc.) \_\_\_\_\_

Are there sidewalks in your neighborhood? Yes No

List the last 3 most frequent destinations you traveled to and how you traveled there: Destination Address / Frequency of Travel / How do you get there now?

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

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

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

What is/are your disability/ disabilities? \_\_\_\_\_

Do you use a mobility aid? Yes No

If Yes, please circle all that apply to you.

Manual wheelchair/ Motorized Wheelchair/ Scooter/Service Animal (Guide Dog)/ Cane/ Crutches Brace(s)/ Walker/ Portable Oxygen/White Cane

Other (please specify) \_\_\_\_\_

I understand that the purpose of this application is to determine if I am eligible for Green Apple Transit's Paratransit services and that Transit staff may need to talk to me later to get more information. Additionally, I understand that I may be required to attend an in-person interview as part of this application process.

By signing this application, I certify that I have been truthful in answering this form and that the information that I have provided is correct to the best of my knowledge. I understand that falsification of this information could result in a loss of Paratransit service. I agree to notify Green Apple Transit if I no longer need to use the Paratransit service.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## SAMPLE JOB APPLICATION

**PLEASE NOTE:** It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="checkbox"/> I have no preference.	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tues.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	<input type="checkbox"/> Sat.	<input type="checkbox"/> Sun.
I am seeking a:		<input type="checkbox"/> Full-time job		<input type="checkbox"/> Part-time job		<input type="checkbox"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please explain:							
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No				Driver's license number		Issued in what state?	

Have you had any accidents during the past three years?	How many?
Have you had any moving violations during the past three years?	How many?

**Education**

School	Location (mailing address)	Years Completed	Major	Degree or Diploma
--------	----------------------------	-----------------	-------	-------------------

**High School**


**College or Business/Trade School**


**Military**

Have you even been in the Armed Forces?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Date entered
---	------------------------------	-----------------------------	--------------

Are you now a member of the National Guard?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Discharge date
Specialty			

### Work Experience

*Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.*

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		

May we contact this employer?     Yes     No

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		

### Work Experience (continued)

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary

City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer? <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>References</b>		
<i>Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.</i>		
1.		
2.		
3.		
4.		
<i>I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.</i>		
Signature		Date
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer? <input type="checkbox"/> Yes <input type="checkbox"/> No		

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit: 5 Self-Advocacy**

**Objective 5.5: *Students will recognize natural supports across environments.***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***



Unit 5.5: <i>Students will recognize natural supports across environments.</i>		Total Activities: 4
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
Lesson Plan Summary: The students will be able to recognize natural supports across environments.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	Scenario Cards, Circle of Support	
<b>Technology:</b>	Internet, AV Equipment, Student Chromebooks	
<b>Other materials needed for activities:</b>	Pen, paper, student notebooks	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> What will they <b>know</b> because of the lesson?	<b>Skills</b> What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding through class discussions and other school environments
Students will be able to identify natural supports.	Students will be able to determine if they need natural supports and who to ask.	Students will complete the Circle of Support identifying their natural supports.
Students will be able to personalize natural supports.	Students will be able to anticipate personalized natural supports in a variety of environments	Check the understanding of personalized natural support through the activities in this lesson.

### **STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Support:</b> to give assistance to. If you support someone or their ideas or goals, you agree with them, and perhaps help them because you want them to succeed.</li> <li>● <b>Natural:</b> not artificial, or man-made, existing in or formed by nature</li> <li>● <b>Supportive:</b> providing encouragement or help</li> </ul>
<p><b>Introduction: Connect to Purpose</b></p> <p><b>VocFit Crosswalk: General</b> Listens and pays attention</p>	<p>Intro: Teacher will initiate discussion about natural supports, by defining what natural supports are based on the glossary definition.</p> <p>“Natural Supports are sources of support or help that come from the people we interact with in a wide variety of settings and occur naturally. That is why they are called natural supports. They are the result of the connections we already have with people as well as the connections we can make with people.”</p> <p>“Natural supports are all around us. They can include giving someone a ride somewhere, listening, friendship, and helping someone solve a problem. To get a clearer idea of how natural supports work, let’s brainstorm a list of all the people in our families that help us all the time, and some of the ways they help us.”</p> <p>Ask a student to write the brainstormed list on the board. Once enough answers are generated, the teacher will reiterate that natural supports are all around us and sometimes occur so naturally we take them for granted and don’t recognize them as being supportive.</p> <p>The teacher will conclude with the following: “There are generally four broad areas in which natural supports occur:</p> <ul style="list-style-type: none"> <li>● Home</li> <li>● School</li> <li>● Community</li> <li>● Work.</li> </ul> <p>We will explore these areas and identify some situations in each of them where a person might need natural supports, who can provide them and how to ask.</p>
<p><b>Lesson Activities</b></p>	
<p><b>Activity 1:</b> <b>Circle of Support</b> <b>Time:</b> 30-45 minutes <b>VocFit Crosswalk:</b></p>	<p>Complete this <u>Circle of Support</u> (from InReach NC). (Appendix A)</p> <p>Who might be your natural supports? Circle of Support Model:</p>

**General:**

Listens and pays attention  
Follows directions  
Follows rules and regulations

**Communication Skills:**

Communicate face-to-face with others  
Speak clearly so that others can understand  
Understand the speech of another person

Unit III: The Circle of Support Model



- 1) **First Circle: The Circle of INTIMACY** List the people who you cannot imagine living without
- 2) **Second Circle: The Circle of FRIENDSHIP** List those who are good friends (almost made it to the first circle)
- 3) **Third Circle: The Circle of PARTICIPATION** List people, organizations, clubs, networks, groups, etc. that you are involved with (Co-workers, church choir, craft club, neighborhood group, etc.)
- 4) **Fourth Circle: The Circle of EXCHANGE** List those that you pay to provide services in your life (Teachers, hair stylists, medical professionals, pet groomers, etc.) \*Note: People can be in more than one circle. For example, your hairstylist may also be a good friend.

Naturalsupports.pdf (InReachNC)

**Activity 2:  
Supports in Different Environments**

**Time:** 30-45 minutes

**VocFit Crosswalk:**

**General:**

Listens and pays attention  
Follows directions  
Follows rules and regulations

**Cognitive Abilities**

Comprehend/read instructions  
Be very exact/very

**Supports in Different Environments**

Students will work in pairs to identify supports they would need in each of the following settings and circumstances, and who could possibly help/or support them. Each group will be responsible for 1 area to brainstorm. The teacher should remind them to think about the things they might need help within each situation. The student task is to identify:

- **What are some supports they may need in each setting?**
- **Who could possibly help them?**

**School:** Today is your first day at a new school

**Work:** Today is your first day at your new job

**Home:** You are at home making cookies for the first time

**Community:** You are at the drugstore and have several things on your shopping list that you are not sure where to find.

<p>accurate Concentrate on a task without becoming distracted</p> <p><b>Communication Skills</b> Communicate face-to-face with others Speak clearly so that others can understand Understand the speech of another person</p>	<p>Allow Approx. 15-20 mins for this activity. Once the groups are done, have each group share their work.</p>
<p><b>Activity 3: Support Role Plays</b> <b>Time:</b> 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>General</b> Listens and pays attention Follows directions Follows rules and regulations</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions Be very exact/very accurate Concentrate on a task without becoming distracted</p> <p><b>Communication Skills:</b> Communicate face-to-face with others Speak clearly so that others can understand Understand the speech of another person</p>	<p>Teacher will explain that we do not always have to ask for natural supports. Sometimes people will provide them to us when they realize we need them. This is the nature of the relationships we as humans naturally form with one another. For example, if you are in a store and one of the store employees notices you standing around looking a little lost or confused, they may approach you and ask if you need help. This is an example of a natural support. You did not ask for it, but it is welcome. Conversely, sometimes we do have to ask for the supports that we need and knowing who we can ask, and how to ask for them is important.</p> <p>For this activity students work in the same groups they were in for activity #1. Using the same settings and circumstances they were assigned in Activity #1; students will work to create a role play that illustrates the information they came up with in Activity#1.</p> <p>The role play will illustrate <b>the specific natural support needed:</b> (a new employee at work might need help knowing where the break room is).</p> <ul style="list-style-type: none"> <li>• <b>Why it is needed:</b> (because he is new and does not know where it is).</li> <li>• <b>Who they could ask:</b> a coworker, or supervisor if available</li> <li>• <b>How they would ask them:</b> “Excuse me I am new here. Would please show me where the break room is?”</li> </ul>

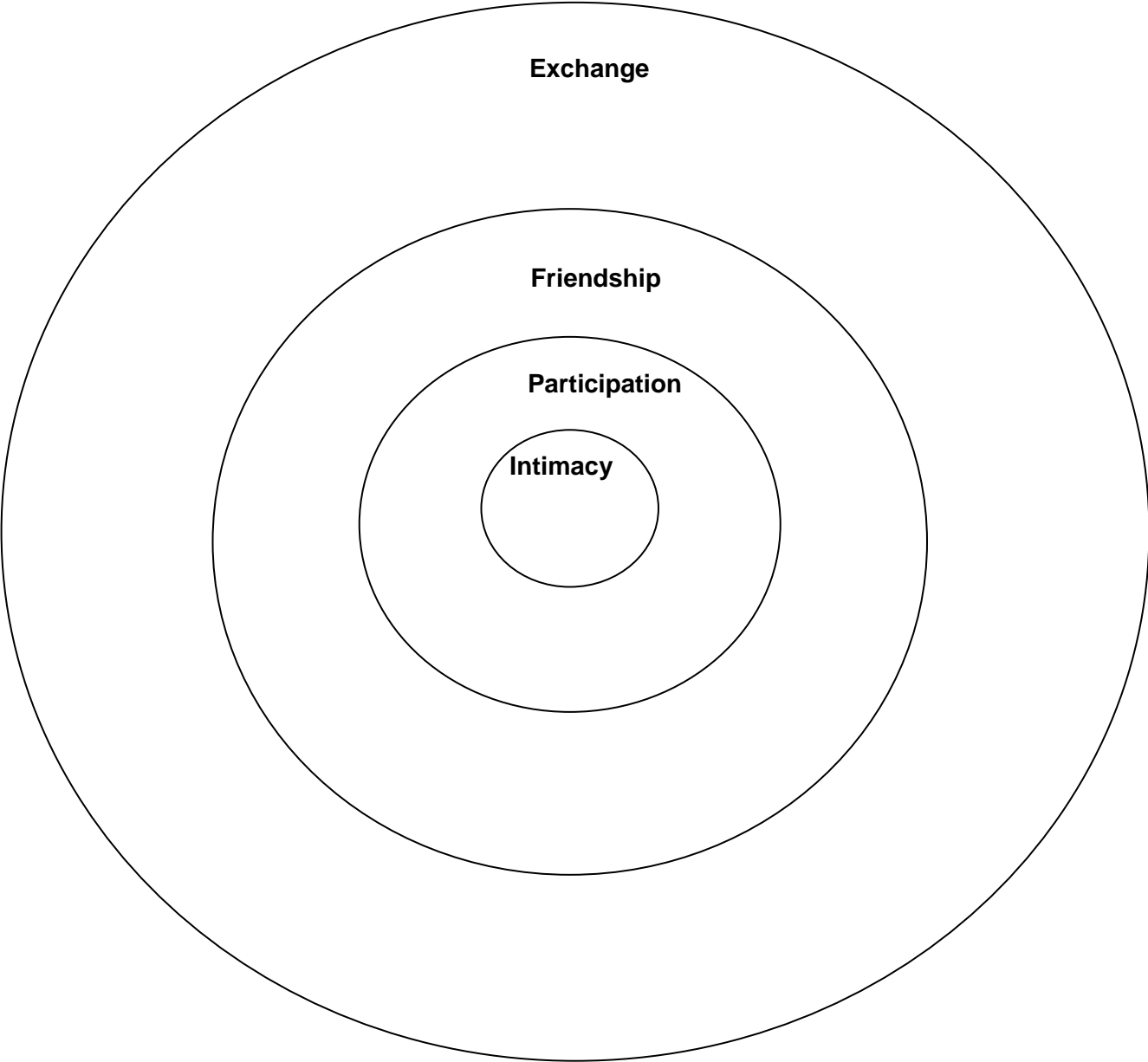
<p><b>Activity 4:</b>  <b>Support Scenarios</b>  <b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b>  Listens and pays attention  Follows directions  Follows rules and regulations</p> <p><b>Cognitive Abilities:</b>  Comprehend/read instructions  Be very exact/very accurate  Concentrate on a task without becoming distracted</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others  Speak clearly so that others can understand  Understand the speech of another person</p>	<p>In small groups, students will be given scenarios (<a href="#">Appendix B</a>) about people needing help or natural supports. Students will decide as a group who the person in the scenario can ask and how they should ask that person. This can also be done with the whole class as a short activity.</p> <p>Small groups will present their answers to the whole group at the end of the lesson.</p> <p>Blank <a href="#">scenario cards</a> have been included for students/staff to write their own scenarios.</p>
<p><b>Activity 5:</b>  <b>Identifying Natural Supports</b>  <b>Time:</b> 30 – 45 minutes</p> <p><b>Voc Fit Crosswalk</b>  <b>Self-Determination:</b>  Identify and express own needs  Make decisions independently  Anticipate the thoughts actions of others</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others</p>	<p><b>Identifying Natural Supports</b></p> <p>Working individually each student will come up with a setting in which they currently or in the future might need natural supports. It can be a community, school, work or home setting.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Identify a setting of their choice</li> <li>● Identify at least 1 support they might need to help them</li> <li>● Identify who could help them</li> <li>● Describe what they would say or how they would ask</li> </ul> <p>Each student will report out to the class. Layer on technology to make the activity more interactive. Possible examples:</p> <ul style="list-style-type: none"> <li>● PowerPoint</li> <li>● Video of the student asking for help (might need to work in pairs for this)</li> </ul>

Extension Activities: Critical Thinking Questions and Evaluation Tools	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. <b>Knowledge / Remembering:</b> Create a matching worksheet with the definitions and examples of natural supports.</li> <li>2. <b>Comprehension / Understanding:</b> Create a Kahoot or Jeopardy game to determine understanding of concepts of natural supports.</li> <li>3. <b>Applying:</b> Have students recognize when other people need natural supports and identify what supports might help them. It could be a family member, friend or someone who supports them.</li> <li>4. <b>Analyzing:</b> Create a new circle of support for college, a worksite, an athletic team, etc.</li> <li>5. <b>Evaluating:</b> Create more scenarios and give a choice of two options for the students to answer. Ex. You are in the classroom, and you need help with a project. Your teacher is working with another student, who else could you ask?</li> <li>6. <b>Creating:</b> Design posters that recognize, thank or advertise different types of natural supports in school.</li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**Appendix A: Circle of Support**



## Appendix B

### NATURAL SUPPORTS SCENARIOS

Janet has many chores at home, including feeding the dogs. One night there is not enough food. Who could help Janet?

Kayla works in an office, one of her jobs is to refill the copy machine with paper. One day Kayla cannot find the paper she needs. What should she do?



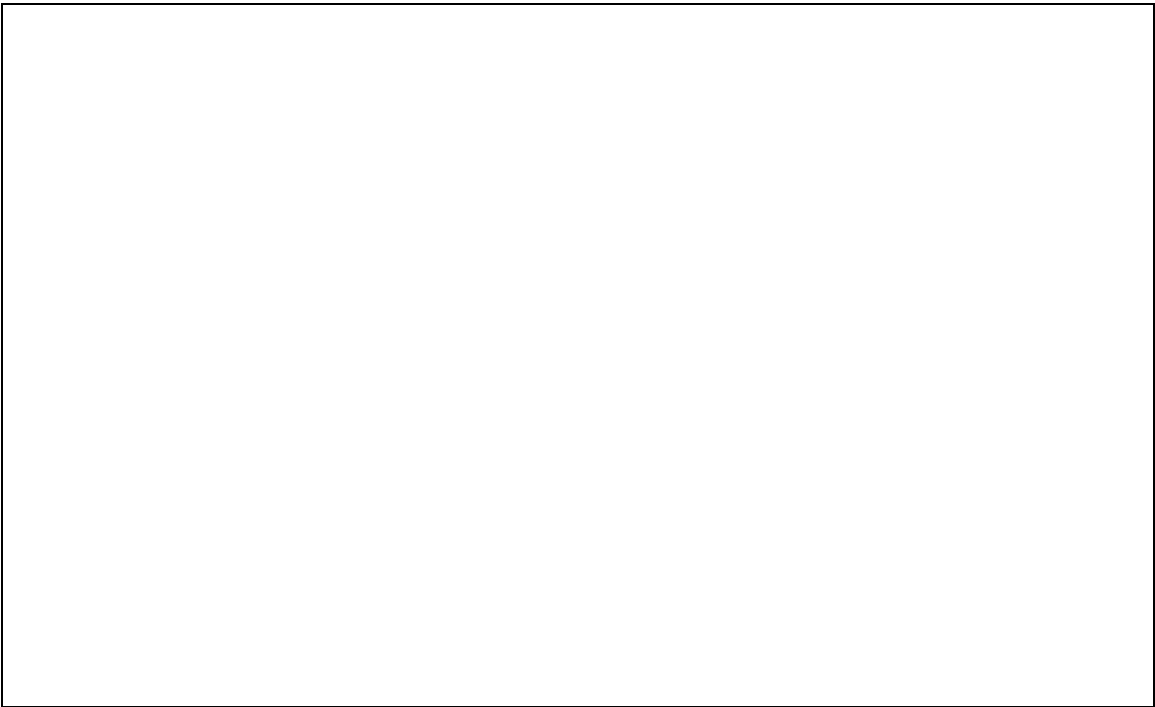
Ana's work study is in the cafeteria. Her job is to add the silverware to the plate. The line is moving too fast for her to keep up, what should she do?

Adrian gets to school and realizes he didn't bring lunch and doesn't have any money to pay for one. What should he do?

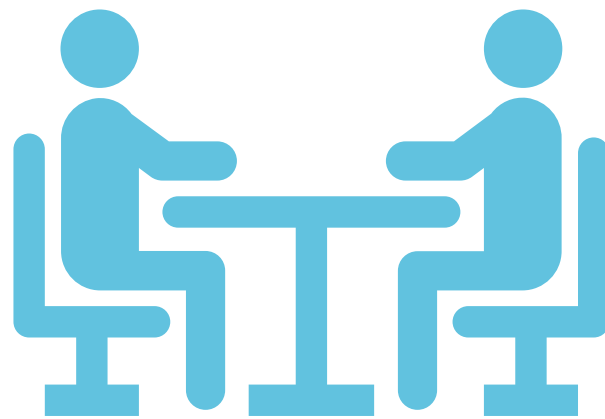
Stephan misses the bus to school. His cell phone got taken away last night because he spent too much time on TikTok. What should he do?

Joon is staying at a friend's house when he starts feeling sick to his stomach. What should he do?

## Make your Own Scenarios



# Unit 6: Social and Communication Skills



Lessons for  
Living, Learning,  
and  
Working



Presented by  
Project | SEARCH®

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

## **Lesson Plan Contents Page**

### **Unit 6: Social and Communication Skills**

**Objective 6.1: The student will demonstrate appropriate speech across environments (home, community, work, school, etc.) using appropriate clarity, volume and tone of voice/speech of spoken language.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

<b>Unit 6.1: The student will demonstrate appropriate speech across environments using appropriate clarity, volume and tone of speech.</b>	<b>Total Activities: 5</b>
--	----------------------------



**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.**

**Lesson Plan Summary: The student will demonstrate age-appropriate speech, words, conversations across environments**

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Simple image copies on copy paper</li> <li>• Good resource here and explanation here: <a href="https://slco.org/contentassets/63ede82024fa41b885ad13c265121522/eu_communicationdrawingtwins.pdf">https://slco.org/contentassets/63ede82024fa41b885ad13c265121522/eu_communicationdrawingtwins.pdf</a></li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Blank sheets of paper, pens, or any drawing utensils</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student demonstrate their understanding?
Glossary/Vocabulary Know the vocabulary presented.	Use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding.
Students will understand importance of clear, concise, detail-filled language	Be able to give information to others with age/setting appropriate language	Ask the question "Why was the picture not the same?," "Why did the supervisor not know where you were?," "How did the explanation help you?"
Students will understand the importance of leaving a professional message for the workplace or school.	Be able to leave a professional message explaining absence/tardiness for work or school.	The teacher will have students role play leaving a professional message for a given reason (i.e. late due to flat tire, out due to sickness).

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. The activities below were created by an international group of Project SEARCH instructors. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b> Descriptive words are words that describe a person, place, thing, or idea in a way</p>
-----------------	--

	<p>that relates to the senses. The five senses are sight, sound, taste, touch, and smell. The better the description, the better the reader or listener can picture it in their head.</p> <ul style="list-style-type: none"> <li>• <b>Passive:</b> accepting or allowing what happens or what others do, without active response or resistance.</li> <li>• <b>Aggressive:</b> ready or likely to attack or confront; characterized by or resulting from aggression.</li> <li>• <b>Assertive:</b> having or showing a confident and forceful personality, confident, bold, decisive</li> <li>• <b>Appropriate:</b> suitable or proper in the circumstances, relevant</li> <li>• <b>Clarity:</b> the quality of being coherent and intelligible, transparent, pure</li> <li>• <b>Notice:</b> the fact of observing or paying attention to something.</li> <li>• <b>Professional:</b> Professionalism is about attitude and conduct – a moral compass if you like – and one that is becoming ever more prominent in a modern forestry sector.</li> <li>• <b>Mature:</b> behave like adults in a way that shows they are well developed emotionally</li> <li>• <b>Immature:</b> not behaving in a sensible or responsible way</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b> <b>Communication Skills:</b> Speak clearly so that others can understand, understand the speech of another person, communicate face-to-face with others <b>Interpersonal Skills:</b> Ask clarifying questions</p>	<p>Review glossary terms with students. This can be done as a group or individually. To make this activity more engaging, add the terms to a <a href="#">Kahoot!</a> game.</p> <p>Ask the students how they like to communicate. These activities will help students understand that different environments will require different types of communication.</p>
<b>Lesson Activities</b>	
<p>Activity 1: Runner/Sketcher/ Drawer</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal skills</b> Work with another person in group or team, listen actively, cooperate with others to</p>	<p>You can ask as many questions as you see fit</p> <p>Step 1- Teacher has multiple copies of various simple objects on copy or notebook paper. Snowmen, a simple house, a sun or moon, any object involving simple shapes. Step 2- Place students in groups of 3. Each group has a student with blank paper and drawing utensils (Student A), a student with the original copy image (Student B), and a student who serves as the “runner” (Student C). Step 3- Place students A and B in separate areas- preferably in separate rooms. Step 4- Review directions that Student C is to stand near Student B but cannot look at the image they are describing. Step 5- Student B describes part of the image to Student C, who then goes to Student</p>

<p>accomplish work activities, work with a co-worker in a group or team, follow directions</p> <p><b>Communication Skills:</b> Speak clearly so that others can understand, understand the speech of another person</p>	<p>A and relays the message. Step 6- this is done until Student B feels they have given enough directions to complete the image. Then the 2 images are compared.</p> <p>*This activity is similar to the one described in "Drawing Twins," but it incorporates a 3rd student. Depending on the number of students in class, you could use either.</p>
<p>Activity 2: Leaving work voicemails</p> <p><b>VocFit Crosswalk:</b> <b>Communication Skills:</b> Speak clearly so that others can understand, communicate with others on the telephone</p> <p><b>Computer Skills:</b> Compose and send an original email message</p>	<p>Given various scenarios students will role play calling in and leaving a message and/or email at their place of employment. Some scenarios to consider:</p> <ol style="list-style-type: none"> <li>1. Sick will be out all day</li> <li>2. Traffic accident will be late</li> <li>3. Transportation was late. Will arrive later</li> <li>4. Dr. Appt. was changed without notice.</li> <li>5. Ran out of gas/flat tire</li> <li>6. Missed their bus</li> </ol> <p>Points to consider for message: clarity of voice, volume, identifying individual(student) calling, who needs to know the information at the employers, details concerning time they were supposed to arrive and now what time they expect to arrive (for larger companies who the recipient of the message will need to get it to the right person)</p>
<p>Activity 3: Recording Personal Greeting</p> <p><b>VocFit Crosswalk:</b> <b>Communication Skills:</b> Speak clearly so that others can understand, communicate with others on the telephone</p> <p><b>Interpersonal Skills:</b> Follow directions</p>	<p>Classroom discussion on why having a personal greeting on a phone is important. e.g. It could be a person's first impression of you. It may be a prospective employer's first impression of you. Discuss differences in who is calling/leaving messages when one is in high school compared to once a job search starts or into adulthood. Our conversations with friends, classmates, co-workers, supervisors, teachers is different. Use of slang or trying to be funny/silly is not okay in the workplace or when we are wanting to appear mature and professional.</p> <p>Give examples of poor greetings: "Yo, it's me- leave a message...Beep" "You know what do...Beep" "I'm not here and don't like you anyways...Beep".</p> <p>Other points to consider is leaving a message in a loud environment or while driving. It may be hard to understand what the person is saying. Find poor examples online or call students randomly in class to hear their greetings.</p> <p>Have students practice leaving and creating their own greeting. Using a script may be needed. Give students a deadline for having their greeting completed then randomly call to check the student's voicemail. You can put the phone on speaker so the class can hear it and then give feedback to each student.</p>



<p>Activity 4: Preparing presentation of “day in the life”</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Recognize and start a software program, save a file/document to a specific location</p> <p><b>Communication Skills:</b>  Speak clearly so that others can understand, understand the speech of another person</p>	<p>Students will create a slideshow summarizing a typical day. Create a slide for each period of the day. Information to present could include: subject, teacher, example of topics discussed, favorite and least favorite part of the class. Make sure to include lunch, or study table period and highlights. Special events like assemblies, dances, drills can also be included. The goal is for the student to share about their day-through their eyes. Have students present in front of their class, or partner up and share with each other.</p>
<p>Activity 5: Interview Follow-up</p> <p><b>VocFit Crosswalk</b>  <b>Communication Skills:</b>  Speak clearly so that others can understand, understand the speech of another person</p> <p>Interpersonal Skills:  Ask clarifying questions,</p>	<p>Discuss the importance of following up after an interview. One way to stand out is a follow up call or email to say thanks and confirm the details of when the next step in the process will be underway. Discuss appropriate time to wait for the “check-in” on the application submitted compared to the “Thank you” for the time to interview.</p> <p>Have students practice making both phone calls and drafting emails to send. Students can create their own scripts based on what specifically the teacher gives them as their reason for the follow-up. (It could be after an interview, or after submitting an application, or after reading a posting they are interested in and want more details...or any other scenarios that can come up with.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. <b>Knowledge / Remembering:</b> <ul style="list-style-type: none"> <li>• Explain appropriate verbal communication in your own words.</li> </ul> </li> <li>2. <b>Comprehension / Understanding:</b> <ul style="list-style-type: none"> <li>• Explain the 3 main types of verbal communication – passive communication, assertive communication, aggressive communication</li> <li>• Explain why appropriate verbal communication is beneficial in the workplace across all settings.</li> </ul> </li> <li>3. <b>Applying:</b> <ul style="list-style-type: none"> <li>• Explain how you would appropriately communicate with your supervisor after you made a mistake in the workplace.</li> <li>• Explain how you would appropriately communicate with an angry customer.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"><li>• Explain how you would communicate a problem you have with another employee.</li></ul> <p>4. <b>Analyzing:</b></p> <ul style="list-style-type: none"><li>• Can you distinguish between the 3 main types of verbal communication – passive communication, assertive communication, aggressive communication, and give an example of a scenario where each would occur?</li><li>• Which of these 3 types of communication is most appropriate to use in the workplace setting and why?</li></ul> <p>5. <b>Evaluating:</b></p> <ul style="list-style-type: none"><li>• Justify why appropriate verbal communication in the workplace is necessary.</li></ul> <p>6. <b>Creating:</b></p> <ul style="list-style-type: none"><li>• Create a plan to remind yourself to always use appropriate verbal communication across all settings.</li><li>• Design a plan that students could utilize to ensure they follow appropriate verbal communication skills.</li><li>• Create a plan to think about what you are going to verbally communicate before speaking.</li><li>• Create a plan to practice emotional regulation in the workplace setting.</li></ul>
--	---

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**  
**Unit 6: Social and Communication Skills Unit**  
**Objective 6.2: The student will demonstrate appropriate  
conversational etiquette in all situations (home, community, work, school, etc.).**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 6.2: The student will demonstrate appropriate conversational etiquette in all situations (home, community, work, school, etc.).</b>	<b>Total Activities: 5</b>
---	----------------------------



**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.**

**Lesson Plan Summary:** The student will understand and demonstrate appropriate use of conversational etiquette in all situations (home, school, workplace, and community).

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• <a href="#">KWL Chart Handout</a></li> <li>• <a href="#">Role Play</a></li> <li>• <a href="#">Conversations for Different Situations</a></li> <li>• <a href="#">Magic 3 (Extension Activity)</a></li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Ability to cast/mirror a computer screen on a larger screen or wall</li> <li>• Computer</li> <li>• Access to internet and YouTube</li> </ul>
<b>Other materials needed for activities:</b>	Teacher may wish to laminate <a href="#">Conversation Starter and Stopper</a> cards for repeated use.

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine student's level of understanding? How can the student <b>demonstrate their understanding?</b>
Student will know how to engage in conversations in all settings.	Student will be able to carry on a professional/proper conversation in all settings.	Check the student's conversational skills by asking open-ended questions.
Student will know how to end a conversation in all settings.	Student will be able to use appropriate body language and eye contact in all settings.	Check the student's ability to read people's conversational cues through role playing.
Student will understand what people's nonverbal and body language might be telling them in a conversation.	Student will be able to read body language in all settings.	Check the student's ability to identify nonverbal cues through conversational pictures.
Student will understand that different situations call for different type of conversations and communication.	Student will choose how to engage in conversation in different settings with friends, family, and with professionals (school, work, etc.).	Check the student's ability to identify which context or situation to use which type of conversational phrasing through situational worksheet.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	Ensure the students are familiar with glossary words connected with this lesson.
-----------------	--

	<p><b><u>Glossary Terms</u></b></p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> is simply the act of transferring information from one place, person, or group to another. Every communication involves (at least) one sender, a message, and a recipient.</li> <li>• <b>Conversation:</b> informal interchange of thoughts, information, etc., by spoken words; oral communication between persons.</li> <li>• <b>Etiquette:</b> the customary code of polite behavior in society.</li> <li>• <b>Eye contact:</b> is a form of nonverbal communication and can have a large influence on social behavior.</li> <li>• <b>Body language:</b> the process of communicating nonverbally through conscious or unconscious gestures and movements.</li> </ul>
<p><b>Introduction:</b> <b>Connect to Purpose</b> <b>VocFit Crosswalk:</b></p>	<p>Explain to students that we are going to talk about a common form of communication referred to as “conversation”. Ask the students what they already know about the topic of conversational skills? What does it mean to have good conversational etiquette?</p> <p>Activity: K-W-L Chart. Do as a large group on a whiteboard or individually – complete K and W.</p> <ul style="list-style-type: none"> <li>• What do you already <b>K</b>now about conversational skills?</li> <li>• What do you <b>W</b>ant to know about conversational skills?</li> </ul> <p>(Ending Activity will conclude with what we <b>L</b>earned about conversational skills.)</p> <p><a href="#">K-W-L Chart Handout</a></p>
<p><b>Lesson Activities (5 activities)</b></p>	
<p>Activity 1: Starting A Conversation</p> <p><b>VocFit Crosswalk:</b> General - communicates adequately Communication Skills - communicate face-to-face with others</p>	<p><b>Purpose: To help students gain skills in initiating a conversation.</b> Ask students to share what they already know about starting conversations? What are some things that they do to start conversations? Show the following video. Pause at the end when the discussion questions come up and discuss what was bad in this example. <a href="https://youtu.be/OTBXMcfmzCU">https://youtu.be/OTBXMcfmzCU</a></p> <p>Then show the following video of a good example of starting a conversation. Pause when the discussion questions come up and discuss the difference in this example. <a href="https://youtu.be/wBvFGCSCFV4">https://youtu.be/wBvFGCSCFV4</a></p> <p>As a large group or in small groups, students will draw conversation starters and stoppers cards to decide whether the conversation is a starter or stopper. <a href="#">Conversation Starters and stoppers cards.docx</a></p>
<p>Activity 2: How do you end a conversation?</p> <p><b>VocFit Crosswalk:</b> General - communicates adequately Communication Skills - communicate face-to-face with others</p>	<p>Purpose: To understand how to appropriately end conversations and identify when others want to end a conversation.</p> <p>Ask students what are some ways to end a conversation? What phrases do you use? Watch the following video: <a href="https://youtu.be/l7tmwij1o10">https://youtu.be/l7tmwij1o10</a></p> <p>Discuss the perspective-taking questions at the end of the video. How might someone feel if you keep a conversation going for too long? Why does reading the body language of others important to a conversation? How do you know when someone wants to end a conversation?</p> <p>Let’s watch the following video and see what clues are given that someone is done talking: <a href="https://youtu.be/cfmTvDme60Y">https://youtu.be/cfmTvDme60Y</a></p> <p>Discuss the perspective-taking questions at the end of the video.</p>

	<p>What clues could you see that the people did not want her to be a part of the conversation anymore? How could she have exited the conversation that the others wouldn't have found sound offensive?</p> <p>Watch the following video and think about other ways she could exit the conversation: <a href="https://youtu.be/atK6ABh66Qw">https://youtu.be/atK6ABh66Qw</a></p> <p>Discuss the perspective-taking questions at the end of the video. Is it polite to walk off without wrapping up the conversation when you are ready to stop talking? How could she have exited the conversation that the others wouldn't have found sound offensive?</p> <p>Brainstorm a list of phrases on a whiteboard that they can use to end a conversation. Tell students their homework is to practice one of these phrases before the next class!</p>
<p>Activity 3: What does a good conversation look like?</p> <p><b>VocFit Crosswalk:</b> General – makes eye contact, listens and pays attention, communicates adequately Communication – Communicates face-to-face with others, speaks clearly so that others can understand, understands the speech of another person Interpersonal Skills – listen actively, ask clarifying questions</p>	<p><b>Purpose: To understand what people's nonverbal language might be telling you in a conversation.</b></p> <p>We are going to talk about body language today. Let's watch the following video to see what might be wrong: (pause the video at the end for the discussion questions) <a href="https://youtu.be/sRWyUorJPfM">https://youtu.be/sRWyUorJPfM</a> (Standing Too Far Away) So they were definitely too far away. I wonder what would happen if the opposite happened: (pause the video at the end for the discussion questions) <a href="https://youtu.be/RmqO8txuzzM">https://youtu.be/RmqO8txuzzM</a> (Standing Too Close) In the videos, did you notice if the people are looking <a href="https://youtu.be/3khHJsbfFdo">https://youtu.be/3khHJsbfFdo</a> (Too Much Eye Contact)</p> <p>Review the following pictures: <a href="#">Conversation Pictures</a> Ask if it looks like the people are enjoying the conversation or not. How can you tell? What do you think about the following in each picture: <u>Body Language</u> -Notice where their body is facing. -Notice where their head faces - towards you, away, or down. - What are they doing with their arms - folded, at their side, or in their pockets? <u>Facial Expression</u> - What is the emotion on their face? - Notice their eyes, eyebrows, and mouth. <u>Eye Movement</u> - Where are they looking? - Are they following where you look? - Are they rolling their eyes?</p> <p>Alternative: Ask students to look for a picture online or in a book or magazine to share a picture of people having a conversation. Then have each student share their picture (or do as small groups, depending on the size of the class).</p>
<p>Activity 4: What type of</p>	<p><b>Purpose: To encourage students to discuss the different types of communication they might use in different situations and environments.</b></p>

<p>conversation is right for what type of situation?</p> <p><b>VocFit Crosswalk:</b>  General – makes eye contact, listens and pays attention, communicates adequately  Communication – Communicates face-to-face with others, speaks clearly so that others can understand, understands the speech of another person  Interpersonal Skills – listen actively, greet customers entering establishments</p>	<p>Discussion: Ask the students how they greet or say hello to their friends. Then ask them how they greet their family. Then ask how they greet teachers. How about a customer if you were at work?</p> <p>Discuss the similarities and differences in the participants' responses. If desired, record these similarities and differences on a whiteboard.</p> <ul style="list-style-type: none"> <li>● Why is each situation different?</li> <li>● What would happen if you greeted a customer the way you greeted your friends?</li> <li>● What would your friends say if you greeted them like you do your family? Like a customer?</li> </ul> <p>Let's watch the following video and see how this girl communicates and decide if it is right for work. <a href="https://www.youtube.com/watch?v=X0voPIW2pSs&amp;t=12s">https://www.youtube.com/watch?v=X0voPIW2pSs&amp;t=12s</a></p> <p>Is the way she talked appropriate when speaking to customers? Is it appropriate when talking to family? Is it ok for friends?</p> <p>Discuss: Knowing how to communicate with people the right way in different situations is a very important skill. They are often unspoken rules and standards that are just expected. One example of this is that it is common to shake hands when meeting people in the professional work world. We might use slang or text lingo with our friends about what happened at school or a party, but we usually would use different words when talking to parents or others about the same information.</p> <p>Have students complete the following worksheet or do it as a large group activity: <a href="#">Conversations for Different Situations Worksheet</a>  Adapted from <i>Skills to Pay the Bills</i> available from the US Department of Labor at: <a href="#">Skills to Pay the Bills Link</a></p>
<p>Activity 5:  Conversation Role Play</p> <p><b>VocFit Crosswalk:</b>  General – makes eye contact, listens and pays attention, communicates adequately  Communication – Communicates face-to-face with others, speaks clearly so that others can understand, understands the speech of another person  Interpersonal Skills – listen actively, ask clarifying questions</p>	<p><b>Purpose: To review what has been learned about conversation etiquette and put it into practice.</b></p> <p>Watch the following video regarding conversational do's and don'ts <a href="https://www.youtube.com/watch?v=0hxDAfGUYdg">https://www.youtube.com/watch?v=0hxDAfGUYdg</a></p> <p>Let's practice what we have learned about conversational skills thus far. Pair students up and give each pair a copy of the Role Play Instructions. <a href="#">Role Play.docx</a></p>

<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Review K-W-L Chart and add items to the L section of what they learned in the activities. <a href="#">K-W-L Chart Handout</a></li> <li>2. Comprehension / Understanding: Explain what conversation starters and stoppers are. Give examples of good communication and poor communication.</li> <li>3. Applying: Have students practice conversations skills by asking each other questions and recording common interests in the <a href="#">Magic 3 Worksheet</a></li> <li>4. Analyzing: Utilizing daily news stories such as CNN10 and watching how people are conversing, analyzing the verbal communication and non-verbal communication in the stories, and discussing what we see. Are what are the people saying matching their non-verbal actions?</li> <li>5. Evaluating: Have students brainstorm a list of conversation topics. Then ask them to decide if they can be discussed with friends, family, and/or professionals.</li> <li>6. Creating: Have students create a poster to demonstrate the difference between conversation starters and stoppers.</li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.



# K-W-L Chart

*Assess what you know about a particular topic before and after you have engaged with it. Fill the columns below with what you **K**now about the topic, what you **W**ant to know, and what you've **L**earned.*

What do you <b>K</b> now about the topic?	What do you <b>W</b> ant to know?	What did you <b>L</b> earn?



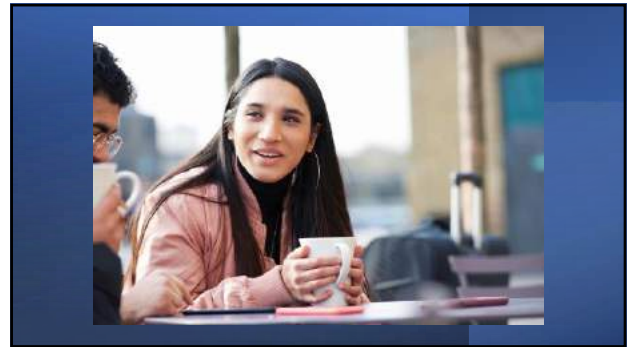
<p>Lisa tells Jim about her cousin’s birthday party. James asks how many people were there.</p>	<p>Sean asks Alicia about their homework. Alicia tells Sean about what she brought for lunch that day.</p>
<p>Nikki interrupts Jake and Jenna when they are in the middle of a conversation to ask for help.</p>	<p>Mike is telling Brian about her busy work week. Brian tries to make a comment but Mike continues to talk over him.</p>
<p>Ryan tells Cherese about her upcoming math test. Ryan asks what her favorite color is.</p>	<p>Jessie and Sam are talking about going to the movies this weekend. Sam asks Jessie what movie she would like to see.</p>
<p>Rachel and John are working on an assignment. David interrupts them and starts talking about his baseball game.</p>	<p>Luke tells John that he is nervous for soccer tryouts. John offers to help him practice after school.</p>
<p>Meredith is talking about her dance recital. Julie isn’t interested in dance, so she looks out the window while Meredith talks.</p>	<p>Ava asks Abby if she would like to be her partner for a project. Abby tells Ava about the dog she saw that morning.</p>
<p>Erica asks Lisa about her plans for spring break. Lisa tells Erica that she is going to her grandma’s house.</p>	<p>Ken is talking to Sheila about his new shoes. Sheila asks him when he got them.</p>
<p>Brianna tells Anna that she just got back from Florida. Anna replies, “Oh.”</p>	<p>Brett is talking to Crystal about the movie he saw. Crystal wants to ask Brett questions but Brett doesn’t pause at all.</p>
<p>Tim tells Cory that he is moving to next month. Cory asks where he is moving to.</p>	<p>At lunch, Bridget asks Nikki what she is doing this weekend. Nikki looks at her sandwich and doesn’t respond.</p>
<p>Molly tells Brenda that she got a</p>	<p>Paul wants to tell Dan about her</p>

lot of great gifts for her birthday. Brenda asks what she got.	family party, but he is talking to Jen. Paul interrupts so she can talk to Dan.
Rachel sees Brittany and asks if she is finished with their math homework. Brittany says that she hasn't and then asks Rachel if they can work on it.	Blake knows that John loves football. He asks John if he watched the game on Sunday.
Sally is talking to Jane about her basketball game. She asks Jane if she likes basketball. Jane looks at the ground.	Tony wants to start a conversation with Melanie. He asks her how is the weather outside?
David wants to start a conversation with Mary. He tells her that he really likes her art project.	Kristen and Bill are talking about their science tests. Kristen says she knew she would get the best grade in the class.
Emma is telling Mike about spring break. Mike is looking at her and nods as she is talking so she knows that he is listening.	Mark wants to start a conversation with Gwen. He asks her what she is doing this weekend?
Bruce wants to start a conversation with Dan. He tells him he is going on vacation tomorrow.	Megan wants to start a conversation with Brady. She walks next to him and looks at the ground.
Casey wants to talk to Joe so she says hi. Joe doesn't look at her and turns his body away from her.	Cam asks Alley if she would like to play a game with him. Andrea plays with her shoelace and does not respond.
Brooke asks Chris if he likes video games and Chris says yes. Brooke asks which video games Chris likes to play.	Michelle asks John what he likes on his pizza. John says pepperoni and mushrooms.

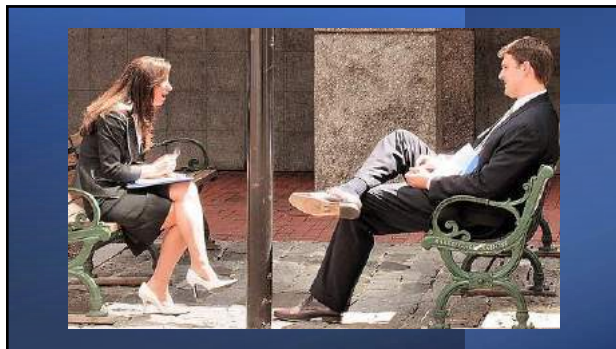
Appendix C Conversation Pictures



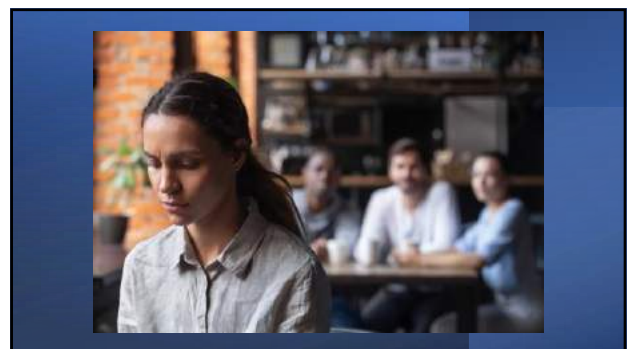
1



2



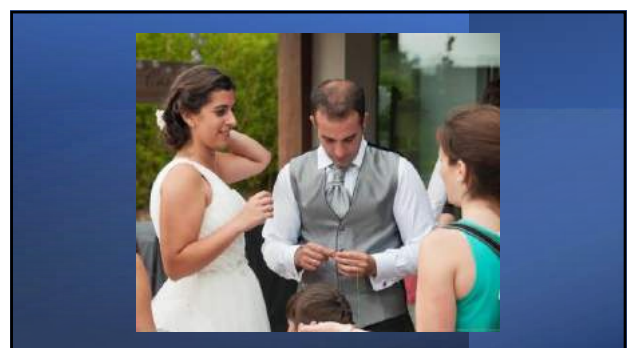
3



4



5



6



7



8



9



10

Conversations for Different Situations Worksheet

For each of the following greetings, decide whether you would use it with a friend, family member, or a professional (interviewer, employer, teacher, customer, etc.).

What's up? \_\_\_\_\_

How's it going? \_\_\_\_\_

Hello sir, how are you today? \_\_\_\_\_

Heyyyy! What's going on? \_\_\_\_\_

Good afternoon Mr. Smith. Thank you for meeting me today. \_\_\_\_\_

Hello, Mrs. Campbell. \_\_\_\_\_

Give an example of a way you could ask for help from each:

Friend:

\_\_\_\_\_

Family:

\_\_\_\_\_

Professional:

\_\_\_\_\_

Give an example of how you would tell each of these people something exciting you are doing:

Friend:

\_\_\_\_\_

Family:

\_\_\_\_\_

Professional:

\_\_\_\_\_

Give an example of how you would ask each of these people about their weekend plans:

Friend:

\_\_\_\_\_

Family:

\_\_\_\_\_

Professional:

\_\_\_\_\_

Give an example of how you would say goodbye to each of these people:

Friend:

\_\_\_\_\_

Family:

---

Professional:

---

## Appendix E

### Role Play Conversation Directions

Role-play a conversation. Go back and forth for at least four conversation exchanges or turns.

You can respond with a comment, question, or compliment.

Pick a prompt to get started. These are all ways to start or keep a conversation going.

Remember to stay on topic!

### Question or Topic Prompts

1. What are you going to do this weekend? or What did you do this past weekend?
2. Favorite foods
3. How do you celebrate Thanksgiving?
4. What do you like to do in the summer?
5. What is your favorite sport to watch? What is your favorite sport to play?
6. Tell me about a vacation you went on or would like to go on.
7. Tell me about your favorite board game.
8. Tell about a pet you either have or would like to have.
9. The best birthday you've ever had.
10. A job you think would be interesting to have.

Give Each other Feedback!

### Eye Contact

- Where are they looking?
- Are they following where you look?
- Are they rolling their eyes?

### Facial Expression

- What is the emotion on their face?
- Notice their eyes, eyebrows, mouth.

### Body Language

- Notice where their body is facing.
- Notice where their head faces - towards you, away, or down.
- What are they doing with their arms - folded, at their side, or in their pockets?

### Topic of Conversation

- Are you both choosing what to talk about?
- Are you both asking questions and making comments?
- Are they speaking too quickly or slowly?
- How loud or quiet do they sound?
- Do they sound excited (speaking too fast)?
- Do they sound bored?
- Do you hear breath sounds?



# Magic Number 3

<p><u>Friend's Interests</u></p> <p>Friend's Name:</p>	<p><u>Common Interests</u></p>	<p><u>My Interests</u></p> <p>Your name:</p>
<p>Favorite color:</p> <p>Pets:</p>		

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 6: Social and Communication Skills**

**Objective 6.3: The student will demonstrate appropriate use of body language and emotions during all situations (home, community, work, school, etc.).**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 6.3: The student will demonstrate appropriate use of body language and emotions during all situations (home, community, work, school, etc.).</b>	<b>Total Activities: 5</b>
--	----------------------------



**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.**

**Lesson Plan Summary:** Topic – The student will understand and demonstrate appropriate use of body language and emotions during all situations (home, community, workplace, etc.).

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Emotions Charades Flash Cards</li> <li>• Emotion Pictures – How are You Feeling Today?</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector or ability to cast/mirror computer screen</li> <li>• Curse Word Alternatives - <a href="https://www.weareteachers.com/curse-word-alternatives/">https://www.weareteachers.com/curse-word-alternatives/</a></li> <li>• ~10 Tips - Change How People See You (regarding body language) - video <a href="https://www.youtube.com/watch?v=rgPZ9YWUeTo">https://www.youtube.com/watch?v=rgPZ9YWUeTo</a></li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Index cards</li> <li>• Colored pencils</li> <li>• Markers</li> <li>• Scissors</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know how to speak appropriately in all settings.	Student will be able to carry on a professional/proper conversation in all settings.	Check the students' conversational skills by asking open-ended questions.
Students will understand appropriate language.	Student will be able to use appropriate and professional language/verbiage in all settings.	Check the students' word choices during all conversations.
Students will know how to use their emotions in an appropriate way.	Students will be able to use coping skills to assist them when they become emotional in all settings.	Check the students' actions and behaviors while discussing emotional times with them or role play times of emotion.

**STEP TWO: The Lesson Plan**

**Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.**

<b>Glossary:</b>	Ensure the students are familiar with glossary words connected with this lesson.
------------------	--

**Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.**

**Glossary Terms**

- **Open-ended questions** - free-form questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. It means that the response to this question is not limited to a set of options.
- **Exhausted** - drained of one's physical or mental resources; very tired.
- **Confused** - unable to think clearly; bewildered
- **Ecstatic** - feeling or expressing overwhelming happiness or joyful excitement
- **Guilty** - culpable of or responsible for a specified wrongdoing.
- **Suspicious** - having or showing a cautious distrust of someone or something
- **Hysterical** - deriving from or affected by uncontrolled extreme emotion
- **Frustrated** - the feeling of being upset or annoyed, especially because of inability to change or achieve something
- **Confident** - feeling or showing confidence in oneself; self-assured
- **Embarrassed** - feeling or showing embarrassment
- **Mischievous** - causing or showing a fondness for causing trouble in a playful way
- **Disgusted** - feeling or expressing revulsion or strong disapproval
- **Frightened** – afraid or anxious
- **Impact** - have a strong effect on someone or something
- **Submissive** - ready to conform to the authority or will of others, meekly obedient or passive
- **Arrogant** - having or revealing an exaggerated sense of one's own importance or abilities
- **Gestures** - a movement of part of the body, especially a hand or the head, to express an idea or meaning
- **Verbal** - relating to or in the form of words
- **Non-verbal** - not involving or using words or speech
- **Emotional** - characterized by intense feeling
- **Cursing** - offensive words in anger or annoyance
- **Body language** - the process of communicating nonverbally through conscious or unconscious gestures and movements
- **Coping** – to minimize stress

<b>Lesson Activities</b>	<b>Lesson Activities</b>
<p><b>Introduction Activity:</b></p>	<p><b>Activating Prior Knowledge – Meeting new people. What was it like to meet an adult whom you did not know?</b></p> <p>Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.</p> <p>Read more at: <a href="https://www.skillsyouneed.com/ips/social-skills.html">https://www.skillsyouneed.com/ips/social-skills.html</a></p> <ul style="list-style-type: none"> <li>• This activity is intended to get students thinking about what they already know about how to speak and act properly when meeting someone for the first time.</li> </ul>

	<p><b>Step 1:</b> Review and discuss vocabulary terms with students. Use pictures if needed.</p> <p><b>Step 2:</b> Discuss different situations when your students could meet someone new.</p> <p><b>Step 3:</b> Chose one setting (from <b>Step 2</b>) at a time and either in a group setting or by choosing a student one at a time, chose an emotion or type pf body language for the student(s) to act out.</p> <p><b>Step 4:</b> As a class, discuss the action or language used.</p> <p>Students could be provided with questions to answer during each situation. Example questions include:</p> <ul style="list-style-type: none"> <li>• Why did you choose that style of body language?</li> <li>• Could you have chosen another way to address the situation?</li> <li>• Was your choice a proper choice, why or why not?</li> </ul>
<p><b>Activity 1:</b> Emotion Charades</p> <p>Time:30-45 Mins</p> <p><b>VocFit Crosswalk:</b> <b>General:</b> Listens and pays attention, follows directions, Works well with co-workers.</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Listen actively, work with a co-worker in a group or team, follow directions</p>	<p><b>Emotion Charades is an activity for the students to understand different types of emotions that people use daily, whether in the workplace, home, community, etc. setting.</b></p> <p>Review vocabulary terms regarding emotions Materials: Index Cards, colored pencils, markers</p> <p><b>Activity:</b> <b>Step 1:</b> Hand out index cards and emotion examples to each student or pair. These can come from your examples or from the printable worksheet below. <b>Step 2:</b> On index cards, have the students write/draw different emotions (one per card). These could include happy, sad, angry, tired, etc. <b>Step 3:</b> Teacher – draw a card and act out the emotion while the rest of the group tires to guess what it is. Body language could also be discussed during this activity. Examples: irritated = arms crossed, mad = lack of eye contact, excited = smiling.</p> <p>Emotions Flashcards</p>
<p><b>Activity 2:</b> How Are You Feeling Today?</p> <p>Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b> <b>General:</b> Listens and pays attention, follows</p>	<p><b>Review vocabulary terms regarding emotions.</b></p> <p>Understanding emotions is a pivotal skill that opens pathways to a variety of other skills. Always be sure to model appropriate facial expression, voice tone, and affect when demonstrating a behavior. If you are modeling “happy” then talk in a louder tone of voice, smile, widen your eyes, and clap your hands or shout “Hooray”. Do more than just make a face. When teaching the skill of recognizing emotions, it is helpful to exaggerate. Many students don’t want to look at someone’s face, so give them a reason to want to study your face. Put your inner actor/actress to the test and really give it your all. If you are</p>

<p>directions, Works well with co-workers.</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Listen actively, work with a co-worker in a group or team, follow directions</p>	<p>modeling sad, pretend to cry, talk in a quivering voice, and lower your head. Demonstrate the depth of emotion you want the child to mimic.</p> <p><b>Activity:</b></p> <p><b>Step 1:</b> In a group setting, hold up a flashcard or make exaggerated facial expressions.</p> <p><b>Step 2:</b> Have the students raise their hand when they know what emotion is being used.</p> <p><b>Step 3:</b> Call on a student, with their hand raised, for their answer.</p> <p><b>Step 4:</b> Help them to understand if their answer is correct or not and explain.</p> <p><b>Step 5:</b> Ask the students if they know of another emotion that would be similar to the one used.</p> <p>Emotions Photo Collage – print and cut images apart for this activity.</p>
<p><b>Activity 3:</b> 10 Tips: Change How People See You!</p> <p>Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Listens and pays attention, follows directions.</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Listen actively, work with a co-worker in a group or team, follow directions</p>	<p><b>Purpose: Students should be able to understand how people should see you and why it's important in multiple settings to possibly change actions/words.</b></p> <p>Watch the following YouTube video: <a href="https://www.youtube.com/watch?v=rgPZ9YWUeTo">https://www.youtube.com/watch?v=rgPZ9YWUeTo</a></p> <p><b>Activity:</b> Group discussion, questions and answers</p>
<p><b>Activity 4:</b> Curse Word Alternative Activity</p>	<p><b>Purpose:</b> to understand and to use appropriate language during stressful situations in all settings.</p> <p><a href="https://www.weareteachers.com/curse-word-alternatives/">https://www.weareteachers.com/curse-word-alternatives/</a></p>

<p>Time: 30 Minutes</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b> Listens and pays attention, follows directions.  <b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand.  <b>Interpersonal Skills:</b> Listen actively, follow directions</p>	<p><b>Materials:</b> index cards, colored pencils, markers</p> <p><b>Activity:</b>  <b>Step 1:</b> Ask the students what types of situations that may frustrate or stress people out.  <b>Step 2:</b> Have the students write down one situation that they have become frustrated or stressed out.  <b>Step 3:</b> Asking one student at a time, have them say their frustration and how they dealt with it. What words or phrases did they use?  <b>Step 4:</b> Ask what appropriate professional words or phrases they could have used instead.</p>
<p><b>Activity 5: Workplace Outward Expressions</b></p> <p>Time: 30-45 Mins</p> <p><b>VocFit Crosswalk:</b>  <b>General:</b> Listens and pays attention, follows directions.  <b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand.  <b>Interpersonal Skills:</b> Listen actively, follow directions</p>	<p><b>Purpose: to understand outward expression of emotions and appropriate alternatives when needed in the workplace setting.</b></p> <p><b>Activity:</b>  <b>Step 1:</b> Teacher will create both appropriate and inappropriate gestures, body movements, non-verbal cues, etc. (folding arms, clenched fists, posture, lack of eye contact, etc).  <b>Step 2:</b> Teacher will act out each concept in front of the class and ask the students to raise their hand when they know of the act is appropriate or inappropriate.  <b>Step 3:</b> The student who is called upon will answer the question and be ready to give an alternative. If it is an appropriate act, they explain why and if it's an inappropriate act they explain why and give examples of how to change it to appropriate.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities:</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Vocabulary review</li> <li>• Matching game – words with pictures of different emotions</li> </ul> </li> <li>2. Comprehension / Understanding: <p>Ask students to find emojis on the internet that express different emotions. The</p> </li> </ol>

	<p>students can add a caption that represents the expressed emotion.</p> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Workplace setting role playing using social and communication skills</li> <li>• School setting role playing using social and communication skills</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Compare appropriate language and body language with inappropriate language and body language. Why is one better than the other in different settings?</li> <li>• Create a conversation with a partner by using a workplace setting, school setting, home setting, or community setting. How do you use open-ended questions?</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Discuss the different ways to speak and act in all settings while using appropriate and professional verbal and non-verbal language. Develop role plays to justify their language choices.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Watch the film “Inside Out”. Break the class into small groups depending on the size of your group. Each group needs to create a different ending to the movie with a different emotion “winning”.</li> </ul>

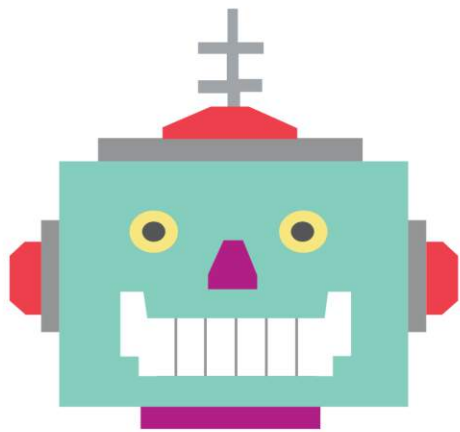
Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

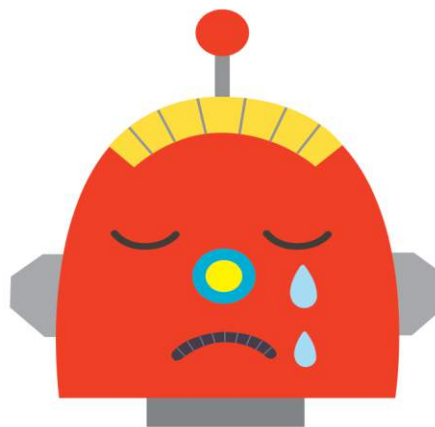




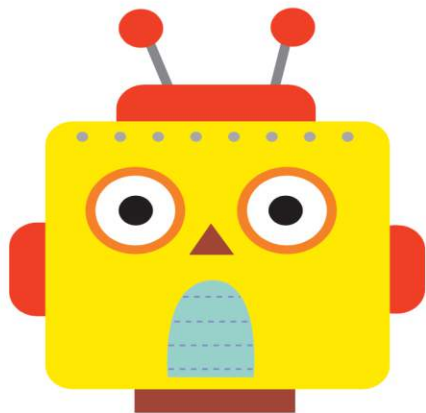
## 'Emotional Robots' Emotions Flash Cards



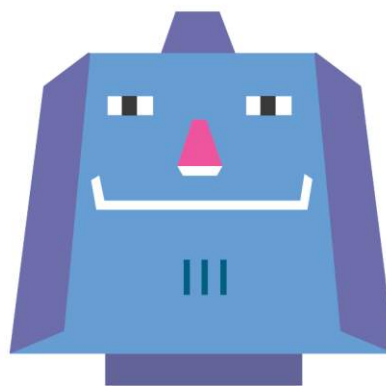
**happy**



**sad**



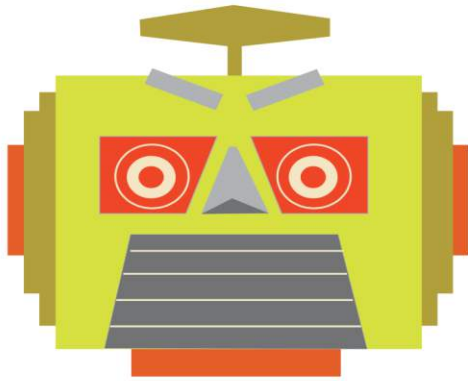
**surprised**



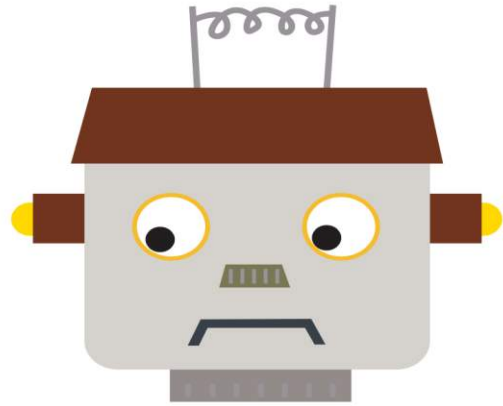
**proud**



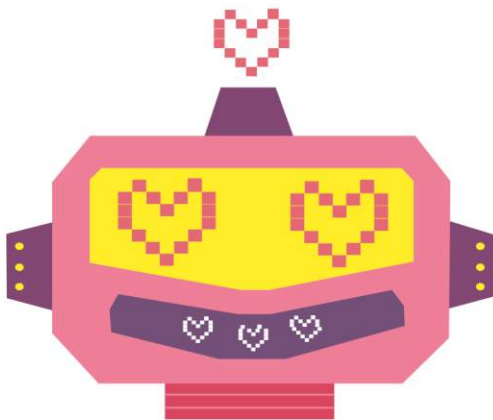
## 'Emotional Robots' Emotions Flash Cards



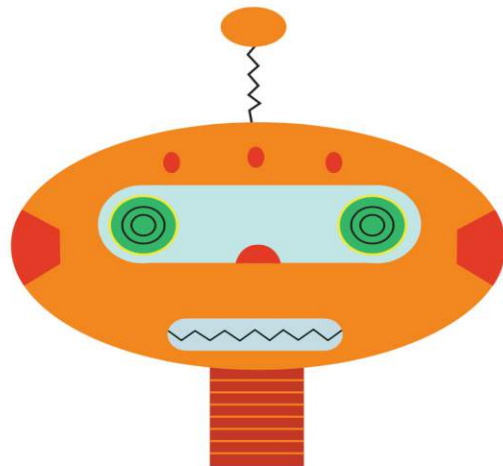
**angry**



**disappointed**



**in love**



**scared**

EMOTIONS



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**



**Lesson Plan Contents Page**

**Unit 6: Social and Communication Skills**

**Objective 6.4: The student will utilize a verbal/nonverbal communication system as needed to make needs known, communicate with others and participate in daily activities.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

<b>Unit 6.4: The student will utilize a verbal/nonverbal communication system as needed to make needs known, communicate with others and participate in daily activities.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
<b>Lesson Plan Summary:</b> Topic – Verbal and Non-verbal Communication System		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector or ability to cast/mirror computer screen</li> <li>• Music player and music</li> <li>• You will find this activity at <a href="#">this link</a>, exercise #4. – Just Listen Activity</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Markers</li> <li>• Pens or pencils</li> <li>• Index cards</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know how to respond in an appropriate verbal or nonverbal manner to questions/conversations.	Students will be able to speak clearly when replying to a question or having a conversation.	Check the students' body language during class-related activities to ensure understanding of appropriate use.
Students will know and understand vocabulary terms related to verbal and nonverbal communication.	Students will be able to show appropriate emotions during all conversations.	Check the students' understanding of pertinent vocabulary in classroom discussions and other school environments.
Students will know how to show proper body language during all conversations.	Students will be able to communicate feeling appropriately during all conversations.	Check the students' work to ensure understanding.

<b>STEP TWO: The Lesson Plan</b>	
<i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i>	
<b>Glossary:</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the</b></p>

	<p><b>lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Emotions</b> - a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others</li> <li>• <b>Emotional</b> - intense feeling</li> <li>• <b>Consequences</b> - a result or effect of an action or condition.</li> <li>• <b>Passionate</b> - showing or caused by strong feelings or a strong belief</li> <li>• <b>Relevant</b> - closely connected or appropriate to what is being done or considered</li> <li>• <b>Active listening</b> - Fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker</li> <li>• <b>Artichoke</b> - a European plant resembling a thistle, cultivated for its large flower heads</li> <li>• <b>Insomnia</b> - habitual sleeplessness; inability to sleep</li> <li>• <b>Recap</b> - state again as a summary</li> <li>• <b>Rephrase</b> - express (an idea or question) in an alternative way, especially with the purpose of changing the detail or perspective of the original idea or question</li> </ul>
<b>Lesson Activities</b>	<b>Lesson Activities Purpose</b> - illustrates why listening is such an important skill, and why we shouldn't ignore any opportunities to improve it.
<p><b>Activity 1:</b> Telephone Activity</p> <p><b>Time:</b> 30-45 minutes depending on your students' levels</p> <p><b>VocFit Crosswalk:</b> <b>Physical Abilities:</b> work in awkward positions <b>Interpersonal Skills:</b> active listening <b>Communication Skills:</b> speaks clearly so that others can understand <b>Interpersonal Skills:</b> cooperate with others to accomplish activities</p>	<ol style="list-style-type: none"> <li>1. Split your group into two even lines. At opposite ends of each line, whisper a phrase or short sentence to the person on the end and tell them to pass it on using only whispers, one person at a time. They can only repeat the phrase or sentence once.</li> <li>2. While participants are busy passing the message along to the next person in line, play music or engage them in conversation to create some white noise. This will make it a bit more difficult, but it will mimic real-life conditions, where distractions abound.</li> <li>3. When the messages have made it to the end of each line, have the last person to receive the message in each line report out on what they heard. Next, have the first person to receive the message in each line report the original message and compare it to the final message received.</li> <li>4. As a whole group, have the students return to their seats to discuss the activity. Was it successful? Did the correct sentence or phrase get to the last person in the line? What barriers were there, if any?</li> </ol>
<p><b>Activity 2:</b> Stop Listening Exercise</p>	<p><b>Purpose</b> - will show participants the emotional consequences of not listening and—hopefully—encourage them to practice better listening skills.</p>

<p><b>Time:</b> 30-45 minutes depending on your students' levels</p> <p><b>VocFit Crosswalk:</b>  <b>Physical Abilities:</b> work in awkward positions  <b>Interpersonal Skills:</b> active listening  <b>Communication Skills:</b> speaks clearly so that others can understand  <b>Interpersonal Skills:</b> cooperate with others to accomplish activities  <b>General:</b> accepts constructive feedback/criticism</p>	<ol style="list-style-type: none"> <li>1. Split your group into two smaller groups of equal size and take one group outside the room. Tell them that they are instructed to stop listening to their partner after about 30 seconds, and to be open in showing their disinterest. Tell the other group to think of something that they are passionate about and be prepared to tell their soon-to-be partner a meaningful or personally relevant story about this topic.</li> <li>2. Bring the other group back in, put all the participants into pairs, and tell them to get started. Observe the behavior from the listeners and the reactions from the speakers until you're sure each speaker has picked up on what's happening. Stop the conversations at this point and explain the instructions that were given to each group.</li> <li>3. Facilitate a group discussion on the importance of listening, how to use active listening, and what indicates that someone is truly listening.</li> </ol>
<p><b>Activity 3:</b> Listener and Talker Activity</p> <p><b>Time:</b> 30-45 minutes depending on your students' levels</p> <p><b>VocFit Crosswalk:</b>  <b>Physical Abilities –</b> work in awkward positions  <b>Interpersonal Skills:</b> active listening  <b>Communication Skills:</b> speaks clearly so that others can understand  <b>Interpersonal Skills:</b> cooperate</p>	<p><b>Purpose – demonstrating the importance of active listening and giving participants a chance to practice their skills.</b></p> <ol style="list-style-type: none"> <li>1. Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. The talker's job is to describe what he or she wants from a vacation without specifying a destination. The listener's job is to listen attentively to what is being said (and what is not being said) and to demonstrate their listening through their behavior.</li> <li>2. After a few minutes of active listening, the listener should summarize the three or main criteria the talker is considering when it comes to enjoying their vacation. Finally, the listener should try to sell the talker on a destination for their vacation. After a quick debrief on how well the listener listened, the two should switch roles and try the exercise again.</li> <li>3. This exercise gives each participant a chance to practice talking about their wants and needs, as well as an opportunity to engage in active listening and use the knowledge they gained to understand and relate to the speaker.</li> </ol>

<p>with others to accomplish activities</p> <p><b>General:</b> accepts constructive feedback/criticism</p> <p><b>Interpersonal Skills:</b> active listening</p>	
---	--

<p><b>Activity 4:</b> Memory Test Activity</p> <p><b>Time:</b> 30-45 minutes depending on your students' levels</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> active listening <b>General:</b> accepts constructive feedback/criticism <b>Self-determination:</b> identify and express own strengths and weaknesses</p>	<ol style="list-style-type: none"> <li>1. Tell participants that you are going to read them a list of words to test their memory.</li> <li>2. Instruct them to listen carefully, as they cannot write down any of the words. Tell them you will test them later to see how many of the words they can remember.</li> <li>3. Repeat each of the following words slowly, pausing briefly between each word: <ul style="list-style-type: none"> <li>○ dream</li> <li>○ sleep</li> <li>○ night</li> <li>○ mattress</li> <li>○ snooze</li> <li>○ sheet</li> <li>○ nod</li> <li>○ tired</li> <li>○ night</li> <li>○ artichoke</li> <li>○ insomnia</li> <li>○ blanket</li> <li>○ night</li> <li>○ alarm</li> <li>○ nap</li> <li>○ snore</li> <li>○ pillow</li> </ul> </li> <li>4. When you finish reading the list of words, distract your participants by talking about something else for at least one full minute.</li> <li>5. Once you have finished talking, have each participant write down as many words as they can remember from the list.</li> </ol> <p>You (and your participants) will find that it's difficult to remember a list of somewhat-random words, especially when there is a break in time and another discussion in between hearing them and recalling them! Relate this to real-life listening by emphasizing the importance of paying attention to people when they are speaking to you, especially if it's an important conversation.</p>
<p><b>Activity 5:</b> Just Listen Activity</p> <p><b>Time:</b> 30-45 minutes depending on your students'</p>	<p><b>Purpose - offers participants a chance to communicate their feelings and provide a recap or rephrasing of another person's feelings on a subject.</b></p> <p>To get started, you will need an even number of people to pair off (or prepare to partner with one yourself) and eight index cards per pair. These index cards should have one topic written on each card; try to make sure the topics are interesting but not</p>



<p>levels</p> <p><b>VocFit Crosswalk:</b>  <b>Interpersonal Skills:</b> active listening  <b>General:</b> accepts constructive feedback/criticism  <b>Self-determination:</b> identify and express own strengths and weaknesses  <b>Communication Skills:</b> speak clearly so that others can understand</p>	<p>too controversial, as you don't want listeners to dislike the speakers if they disagree with their viewpoint (e.g., you should probably avoid politics and religion).</p> <p>Use these instructions to conduct the activity:</p> <ol style="list-style-type: none"> <li>1. Have the team members sit down in their pairs.</li> <li>2. Give each pair eight of the index cards.</li> <li>3. Instruct one partner to choose a random card and then speak for three minutes on how he or she feels about the topic.</li> <li>4. Instruct the other partner to stay quiet while the first partner talks, just listening instead of speaking.</li> <li>5. After the three minutes is up, the listener has one minute to recap what the speaker said (not agree, disagree, or debate, just recap).</li> <li>6. Have each pair switch roles and repeat the exercise so both partners get a chance to speak and to listen.</li> </ol> <p>After each participant has played both roles, end the activity and guide a discussion with the following questions:</p> <ul style="list-style-type: none"> <li>• How did speakers feel about their partners' ability to listen with an open mind? Did their partners' body language communicate how they felt about what was being said?</li> <li>• How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?</li> <li>• How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?</li> <li>• How can they use the lessons from this exercise at work?</li> </ul>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Explain "Active Listening" in your own words</li> <li>2. Comprehension / Understanding: Give examples of ways we are "actively listening"</li> <li>3. Applying: <ol style="list-style-type: none"> <li>a. Explain how you might be affected at work by not listening closely or attentively.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"><li>b. Given a scenario from a completed activity- as a supervisor what would your response be?</li></ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"><li>a. Give 2 distinguishing characteristics of active listening v. passive listening in each scenario.</li><li>b. Given scenarios distinguish whether the communication was appropriate for school, employment or both setting(s).</li></ul> <p>5. Evaluating: given the task in 4b, justify why you put the communication displayed, where you did</p> <p>6. Creating: create an infomercial explaining how to communicate appropriately given a variety of setting. Work in pairs and see YouTube videos for examples...make it fun.</p>
--	--

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**





Presented by  
**Project | SEARCH®**

**Lesson Plan Contents Page**  
**Unit 6: Social and Communication Skills**  
**Objective 6.5: The student will demonstrate active listening skills across environments (home, community, work, school, etc.).**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

<b>Unit 6.5: The student will demonstrate active listening skills across environments (home, community, work, school, etc.).</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
<b>Lesson Plan Summary:</b> active listening skills across environments		
<b>Prior to this lesson the instructor should complete the following:</b>		
<ul style="list-style-type: none"> <li>• Create interest within the students by sharing information about the content.</li> <li>• Create purpose and motivation within the students by building background knowledge and layering information.</li> <li>• Use Distributed Practice Techniques: <ul style="list-style-type: none"> <li>• Reviews that take place sometime after the original learning event</li> <li>• Learning strategy, where practice is broken up into many short sessions over a longer time</li> <li>• Short bursts of information over a prolonged time period</li> </ul> </li> </ul>		
<b>Prepare the location:</b>		
<ul style="list-style-type: none"> <li>• Ensure the AV is on site and working</li> <li>• Ensure there is a whiteboard in the room to reinforce glossary and concepts</li> </ul>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Activity 2 - <a href="#">No Opt-Out</a></li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector or ability to cast/mirror computer screen</li> <li>• Activity 1 video: <a href="https://www.youtube.com/watch?v=D6-MleRr1e8">https://www.youtube.com/watch?v=D6-MleRr1e8</a></li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Story starters - activity 2</li> <li>• Picture Book – activity 4</li> <li>• markers</li> <li>• crayons</li> <li>• pens/pencils</li> <li>• blank task cards or index cards</li> <li>• short, detailed book – activity 5</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will understand how to build and improve positive relationships.	Student will feel more confident while in conversation.	Check the students' understanding through repeating words and phrases of a conversation/book.
Students will understand how engage themselves with others in active conversations.	Student will be able to communicate their ideas with classmates, family members, friends, teachers, mentors, etc.	Check the students' understanding by asking them to expand/clarify on a topic that is being discussed.

Students will know how to understand others rather than reply.	Students will have lower levels on anxiety and frustration when active listening is present.	Check the students' understanding by watching for their verbal and nonverbal cues.
--	--	--

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. The activities below were created by an international group of Project SEARCH instructors. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary:</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• Paraphrase – a rewording of something written or spoken by someone else</li> <li>• Open-ended questions – allows someone to give a longer answer to a question, rather than answering “yes” or “no”</li> <li>• Summarize – give a brief statement of the main points of (something)</li> <li>• Reflect – think deeply or carefully about something</li> <li>• Clarify – make (a statement or situation) less confused and clearer to understand</li> <li>• Encouragement – the action of giving someone support, confidence, or hope</li> <li>• React – respond or behave in a particular way in response to something</li> <li>• Acknowledge – accept or admit the existence or truth of</li> <li>• Conflict – a serious disagreement or argument</li> <li>• Avoid – keep away from or stop oneself from doing (something)</li> <li>• Interrupting – stop the continuous progress of (an activity or process)</li> <li>• Judgmental – having or displaying an excessively critical point of view</li> <li>• Criticism – the expression of disapproval of someone or something based on perceived faults or mistakes</li> <li>• Predictions - say or estimate that (a specified thing) will happen in the future or will be a consequence of something</li> </ul>
------------------	--

**Lesson Activities**

<p><b>Activity 1:</b> How to Improve Your Listening Skills</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: <b>Interpersonal Skills:</b> Listen actively</p>	<p><b>Lesson Activities</b></p> <p><b>Video:</b> <a href="https://www.youtube.com/watch?v=D6-MleRr1e8">https://www.youtube.com/watch?v=D6-MleRr1e8</a></p> <p><b>4 Key Skills:</b> Focus fully on the speaker Avoid interrupting Avoid seeming judgmental Show your interest</p>
--	--

<p><b>General:</b> Listens and pays attention</p>	
<p><b>Activity 2:</b> Popcorn Storytelling</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen actively <b>General:</b> Listens and pays attention <b>Communication:</b> Speak clearly so that others can understand</p>	<p>This classic game, not to be confused with popcorn reading, encourages both creativity and active listening skills.</p> <ol style="list-style-type: none"> <li>1. Either teachers or students can begin the story, and students must go around the room, adding information to the story. Students must actively listen to the story being told by their peers to add relevant information and also must pay enough attention to know when it is their turn to speak.</li> </ol> <p>Students can be shy when supplying their own ideas, so teachers can use a strategy like <a href="#">No Opt-Out</a> that offers students support in providing an answer rather than letting them say "I don't know."</p> <p>Story Starter samples:</p> <ol style="list-style-type: none"> <li>1. The young girl could hear piano music coming from her parents' bedroom...</li> <li>2. The fluffy duck jumped through the puddle when he noticed his favorite snack sitting on the pavement next to him...</li> <li>3. The astronaut looked out the window of his spaceship to see the moon had changed color.....</li> <li>4. The dog sniffed his owner's hand and then said to him, "my name is actually Rufus, not Buddy...."</li> <li>5. The 2 best friends walked across the playground when they heard a loud, crashing noise.....</li> </ol>
<p><b>Activity 3:</b> Simon Says</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Listen actively <b>General:</b> Listens and pays attention</p>	<p>Many teachers use the Simon Says game in their classrooms, but fewer know the real benefit of this game. When playing Simon Says, students must listen carefully to follow the given directions, but they also have to listen for the name "Simon."</p> <p>To add some challenge to this game, try using other names that start with "s," or make rules that students must follow, such as: "Simon says, everyone who is wearing red, jump three times."</p>
<p><b>Activity 4:</b> Memory Circles</p> <p>Time: 30-45 minutes depending on your students' levels</p>	<p>Having students repeat what was said before is a clever way to reinforce active listening.</p> <p>Have students sit in a circle, either as a whole class or split into two circles, depending on the class size. The traditional way to play the game is something along the lines of "We're going on a picnic, and so we brought...."</p>

<p><b>VocFit Crosswalk:</b>  <b>Communication Skills:</b> speak clearly so that others can understand  <b>Interpersonal Skills:</b> Listen actively  <b>General:</b> Listens and pays attention</p>	<p>The first student would say a food that begins with the letter “A” (apple, for instance). The following student would repeat and add a food that starts with the letter “B” (e.g., bread), and so on.</p> <p>The third child would say, “We’re going on a picnic, and we brought an apple, bread, and a car full of ants.”</p> <p>The game can be modified to be items they saw in a picture book the class read, or the alphabet requirement could be removed to support fewer items or a more restricted topic.</p>
<p><b>Activity 5:</b>  Storytelling and Predicting</p> <p>Time: 30-45 minutes depending on your students’ levels</p> <p><b>VocFit Crosswalk:</b>  <b>Communication Skills:</b> speak clearly so that others can understand  <b>Interpersonal Skills:</b> Listen actively  <b>General:</b> Listens and pays attention</p>	<p>Read to students (or listen to a story) and ask them to write down or discuss predictions in small groups. By completing this activity, students will learn to listen to detail to make accurate predictions. For older students, teachers could take this activity further by asking them to write the ending to the story.</p>
<p align="center"><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: What is active listening?</li> <li>2. Comprehension / Understanding: Explain what makes a question “open ended” Describe your favorite lunchroom meal using words that make others want to try it.</li> <li>3. Applying: Give a list of descriptive words seen on a resume and have the student use them appropriately in a sentence</li> <li>4. Analyzing:</li> </ol>

	<p>Listen to newscasts on the TV or computer and compare/contrast news information shared with those facing the screen (seeing those talking) vs. not seeing the person talking. Test whether one can relay more details when seeing the presenter or when they are not seeing.</p> <p>5. Evaluating: Justify why or why not active listening is the most essential skill for academic/employment success.</p> <p>6. Creating:</p> <ul style="list-style-type: none"><li>a. Create a song of your favorite genre that gives lessons learned about active listening (the do's and don'ts) in the lyrics</li><li>b. Create a TV show/segment/skit that exemplifies great active listening and equal results. Create another show/skit that does not demonstrate good active listening and show results of it</li></ul>
--	--

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J:  
Pearson Education, Inc.



# Unit 7: Soft Skills



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 7: Soft Skills**

**Objective 7.1: The student will display the appropriate communication verbally and non-verbally.**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 7.1: The student will display the appropriate communication verbally and non-verbally.</b>	<b>Total Activities: 5</b>
--	----------------------------

**STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.**

**Lesson Plan Summary:** This lesson plan emphasizes soft skills to engage with others.



**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Tone and Volume Handout</li> <li>● Brainstorming Map</li> <li>● Ending a Conversation Handout</li> <li>● Waiting Your Turn to Speak</li> <li>● Staying on Topic</li> <li>● Staying on Topic Blank</li> <li>● How to Start a Conversation</li> <li>● Voice and Volume Control</li> <li>● Thermometer</li> <li>● Listening to Others-Blank Form</li> <li>● Listening to Others</li> <li>● Quiet Zones Visual</li> </ul>
------------------	--

<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Nonverbal Communication PowerPoint Presentation</li> </ul>
--------------------	---

<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Projector to show PowerPoint Presentation</li> <li>● Small tube of toothpaste (travel size) for number of students</li> <li>● Spoons for number of students (could be plastic or washable)</li> <li>● Roll of wax paper</li> </ul>
---	---

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know how to appropriately accept different types of feedback.	Students will accept and communicate appropriately when given feedback.	Check the students' identification of different types of feedback. Ask the student to show you ways you can appropriately accept feedback.
Students will know how to read nonverbal communication and display correct nonverbal communication.	Students will be able to show and communicate the correct nonverbal behaviors.	Check the student's understanding on nonverbal communication. Ask the students to show different nonverbal and verbal behaviors to match different messages.
Students will know how to use appropriate manners in a variety of settings.	Students will be able to show correct manners in a variety of settings.	Check for the student's understanding by role-playing different scenarios to display appropriate manners.
Students will know the important parts of normal conversation dialogue.	Students will be able to practice appropriate conversation discussion.	Students will be able participate and engage in normal conversation dialogue through role-play activities.

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary:</b>	<ul style="list-style-type: none"> <li>• Ensure the students are familiar with glossary words connected with this lesson.</li> <li>• <b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></li> <li>• <b>Glossary Terms</b></li> <li>• <b>Employee Feedback:</b> real-time dialogue in which a person reacts to another coworker’ performance with the purpose of greater results.</li> <li>• <b>Nonverbal Communication:</b> the ways in which beings convey information about their emotions, needs, intentions, attitudes, and thoughts without the use of verbal language</li> <li>• <b>Verbal Communication:</b> the use of words to convey a message</li> <li>• <b>Dialogue:</b> Conversation of two or more person</li> <li>• <b>Tone of Voice:</b> A tone of voice is not what you say, but how you say it. This encompasses not only the words you choose, but their order, rhythm and pace</li> <li>• <b>Posture:</b> The position in which someone holds their body when standing or sitting.</li> <li>• <b>Paralanguage:</b> nonverbal communication such as your tone, pitch or manner of speaking.</li> <li>• <b>Civil:</b> courteous and polite</li> <li>• <b>Criticism</b>-the expression of disapproval of someone or something based on perceived faults or mistakes</li> <li>• <b>Feedback:</b> information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement</li> <li>• <b>Read the room:</b> to use one’s intuition to analyze the general mood of the people in a particular setting and act accordingly</li> </ul>
------------------	---

**Lesson Activities**

<b>Introduction Activity:</b>	<b>Normal Dialogue Rules and Steps:</b>
<b>Time:</b> 1 Hour	Communication can be seen as the giving and receiving of information. Effective communication involves several important and intersecting skills. All these skills are valuable parts to conversation. Let’s go over each part!
<b>VocFit Crosswalk:</b>	<b>Important part of verbal conversation dialogue:</b>
<b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly,	<ul style="list-style-type: none"> <li>• Eye Contact</li> <li>• Starting the Conversation</li> <li>• Listening</li> <li>• Tone of Voice and Volume Control</li> <li>• Staying on Topic</li> </ul>

<p>understand speech of others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language, listen actively</p>	<ul style="list-style-type: none"> <li>• Waiting your turn to speak</li> <li>• Ending the Conversation</li> </ul> <p>Discuss each important part and each mini activity.</p> <p><b>Eye Contact-</b> This is important because it shows you really care and respect the other person in the conversation. Get in groups of two and practice what is good contact. Practice with the students:</p> <ul style="list-style-type: none"> <li>• Too Close</li> <li>• Too Far</li> <li>• Not good eye contact</li> <li>• Good appropriate contact</li> </ul> <p><b>Listening-</b></p> <p>Listening is an essential part of having a conversation. When you listen to your conversation partner, you show that person they are being heard, thus building trust and making that person feel like their words matter to you.</p> <p><b>Step 1-</b> Brainstorm on a piece of paper some important reasons for “listening” to other people (Use the <a href="#">Listening to Others Forms</a>) when they are talking.</p> <p><b>Step 2 -</b> Present the four important behaviors for being a good listener from the “Listening to Others” T-Chart.</p> <p><b>Step 3 -</b> Cut out the “purpose” column answer squares from one hand out and have your student/child glue them into the correct space on the additional blank T-Chart.</p> <p><b>Step 4 -</b> Model each of the four skills from the T-Chart for your student/child. Have him/her determine which skill you are modeling and state the purpose for the behavior.</p> <p><b>Step 5-</b> Have your student/child model the behavior to get a “feel” for how it should be done.</p> <p><b>Step 6-</b> Videotape their “performance” and let them watch it back and critique themselves to improve for next time (“Do2Learn: Educational Resources for Special Needs”).</p> <p><b>Starting the Conversation</b> – There are appropriate examples of conversation starters that can be used in the workplace. Use the <a href="#">How to Start a Conversation</a> handout. Have students get into pairs and practice conversation starters.</p> <ul style="list-style-type: none"> <li>• “Good morning, <u>(insert name of person)</u>. How are you today?”</li> <li>• “(insert name of person), how’s it going?”</li> </ul> <p>Ask the students to come up with 2-3 more conversation starters that are appropriate. Challenge the students to use those starters during the day (or week).</p> <p><b>Tip:</b> “It is important to make sure that you help your student/child find the "words" that they are comfortable with and can easily remember to use as a "conversation starter". Make sure to go through the activity and specifically identify the people that your student generally has opportunity to make conversation with and determine the level of familiarity he/she has with that person. This will help you guide your student as</p>
--	---

to what types of conversation starters would make the most sense for them” (“Do2Learn: Educational Resources for Special Needs”).

**Tip:** Email teachers and other school staff about areas being taught so they can help them use these skills in different areas around the school.

**Tone of Voice and Volume Control-** Tone is not what we say but how we say our words. The volume of your voice is also really important in conversation. If you speak too quietly, the person you are talking to may be able to hear you. If you speak too loudly, you could scare or shock the person you are talking to.

Play the YouTube Video links for students. Discuss how Tom Brady’s different tone and voice volume levels and how it changes what is communicated.

Watch "Hertz. Let's Go! Speed | Hertz + Tom Brady" on YouTube  
<https://youtu.be/xjKaYp7QjeM>

Let’s practice on having the right tone and volume in different situations!

**Step 1:** Read the explanation of voice and volume control. Discuss how your voice can go up and down like a thermometer depending on your “emotional temperature”.

**Step 2:** Display the colored thermometer graphic organizer so that they can recognize their levels.

**Step 3:** Practice identifying levels of voice volume by modeling a level and asking students to assign a number to the voice level.

**Step 4:** Use the additional thermometer worksheet to help practice identifying levels of voice volume. Have them color in the level to the number they think represents the volume level you are demonstrating.

**Step 5:** Develop a signal with the students to let them know when they are using an inappropriate voice level (whether it be too soft or too loud). Teach them what to do when you signal them and practice this so that they can begin to modify their voice level independently. Please see [Quiet Zones Visual](#) as a good visual signal in the classroom. (“Do2Learn: Educational Resources for Special Needs”)

Now let’s practice different tones with different voice volumes!

**Step 1:** Have the students get into groups.

**Step 2:** Have the groups use the [Tone and Volume Handout](#). Pick a tone and volume word and say a short sentence like “I have a dog.” in that specific picked tone and volume (whisper/upset). You might have more fun taking the students outside during this activity to be able to freely practice different tones and volumes.

**Step 3:** Students practice different combinations.

### **Staying on Topic-**

**Purpose:** To help individuals with communication issues understand why they should stay on topic when having a conversation and recognize how “switching topics” affects the person they are communicating with

Staying on topic is a really important skill to have when talking to your friends, parents, teachers, and others!

**Step 1:** Draw two faces and a path that connects them on a piece of paper or chalkboard.

**Step 2:** Explain how this image will help them to understand the idea of staying on topic when having a conversation.

**Step 3:** Read the [Staying on Topic handout](#) aloud.

**Step 4:** Create a list of topics and practice having a conversation by staying on topic.

**Step 5:** Follow up by completing the **Fill in the Blank form**. (“Do2Learn: Educational Resources for Special Needs”)

### **Waiting for your turn to speak-**

**Step 1:** Use the [Waiting Your Turn to Speak](#) handout. Read the top portion aloud (“When people have a conversation, it is like playing a game of tennis”).

**Step 2:** Pretend to hit an imaginary tennis ball back and forth to each other to get a “feel” for the process.

**Step 3:** Brainstorm ideas for the section (“It is important to wait your turn to speak so that you can...”). Write three appropriate responses into the first chart.

**Step 4:** Brainstorm ideas for the section (“If you talk while another person is talking, the following things may happen...”). Write three appropriate responses into the second chart. (“Do2Learn: Educational Resources for Special Needs”)

**Tip:** “It is important to understand that individuals with communication issues have a difficult time understanding the need to both give and receive information. This process takes time and practice. Set time aside to “practice” having conversations and following the rules for waiting turns to speak. It can be helpful to “watch” others either in person by role play or in video clips having conversations. By providing opportunities to see how people wait their turn to speak or in some cases don’t wait their turn to speak, you give your “learner” a more concrete, visual way to identify the reciprocity process.” (“Do2Learn: Educational Resources for Special Needs”)

### **Ending the Conversation-**

It is really important during a conversation to know appropriate and inappropriate ways to end a friendly conversation with another person

**Step 1:** Read the explanation of [“Ending a Conversation”](#) and discuss how a conversation is like a book with the different parts to it.

**Step 2:** Complete the [brainstorming map](#) by taking each item off of the list and deciding which category the behavior belongs to (appropriate or inappropriate).


**Step 3:** Discuss WHY each behavior is categorized in this way and offer the other person’s perspective.

**Step 4:** Role play “ending a conversation”. First, practice the inappropriate examples then introduce the best ways to end a conversation with another person. (“Do2Learn: Educational Resources for Special Needs”)

	<p><b>Conclusion:</b> Review all the important parts of a conversation. Have the student role play a conversation. Ask the others to discuss the conversation parts.</p> <p>Citation: Educational Resources for Special Needs. Do2Learn. (n.d.). Retrieved February 11, 2022, from <a href="https://do2learn.com/SocialSkills/CommunicationSkills/index.htm">https://do2learn.com/SocialSkills/CommunicationSkills/index.htm</a></p>
<p><b>Activity 1:</b> Nonverbal vs. Verbal Communication</p> <p><b>Time:</b> 45 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination:</b> Determine customers’ needs, anticipate the thoughts/actions of others</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly, understand speech of others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language, listen actively</p>	<p><b>What is Nonverbal Communication?</b></p> <p>This activity is intended to get students thinking about what they already know about nonverbal.</p> <p>Let’s talk about Nonverbal Communication and why it is so important!</p> <p><b>Step 1:</b> Go to the <b>Nonverbal Communication PowerPoint</b> presentation found at <a href="https://wp.me/a9Fwrm-1hV">https://wp.me/a9Fwrm-1hV</a>.</p> <p><b>Step 2:</b> Discuss with the students all the nonverbal communication that is happening in each image (eye contact, posture, facial expression, etc.)</p> <p>Example questions include: What mood do you think this person is in? What is this person doing? Can you tell me a few things that he is thinking? Why?</p> <p><b>Step 3:</b> Discuss what type of appropriate nonverbal communication to have in different situations: (Fun chance to role-play in groups!)</p> <ul style="list-style-type: none"> <li>● In the classroom listening in to the teacher</li> <li>● Eating with your friends in the cafeteria</li> <li>● Helping your friends with a school assignment</li> <li>● Talking to your boss at work</li> <li>● Talking to your teacher</li> <li>● In a job interview</li> </ul>
<p><b>Activity 2:</b></p> <p><b>Time:</b> 1 Hour</p>	<p><b>Manners</b></p> <p>It is important to have manners, so we are respectful to others. There are different places and situations that we need to practice manners in. A few places that manners</p>



<p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes, accepts praise, cooperative and courteous, respects rights of others,</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly, understand speech of others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language, listen actively</p>	<p>are used include the cafeteria, elevator, and while using a phone.</p> <p>There are few short rules for cafeteria, elevator, and using the phone manners. Read each rule below and discuss each point. Practice in role-play scenarios in groups.</p> <p><b>Cafeteria Manners:</b></p> <ul style="list-style-type: none"> <li>-Chew with your mouth closed.</li> <li>-Use napkins and utensils. Make sure you have a napkin to wipe your face when necessary.</li> <li>-Avoid stuffing your mouth too full.</li> <li>-Refrain from criticizing the food.</li> <li>-Tidy Up. Make sure you keep your area clean.</li> <li>-No Bodily Fluids Noises (Includes Slurping)</li> </ul> <p>Role play situation: Share a snack or meal in the classroom. Have each group practice each rule (good example vs. bad example).</p> <p><b>Phone Manners:</b></p> <ul style="list-style-type: none"> <li>-Answer the call within three rings.</li> <li>-Immediately introduce yourself.</li> <li>-Speak clearly.</li> <li>-Only use a speakerphone when necessary.</li> <li>-Actively listen and take notes.</li> <li>-Use proper language.</li> <li>-Remain cheerful.</li> <li>-Ask before putting someone on hold or transferring a call.</li> </ul> <p>Watch the video below after discussing each phone manners' rule. <a href="https://www.youtube.com/watch?v=3rFR-LiFq_U">https://www.youtube.com/watch?v=3rFR-LiFq_U</a></p> <p>Role play situation: Practice with fake phones or pictures of phones. Have each group practice each rule (good example vs. bad example).</p> <p><b>Elevator Manners:</b></p> <ul style="list-style-type: none"> <li>-Follow the "two-flight" rule.</li> <li>-Holding the door—when, how, and if you should do it.</li> <li>-Be aware when positioning yourself in an elevator.</li> <li>-Always face the elevator doors.</li> <li>-Minimal eye contact is standard.</li> <li>-Keep phone calls private.</li> <li>-How to exit when the elevator is full.</li> </ul> <p>Watch video below after discussing each elevator manner rule: <a href="https://www.youtube.com/watch?v=5xtpxzsk7Jk">https://www.youtube.com/watch?v=5xtpxzsk7Jk</a></p> <p>Role play situation: Practice in an actual elevator (if available) or part of the classroom (pretend elevator). You can make this activity really fun by having the students practice every aspect (if in a classroom) like push the buttons and have a "bell" play when the</p>
---	--

	<p>pretend elevator doors open and close. This can help the activity feel more real. Have each group practice each rule (good example vs. bad example).</p> <p>Important: Model the right manners and praise when students display the correct manners.</p>
<p><b>Activity 3:</b></p> <p><b>Time:</b> 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes, accepts praise, cooperative and courteous, respects rights of others</p> <p><b>Communication Skills:</b> Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language</p>	<p><b>Be careful with your Words!</b></p> <p><b>Toothpaste Activity</b></p>  <p>It is important for people to be aware that what they think is not always something that they need to say.</p> <p>This activity is to help students see how easy it is to say something and how challenging it is to try to “take back” what was said.</p> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● small tube of toothpaste (enough for each student)</li> <li>● spoon (enough for each student)</li> <li>● wax paper or some type of covering for work area to make clean up easier</li> </ul> <p><b>Step 1:</b> Go over with students how important what words are said. Once something is said it is hard to take it back.</p> <p><b>Step 2:</b> Hand out the three materials - tube of toothpaste, spoon and wax paper</p> <p><b>Step 3:</b> Have students squeeze out their toothpaste onto the paper (some students ask if they can make shapes, faces, etc. this is okay).</p> <p><b>Step 4:</b> Have them take the spoon and put the toothpaste back into the tube. Tell them they have 5 minutes (Some students may be able to do this, but most will not - set a time limit to how long you will allow them to try to do this)</p> <p><b>Step 5:</b> Have students put their spoon and tube down on the paper.</p> <p><b>Step 6:</b> Discuss how easy or challenging this was to do.</p> <ul style="list-style-type: none"> <li>● What made it easy/difficult? What did they notice?</li> </ul> <p><b>Step 7:</b> Remind students we do our best to watch what we are saying to others, but if they say something and regret it they can tell the other person “sorry”.</p> <p><b>Step 8:</b> have students throw materials away</p>

<p><b>Activity 4:</b> Accepting Feedback-Roles Scenarios</p> <p><b>Time:</b> 45 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes, accepts praise, accepts constructive criticism/feedback , cooperative and courteous, respects rights of others,</p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speaking clearly, deal with conflict</p> <p><b>Interpersonal Skills:</b> Monitor own body language, listen actively, follow directions</p>	<p>Accepting Feedback</p> <p>Purpose: Accepting Feedback is so important at Project SEARCH and at your future job. Accepting Feedback is an essential skill to help you grow as a person and as a professional.</p> <p>What is Feedback? Feedback is the return of information about the result of a process or activity. Feedback is really important for growth but still can be really hard to hear. You need to accept feedback from teachers at school, your parents at home, and in the future from your boss. Feedback is necessary for growth.</p> <ol style="list-style-type: none"> <li>1. Have students choose <i>something</i> they dislike (broccoli, homework, cleaning their room). Ask students to list all the characteristics they dislike about this thing. Then have your students change their comments to constructive criticism. For example, "Broccoli tastes bad," might become "Broccoli tastes much better with cheese."</li> </ol> <p>Then let's try something more fun:</p> <ol style="list-style-type: none"> <li>2. Divide your group into performers and judges. Groups of performers should have a few minutes to develop a ridiculous dance movement or routine. Then, each group should perform for the judges. Judges must phrase their feedback in one of two ways: "I liked when you..." or "Your dance would have been even funnier if...." (This activity works best when you choose your judges carefully.)</li> </ol> <p>Then ask your students:</p> <ol style="list-style-type: none"> <li>1. What is the difference between criticism and constructive criticism?</li> <li>2. How can accepting constructive criticism help us to be civil? How can giving constructive criticism help us to be civil?</li> </ol> <p>Citation:</p> <p>23. <i>accept and give constructive criticism - choosecivilityresourceguide</i>. Google Sites. (n.d.). Retrieved February 11, 2022, from <a href="https://sites.google.com/site/choosecivilityresourceguide/25-rules-of-considerate-conduct/23--accept-and-give-constructive-criticism">https://sites.google.com/site/choosecivilityresourceguide/25-rules-of-considerate-conduct/23--accept-and-give-constructive-criticism</a></p>
<p><b>Activity 5</b> <b>Power of Body Language</b></p> <p><b>Time:</b> 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Admits mistakes,</p>	<p><b>Power of Body Language</b></p> <p>This activity will help students work on their body language skills.</p> <p>Here's how it works:</p> <p>Tell the students that you are going to give them a series of instructions and you want them to follow them as fast as they can.</p> <p>State the following actions as you engage in them:</p>

<p>accepts praise, cooperative and courteous, respects rights of others</p> <p><b>Communication Skills:</b> Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers, monitor own body language</p>	<ul style="list-style-type: none"> <li>• Put your hand to your nose.</li> <li>• Clap your hands.</li> <li>• Stand up.</li> <li>• Touch your shoulder.</li> <li>• Sit down.</li> <li>• Stamp your foot.</li> <li>• Cross your arms.</li> </ul> <p>Put your hand to your mouth (but while saying this one, put your hand to your nose).</p> <p>Observe how many students copied what you did instead of what you said.</p> <p>Share this observation with your group and lead a discussion on how body language can influence our understanding and our reactions. It can reinforce what we hear, or it can interfere with the verbal communication we receive. The more aware we are of this possibility, the better communicators we become. It's vital to keep your own body language in mind, just as it's vital to notice and understand others' body language.</p> <p>Now, mix it up! Switch between the five different instructions and begin to pick up the pace. This is when the eliminations begin.</p> <p>Each time a student engages in the wrong activity, eliminate them from the game.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Make a list of the important manners for cafeteria, elevator, and phone usage.</li> <li>• Make a list of nonverbal behaviors.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Why are manners important?</li> <li>• Why is feedback important? Why is feedback necessary?</li> <li>• What are some thoughts that should be kept inside your head and not said?</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>• Describe what appropriate nonverbal communication to have: <ul style="list-style-type: none"> <li>• listening in class</li> <li>• paying attention to a friend talking to you</li> <li>• upset that you lost your favorite t-shirt</li> </ul> </li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>• Describe what worked and did not work when communicating with someone</li> <li>• Talking to classmate</li> <li>• Talking to teacher</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>• Make a list of where it is easier to use communication skills and where it is not.</li> <li>• Talk about the difference and why</li> <li>• Working at one place it is difficult or stressful to use communication skills (in front of people that you do not know, talking in front of a big group of people, or</li> </ul> </li> </ol>

receiving constructive criticism).

6. Creating:

- Create a list of feedback that you would give yourself.
- What would happen if you didn't listen to your teacher's or parent's feedback?  
Or on your dream job?
- What would happen if you didn't practice manners at school or at a job?

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



# Listening To Others



The Skill	The Purpose
<p>When someone is talking to me, I should stand facing towards him/her.</p>	<p>I should stand facing towards someone so that I can hear them clearly and let them know that I am paying attention.</p>
<p>When someone is talking to me, I should look at their face while they are speaking.</p>	<p>I should look at the face of the person that is talking to me so that they feel that I am listening to them.</p>
<p>When someone is talking to me, I should look directly in their eyes from time to time.</p>	<p>I should look directly in someone's eyes while they are talking so that we both feel "connected" to the conversation.</p>
<p>When someone is talking to me, I should acknowledge them by my nodding my head or making a comment about what they are saying.</p>	<p>I should acknowledge what someone is saying by nodding or making a comment so that the other person knows that I understand what is being said.</p>



# Listening To Others



<b>The Skill</b>	<b>The Purpose</b>
<b>When someone is talking to me, I should stand facing towards him/her.</b>	
<b>When someone is talking to me, I should look at their face while they are speaking.</b>	
<b>When someone is talking to me, I should look directly in their eyes from time to time.</b>	
<b>When someone is talking to me, I should acknowledge them by my nodding my head or making a comment about what they are saying.</b>	



## How to Start a Conversation

It can be helpful to have some standard ways to start a conversation with another person. It is important to make sure that your conversation starter is appropriate for the level of familiarity that you have with the person you will be talking to. Look at the list of conversation starters below. Highlight the ones that you like. Create two more conversation starters to go at the bottom of the list. Then, determine which conversation starters are appropriate to use with different people by inserting them into the graphic organizer that accompanies this activity.

“Hey, \_\_\_\_\_, what’s up?”

“Good Morning, \_\_\_\_\_. How are you today?”

“\_\_\_\_\_, how’s it going?”



“Hi, \_\_\_\_\_ . What are you doing?”



0 Quiet
1 Whisper
2 Hallway/work area
3 Breaktime



0 Quiet
1 Whisper
2 Hallway/work area
3 Breaktime

## Tone and Volume Activity

**Instructions:** Mix and match a word from each column. Practice with your partner on each combination of words with a simple sentence like “I have a dog.”.

**For example:** The student picked the words volume-whisper, tone- upset saying “I have a dog”. Have fun with different combinations!

<b>Tone</b> (How you say your words)	<b>Volume</b> (How loud or quiet your voice is)
Caring	Whisper
Upset	Very Quietly Talking
Upbeat	Table Talk
Funny	Regular Talking Voice
Professional	Presentation Voice (Loud and clear voice that can be heard by a large group of people)
Sympathetic	Outside Voice (Very loud voice that should only be used outside)
Serious	Yelling
Informative	
Sarcastic	
Bored	
Passionate	
Irreverent	
Formal	
Enthusiastic	
Authoritative	
Casual	

## Staying on Topic

When people have a conversation, they pick a topic to discuss. They will often talk about this topic for a while and give each person a chance to make comments or ask questions about the topic. When everyone is done talking about the topic, they will then begin to talk about something different. **This is called “switching topics”.**

**When you have a conversation with someone about a topic, it is kind of like following a path together.** You are following a path in your minds together by thinking about the same topic and focusing on the comments that are being made.

**When someone in the conversation “switches topics”, they are “changing the path” they are on.** This forces the other people in the conversation to have to switch paths, too.

***This is ONLY okay if everyone is ready to talk about something new.***



Copyright © 2009 do2learn.com

# Staying on Topic

When people have a conversation, they pick a \_\_\_\_\_ to discuss. They will often talk about this topic for a while and give each person a chance to make comments or ask \_\_\_\_\_ about the topic. When everyone is done talking about the topic, they will then begin to talk about something different. **This is called \_\_\_\_\_ topics”.**

**When you have a conversation with someone about a topic, it is kind of like following a \_\_\_\_\_ together.** You are following a path in your \_\_\_\_\_ together by thinking about the same topic and focusing on the comments that are being made.

**When someone in the conversation “switches topics”, they are “changing the path” they are on.** This \_\_\_\_\_ the other people in the conversation to have to \_\_\_\_\_ paths, too.

***This is \_\_\_\_\_ okay if everyone is ready to talk about something \_\_\_\_\_.***





Copyright © 2009 do2learn.com


### Waiting Your Turn to Speak

When people have a conversation, it is like a game of tennis. While one person is talking, the other person is listening and receiving the information. Then, it is the other person's turn to talk. Just like in tennis, one person hits the ball and the other person waits to receive it.

It is important to wait your turn to talk so that you can...

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

If you talk while another person is talking, the following things may happen...

-----

 \_\_\_\_\_

 \_\_\_\_\_

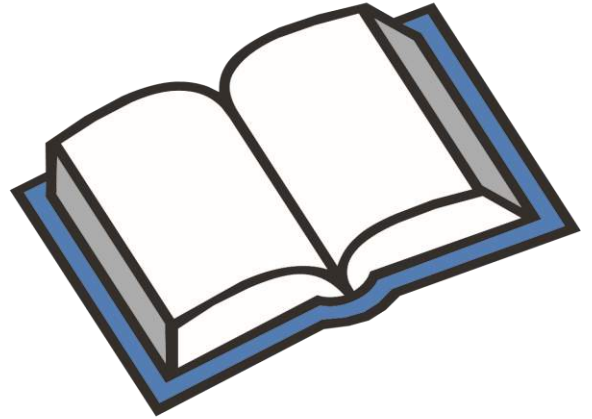
 \_\_\_\_\_











## Ending A Conversation

Friendly conversations are structured like books or stories because they have a beginning, middle and ending to them. It is important to end a conversation with another person appropriately so that you are being polite.

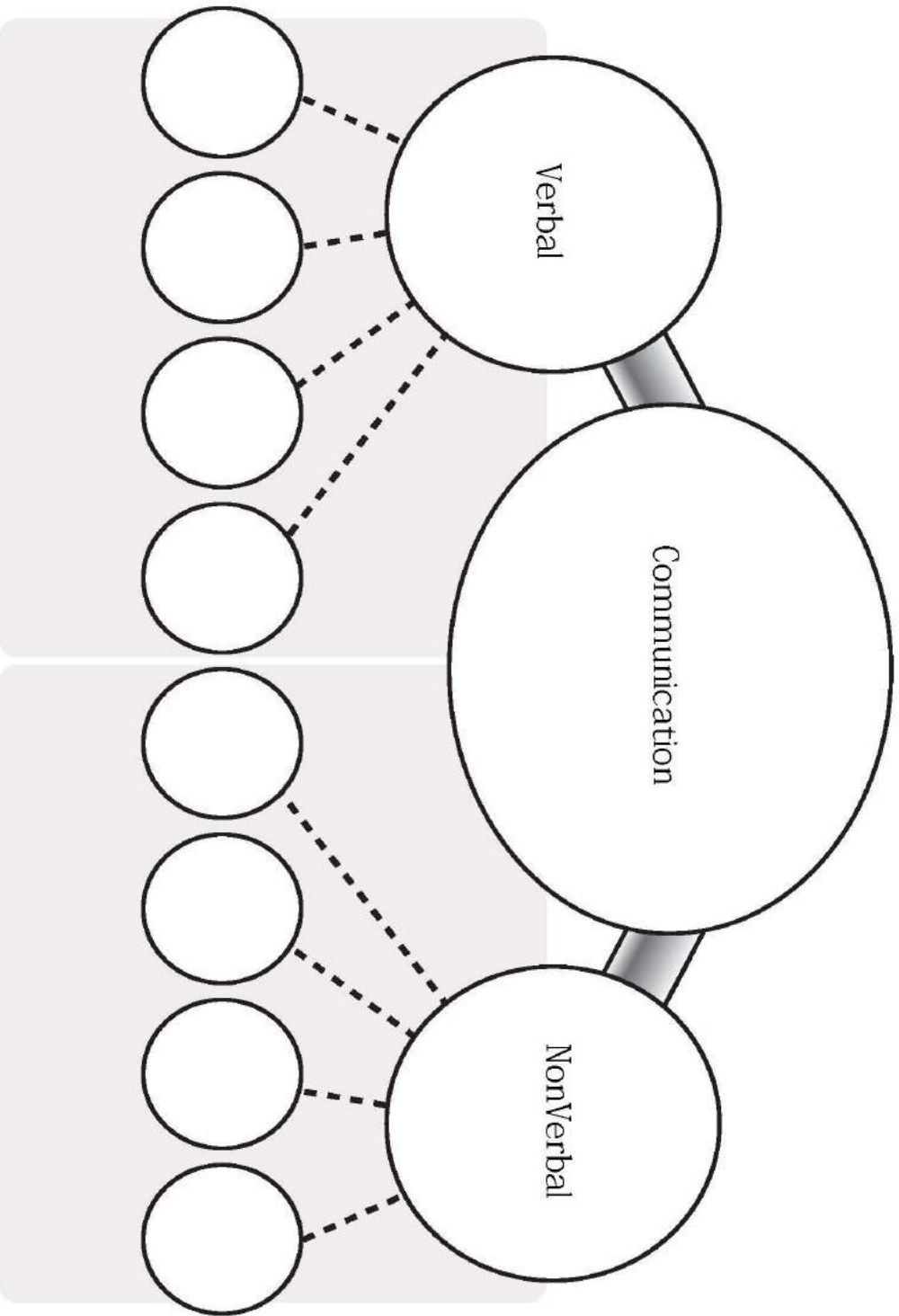
Below is a list of things that you should and should NOT do when ending a conversation with someone. Look at the list and then write each item in the circles on the corresponding brainstorming map about "Ending a Conversation".



-  Just walk away from the person when you're done talking
-  Wait for the person to stop talking
-  Say, "Okay, I'll talk to you later"
-  Turn away and say nothing
-  Say, "I'm done with this conversation now"
-  Say, "Nice talking with you"
-  Start up a new conversation about a new topic
-  Look at them and smile

# Brainstorming Map

Print Form





**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 7: Soft Skills**

**Objective 7.2: The student will display appropriate adult mannerisms.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 7.2: The student will display appropriate adult mannerisms.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> Topic- Soft Skills to engage with others using the appropriate mannerisms to help with efficient and professional communication and interaction.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Formal and Informal Greetings</li> <li>• 7 Golden Rules of Greeting</li> <li>• Nice or Nosey</li> <li>• Introductions Activity</li> <li>• Good Manners for Work</li> <li>• Acceptable/Unacceptable</li> <li>• Would you Rather</li> <li>• Life Without Rules</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Internet to play YouTube Videos in activities below</li> <li>• Activity 3- Smartphones to take videos of students (to show them after the activity to give them a clear idea and awareness of what to work on)</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Hula- Hoop</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Example: Glossary/Vocabulary Be able to know the vocabulary presented	Example: Be able to use the vocabulary presented in a variety of settings	Example: Check context of their vocabulary use to ensure their understanding
Be able to know how to greet others in informal and formal situations.	Be able to greet others in informal and formal situations.	Role play and practice using informal and formal greetings with others.
Be able to know how to introduce yourself and others.	Be able to introduce yourself and others.	Role play and practice introductions in different situations.
Be able to know what personal space is.	Be able to practice personal space with others.	Role play and practice being aware what is appropriate personal space and inappropriate personal space.
Be able to know appropriate manners.	Be able to practice good appropriate manners.	Practice and display appropriate manners in the classroom.

Be able to understand perception and why it is important.	Be able to practice the understanding their own perspective and others perspectives.	Discuss other student's perspectives after activity.
Be able to know what a first impression is and the things to do to help make a good first impression.	Be able to practice the things to do to have a good first impression.	Discuss first impressions and practice making a good first impression during the activity.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Poise:</b> gracious tact in coping or handling; particular way of carrying oneself</li> <li>● <b>First impressions:</b> assumption at first meeting or first sight</li> <li>● <b>Perception:</b> how you see something; your view</li> <li>● <b>Manners:</b> the way of acting or behaving</li> <li>● <b>Etiquette:</b> The practices and forms prescribed by social convention or by authority.</li> <li>● <b>Formal:</b> following established form, custom, or rule</li> <li>● <b>Informal:</b> having a relaxed, friendly, or unofficial style, manner, or nature.</li> <li>● <b>Greeting:</b> word or movement to welcome someone.</li> </ul>
<p><b>Introduction:</b> Introductions/ Greetings</p> <p><b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, Work with external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b></p>	<p><b>Introductions/Greetings</b></p> <p>Greeting and introducing yourself (or others) is really important in the workplace. This is the first impression that someone gets of you and a chance for you to show how awesome you are! We use greetings and introductions in our first-time interaction with people. We are going to practice how to greet and introduce ourselves and others.</p> <p>It is really important to know that there are greetings for formal situations and information situations.</p> <p>This is an example of greetings used in <b>formal</b> situations:</p> <p>-How are you? -I am fine, thanks.</p> <p>This is an example of greetings used in <b>informal</b> situations</p> <p>-How are you guys doing?</p>

<p>Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p>-We are doing great.</p> <p>Let's remember that there are informal and formal greetings and that some of them can be used in either contexts or situations.</p> <p><b>Formal and Informal Greetings</b> These are some of the most common phrases to greet people and where they belong. Please see <a href="#">Formal and Informal Greetings Handout</a>. Discuss each greeting with the students and have them guess (informal, formal, or both).</p> <p><b>Role-Play and Discussion</b> Let's first go over the <a href="#">7 Golden rules when Greeting</a> (please see handout). Discuss each point with the students and why each point is important. Ask the students to get into groups and to role play each of the 7 Golden rules when greeting. Once students understand the 7 Golden Rules, pass out the <a href="#">Introductions Activity cards</a> and have students partner up to deliver their assigned introductions.</p> <p>It is important for students to respect cultural differences. Some people might greet you differently due to their culture.</p>
--	---

**Lesson Activities**

<p><b>Activity 1</b></p> <p><b>Perception</b> Intertwined throughout the entire class period (45-55 minutes 10-15 minutes of this activity will be a part of the class period )</p> <p><b>VocFit Crosswalk: Self-Determination</b> - Evaluate the results of own actions to determine effectiveness, anticipate thoughts &amp; actions of others</p> <p><b>Interpersonal Skills</b> - show compassion towards others, greet others, monitor own body</p>	<p><b>Perception</b> Perception is how a person sees things. This can be based on one's own attitude, emotions, thoughts, experiences, beliefs, values or only having a snapshot of a situation. Today you will have an opportunity to have a different view of the class.</p> <p><b>Step 1</b> Have students go to locations in the room that they usually do not sit during class - could be lying down, others could be facing away from the front of the room, sitting by the door, sitting in the area of the room where there is a loud sound.</p> <p><b>Step 2</b> Go through the lesson planned for the day. Keep in mind that it will be difficult for some to focus, hear or concentrate. This may be a lesson that needs to be retaught. If it is a review of a previous lesson, you may need to review one more day.</p> <p><b>Step 3</b> Explain that although everyone is gathered in the same room, each person has a different view, and that is how we can all approach daily experiences and relationships.</p> <p><b>Step 4</b> After you have completed the lesson, have each student write down his or her view (of sitting in a new location during class today). What was seen, heard. Challenges and/or successes.</p> <p><b>Step 5</b></p>
--	---

<p>language</p> <p><b>Communication -</b> Deal with angry/upset customers, deal with conflict</p>	<p>Talk about these changed views, relating this activity to how our perspective of what we know, expect, feel can be changed by looking at things at a different point/angle.</p> <p>Modified from “Perspective: A Game Changer in the Classroom and our Lives” <a href="https://www.edutopia.org/blog/perspective-game-changer-in-classroom-lori-desautels">https://www.edutopia.org/blog/perspective-game-changer-in-classroom-lori-desautels</a></p>
<p><b>Activity 2:</b></p> <p><b>First Impression</b> 15-20 minutes</p> <p><b>VocFit Crosswalk: Self-Determination</b> - Evaluate the results of own actions to determine effectiveness, anticipate thoughts &amp; actions of others</p> <p><b>Interpersonal Skills</b> - show compassion towards others, greet others, monitor own body language</p> <p><b>Communication -</b> Deal with angry/upset customers, deal with conflict</p>	<p><b>First Impression</b> First impressions are based on one's own attitude, emotions, thoughts, experiences, beliefs, values or only having a snapshot of a situation. Today you have had an opportunity to see how quickly a first impression takes place.</p> <p><b>Prior to class</b> Teacher sets up for a guest to come into the classroom that the students do not know.</p> <p><b>Step 1</b> Have the guest person address the class for a few minutes and then leave. The person can come in and address the class over a topic being covered - just keep to 5 to 10 minutes. Or, this person may talk with the teacher privately and then leave.</p> <p>This person could already be in the room, or come in sometime during class. Keep in mind that your lesson you are in the middle of will continue the next day so you can focus on this mini-activity.</p> <p><b>Step 2</b> After the guest person leaves, have students write down his/her impression about the person. Gather up the thoughts, and say something like - “First impressions are human thoughts that they have about others, as well as others have about them when they meet for the first time. It could be passing in the hall, on the street, at a store to being in a class together or at a job. It can be based on one's own attitude, emotions, thoughts, experiences, beliefs, values or only having a snapshot of a situation.”</p> <p><b>Step 3</b> Share what was written down with the class to discuss as a group. To wrap up the discussion, talk about how they look, act, talk affects what others think of them the first time paths cross. If time, have the class brainstorm what impression they may have left with the guest person.</p>
<p><b>Activity 3:</b> Personal Space</p> <p><b>VocFit Crosswalk: Communication Skills:</b> Communicate face-to-face with others, Work with</p>	<p><b>Personal Space</b></p> <p>Personal space is very important in the workplace. Today we are going to talk about what is personal space and practice what is appropriate personal space for different situations. Let’s practice knowing what personal space.</p>

<p>external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p><b>Step 1:</b></p> <p><b>Let the student feel “too close.”</b></p> <p>Have your student stand about 2 feet away from you. Ask if that distance feels comfortable. Then ask the student to slowly walk toward you until it feels uncomfortable. Explain that this is how people feel when others stand too close—except their “personal bubble” is larger.</p> <p><b>Step 2:</b></p> <p><b>Show the right distance.</b></p> <p>Generally, 18–24 inches is a good amount of space. Use a prop to make this distance concrete. Take a hula-hoop, for example, and stand in the center. Have your student stand just outside the rim. Then take it away to practice finding the right place to stand. You can also use a tennis racquet or similar-length object to show the proper space between people who are talking.</p> <p><b>Step 3:</b></p> <p><b>Stage conversations.</b></p> <p>Have students take turns standing too close or just the right distance when talking to each other. Take videos of these scenes and review them together so your student has a clear idea of what appropriate spacing looks like.</p> <p><b>Step 4:</b></p> <p><b>Help look for clues.</b></p> <p>Explain that if someone in a conversation takes a step back, your student should remain in place. The person is signaling that more distance between them would be better. Discuss other social cues your students can look for to see if the other person is uncomfortable.</p> <p>Practice, practice, practice.</p> <p>With enough repetition, students can learn the rules of personal space and more easily call up strategies to keep a proper distance. Give your students a reminder phrase, such as <i>“To be cool, an arm’s length is the rule.”</i></p>
<p><b>Activity 4:</b> Manners and Etiquette</p> <p><b>VocFit Crosswalk:</b></p>	<p><b>Manners and Etiquette</b></p> <p>What are manners? Why are manners important? IT is all about RESPECT! Respecting others in the way of using manners. Think of someone that you really respect. Who would that be? IS that your teacher, dad, mom, uncle, friend, or another family member? How do you treat them?</p>

<p><b>Communication Skills:</b> Communicate face-to-face with others, Work with external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p>Do you want to be respected? Do you want to be taken seriously? Think about how you would like to be treated. Using manners will help others FEEL respected.</p> <p>As you start in the new job, using manners is key to make your day and your coworkers' day better. Usually, you spend more time with your coworkers than your actual family. Manners can help your days go smoothly and be fun!</p> <p>Look at the "<a href="#">Good Manners for Work</a>" handout. Discuss each point with the students.</p> <p>Discussion Points with <b>Good Manners for Work:</b></p> <ul style="list-style-type: none"> <li>● How can we practice this manner?</li> <li>● Why is this manner important?</li> </ul> <p><b>Role Play Points:</b></p> <p>Have the students role play in front of the class or in groups each point below:</p> <ul style="list-style-type: none"> <li>● <b>Saying Thank You and Excuse Me</b></li> <li>● <b>Holding the door (or pretend elevator)</b></li> <li>● <b>Cleaning up after yourself (after eating or working on a school task)</b></li> <li>● <b>(have the students pick a manner by choice to role play)</b></li> </ul> <p><b>Optional-</b> Follow up with having the students watching the YouTube videos below:</p> <p><a href="https://www.youtube.com/watch?v=etxASaYtJu8">https://www.youtube.com/watch?v=etxASaYtJu8</a></p> <p><a href="#">(319) What Are The Workplace Etiquette { BUSINESS ETIQUETTE } - YouTube</a></p> <p><a href="#">(319) Business Etiquette Basics - YouTube</a></p> <p><a href="#">(319) 7 Unusual Business Etiquettes Around the World that Might Surprise You - YouTube</a></p>
<p><b>Activity 5</b></p> <p><b>Time: 15 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p>	<p><b>Crafting Connections</b></p> <p>Knowing how to connect people to others in important part of being an employee. This activity is about business networking and connecting with others.</p> <p>Supplies needed: Whiteboard</p>

<p><b>Communication Skills:</b> Communicate face-to-face with others, Work with external customers or the public, speak clearly so that others can understand.</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, greet customers entering establishments, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listens and pay attention, communications adequately</p>	<p>Ask the students to share a fact about themselves. I like to cook; I like piano music; I just back from vacations. Write each person’s name and the fact about the person on the board.</p> <ul style="list-style-type: none"> <li>• George: Plays Basketball</li> <li>• Lindy: Rides Motorcycles on the weekend</li> <li>• Danny: Like to Cook</li> </ul> <p>The students much select two other students to introduce to each other. The top person on the list is the more senior. Explain that you always introduce junior people to senior people. Furthermore, one the introduction has occurred, those being introduced have an obligation to exchange some basic information.</p> <p>The game ends when everyone has introduced someone.</p> <p>Example: Lindy, I would like you to meet Danny. Danny, Lindy is a cool motorcycle rider and just got back from New Mexico. I know you like to cook. Do you ever make Southwest meals? She said the food there was great. From there Danny might say, Lindy, I don’t cook much southwest food, but what did you eat on your trip. Then it is the next person’s turn.</p> <p>If you help people build connections with others, they will enjoy you and themselves more. This is particularly important when you are wanting to throw a party or plan an event with your friends.</p> <p>Follow-up Discussion: Role-play on how to ask questions. What questions are appropriate, and what questions should you avoid. Use the Nosey or Nice Handout (<a href="#">Appendix C</a>)to gauge understanding. Have your students partner to complete the worksheet, then discuss as a class why some questions are nose questions.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• First Impression - Have students list what first impressions may cost them a job when going in for an interview; may cost them a friendship when meeting someone for the first time</li> <li>• First Impression - Have students list what first impressions may help them when going in for an interview; list first impressions that may help with developing a friendship when meeting someone for the first time;</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Perspective - Interview someone to learn about how they see things.</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>• Poise - Student is given corrective criticism and he/she is able to stay in control of emotions (if not appropriate time/place to react).</li> <li>• First Impressions - Students go on a college visit or job experience, dress appropriately and have good hygiene for where he/she will be going.</li> <li>• Manners and etiquettes - students opening/holding doors for others.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• Learn about where you work, school or community — if unable to leave the school do this in the school. If you can leave the school here are some ideas of where to go: grocery store, library, post office, hotel (lobby, dining, coffee shop, etc.), hospital (lobby, cafeteria). When they closely watch, listen, follow instructions, and imitate positive behavior.</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Personal Space - have student observe in different settings, such as lunch room, office, classroom and how personal space is different in each location and between students (female/male) and adults (school staff)</li> <li>• Perspective - <b>Would you rather?</b> Worksheet found in <a href="#">Appendix D</a>. Ask questions and have students move to the side of the room designated they “would rather” choose. For those who are comfortable, have students share why they chose what they did.</li> <li>• Learn about where you work, school or community — if unable to leave the school do this in the school. If you can leave the school here are some ideas of where to go: grocery store, library, post office, hotel (lobby, dining, coffee shop, etc.), hospital (lobby, cafeteria). When they closely watch, listen, follow instructions, and imitate positive behavior. When returning to school can discuss what unwritten expectations and acceptable behaviors were.</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Learn about where you work, school or community — if unable to leave the school do this in the school. If you can leave the school here are some ideas of where to go: grocery store, library, post office, hotel (lobby, dining, coffee shop, etc.), hospital (lobby, cafeteria). When they closely watch, listen, follow instructions, and imitate positive behavior. When returning to school you can discuss what unwritten expectations and acceptable behaviors were, and did others (not necessarily students, but other people) follow them. Use the Acceptable/Unacceptable Behaviors worksheet found in <a href="#">Appendix E</a>.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Life without rules (see <a href="#">Appendix F</a>) - have students create expectations/acceptable behavior they have for others in a work setting (this will also help them begin thinking about the environment they would like to work in).</li> </ul>
--	---

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## Formal and Informal Greetings

Let's remember that there are informal and formal greetings and that some of them can be used in both contexts and situations.

These are some of the most common phrases to greet people and where they belong.

**Instructions:** Ask your students if each greeting is formal, informal, or both. Afterwards, you and your class can discuss why.

Greetings	Formal or Informal?
Good Morning	Both
Morning Josh	Informal
Morning, Guys	Informal
Good Afternoon	Both
Good Night	Both
Good Evening	Both
Hi	Both
Hello	Both
How are you?	Formal
How are you doing?	Informal
Howdy?	Informal
How is it going?	Informal
Hey Matthew	Informal
Hey, What's up?	Informal
Hey, Buddy	Informal
Hey, Guys	Informal
Hey, What's going on?	Informal
What's new?	Informal

Citation:

Manuel, J. (n.d.). A guide to greetings and introductions in English. EnglishPost.org. Retrieved March 13, 2022, from <https://englishpost.org/greetings-and-introductions/>

Website used: <https://englishpost.org/greetings-and-introductions/>

## 7 Golden Rules for Meeting and Greeting

- Stand Up. When you're greeting new people, do so face-to-face. ...
- Look 'Em in the Eye. Making eye contact indicates engagement and focus. ...
- Smile (and the World Smiles with You) ...
- Take the Initiative with a Handshake. ...
- Say Who You Are. ...
- Observe the Hierarchy. ...
- Get the Name Game Right

Website: <https://www.mindtools.com/blog/7-rules-meetinggreeting/>

### 1. Stand Up

When you're greeting new people, do so face-to-face. It's just polite, and shows respect. It means that you consider them important enough to change your physical position for them. It also helps you to make eye contact.

### 2. Look 'Em in the Eye

Making eye contact indicates engagement and focus. It shows that you're interested in the other person. Staring at your shoes, your watch, or your phone shows the opposite, and suggests disengagement. Use positive [body language](#).

### 3. Smile (and the World Smiles with You)

Even if you're carrying the woes of the world on your shoulders, try to look happy to see your new acquaintance. A grimace immediately puts the other person on the defensive, while a smile is welcoming and inclusive.

### 4. Take the Initiative with a Handshake

Approach the person you're greeting and extend your hand. You'll come across as confident and [assertive](#), not aggressive. Don't wait for the other person to take a lead.

Keep it simple: shake firmly but avoid the "death grip." A "limp fish" leaves an equally poor impression. And keep your spare hand by your side: two-handed pumping and hands on shoulders are strictly for politicians.

### 5. Say Who You Are

Even better, say why you're there and what you do. "Hi, I'm Paula" is a start. "Hi, I'm Paula. I'm an account manager with the Client Success team. How can I help?" is actually useful and shows you're making the effort.

## **6. Observe the Hierarchy**

If you're making the introductions, remember business etiquette. Introduce less senior people to more senior ones. Start with the name of the senior person, then introduce the junior person to them.

As you did when you introduced yourself, give some context. So, "Colette, may I introduce Phil? Phil is our new lead developer. Phil, Colette is our chief financial officer."

## **7. Get the Name Game Right**

Make sure that you remember the name of anyone you've been introduced to, and use the name properly. It's better to ask the person to repeat the name than to keep using an incorrect version.

Wait for permission before using someone's first name. It's respectful. Some people don't like informality from the get-go, and it may be seen as [culturally insensitive](#).

## Introductions Activity

<p>Introduce your friend, Joe, to your mom, Jill Seljan.</p>	<p>Introduce your teacher, Ms. Brooke, to your dad, Larry Fletcher.</p>
<p>Introduce your cousin, Beka, to your boss, Alison Fletcher.</p>	<p>Introduce your mom, Alison, to your boss, Lee Fletcher.</p>
<p>Introduce your brother, Thomas, to your teacher, Erin Miller.</p>	<p>Introduce your friend, Rachel, to another friend, Sarah.</p>
<p>Introduce your coworker, Jenny, to your manager, Emily.</p>	<p>Introduce yourself to someone you have not met.</p>
<p>Introduce your brother, Thomas, to your friend, Rachel.</p>	<p>Introduce Emily, the girl you sit next to in math class, to your friend in science class, Jenny.</p>
<p>Introduce your friend Drew to a boy you just met at the park, whose name is Dustin.</p>	<p>Introduce your next-door neighbor, Mrs. Fletcher, to your Aunt Marie, who is visiting from Canada.</p>

## Introductions Activity Key

- **Introduce your friend, Joe, to your mom, Jill Seljan.**

Mom, this is my friend, Joe. Joe, this is my mom, Jill.

- **Introduce your teacher, Ms. Brooke, to your dad, Larry Fletcher.**

Ms. Brooke, this is my dad, Larry. Dad, this is Mrs. Brooke my teacher.

- **Introduce your cousin, Beka, to your boss, Alison Fletcher.**

Alison, this is my cousin, Beka. Beka, this is my boss, Alison.

- **Introduce your mom, Alison, to your boss, Lee Fletcher.**

Mom, this is my boss, Lee. Lee, this is my mom, Alison.

- **Introduce your brother, Thomas, to your teacher, Mr. Erin Miller.**

Thomas, this is my teacher, Mr. Erin. Mr. Erin, this my brother, Thomas.

- **Introduce your friend, Rachel, to another friend, Sarah.**

Rachel, this is my friend Sarah. Sarah, this is my friend, Rachel.

- **Introduce your new coworker that works in another department, Jenny, to your manager, Emily.**

Jenny, this is my manager, Emily. Emily, this is my new coworker, Jenny. She works in another department.

- **Introduce yourself to someone you have not met.**

Hi, my name is \_\_\_\_\_. It is nice to meet you. What is your name?

- **Introduce your brother, Thomas, to your friend, Rachel.**

Thomas, this is my friend Rachel. Rachel, this is my brother, Thomas.

- **Introduce Emily, the girl you sit next to in math class, to your friend in science class, Jenny.**

Jenny, this is Emily. I sit next to her in math class. Emily, this is Jenny, my friend from my science class.

- **Introduce your friend Drew to a boy you just met at the park, whose name is Dustin.**

Dustin, this is my friend Drew. Drew, this is Dustin. I met Dustin at the park.

- **Introduce your next-door neighbor, Mrs. Fletcher, to your Aunt Marie, who is visiting from Canada.**

Mrs. Fletcher, this is my Aunt Marie who is visiting from Canada. Aunt Marie, this is my next-door neighbor, Mrs. Fletcher.

## Good Manners for Work

Good manners make all the difference in our daily encounters in the workplace and can make a big difference to your career advancement opportunities. But not everyone seems to know what it means to have them. Here is a list of rules of good manners that one should abide by in the workplace – and anywhere else, really. You might think these are all obvious and, if so, good for you. There are, however, many people who need this refresher.

**Say please and thank you.** If you're asking for something, or asking someone to do something, say "please." If someone does something for you, or gives you something, say "thank you."

**Say hello and goodbye.** Greet people when you encounter them. In the morning say, "Good morning." Similarly, when you leave, say "Goodbye" or "Goodnight."

**Don't ignore people in the elevator.** This is hands down the weirdest thing I've encountered in the corporate world. You get in the elevator with people you know work in your office (but you don't work together) and they avoid making eye contact as though you're not there. OK, maybe all these people hate me, but I don't think so. I'm nice. Also, even if you do dislike someone you should greet them in the elevator.

**Offer to get coffee.** If you're running down to Tim Horton's (or whatever) ask the people around, you if they would like a coffee or tea. Make a point of saying "coffee or tea" so they don't order whole meals (without giving you money for it). If you can't afford a couple of bucks for the extra coffees, maybe you should ask for a raise. But really, someone else will get them next time, so just do it.

**Say "Excuse me."** If you want someone to get out of your way, if you bump into someone, if you walk between two people having a conversation, if you need to interrupt a conversation, say "excuse me."

**Don't interrupt.** Ideally, you shouldn't interrupt people when they're speaking. Let them finish. If you must interrupt, say "excuse me," or if you catch yourself after the fact, say "Sorry for interrupting you."

**Say "I'm sorry."** Also say "I'm sorry" if you intentionally or unintentionally hurt someone, or if you are rude or short, or if you make a mistake that costs someone else in any way, be it time, money, or something else. Sometimes we are rude or snippy when we are not at our best, and then when we realize we have made a mistake, we are too embarrassed to say anything and we just continue on as though nothing has happened. Don't do that. Take a moment to own up and make verbal amends. If the offense was very bad, buy a small gift like coffee, chocolate, flowers, or a car.

**Hold the door.** When you go through a door, always look behind you and see if anyone else is coming. If someone is, *hold the door open for them for Pete's sake*. The same goes for when you are getting into the



elevator, and you see someone coming.

HOLD THE ELEVATOR. It's what separates us from the animals.

**Turn your phone down or off when in the office.** It's OK if you forget once in a while, but don't be that one person who leaves their phone at top volume and gets calls alllllll day long.

**Don't check your phone in meetings or when someone is speaking to you.** Most of us are at least a little guilty of this. Some just steal a peek from time to time, while others stare at the screen the whole time someone is talking. It's best to put the phone away and pay full attention to the person in front of you.

**Don't complain.** Just don't. It poisons the atmosphere, makes you sound like a jerk, and might hurt someone's feelings (like if you're complaining about the food at a meeting and it gets back to the person who was in charge of it).

**Don't give unsolicited advice.** We live in a world where people are always telling others how to live. They tell you what you should and shouldn't eat and wear, how to be happy, how to exercise, and how to manage your relationships – all without being asked. This is rude. Wait for the other person to ask your advice. If they don't ask, *they don't want it*.

**Don't make personal remarks about someone's appearance or clothing.** Making personal remarks used to be considered rude. Nowadays it's normal. But guess what? It's still rude. It's OK to say, "I like your sweater." It is not OK to comment on someone's weight or appearance (unless you are good friends). Even "You look great today!" can be taken to mean "You look terrible every other day!" Be careful.

**Clean up after yourself.** So, this one time I went into a private interview room in the Workopolis office, and someone had left what, from a distance, looked a pile of toenails on the floor. Guess what it turned out to be when I looked closer? It was a pile of toenails. You probably don't leave your toenails around the office. But put your dishes in the dishwasher, and just pick up after yourself. It's not anyone else's job to clean up your mess.

**Leave the personal grooming for home.** Including clipping your toenails (weirdo) (whoever you are). Yes, you should still display good manners even if no one is looking. It's not just about whether you get caught. It's about the effect you have on the world around you. Be mindful of it, and your coworkers will appreciate it.

Website:

<https://careers.workopolis.com/advice/15-rules-of-good-workplace-manners/>

## Appendix C

### Are You Nice or Nosy?

It is important to ask questions to break the ice when you meet someone new. However, some questions are not polite to ask, especially if you don't know that person really well. Take the quiz below by placing an X by the questions that are nosy.

1. \_\_\_\_ How long have you been playing sports?
2. \_\_\_\_ How much do you weigh?
3. \_\_\_\_ Do you have a pet?
4. \_\_\_\_ Have you always lived here?
5. \_\_\_\_ What do your parents do for a living?
6. \_\_\_\_ How much money does your dad make?
7. \_\_\_\_ Why do you talk funny?
8. \_\_\_\_ How did you get that scar?
9. \_\_\_\_ Have you ever been to Disney World?
10. \_\_\_\_ How much did your house cost?
11. \_\_\_\_ May I see the inside of your house?
12. \_\_\_\_ Why do you smell so bad?
13. \_\_\_\_ Is it true that your uncle is in jail?
14. \_\_\_\_ What is your favorite subject in school?
15. \_\_\_\_ Why did your parents get divorced?
16. \_\_\_\_ How come you don't have an X-box III?
17. \_\_\_\_ Why did you get held back last year?
18. \_\_\_\_ Do you have an older brother?
19. \_\_\_\_ Do you like to scrapbook?
20. \_\_\_\_ What is your favorite TV show?

#### Adapted from:

**Kent, Heather. C. & Brinkley, Monica. L. (n.d.) Manners for the real-world curriculum project. University of Florida IFAS Extension., Retrieved August 28,**

**2012 from <http://nwdistrict.ifas.ufl.edu/4H/Manners/manners.htm>**

**With the authors' permission, this lesson plan was adapted for use in Kentucky 4-H by Melissa Goodman. 11-2013**

## Nice or Nosy Activity Sheet Answer Key

### Are You Nice or Nosy?

It is important to ask questions to break the ice when you meet someone new. However, some questions are not polite to ask, especially if you don't know that person really well. Take the quiz below by placing an X by the questions that are nosy.

1. \_\_\_\_ How long have you been playing sports?
2. X How much do you weigh?
3. \_\_\_\_ Do you have a pet?
4. \_\_\_\_ Have you always lived here?
5. \_\_\_\_ What do your parents do for a living?
6. X How much money does your dad make?
7. X Why do you talk funny?
8. X How did you get that scar?
9. \_\_\_\_ Have you ever been to Disney World?
10. X How much did your house cost?
11. X May I see the inside of your house?
12. X Why do you smell so bad?
13. X Is it true that your uncle is in jail?
14. \_\_\_\_ What is your favorite subject in school?
15. X Why did your parents get divorced?
16. X How come you don't have an X-box III?
17. X Why did you get held back last year?
18. \_\_\_\_ Do you have an older brother?
19. \_\_\_\_ Do you like to scrapbook?
20. \_\_\_\_ What is your favorite TV show?

Adapted from: Kent, Heather. C. & Brinkley, Monica. L. (n.d.) Manners for the real world curriculum project. University of Florida IFAS Extension., Retrieved August 28, 2012 from <http://nwdistrict.ifas.ufl.edu/4H/Manners/manners.htm> With the authors' permission, this lesson plan was adapted for use in Kentucky 4-H by Melissa Goodman. 11-2013

## Appendix D

### Would you rather?

Would you rather read a book or watch a movie?

Would you rather eat pizza or ice cream?

Would you rather do a school project by yourself or with friends?

Would you rather play a video game or play outside?

Would you rather have a dog or a cat?

Would you rather have chocolate or vanilla?

Would you rather go to the beach or go camping?

Would you rather eat salty or sweet snacks for the rest of your life?

Would you rather win the lottery or be famous?

Would you rather dance or sing in front of a group of people?

Would you rather be the oldest sibling or the youngest sibling?

Would you rather give a presentation or write a long paper?

Would you rather do your homework or do chores?

Would you rather travel back in time or travel to the future?

Would you rather live in snow or rain for the rest of your life?

Would you rather be able to fly or be invisible as a superpower?

Would you rather live without Netflix or live without YouTube?

Would you rather stay in the same state all your life or travel?

Appendix E

Circle which one your group is doing:

- School
- Basketball (player or fan)
- Your home
- Grocery shopping
- Driving
- Attending a dinner at the mayor's office
- Watching a film in a movie theater

List at least three things in each column.

<b>Acceptable/Expected Behavior</b>	<b>Unacceptable Behavior</b>

## Appendix F

### Life Without Rules

When students have completed their lists and are ready to discuss as a large group ask these questions:

- How did you know what the expected behavior or rules were for your category?
- What are the reasons that people don't follow rules?
- Describe the consequences when people don't follow the rules in school, in society, or in the workplace (Possible answers: chaos, injustice, crime, confusion, errors, selfishness, danger, fear, job loss, etc.)
- Why are their rules or expectations in these settings?

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 7: Soft Skills**

**Objective 7.3: The student will be able to solve conflicts and problem solve.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

Unit 7.3: The student will be able to solve conflicts and problem solve.		Total Activities: 5
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
Lesson Plan Summary: Soft skills to engage others use problem solving to solve and learn through conflicts across different environments and situations.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● SC Power Of Active Listening Student Handout</li> <li>● Character Cards (print off, cut and distribute) <a href="https://www.tolerance.org/sites/default/files/general/someone%20else%27s%20shoes.pdf">https://www.tolerance.org/sites/default/files/general/someone else's shoes.pdf</a></li> <li>● SMART Goals Activity</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer</li> <li>● Projector or ability to cast/mirror computer screen</li> <li>● <a href="https://apps.mathlearningcenter.org/money-pieces/">https://apps.mathlearningcenter.org/money-pieces/</a></li> <li>● <a href="https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s">https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s</a></li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Dry spaghetti noodles</li> <li>● Marshmallows</li> <li>● Magazines with photos of people</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
The student will know what conflict is and how to recognize it.	The student will be able to identify what is conflict to be prepared how to handle it.	The students will discuss the appropriate steps on how to handle conflict.
The students will have practice on how to solve different forms of conflict.	The student will be able to identify different ways to solve different forms of conflict.	The students will discuss how to solve each conflict in an appropriate and inappropriate way.
The students will have practice on problem solving with a team.	The student will be able to work together with others on problem solving a task.	The student will discuss how they solve the task. What went well? What could have gone better?



The students will have practice on how to be an active listener.	The student will be able to identify what active listening is and looks like.	The student will discuss nonverbal and verbal strategies of active listening.
The students will have practice on how to be an empathetic person.	The student will be able to understand what others are feeling.	The student will discuss how others and themselves show empathy.

**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary:</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● Conflict- a struggle or clash between opposing forces</li> <li>● Resolution- a firm decision to do or not to do something</li> <li>● Conflict Resolution- is a way for two or more parties to find a peaceful solution to a disagreement among them.</li> </ul>
------------------	--

**Lesson Activities**

<p><b>Introduction Activity: What is conflict?</b></p> <p><b>Time: 45 minutes</b></p> <p><b>Vocfit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand, Understand the speech of another person.</p> <p><b>Interpersonal Skills:</b> Work with</p>	<p><b>What is Conflict?</b></p> <p><b>Please Note: When dealing with conflict, it is REALLY important to have a clear understanding and strong foundation of what your goals (priorities) are. This will help guide you during situations that can be difficult and stressful like conflicts. If your students have not had the chance to learn SMART goals. Please see the handout attached "<a href="#">SMART Goals Activity</a>" before teaching this lesson.</b></p> <p>Ask the students, "what is conflict?". Write their answers on the board. Ask why each of the students chose to describe conflict in that way.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> <li>● When have you been in a conflict?</li> <li>● What happened?</li> <li>● What did you do?</li> </ul> <p>Discuss each step below:</p> <p><b>STEP 1: COOL OFF</b></p> <p>The very first step is to have the student or students calm down. This sounds obvious, but very often we rush past this step and engage a student in problem-solving before they are ready. You can always schedule a time for later in the day for students to</p>
---	--

<p>a co-worker in a group or team, cooperate with others to accomplish work activities, follow directions, listen actively, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listen and pay attention, works well with co-workers</p>	<p>complete the rest of the steps.</p> <p>If students are struggling to do this step independently, try a lesson on coping strategies. Let students learn about different ones and find ones that work for them.</p> <p>For younger students, deep breaths are a great place to start.</p> <p><b>STEP 2: SHARE, LISTEN, CHECK</b></p> <p>This step requires students to listen, check they understood, and share their perspective. Needless to say, this can be the most challenging step and it will likely require more of your support for longer before students are independent.</p> <p>When it is their turn to listen and check, students need to work on reflective listening and paraphrasing. To encourage, and guarantee, that students are truly listening and trying to understand the other student's perspective, they will paraphrase what the other student said. It is helpful to provide them with sentence frames such as:</p> <p>"I think I heard you say you feel ..." or "So you want me to try to ...".</p> <p>When it is the student's turn to share their perspective, it is really helpful to have them use an I-Message to communicate in a way that is respectful but assertive.</p> <p>"I feel sad when you don't let me play because I am alone."</p> <p>Consider adding in lessons around I-messages and assertive communication to help your students talk about their feelings and perspectives in a way that is easy to hear and act on.</p> <p><b>STEP 3: TAKE RESPONSIBILITY</b></p> <p>Once students have shared their perspective about the conflict, they need to take responsibility for their actions. In many instances, students each have some part of the responsibility, even if not equal. I prompt students to think about what they could have done differently.</p> <p>For example, Lily might be angry because Juan was playing with Kori and not her at recess. Juan doesn't have to play with Lily all the time, so Lily could take responsibility that it isn't fair for her to expect that Juan always plays with her. Juan could take responsibility that he could have nicely told Lily he wanted to play with Kori today or found a way to play with both Kori and Lily.</p> <p>A good prompting question to ask students is "Could you have done something differently to change what happened?"</p> <p><b>STEP 4: BRAINSTORM SOLUTIONS</b></p> <p>Given what the students heard from each other and the responsibility they took, the now need to brainstorm solutions that are agreeable. I emphasize thinking of solutions that are win-win for everyone. I preview what a compromise might look like and how they both get something from this. I make sure to check students who are only suggesting solutions that mostly benefit them.</p>
--	--

	<p>It can be helpful to start the discussion with some suggestions, but it is best if this really comes from the students.</p> <p><b>STEP 5: CHOOSE A SOLUTION</b>          At this point, the conflict should feel like it is nearing a close. Students have expressed themselves, felt heard, taken responsibility, and brainstormed good solutions.</p> <p>Next students cross off solutions that are not ok to both of them. They also cross off solutions that won't prevent future problems. I like them to imagine when this happens again, do you think this solution will work? Finally, I ask them to choose the solution together they think will be the most successful. Find the win-win.</p> <p><b>STEP 6: AFFIRM, FORGIVE, THANK</b>          You could stop things at step 5 depending on the situation, but I like to conclude by giving students the option to affirm, forgive, or thank. I don't demand that they apologize because sometimes they aren't ready and/or the situation doesn't need it.</p> <ol style="list-style-type: none"> <li>1. <b>Affirm.</b>- This focuses on acknowledging what happened and encouraging their partner.</li> </ol> <p>They can say I understand why you were upset and I will follow through with our plan.</p> <ol style="list-style-type: none"> <li>2. <b>Forgive.</b> -If it makes sense, the students can forgive someone if they have apologized or taken responsibility for something specific.</li> </ol> <p>Thank you for your apology. I forgive you.</p> <ol style="list-style-type: none"> <li>3. <b>Thank.</b> -The student can acknowledge the time and effort it takes resolving conflicts.</li> </ol> <p>Thank you for working on this with me.</p> <p>Says:, L., says:, A. B. M., says:, C. G., &amp; Says:, I. U. (2021, November 6). <i>Teaching conflict resolution skills in 6 easy steps</i>. Social Emotional Workshop. Retrieved April 14, 2022, from <a href="https://www.socialworkemotionalworkshop.com/teaching-conflict-resolution-skills/">https://www.socialworkemotionalworkshop.com/teaching-conflict-resolution-skills/</a></p>
<p><b>Activity 1:</b>  <b>Conflict Source Scenarios</b></p> <p><b>Time: 40 minutes</b></p> <p><b>Vocfit Crosswalk:</b></p> <p><b>Communication Skills:</b>          Communicate face-to-face with</p>	<p><b>Conflict Scenarios</b></p> <p>Discuss each scenario with the students (can be as a class or in groups).</p> <ol style="list-style-type: none"> <li>1. Joshua sits in your chair in class. You sit there everyday and now you have to sit in the back of class. What do you do?</li> <li>2. Rebekah is your best friend in the whole world. You walk up to her and she doesn't say a word and walks away. What do you do?</li> <li>3. Tommy's dad really wants him to play on the soccer team. His dad has talked to Tommy all week about joining the team. Tommy likes to watch the games</li> </ol>

<p>others, speak clearly so that others can understand, Understand the speech of another person.</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, follow directions, listen actively, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listen and pay attention, works well with co-workers</p>	<p>instead. Tommy is worried about bringing it up to his dad. What should he do?</p> <ol style="list-style-type: none"> <li>4. Erin is really close to Emily and Jenny. Erin starts to hang out with Jenny more than Emily. Emily feels left out. What should Emily do?</li> <li>5. Jenny borrows Rebekah’s jacket. Jenny stated that she would bring it back on Monday. Jenny did not bring it back Monday. What do you do?</li> <li>6. Ask the students to talk about a conflict scenario that they have gone through. How did they handle it? Should they have handled it in a different way?</li> </ol> <p>You can ask to have the students act out the scenarios. They can give the correct way to handle the situation and the wrong way to handle the situation (for fun and to help understand the concept fully).</p>
--	--

<p><b>Activity 2:</b> <b>Tower Building</b></p> <p><b>Time: 30 Minutes</b></p> <p><b>Vocfit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand, Understand the speech of another person.</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, cooperate with others to accomplish work activities, follow directions, listen actively, ask clarifying questions</p> <p><b>General:</b> Makes eye contact, cooperative and courteous, listen and pay attention, works well with co-workers</p>	<p><b>Tower Building</b></p> <p>Although there are many variations to this game, this one using spaghetti and marshmallows is our favorite. Divide your group of students into teams with an equal number of players. Provide each team with an equal amount of spaghetti and marshmallows. The goal is to see which team can build the highest tower within a set amount of time.</p> <p>At the end of each activity, you will need to discuss with your students how they built the tower and why did each group choose to build it that specific way.</p> <p>Mann, S. B. (2021, January 5). <i>17 fun problem-solving activities &amp; games [for kids, adults and teens]</i>. IcebreakerIdeas. Retrieved April 14, 2022, from <a href="https://icebreakerideas.com/problem-solving-activities/">https://icebreakerideas.com/problem-solving-activities/</a></p>
--	---

<p><b>Activity 3:</b> <b>Active listening</b></p> <p><b>Time: 15 minutes</b> <b>VocFit Crosswalk:</b></p> <p><b>Self-determination</b> determine priorities, determine customer needs, anticipate thoughts and actions of others</p> <p><b>General -</b> Cooperative and courteous, listens and pays attention, respects rights and privacy of others</p> <p><b>Communication skills -</b> Deal with unpleasant or angry or discourteous individuals, deal with conflict</p>	<p><b>Active Listening</b></p> <ol style="list-style-type: none"> <li>1. Explain to students that it is important for them to have an understanding of what active listening looks like concretely.</li> <li>2. Distribute <a href="#">SC Power Of Active Listening</a> Student Handout</li> <li>3. Go over the “Definition of Active Listening”</li> <li>4. Tell students that they are going to learn more about active listening through the Tips for Active Listening video.</li> <li>5. Play the Tips for Active Listening video for students. <a href="https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s">https://www.youtube.com/watch?v=Ho2vuSd_6c4&amp;t=270s</a></li> </ol> <p>After watching the video discuss it with the following questions. The SC Power Of Active Listening Student Handout could be used to help guide the discussion:</p> <ul style="list-style-type: none"> <li>● Which of these tips are nonverbal strategies?</li> <li>● Which of these tips are verbal strategies?</li> <li>● What are examples of other tips for active listening?</li> </ul> <p>Lesson: The Power of Active Listening. (n.d.). Storycorps.org. <a href="https://storycorps.org/discover/education/lesson-the-power-of-active-listening/">https://storycorps.org/discover/education/lesson-the-power-of-active-listening/</a></p>
<p><b>Activity 4: What Would You do?</b></p> <p><b>Time: 30 minutes</b> <b>VocFit Crosswalk:</b></p> <p><b>Self-determination</b> determines priorities, determine customer needs, anticipate thoughts and actions of others</p>	<p><b>What Would You Do?</b></p> <p>What Would You Do? is a question activity that challenges players to imagine themselves in tough situations. For this version of the game, the prompts should focus on conflicts. To play the game, read off the situation, then give students the chance to respond. You can have players vote on certain actions multiple-choice style in a poll or call on players to share answers out loud.</p> <p>Some example prompts:</p> <ul style="list-style-type: none"> <li>• What would you do if two teammates refused to speak to each other and used you as an in between?</li> <li>• What would you do if your boss took credit for your work during a meeting?</li> <li>• What would you do if you heard that a teammate was spreading a rumor that you were hoarding all the packets of Cheez-It’s from the break room snack stash?</li> <li>• What would you do if one of your teammates did not reply to your emails for days, but you saw them posting random, non-work comments in Slack?</li> </ul>

<p><b>General -</b> Cooperative and courteous, listens and pays attention, respects rights and privacy of others</p> <p><b>Communication skills -</b> Deal with unpleasant or angry or discourteous individuals, deal with conflict</p>	<p>The prompts can be funny, serious, or a mix of both. Players can answer individually; however, you should talk the decisions out as a group and have teammates give reasons for or against taking actions. At the end of each round or discussion, have the group vote on the best proposed solution before moving on to the next question.</p> <p>This activity can help students imagine and prepare for scenarios before they happen, as well as giving students a better understanding of what teammates' first instincts are in crises.</p> <p><a href="https://teambuilding.com/blog/conflict-resolution">https://teambuilding.com/blog/conflict-resolution</a></p>
<p><b>Activity 5: Empathy</b></p> <p><b>Time: 45 minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-determination</b> determine priorities, determine customer needs, anticipate thoughts and actions of others</p> <p><b>Communication -</b> communicate face-to-face, deal with conflict, deal with unpleasant, angry, or discourteous individuals,</p> <p><b>Interpersonal Skills -</b> work with coworker in a group or team,</p>	<p><b>Empathy</b></p> <p>Someone Else's Shoe</p> <p><a href="https://www.tolerance.org/sites/default/files/general/someone_else's_shoes.pdf">https://www.tolerance.org/sites/default/files/general/someone_else's_shoes.pdf</a></p> <ol style="list-style-type: none"> <li>1. Go to the above link from Tolerance.org. Distribute a character card from Someone Else's Shoes. You are going to complete the rest of the activity as this character, so take some time to think about how he or she feels in the given situation.</li> <li>2. Pair up with a classmate (be sure your partner's character card is different from yours; if you have the same character, you need to pair up with someone else). As your character, tell your partner about your situation. Your partner should practice being empathetic as he is listening to your story. Then, switch roles: practice being empathetic as your partner, as his character, tells you what he is experiencing.</li> <li>3. With your partner, discuss how she showed empathy toward you, how it made you feel, and what you wish she had done differently. Use statements like, "I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care."</li> <li>4. Everyone in the class should now stand. Go around the room, sharing something you learned about practicing empathy, sitting after you share. If someone else shares your thought, sit down. Continue around the room until everyone is sitting.</li> </ol> <p>SE3.2 - Character Education Lessons: Empathy. (n.d.). Character Counts. <a href="https://charactercounts.org/se3-2/">https://charactercounts.org/se3-2/</a></p>

ask clarifying questions, show compassion towards coworkers and/or clients	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• When is the time that you have gone through a conflict? How did it go? Would you do anything different?</li> <li>• Describe what happens when you make your recipe with your team. Did everyone participate? Why or why not? Did the recipe turn out the way you expected? Why or why not? Did someone become the leader? Why do you think they became the leader?</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• How can working in a team or with others make a large task easier?</li> <li>• How does the conflict make you feel?</li> <li>• What do I think the other person meant to achieve by saying / doing what they did in a past conflict?</li> <li>• How might they have felt when they said/ did this?</li> <li>• What might the other person have been thinking during a conflict that you have gone through in the past?</li> <li>• What was the other person's intention in a past conflict?</li> <li>• What emotions am I experiencing about it?</li> <li>• What do I need to forgive?</li> <li>• How will I know when the conflict is over?</li> <li>• What power does this conflict have over me?</li> </ul> <p>3. Applying:</p> <p><b>Wool Webs</b></p> <p>Divide your group into teams of equal numbers. Give each team a ball of yarn. Instruct the teams to create a web using only the yarn. Once the teams have finished (you may have to set an amount of time for completion), switch the teams around so that every team has a web other than their own. Each team then blindfolds one team member. The goal is for the blindfolded individual to unwind the web following the verbal instruction of their teammates. In order to be successful, team members must concentrate, and give/follow directions. The first team that has dismantled the web wins this game.</p> <p><a href="https://icebreakerideas.com/problem-solving-activities/">https://icebreakerideas.com/problem-solving-activities/</a></p> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Have students cut photos from a magazine and create a collage of different feelings. Have them share what the face is saying and why they think this.</li> </ul>



<https://funandfunction.com/blog/need-empathy-10-fun-activities-for-home-or-school>

5. Evaluating:

- Tell the group about a time with another team when the assignment or group task was not met. What happened? What could YOU have done differently to help meet the group goal?
- Invite one of the leaders of your host organization to talk to your class about their role. Prepare questions to ask about their challenges, conflicts, and successes.

6. Creating:

- Create a class shield for your Project SEARCH team that represents the members but also represents the goal of employment.
- If you could create a product to help all your team members be more productive, what would the product do?

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson .

## SMART Goals

Did you know that the simple act of writing down your goals makes it more likely you will achieve them? But you also need to write goals you can measure and attain, as well as identify specific steps you can take to reach them.

Websites used: <https://creativeeducator.tech4learning.com/2017/lessons/set-SMART-goals>  
<https://helpfulprofessor.com/smart-goals-examples-for-students/>

### Discussion Questions:

What are some goals that you want to accomplish?  
Do you feel you have any dreams that could come true one day?  
When do you want to accomplish these goals?  
Take a minute to write down at least 3 goals that you have.

Now, let's talk about what a SMART Goals is!

<b>S</b>	<b>Specific</b> Clearly State your Goal
<b>M</b>	<b>Measurable</b> Ensure you can Measure Success
<b>A</b>	<b>Attainable</b> Set Goals you know you can Achieve
<b>R</b>	<b>Relevant</b> Set Goals Relevant to your Career or Education
<b>T</b>	<b>Time-Based</b> Set a Deadline for Completion

**S- Specific   M- Measurable   A- Attainable   R- Relevant   T- Timely**

## Specific

Students need to clarify the who, what, when, and where of their goal. Have a discussion about using words that are specific vs. those that are ambiguous, or subject to interpretation.

## Measurable

Students need to be able to know when they have reached their goal or if they are making progress toward it. Have a discussion about quantitative vs. qualitative measurement.

## Attainable/Actionable

Students need to be realistic about what they can achieve this school year with the time and resources they have available. While "going to college" is a worthy goal, this is far into the future for most students. Work with students to help them understand that goals must also be things students can take action on now.

## Relevant

Students should be able to explain the personal and academic benefits. Talk with them about qualities that make a goal worthwhile.

## Timely

Students need to be able to achieve the goal by the end of the school year. As students are writing have them share their goals with a single peer to help them see if a single school year is a deadline that makes sense for this goal.

Work with your students to transform at least one of the items in their list into a SMART goal. Write a SMART goal for something you would like to accomplish this school year. Keep your drafts so your students can see the difference between a goal and a SMART goal.

While students can write their goals on paper, writing effective SMART goals usually takes a few revisions. Since revising is much easier and neater when done on the computer, so use a word processing program to facilitate this necessary editing.

If students use cloud-based tools like Google Documents or Wixie, have them record their goals in these programs. This way they are in their accounts collected with the rest of their work this school year.

If students have a portfolio they use to demonstrate growth and progress, add these goals to it. Students can easily add a goals document to the other projects and files in their Wixie portfolios.

Examples of SMART Goals:

- **“I will improve my focus during class this term by leaving my phone in my bag, sitting alone instead of with friends, and ensuring I turn up well-hydrated and rested.”**

**Specific-** My goal is to have better focus specifically during class time.

**Measurable-** I will have a checklist that I will fill-out every day before class to ensure my phone is in my bag, I'm sitting on my own, I have my water bottle, and I've slept for 8 hours the previous night.

**Attainable-** These are simple tasks that are within my power.

**Relevant-** The goal will help me to learn in class so it's relevant to my education.

**Time-Based-** I have set myself the goal to maintain this checklist for the entire current term.

- **“I will create a deck of 100 flashcards related to my Spanish course and memorize all 100 flashcards within 3 weeks by spending 20 minutes per day on the task.”**

**Specific-** The goal will be to learn the things that are specifically listed on the flashcards.

**Measurable-** I will be able to have a friend test me at the end of the 3 weeks to see my grade out of 100.

**Attainable-** It is reasonable to be able to memorize 100 new words in 3 weeks, or about 5 words per day.

**Relevant-** Learning these words will make it easier for me to create sentences in Spanish class.

**Time-Based-** I will meet this goal within 3 weeks.



## **POWER OF ACTIVE LISTENING**

Student Handout

---

### **DEFINITION OF ACTIVE LISTENING**

ACTIVE LISTENING involves attentively seeking to understand a speaker's message, rather than passively hearing the words that a speaker says.

ACTIVE LISTENERS provide verbal and nonverbal feedback to show their sincere investment in what the speaker is sharing.

ACTIVE LISTENING can help to build trust within a conversation, thereby allowing the speaker to communicate more easily, openly and honestly.

### **REFLECTION QUOTE: LISTENING AS SURRENDER**

Listening...involves a certain surrender, a willingness to sit with what one does not already know...Listening requires us to stretch a little beyond what we know, expect or want.

- Diana Senechal

**Lessons for  
Living, Learning,  
and  
Working**





Presented by  
Project | SEARCH®



**Lesson Plan Contents Page**  
**Unit 7: Take Responsibility for Own Actions**  
**Objective 7.4: *The student will be able to demonstrate the ability to take  
responsibility for their own actions.***

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 7: Social Skills Objective 7.4: The student will be able to demonstrate the ability to take responsibility for their own actions.</b>		<b>Total Activities: 5</b>
<b><i>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</i></b>		
<b>Lesson Plan Summary:</b> Soft skills to engage with others by taking responsibility for their own actions in different situations and environments.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Responsibility Activity</li> <li>● The Four Steps to Fix Your Mistakes</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer</li> <li>● Projector or ability to cast/mirror computer screen</li> <li>● <a href="https://apps.mathlearningcenter.org/money-pieces/">https://apps.mathlearningcenter.org/money-pieces/</a></li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Chart paper</li> <li>● A clean, empty jar</li> <li>● A container with enough plastic golf balls or ping pong balls to fill the jar to the top</li> <li>● A container with enough uncooked rice to fill the jar once the balls are inside</li> <li>● Paper Plates</li> <li>● Markers</li> <li>● School Student Handbook</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know the importance of representing an organization and how to conduct oneself.	The students will be able to be aware of one's actions.	Students will discuss how they can be aware of their own actions.
Students will know what responsibility is and how to be responsible.	The students will carry out responsible actions in the classroom and throughout the day.	Students will discuss how they can be more responsible everyday.
Students will know the importance of prioritizing responsibilities.	The students will understand that they can have responsibilities and fun, but what needs to be done first.	Students will discuss responsibility and the importance of prioritizing them (before having fun).

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary:</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Logo:</b> a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc.</li> <li>● <b>Responsibility:</b> the opportunity or ability to act independently and make decisions</li> <li>● <b>Consequence:</b> something that is either positive or negative produced by a cause or necessarily following from a set of conditions</li> </ul>
<b>Lesson Activities</b>	<b>Lesson Activities</b>
<p><b>Introduction Activity:</b></p> <p><b>Time: 1 Hour</b></p> <p><b>Logo Activity</b> Picture Walk</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or</p>	<p><b>Logo Activity</b></p> <p>Logos are pictures and symbols that organizations and companies use. Here are few examples of logos:</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p><b>Discussion Question to start:</b></p> <ul style="list-style-type: none"> <li>● Why do you think companies use logos?</li> </ul>



clients, Follows Directions, Listen Actively

**Self-Determination:**

Determine Priorities, Identify and express own strengths and weaknesses

**General:** Makes eye contact, Cooperative and Courteous, Listens and Pays Attention, Follows Directions, Works Well with co-worker, communicates adequately

- Why do you think logos are important?
- Why do you think of when you see your favorite sports team logo?
- What is your school logo?
- Do you know what the Project SEARCH logo looks like?

Whenever you wear a company or school logo, you represent that company. That is a very important responsibility. When employees wear their company logo, the employee is responsible for doing the right thing while wearing that logo.

What do you think happens to employees if they are caught doing something that is bad while wearing that logo? Like stealing or being mean to others.

They could get fired. Why is that? That is against the companies' values and ethics. Your actions are really important and have consequences (good or bad). To be the best employee, it is best to have that same "mindset of wearing a logo" all the time. Be aware and take responsibility for your actions. What are some things to keep in my mind?

What are good actions?

- Honesty
- Kindness
- Being Safe
- \_\_\_\_\_ - (You give me a good example).

As a class, create a logo that represents your classroom values and ethics. Decide as a group:

- How do you want the logo to look?
- What do you want to represent?

After creating the logo, discuss how important it is to wear that logo with pride and always doing the right thing because you all represent each other.

Think how you would want to be represented.



<p><b>Activity 1:</b> <b>What is Responsibility?</b></p> <p><b>Time: 30 minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, follow directions listen actively</p> <p><b>General:</b> Cooperative and Courteous, Communicates Adequately, Follows Directions, Works well with co-workers</p>	<p><b>What is Responsibility?</b></p> <p>Start off with the discussion question: "What does it mean to you to be responsible?" Write down each answer each student gives and talk about it as a team.</p> <p>Please see the <a href="#">Responsible Activity Handout</a>. You can pass this out to the students or draw/write this on the board (have the students do this activity as a group).</p> <p><b>Ask each student to write down 3 things that have done that showed they were VERY responsible.</b></p> <p>After each intern has finished with their list, ask the interns to share what they put on their list. Write the ideas on a whiteboard. Some students may have written the same thing. Ask and discuss with the interns:</p> <ul style="list-style-type: none"> <li>• Why does that certain thing show that you are very responsible?</li> <li>• How did you feel knowing that you were being very responsible?</li> </ul> <p><b>Ask each student to list 3 things that they can do to be more responsible. Then, ask students to share when finished.</b></p>
<p><b>Activity 2:</b> <b>Scavenger Hunt</b></p> <p><b>Time: 1 hour</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Communicate face-to-face with others, speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, follow directions listen actively</p>	<p><b>Scavenger Hunt</b></p> <p>Divide the class in groups of four if you are playing the game at school or ask family members to form pairs at home. Give each group of pairs a long list of items -- if children cannot read yet, include images instead of words -- and ask the groups to search around the school -- or home -- and return in one hour with all the items of the list. The members of each group or pair must determine which specific items each person must search for. This way, every player is held accountable for finding -- or failing to find -- certain items of the list. The team to find the most items within an hour are the winners.</p> <p>After finishing the scavenger hunt:</p> <ul style="list-style-type: none"> <li>• Tie this accountability piece with work by talking about different professions:</li> </ul> <p>Form a list of a series of professions, such as police officer, accountant, fire fighter, teacher, restaurant inspector and so forth. Make copies for each student or family member and distribute them to students or family members. If students are unable to read yet, draw pictures of each professional, with his distinctive outfit or work tools. Start each round with a number and ask students or family members who are</p>

<p><b>General:</b> Cooperative and Courteous, Communicates Adequately, Follows Directions, Works well with co-workers</p>	<p>held accountable for checking the health and safety conditions of restaurants, for example. Players must then write the corresponding number next to the inspector and wait for the next question. The player who answers correctly to all the questions is the winner. This game helps players -- and especially young children -- understand how professionals are held accountable for their performance at work.</p> <p><a href="https://classroom.synonym.com/church-harvest-party-ideas-games-12082562.html">https://classroom.synonym.com/church-harvest-party-ideas-games-12082562.html</a></p>
<p><b>Activity 3: Filling the Jar</b></p> <p><b>Time: 30 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination -</b> Make choices, decisions and plans to meet own goals, Take actions to complete own plans successfully, Determine priorities, Evaluate the results of own actions, make decisions independently,</p> <p><b>General -</b> Admits mistakes, listens and pays attention, asks for help and clarification when needed, follows rules &amp; regulations</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p>	<p><b>Filling the Jar</b></p> <p>Learning objectives: Participants will be reminded of the need to prioritize responsibilities before pursuing fun.</p> <p>Materials needed: A clean, empty jar; a container with enough plastic golf balls or ping pong balls to fill the jar to the top; a container with enough uncooked rice to fill the jar once the balls are inside</p> <p><b>Overview:</b></p> <p>Say: “The jar represents the amount of time we have available in a day. The balls represent our responsibilities, or duties, while the rice represents the fun things we want to do. Every day we think about our priorities. Should we take care of our duties first or have fun first? Let’s say we choose to do the things we most <i>want</i> to do.” Dump all the rice in the jar. “We’ll realize that our day is mostly over. Once we begin to add the balls (responsibilities), it isn’t long before our day is full and we have not taken care of all our responsibilities.”</p> <p>Dump everything back out and start over. Say: “What if we choose to take care of our responsibilities first, and <i>then</i> do the things we want to do? If we put the balls in first and then add the rice, everything fits.”</p> <p>Hold up the jar that is full of balls but no rice. The class will see all the gaps in the day. It isn’t balanced this way either. We need to concentrate on accomplishing two or three responsibilities, then taking a few moments of downtime (a few balls, a little rice, then a few more balls, a little more rice, etc.). Pour in the rice on top of the balls, to illustrate.</p> <p>Say: “Sometimes, a lot of us tend to throw balls (responsibilities) into our day as fast and furiously as we can, and never add any rice. Don’t we all have items on our ‘to-do’ lists that never seem to get done? Those are extra balls, and often we try to cram them into the jar. We cannot fit 18 balls in a 12-ball day!”</p> <p><b>Classroom application:</b></p> <p>To make the idea more concrete for younger students, have them suggest what responsibilities some of the balls could represent (e.g., doing homework, walking the dog, practicing piano) and what some of the rice could represent (e.g., playing a video game, talking on the phone, going to the movies).</p>
<p><b>Activity 4: Taking</b></p>	<p><b>Taking Responsibility</b></p>

<p><b>Responsibility</b></p> <p><b>Time: 20-40 Minutes (depends on discussion)</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination -</b> Make choices, decisions and plans to meet own goals, Evaluate the results of own actions to determine effectiveness</p> <p><b>General -</b> admits mistakes, accepts praises, accepts constructive criticism/feedback</p> <p><b>Work Structure -</b> Follow established procedures</p> <p><b>Communication Skills -</b> Communicating face to face with others, Deal with conflict</p> <p><b>Interpersonal Skills -</b> Follow directions, monitor own body language</p>	<p>Watch video “Responsibility - Taking Responsibility - Life skills - Social Skills” (<a href="https://www.youtube.com/watch?v=ZYOUJucqyMI">https://www.youtube.com/watch?v=ZYOUJucqyMI</a> ); about 4 minutes in length</p> <p>The video can be watched in its entirety or stopped throughout to discuss</p> <p>If watched in its entirety questions to ask:</p> <ul style="list-style-type: none"> <li>● What does taking responsibility for your actions mean?</li> <li>● If being responsible is something you learn, how or where did you learn to be responsible?</li> <li>● Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?</li> <li>● How could your character and reputation be damaged?</li> <li>● How can relationships be damaged?</li> <li>● How can it damage personal growth?</li> <li>● What are the benefits of taking responsibility?</li> <li>● Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?</li> <li>● What are ways you can learn to take responsibility for your actions? (If you already know how to do this, how can others learn?)</li> </ul> <p>If stopped to discuss, possible stops &amp; discussion to have:</p> <table border="1" data-bbox="451 1010 1455 1824"> <thead> <tr> <th><u>Stop Time</u></th> <th><u>Question to ask/discuss</u></th> </tr> </thead> <tbody> <tr> <td>26 seconds</td> <td>What does taking responsibility for your actions mean?</td> </tr> <tr> <td>47 seconds</td> <td>If being responsible is something you learn, how or where did you learn to be responsible?</td> </tr> <tr> <td>1:54</td> <td>Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?  How could your character and reputation be damaged? How can relationships be damaged? How can it damage personal growth?</td> </tr> <tr> <td>2:13</td> <td>What are the benefits of taking responsibility?  Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?</td> </tr> <tr> <td>Finish</td> <td>What are ways you can learn to take responsibility for your own actions? (If you already know how to do this, how can others learn?)</td> </tr> </tbody> </table>	<u>Stop Time</u>	<u>Question to ask/discuss</u>	26 seconds	What does taking responsibility for your actions mean?	47 seconds	If being responsible is something you learn, how or where did you learn to be responsible?	1:54	Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?  How could your character and reputation be damaged? How can relationships be damaged? How can it damage personal growth?	2:13	What are the benefits of taking responsibility?  Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?	Finish	What are ways you can learn to take responsibility for your own actions? (If you already know how to do this, how can others learn?)
<u>Stop Time</u>	<u>Question to ask/discuss</u>												
26 seconds	What does taking responsibility for your actions mean?												
47 seconds	If being responsible is something you learn, how or where did you learn to be responsible?												
1:54	Give an example of a time that you did not take responsibility for an action. What was the consequence? Would you have done something differently? If so, what? If not, why?  How could your character and reputation be damaged? How can relationships be damaged? How can it damage personal growth?												
2:13	What are the benefits of taking responsibility?  Give an example of a time that you took responsibility. What was the consequence? Would you have done something differently? If so, what? If not, why?												
Finish	What are ways you can learn to take responsibility for your own actions? (If you already know how to do this, how can others learn?)												
<p><b>Activity 5: What’s on</b></p>													

<p><b>Your Plate?</b></p> <p><b>Time: 30 Minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination -</b> Make choices, decisions and plans to meet own goals, Take actions to complete own plans successfully, Determine priorities, Evaluate the results of own actions, make decisions independently,</p> <p><b>General -</b> Admits mistakes, listens and pays attention, asks for help and clarification when needed, follows rules &amp; regulations</p> <p><b>Interpersonal Skills:</b> Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p>	<p><b>What's on Your Plate?</b></p> <p>Learning Objective: To understand student responsibilities Materials: Paper plate (one for each student); markers Instructions:</p> <ul style="list-style-type: none"> <li>● Give everyone a plate and some markers.</li> <li>● Have them write on their plate in pictures, words, or phrases the things and responsibilities in their lives that fill up their time as a student. Math-type students can even make it into a pie graph.</li> <li>● Students then pair up with another and tell what is on their plate.</li> </ul> <p>Variation: If the group is too big for everyone to explain their plate individually, you can have them raise their plates to various categories. Like: "Who has 'completing homework' on their plate?" "Who has 'being on time to practice'?"</p> <p>Process and Reflection:</p> <ul style="list-style-type: none"> <li>● Which values are represented in how students fill their day?</li> <li>● What do choices that one makes have to do with putting values into action?</li> <li>● How did you decide what goes on your plate?</li> <li>● What is the most important value to you? Why?</li> <li>● What can you do to live by these core values?</li> <li>● Why is it hard for everyone to live by the values we desire to see in students at our school?</li> <li>● Responsibility is more than just a word – it is the outcome of choices made. List all the ways at our school where you see responsibility as an outcome of a choice.</li> <li>● Can values be taught? What do you think teachers at our school should do if you believe that values can be taught to students</li> </ul> <p><i>Responsibility lesson.</i> Character Counts. (2021, March 13). Retrieved May 15, 2022, from <a href="https://charactercounts.org/c4/">https://charactercounts.org/c4/</a></p>
<p align="center"><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking</b></p>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>● When is a time that you have been given responsibility by a parent, teacher,</li> </ul>

**Questions and Evaluation Tools**

<http://www.mandela.ac.za/cyberhunts/bl oom.htm>

coach, or employer? How did it go? Would you do anything different?

- Describe a time that you took responsibility for something that you did. Was it easy to own it? How did others respond/react when you took responsibility?

2. Comprehension / Understanding:




- Reading your school’s mission statement. Discussing the policies and procedures and how taking responsibility for your own actions is a big piece of your schools’ ethic code. Discuss why and importance.

3. Applying:

- What does it take to fix a mistake? Four steps! When students make a mistake, it is helpful for them to have a process for owning up to the mistake and trying to fix it. Talk to your class about the four steps they can take to admit a mistake and make it better. Create and display a chart like the one below to help them remember the four steps. It can also be helpful to walk students through these steps one at a time when they are struggling to accept responsibility for something they have done.

[The Four Steps It Takes To Fix Your Mistakes](#)

The Four Steps It Takes to Fix Your Mistakes

Steps to Solve the Problem	Questions to Ask Myself
 <p>Step 1: Figure out what I did and why</p>	<p>What did I do wrong?</p> <p>Was I angry or upset?</p> <p>Was it an accident?</p>
 <p>Step 2: Figure out how it affected others</p>	<p>How did my mistake make others feel?</p> <p>How would I have felt if that happened to me?</p>
 <p>Step 3: Figure out how to make sure it doesn’t happen again</p>	<p>What are some better choices I could have made?</p> <p>What can I do differently next time?</p>



Step 4: Figure out how to make it better

What can I do to make the situation better?

Is there someone I need to apologize to?

What would make me feel better if someone did this to me?

*Accepts responsibility for choices and actions* . Conquering Kindergarten. (n.d.). Retrieved May 14, 2022, from <https://conqueringkindergarten.org/skills-toolkit/accepts-responsibility-for-choices-and-actions/>

4. Analyzing:

- Think of a logo and how it is tied to someone famous. How that famous person act or treat people affect how you feel about the product that they are tied to? (see them in commercials or wearing logos on uniform if an athlete)

5. Evaluating:

- Have students review the school student handbook and find five things they are responsible for. Have them discuss what the consequence is for following the rule/expectation and for not following it.
  - **Example** - *Student responsible for completing work when gone (sick or school activity).*
  - *Positive consequence - If a student does this then will not have detention assigned. Will not get a late grade.*
  - *Negative consequence - If a student does not do this he/she may get a late grade, an "F" on assignment, or may be assigned after school detention.*

6. Creating:

- Make a list of signs that a person takes responsibility and a list of signs a person is not taking responsibility
- Top of the board or chart paper write "Responsibility". Under that create a chart with three columns - Looks like, Sounds like & Feels like. Have the students brainstorm what it looks, sounds and feels like. Students may list both negative and positive things.

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**What does it mean?**

**Characteristics**

# Responsible

**Examples**

**Non-Examples**



### ***The Four Steps It Takes to Fix Your Mistakes***

<b><i>Steps to Solve the Problem</i></b>	<b><i>Questions to Ask Myself</i></b>
 <i>Step 1: Figure out what I did and why</i>	<i>What did I do wrong?</i> <i>Was I angry or upset?</i> <i>Was it an accident?</i>
 <i>Step 2: Figure out how it affected others</i>	<i>How did my mistake make others feel?</i> <i>How would I have felt if that happened to me?</i>
 <i>Step 3: Figure out how to make sure it doesn't happen again</i>	<i>What are some better choices I could have made?</i> <i>What can I do differently next time?</i>
 <i>Step 4: Figure out how to make it better</i>	<i>What can I do to make the situation better?</i> <i>Is there someone I need to apologize to?</i>  <i>What would make me feel better if someone did this to me?</i>

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 7: Social Skills Across Environments**

**Objective 7.5: *The student will be able to monitor and assess social skills across environments.***

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 7.5: Social Skills</b> The student will be able to monitor and assess social skills across environments.		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities:</b> Individualize these sections to make this section more meaningful for the student.		
<b>Lesson Plan Summary:</b> To help gain and utilize different social skills across many different environments to help grow.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Self-Awareness Worksheet For Older Children</li> <li>• Role Play for Self-advocacy</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know the different social environments that are a part of their everyday world.	Students will have to be aware of the social environment that they are currently participating in and display appropriate actions.	Students will be able to demonstrate how to interact in a variety of social environments.
Students will know the different social skills to use in different social environments.	Students will be able to interact appropriately in each different social environment.	Students will be able to demonstrate how to interact in a variety of social environments.
Students will know self-awareness skills.	Students will be able to recognize in him/herself needs, strengths, interests, preferences and limitations.	Students will complete and discuss a worksheet on his/her own needs, strengths, interests, preferences and limitations.
Students will know how to self-advocate.	Students will be able to speak up for him/herself.	Students will practice self-advocating.

<b>STEP TWO: The Lesson Plan</b>	
<i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i>	
<b>Glossary:</b>	Ensure the students are familiar with glossary words connected with this lesson.

	<p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Social Environment</b> - the environment developed by humans as contrasted with the natural environment, society, especially in its relation to the individual.</li> <li>● <b>First impressions</b> - assumption at first meeting or first sight</li> <li>● <b>Perception</b> - how you see something, your view</li> <li>● <b>Casual</b>- relaxed and unconcerned</li> <li>● <b>Self-awareness skills</b> - skills that allow individuals to identify and understand their needs, strengths, interests, preferences and limitations</li> <li>● <b>Self-Advocacy</b> - the action of representing oneself or one's views or interests</li> </ul>
<b>Lesson Activities</b>	<b>Lesson Activities</b>
<p><b>Introduction</b>  <b>Activity:</b>  Different Social Environments</p> <p><b>Time:</b> 1 Hour</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p>	<p><b>Different Social Environments</b></p> <ul style="list-style-type: none"> <li>● Discussion - First go over the different social environments and then ask the students what their different social environments are.</li> </ul> <p>Examples of Social Environments:</p> <ul style="list-style-type: none"> <li>● School</li> <li>● Work</li> <li>● Church/Religious Settings</li> <li>● Family Gatherings</li> <li>● Being with Friends</li> <li>● Attending a Funeral</li> <li>● Medical Appointments</li> <li>● Meeting New People</li> <li>● Public Interaction By Yourself (Shopping, Walking in the Park, etc.)</li> <li>● Eating At a Restaurant</li> <li>● Social Media</li> <li>● Phone Interaction</li> </ul> <p>Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. How do you interact in the environment above?</li> <li>2. What environments can you be more casual in your manners? What environments require important manners and rules?</li> <li>3. Can you think of any other environments that you are a part of?</li> </ol> <p>Ask the students to split into groups of 2 or 3. Ask students to pick two environments and role-play each environment.</p>

<p><b>General:</b> Makes eye contact, Cooperative and Courteous, Listens and Pays Attention, Follows Directions, Works Well with co-worker, communicates adequately</p>	
<p><b>Activity 1:</b></p> <p><b>Time:</b> 45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p> <p><b>General:</b> Makes eye contact, Cooperative and Courteous, Listens</p>	<p><b>Different Social Environment Scenarios</b></p> <p>Split your students into groups of 2 or 3. Give each group a scenario and ask for each group to act out the given scenarios. Each appropriate social skill is worth <b>1 point</b>. Point system below:</p> <p>Social Skills Examples for Points:</p> <ul style="list-style-type: none"> <li>● Greeting appropriately= 1 point</li> <li>● Staying on topic in a conversation= 1 point</li> <li>● Taking responsibility for one’s actions = 1 point</li> <li>● Using Empathy= 1 point</li> <li>● Practice Appropriately Personal Space= 1 point</li> <li>● Using correct amount of eye contact= 1 point</li> <li>● Waiting your turn to speak = 1 point</li> <li>● Using Manners = 1 point</li> </ul> <p>Scenarios:</p> <ol style="list-style-type: none"> <li>1. Dustin is walking in with your best friend Matt into your favorite class. You both are talking about your plans for the weekend, but class starts soon!</li> <li>2. Lindsey is meeting her friend Beka at your favorite restaurant for lunch. They both start talking about how their day is going.</li> <li>3. Jenny and Emily are at work trying to figure out how to clean up a spill in the office.</li> <li>4. Erin is talking to your teacher Ms. Fitz. Erin is apologizing for being late yesterday and will try not to let it happen again.</li> <li>5. Sam is looking at her Instagram while her boss is talking to her about the schedule change.</li> <li>6. Jerry and Cal both walked up to the concession stand at the same time. Jerry motioned to Cal that he could go first.</li> </ol> <p>To get each point the team needs to justify (teacher could help) how they earned each point with the scenario. Try to give at least two scenarios to each team (if time permits). The team with the most points wins!</p> <p>You have a small prize for the team that wins (choice of a fun activity or something else small) to help with the competition.</p>

<p>and Pays Attention, Follows Directions, Works Well with co-worker, communicates adequately</p>	
<p><b>Activity 2:</b></p> <p><b>Time:</b> 30 Minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Communication Skills:</b> Understand the speech of another person, Speak clearly so that others can understand, Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, Cooperate with others to accomplish work activities, Show compassion towards coworkers and/or clients, Follows Directions, Listen Actively</p> <p><b>General:</b> Makes eye contact, Cooperative and Courteous, Listens and Pays Attention, Follows Directions, Works Well with co-worker,</p>	<p><b>Take Initiative Across Environments</b></p> <p>Making Friends in Different Settings</p> <p>Share with students - as you get older you will begin to be in situations where you need to take the initiative to make friends. Your school friends may continue to be in contact with you, but you will begin to make new friends. Ways to make the connections:</p> <ul style="list-style-type: none"> <li>● Make time for each other</li> <li>● Do what they want <ul style="list-style-type: none"> <li>○ Grab a drink/coffee</li> <li>○ Go for a walk</li> <li>○ See a movie</li> <li>○ Attend a local event</li> <li>○ Get lunch</li> <li>○ Go bowling</li> <li>○ Go to a museum</li> </ul> </li> </ul> <p>Brainstorm things that you enjoy doing. Practice (role play) Getting to know someone new - at work, with faith community, at event, moving to new location/town</p>

<p>communicates adequately</p>	
<p><b>Activity 3:</b> Self-Awareness</p> <p><b>Time:</b> 30-45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-Determination:</b> Determines priorities, Evaluate results of own actions to determine effectiveness, Makes decisions independently, Identify and express own strengths and weaknesses</p> <p><b>General:</b> Admits mistakes, Accepts praises, Expresses needs</p>	<p><b>Self-Awareness across Environments</b></p> <p>Have students brainstorm areas that they are at throughout the day/week. (Some answers may be - home, work, school, games, etc.) Write their responses on the board. Have discussion on if they behave, think or what limitations they may have that are the same in each place they go to throughout the day. These are called being self-aware.</p> <p>Share with students what self-awareness skills are: skills that allow individuals to identify and understand their needs, strengths, interests, preferences and limitations.</p> <p>Discuss with students the importance of recognizing these areas in themselves in all areas/places of their lives. Not everyone recognizes these things in themselves until they stop to take time to look at him/herself. Complete the <a href="#">Self-Awareness Worksheet for Older Children</a></p> <p>Discuss with the class what they have written down.</p> <p><i>21 Self-Determination Skills and Activities to Utilize Today.</i> (2020, January 30). PositivePsychology.com. <a href="https://positivepsychology.com/self-determination-skills-activities/#skills">https://positivepsychology.com/self-determination-skills-activities/#skills</a></p>
<p><b>Activity 4:</b> <b>Patience</b></p> <p><b>Time:</b> 2 Hours</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-determination:</b> Make decisions independently, Identify and express own strengths and weaknesses</p> <p><b>Communication Skills:</b> Communicate face-to face with</p>	<p><b>Patience with Plants</b></p> <p>What is patience? Patience is the ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.</p> <p>Have the students volunteer at a nearby garden center. This is fun activity to work as group but using patience. Good examples of activities are repotting planting, watering, pulling weeds, etc. While volunteering, discuss with your students few questions:</p> <ul style="list-style-type: none"> <li>• How long do you think it took for all these plants to grow?</li> <li>• Do you think all those plants stay alive?</li> <li>• Do you think it took patience to grow these plants? Why?</li> <li>• Why is patience important?</li> <li>• Do you think it takes a lot of hard work to have patience at time? If so, why?</li> </ul> <p>Great follow up activity is to bring seeds to the classroom and each student grows their own plants. Ask the students to keep data on long it takes for the plants to go.</p>

<p>others, deal with conflict, Deal with unpleasant or discourteous individuals, Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a coworker in a group or team, Cooperate with others to accomplish work activities, Listen actively</p>	
<p><b>Activity 5:</b> Self-Advocacy</p> <p><b>Time:</b> 30 minutes</p> <p><b>Self-determination:</b> Make decisions independently, Identify and express own strengths and weaknesses</p> <p><b>Communication Skills:</b> Communicate face-to face with others, deal with conflict, Deal with unpleasant or discourteous individuals, Speak clearly so that others can understand</p> <p><b>Interpersonal Skills:</b> Work with a coworker in a</p>	<p><b>Self-Advocacy</b></p> <p>Review with students what “Self-Advocacy” means. <i>The ability to speak up for yourself and the things that are important to you.</i></p> <p>Divide the students into groups of two. Give each group a role play scenario - <a href="#">Role Playing Scenarios for Practicing Self-Advocacy Skills</a></p> <p>.</p> <p>Two options to do with this activity:</p> <ol style="list-style-type: none"> <li>1. Have the students role play how they would self-advocate with the scenario given.</li> <li>2. Have the students brainstorm ways they would self-advocate, then choose what is the best one. Share the scenario with the large group and how they would self-advocate.</li> </ol> <p>Follow Up Discussion: Have students discuss what was challenging about this and what was easy. Why?</p>



<p>group or team, Cooperate with others to accomplish work activities, Listen actively</p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• When was a time that you self-advocated (at school and/or outside of school)? Tell me about this situation? Was it easy? Hard? Why?</li> <li>• Tell me about a time you made a new friend. What did you do or say? Did you go up to them, or did they come up to you?</li> </ul> </li>   <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Have student(s) tell why they need to know how to self-advocate in different environments?</li> <li>• How can you tell if you are in someone’s personal space? What signal might the other person be giving you? Is there a time that it is okay to be in someone’s personal space?</li> </ul> </li>   <li>3. Applying: <ul style="list-style-type: none"> <li>- After completing the <a href="#">Self-Awareness Worksheet for Older Children</a> document, the student(s) chose something they like to do. Have them role-play asking a friend to do that with them. If his/her friend does not enjoy doing this they can practice telling the friend why they would like them to do the activity together.</li> </ul> </li>   <li>4. Analyzing: <ul style="list-style-type: none"> <li>- Review your social media. Have students pick one of their social media platforms, review thinking from an outside person perspective. What would they think? Would it offend them? Would it make them happy? Would it upset them? What kind of picture do they create of you?</li> </ul> </li>   <li>5. Evaluating: <ul style="list-style-type: none"> <li>- Have student request an accommodation that is his/her IEP on his/her own (ie. asking a teacher to sit in front of class, copy notes, and have a test read). After the student does this, meet with him/her and talk about what went well, what he/she will do again, what needs to change and why. When they have an opportunity to do something similar follow up with that. Did it work the same? If changes were made, did they work?</li> </ul> </li>   <li>6. Creating: <ul style="list-style-type: none"> <li>- Have students create role play scenarios that take place in different settings/environments about one of the following things and then act them out for younger students: <ul style="list-style-type: none"> <li>- Self-Advocating - home vs school vs work vs community</li> <li>- Making Friends - school vs community vs work</li> <li>- Meeting a friend at lunch - cafeteria vs. cafe</li> </ul> </li> </ul> </li> </ol>

	- Meeting a friend - school vs movie theater
--	--

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## Self-Awareness Worksheet for Older Children What are

three of your greatest strengths?

What two things seem harder for you than for other kids your age? What

are two of your favorite things to do?

What are two of your least favorite things to do?

List three of your recent successes (big or small):

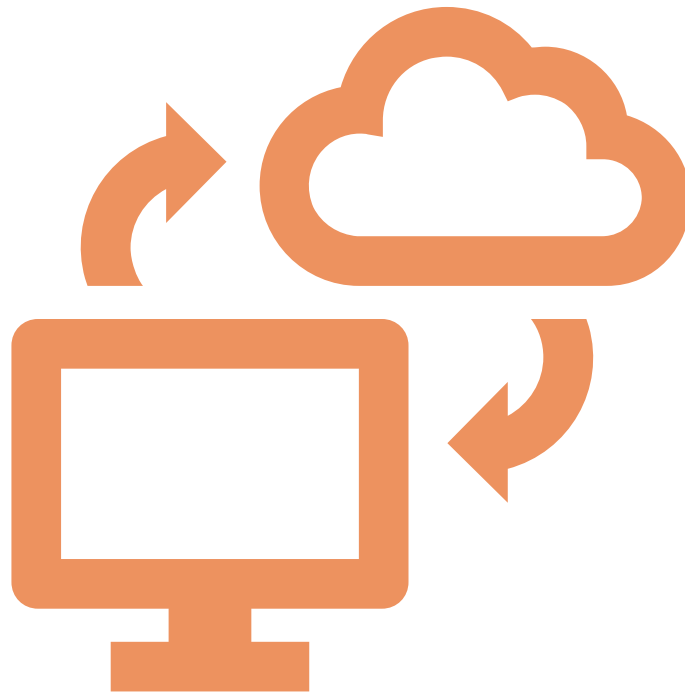
List two things you did recently that you could have done better:

Who do you turn to for help with things that are hard for you?

### ***The Four Steps It Takes to Fix Your Mistakes***

<b><i>Steps to Solve the Problem</i></b>	<b><i>Questions to Ask Myself</i></b>
 <p><i>Step 1: Figure out what I did and why</i></p>	<p><i>What did I do wrong?</i></p> <p><i>Was I angry or upset?</i></p> <p><i>Was it an accident?</i></p>
 <p><i>Step 2: Figure out how it affected others</i></p>	<p><i>How did my mistake make others feel?</i></p> <p><i>How would I have felt if that happened to me?</i></p>
 <p><i>Step 3: Figure out how to make sure it doesn't happen again</i></p>	<p><i>What are some better choices I could have made?</i></p> <p><i>What can I do differently next time?</i></p>
 <p><i>Step 4: Figure out how to make it better</i></p>	<p><i>What can I do to make the situation better?</i></p> <p><i>Is there someone I need to apologize to?</i></p> <p><i>What would make me feel better if someone did this to me?</i></p>

# Unit 8: Technology



Lessons for  
Living, Learning,  
and  
Working



Presented by  
Project | SEARCH®

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**

**Unit 8: Technology**

**Objective 8.1: *The student will be able to understand and use the internet and technology safely.***

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 8: The student will be able to understand and use the internet and technology safely.</b>	<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>	
<b>Lesson Plan Summary:</b> Activity 1: Students will learn about internet safety and what information they should or shouldn't share online. Activity 2: Students will learn how to create a note on their phones to keep passwords safe in one place. Students will also learn how to hide photos on their phones so they can keep a photo of their ID or Passwords safe. Activity 3: Students will learn how to scan a document using their phones. Activity 4: Students will learn more about internet safety. Activity 5: Students will learn about how to apply for a job online.	
<b>What you will need: Materials &amp; Resources</b>	
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Activity 1: Crossword Puzzle in Appendix A</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● iPhone/Android Phone</li> <li>● YouTube:             <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/DgA1-MBTMKg">https://youtu.be/DgA1-MBTMKg</a></li> <li>○ <a href="https://youtu.be/Oomupvlcmq8">https://youtu.be/Oomupvlcmq8</a></li> <li>○ <a href="https://www.youtube.com/watch?v=boFW0dCJMpl">https://www.youtube.com/watch?v=boFW0dCJMpl</a></li> <li>○ <a href="https://www.youtube.com/watch?v=yrln8nyVBLU&amp;t=167s">https://www.youtube.com/watch?v=yrln8nyVBLU&amp;t=167s</a></li> </ul> </li> <li>● Websites:             <ul style="list-style-type: none"> <li>○ <a href="https://beinternetawesome.withgoogle.com/en_us/interland/reality-river">https://beinternetawesome.withgoogle.com/en_us/interland/reality-river</a></li> <li>○ <a href="https://www.weareteachers.com/internet-safety-game/">https://www.weareteachers.com/internet-safety-game/</a></li> <li>○ <a href="https://support.apple.com/en-us/HT210336">https://support.apple.com/en-us/HT210336</a></li> <li>○ <a href="https://support.google.com/drive/answer/3145835?co=&amp;co=GENIE.Platform%3DAndroid&amp;oco=1">https://support.google.com/drive/answer/3145835?co=&amp;co=GENIE.Platform%3DAndroid&amp;oco=1</a></li> <li>○ <a href="https://support.apple.com/en-us/HT205773#:~:text=Go%20to%20Settings%20%E2%02Control%20Center,%22Start%20a%20new%20note.%22">https://support.apple.com/en-us/HT205773#:~:text=Go%20to%20Settings%20%E2%02Control%20Center,%22Start%20a%20new%20note.%22</a></li> <li>○ <a href="https://support.google.com/keep/answer/2888240?hl=en&amp;co=GENIE.Platform%3DAndroid">https://support.google.com/keep/answer/2888240?hl=en&amp;co=GENIE.Platform%3DAndroid</a></li> <li>○ <a href="https://support.google.com/keep/answer/2888246?co=GENIE.Platform%3DAndroid&amp;oco=1">https://support.google.com/keep/answer/2888246?co=GENIE.Platform%3DAndroid&amp;oco=1</a></li> <li>○ <a href="https://digitaltrends.com/mobile/how-to-hide-photos-on-your-android/#:~:text=Open%20the%20Gallery%20app%20and,from%20the%20drop-down%20list">https://digitaltrends.com/mobile/how-to-hide-photos-on-your-android/#:~:text=Open%20the%20Gallery%20app%20and,from%20the%20drop-down%20list</a></li> <li>○ <a href="https://support.apple.com/en-us/HT205891">https://support.apple.com/en-us/HT205891</a></li> <li>○ <a href="https://www.commonsense.org/education/digital-citizenship/curriculum">https://www.commonsense.org/education/digital-citizenship/curriculum</a></li> <li>○ <a href="https://transition.fcc.gov/cgb/Internet-Safety-Tips.pdf">https://transition.fcc.gov/cgb/Internet-Safety-Tips.pdf</a></li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ <a href="https://www.philasd.org/educationaltechnology/teaching-and-learning/internet-safety/internet-safety-for-studentshttps://www.youtube.com/watch?v=X9Htg8V3ei">https://www.philasd.org/educationaltechnology/teaching-and-learning/internet-safety/internet-safety-for-studentshttps://www.youtube.com/watch?v=X9Htg8V3ei</a></li> <li>○ <a href="https://novoresume.com/career-blog/job-scams">https://novoresume.com/career-blog/job-scams</a></li> <li>○ <a href="https://www.thejobnetwork.com/5-more-safety-tips-online-job-search/">https://www.thejobnetwork.com/5-more-safety-tips-online-job-search/</a></li> </ul> <ul style="list-style-type: none"> <li>● Apps: <ul style="list-style-type: none"> <li>○ iPhone <ul style="list-style-type: none"> <li>▪ Notes</li> <li>▪ Photos</li> </ul> </li> <li>○ Android <ul style="list-style-type: none"> <li>▪ Google Keep</li> <li>▪ Google Drive</li> <li>▪ Gallery</li> <li>▪ Secure Folder</li> </ul> </li> </ul> </li> </ul>
--	--

### How to Assess Understanding




<b>Knowledge</b>	<b>Skills</b>	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
Be able to know the importance of internet safety and how to keep themselves safe from scams and phishing.	Create passwords safely, keep them secure and easily retrievable on their phones.	Be able to answer simple internet safety questions that demonstrate understanding.
Be able to know which documents and information should be shared and with who.	Be able to scan documents easily using their preferred device.	Be able to retrieve scanned documents when needed.

## STEP TWO: The Lesson Plan


*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>● <b>Scanning:</b> the practice of using scanners to convert paper documents into digital images</li> <li>● <b>Automatic:</b> (with reference to a device or process) by itself with little or no direct human control.</li> </ul>
-----------------	---

	<ul style="list-style-type: none"> <li>• <b>Manual:</b> by hand rather than automatically or electronically.</li> <li>• <b>Appendix:</b> Additional material usually attached at the end of a piece of writing.</li> <li>• <b>Reinforce:</b> make stronger or more pronounced.</li> <li>• <b>Formatting:</b> the shape, size, and general makeup (as of something printed).</li> <li>• <b>Abbreviation:</b> a shortened form of a written word or phrase used in place of the whole word or phrase.</li> <li>• <b>Prompt:</b> to assist (one acting or reciting) by suggesting the next step.</li> <li>• <b>Configure:</b> to set up for operation especially in a particular way.</li> <li>• <b>Phishing:</b> the practice of tricking Internet users (as through the use of email messages or websites) into revealing personal or secret information.</li> </ul>
<p><b>Introduction:</b> 15 – 20 minutes <b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Work with a co-worker in a group Listen actively</p>	<p>Glossary Words:</p> <p>Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can add magnetic tape to the back so they stick to the board or use tape.</p>
<p><b>Lesson Activities (2-5 activities)</b></p>	
<p>Activity 1 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Communication Skills:</b> Communicate face-to-face with others</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in team Listen Actively Follow directions</p>	<p style="text-align: center;"><b>Finish the sentence-Internet Safety</b></p> <p><b>Internet safety rules</b> <a href="https://www.youtube.com/watch?v=boFW0dCJMpl">https://www.youtube.com/watch?v=boFW0dCJMpl</a></p> <p>Show the quick YouTube video-then have your group add more safety rules and create a list. Create a sentence list with key words missing and have the student fill in the word. Example:</p> <ul style="list-style-type: none"> <li>• Do not give out personal _____ information</li> <li>• Don't send pictures to _____ strangers</li> <li>• Never share your _____ except with your parents password</li> <li>• Ask before you _____ games or information. download</li> <li>• Report any unkind or mean _____ messages</li> <li>• Don't agree to meet people you met _____ online</li> <li>• Don't open attachments from people you do not _____ know</li> </ul> <p>State the simple statement throughout the lessons or day to reinforce safety.</p> <p>A crossword to match this activity is in <a href="#">Appendix A.</a></p> <p>One more fun interactive game for internet safety! <a href="https://beinternetawesome.withgoogle.com/en_us/interland/reality-river">https://beinternetawesome.withgoogle.com/en_us/interland/reality-river</a> <a href="https://www.weareteachers.com/internet-safety-game/">https://www.weareteachers.com/internet-safety-game/</a> (main page)</p>




<p>Activity 2: 45 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Computer Skills:</b> Click on a specific app Navigate to a specific web address Recognize and start a software program</p>	<p style="text-align: center;"><b>Saving passwords on phone</b></p> <p>With most things done online, there are a number of sites that we need to remember our usernames and passwords for. Having a safe place to keep them all together is ideal. We can keep all of our usernames and passwords in one place on our phones and keep them safe if someone else were to see our list. We can use a notes app or hide photos on our phones to keep private information safe.</p> <p>For iPhone Using the notes app:</p> <p>Create a new note</p> <ol style="list-style-type: none"> <li>1. Open Notes.</li> <li>2. Tap the Compose button , then create your note.</li> <li>3. Tap Done.</li> </ol> <p>The first line of the note becomes its title. To change the formatting style of the first line, go to Settings &gt; Notes &gt; New Notes Start With, then select an option.</p> <p>You can also quickly access Notes from Control Center. Go to Settings &gt; Control Center, and add Notes. Then open Control Center and tap Notes to create a note. Or, just ask Siri to "Start a new note."</p> <p><a href="https://support.apple.com/en-us/HT205773#:~:text=Go%20to%20Settings%20%3E%20Control%20Center,%22Start%20a%20new%20note.%22">https://support.apple.com/en-us/HT205773#:~:text=Go%20to%20Settings%20%3E%20Control%20Center,%22Start%20a%20new%20note.%22</a></p> <p>After you have learned how to create a new note complete the following steps to save your usernames and passwords in a safe way.</p> <ol style="list-style-type: none"> <li>1. Open new note</li> <li>2. Type username into the app</li> <li>3. Type the website or abbreviation for where the username is used</li> <li>4. Type an abbreviated password, for example if your password is Project#1 use P#1.</li> </ol> <p>Using an abbreviation allows you to store your passwords on your phone without others being able to know what your password is. You know what the P means, others do not.</p> <div style="text-align: center;">  Notes <span style="float: right;"> Done</span> </div> <p style="text-align: center;"><b>Passwords:</b> Student123 Typing.com: P#1</p> <p><b>For Android Using the Google Keep app</b></p>
---	---

### Download the Google Keep app





1. On your Android phone or tablet, open the Google Play app .
2. Find the [Google Keep app](#).
3. Tap Install.

<https://support.google.com/keep/answer/2888240?hl=en&co=GENIE.Platform%3DAndroid>

### Write a note

1. On your Android phone or tablet, open the Google Keep app .
2. Tap Create .
3. Add a note and title.
4. When you're done, tap Back .

### Edit a note

1. On your Android phone or tablet, open the Google Keep app .
2. Tap the note you want to edit.
3. Make changes to a note.  
To undo an action, tap Undo .
- To redo an action, tap Redo .
4. When you're done, tap Back .

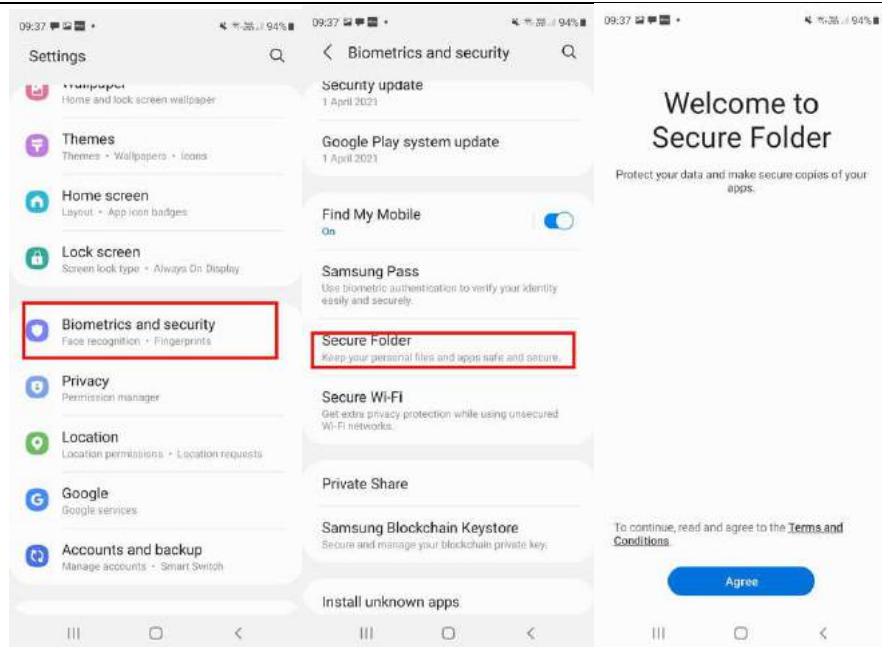
<https://support.google.com/keep/answer/2888246?co=GENIE.Platform%3DAndroid&oco=1>

### How to hide photos

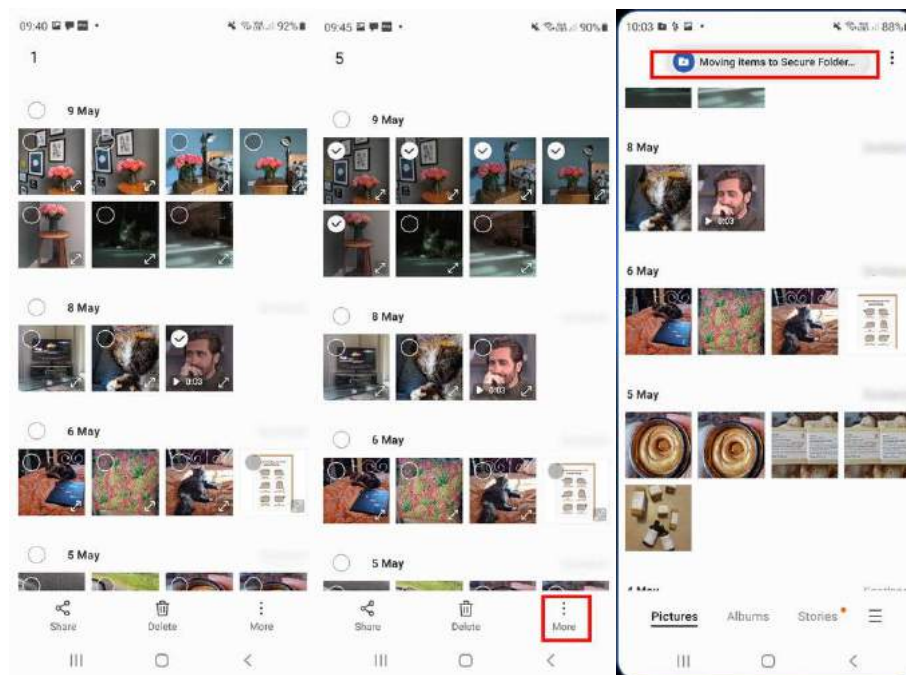
#### Android:

Open the *Settings* and tap on *Biometrics and security* then find the *Secure Folder* option and tap on it.

- It may prompt you to sign into your account and agree to the terms.
- Now you can configure your Secure Folder and decide whether it should appear in the app drawer, how to access it, whether it should lock automatically when the screen turns off, and various other options.
- We recommend locking it with your fingerprint and setting it to lock automatically when the screen turns off.



- Open the Gallery app and find a photo you want to hide.
- Tap and hold to select it and tap the three vertical dots at the bottom right.
- Choose *Move to Secure Folder* from the drop-down list.




If you ever want to unhide photos, simply find them in the Gallery app in the Secure

Folder, tap and hold to select, then tap the three vertical dots at the top right and choose.


<https://digitaltrends.com/mobile/how-to-hide-photos-on-your-android/#:~:text=Open%20the%20Gallery%20app%20and,from%20the%20drop-down%20list>

How to hide photos on iPhone, iPad, or iPod touch


1. Open Photos.
2. Select the photo or video that you want to hide.
3. Tap the Share button , then tap Hide.
4. Confirm that you want to hide the photo or video.

### **Unhide photos on iPhone, iPad, or iPod touch**

On an iPhone or iPod touch:

1. Open Photos and tap the Albums tab.
2. Scroll down and tap Hidden under Utilities.
3. Tap the photo or video that you want to unhide.
4. Tap the Share button , then tap Unhide.

On an iPad:

1. Open Photos. If the sidebar is hidden, tap the sidebar icon in the upper-left corner.
2. Scroll down until you see Hidden under Utilities.
3. Tap the photo or video that you want to unhide.
4. Tap the Share button , then tap Unhide.

### **Find the Hidden album**

On an iPhone, iPad, or iPod touch, the Hidden album is on by default, but you can turn it off. When you turn off the Hidden album, any photos or videos that you've hidden won't be visible in the Photos app. To find the Hidden album:











1. Open Photos and tap the Albums tab.
2. Scroll down and look for the Hidden album under Utilities. If you're on an iPad, you might need to tap the sidebar icon in the upper-left corner, then scroll down until you see the Hidden album under Utilities.

To turn off the Hidden album:

1. Go to Settings and tap Photos.
2. Scroll down and turn off Hidden Album.

<https://support.apple.com/en-us/HT205891>

There are other apps that students can download to hide their photos.

<p>Activity 3: 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Computer Skills:</b> Click on a specific app Navigate to a specific web address Recognize and start a software program</p>	<p style="text-align: center;"><b>Scanning A Document Using Phone</b></p> <p>Have students brainstorm for 5 minutes why they might need to scan a document using their phone. Have students share some of their ideas. Add a quick 2-minute disclaimer on safety: what types of documents they should or should not scan to people, who would be appropriate for them to send documents to, etc.</p> <p style="text-align: center;"><b>How to scan documents on your iPhone, iPad, or iPod touch</b></p> <p>You can use the Notes app to scan documents and add signatures on your iPhone, iPad, or iPod touch.</p> <p><b>Scan a document</b></p> <ol style="list-style-type: none"> <li>1. Open Notes and select a note or create a new one.</li> <li>2. Tap the Camera button , then tap Scan Documents .</li> <li>3. Place your document in view of the camera.</li> <li>4. If your device is in Auto mode, your document will automatically scan. If you need to manually capture a scan, tap the Shutter button  or one of the Volume buttons. Then drag the corners to adjust the scan to fit the page, then tap Keep Scan.</li> <li>5. Tap Save or add additional scans to the document.</li> </ol> <p><a href="https://support.apple.com/en-us/HT210336">https://support.apple.com/en-us/HT210336</a></p> <p>For Android:</p> <p>Scan a document</p> <ol style="list-style-type: none"> <li>1. Open the Google Drive app .</li> <li>2. In the bottom right, tap Add .</li> <li>3. Tap Scan .</li> <li>4. Take a photo of the document you'd like to scan. <ul style="list-style-type: none"> <li>• Adjust scan area: Tap Crop .</li> <li>• Take photo again: Tap Re-scan current page .</li> <li>• Scan another page: Tap Add .</li> </ul> </li> <li>5. To save the finished document, tap Done .</li> </ol> <p><a href="https://support.google.com/drive/answer/3145835?co=&amp;co=GENIE.Platform%3DAndroid&amp;oco=1">https://support.google.com/drive/answer/3145835?co=&amp;co=GENIE.Platform%3DAndroid&amp;oco=1</a></p> <p>We understand that some individuals learn better with a video, below are 2 videos that might be useful. You can also use these later on as a refresher.</p>
---	---

	<p>YouTube video:          Android: <a href="https://youtu.be/DgA1-MBTMKg">https://youtu.be/DgA1-MBTMKg</a>          iPhone: <a href="https://youtu.be/Oomupvlcmq8">https://youtu.be/Oomupvlcmq8</a></p>
<p>Activity 4:          60 – 120 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>          Click on a specific app          Navigate to a specific web address          Recognize and start a software program</p>	<p>Note to instructor: Should be done after teaching google slides.          Internet Safety          Review internet safety and select some of the following YouTube videos for the students to watch.  <a href="https://www.youtube.com/watch?v=yrln8nyVBLU&amp;t=167s">https://www.youtube.com/watch?v=yrln8nyVBLU&amp;t=167s</a>  <a href="https://www.commonsense.org/education/digital-citizenship/curriculum">https://www.commonsense.org/education/digital-citizenship/curriculum</a>  <a href="https://transition.fcc.gov/cgb/Internet-Safety-Tips.pdf">https://transition.fcc.gov/cgb/Internet-Safety-Tips.pdf</a>  <a href="https://www.philasd.org/educationaltechnology/teaching-and-learning/internet-safety/internet-safety-for-studentshttps://www.youtube.com/watch?v=X9Htg8V3ei">https://www.philasd.org/educationaltechnology/teaching-and-learning/internet-safety/internet-safety-for-studentshttps://www.youtube.com/watch?v=X9Htg8V3ei</a>          Guide the students to assist you in creating a google slideshow. Share the slide show with the students so each can work on creating the show.</p>
<p>Activity 5:          60 – 90 minutes –          Present the smaller activities up into time frames that work for you</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>          Click on a specific app          Navigate to a specific web address          Recognize and start a software program</p>	<p><b>Job Scams and how to Avoid Them</b></p> <p><b>Discuss each of these smaller units with your students to teach about scams</b></p> <p><b>Safety Tips for Online Applications:</b></p> <ol style="list-style-type: none"> <li>1. Update your device protection</li> <li>2. Do not connect to a public Wi-Fi when filling out an online application.</li> <li>3. Avoid passing along private information online</li> <li>4. If it sounds too good to be true... it probably is</li> <li>5. Watch out for unsolicited offers of employment</li> <li>6. Ask yourself if it makes sense</li> </ol> <p><a href="https://www.thejobnetwork.com/5-more-safety-tips-online-job-search/">https://www.thejobnetwork.com/5-more-safety-tips-online-job-search/</a></p> <p><b>10 Warning Signs of a Job Scam</b></p> <ol style="list-style-type: none"> <li>1. You are contacted through non-company email domains and teleconference applications (e.g. an actual IBM recruiter would contact you using a company email such as <a href="mailto:johndoe@ibm.com">johndoe@ibm.com</a>, as opposed to <a href="mailto:johndoeibm@gmail.com">johndoeibm@gmail.com</a>)</li> <li>2. You are required to purchase start-up equipment from the company, such as is the case with assembling products work-from-home job scams.</li> <li>3. You are asked to pay a non-refundable registration fee.</li> <li>4. You are required to provide your bank account information (before you start working).</li> <li>5. You receive an employment contract to sign in advance, asking for Personal Identifiable Information such as your SSN and your bank details.</li> <li>6. Job postings appear on job boards, but not on the companies' websites.</li> <li>7. Your potential employer is using a slightly altered website, such as <a href="http://www.2micro-soft.com">www.2micro-soft.com</a> and not <a href="http://www.microsoft.com">www.microsoft.com</a></li> <li>8. The email or job ad is full of errors and the job description and requirements are vague.</li> <li>9. The potential employer shows a sense of urgency to hire you, such as listings that hire immediately, or within the same week of application.</li> <li>10. The job requirements apply to literally any candidate but offer very good</li> </ol>



pay.

### **Tips to Protect Yourself from a Job Scam**

- **Do an online search.** Google the company, the employer, or the recruiter, and see what pops up. For example, if you get emailed a job offer from say from a random name claiming they're a recruiter, search up their name online (or on LinkedIn) to see if their claim stands.
- **Talk to someone you trust.** If you come across a job offer that just seems too good to be true (e.g. it promises great pay in exchange for minimal skills), then show the listing to someone you know and trust. They might give you a valuable second opinion on whether it's a job scam or the real deal.
- **Don't pay for the promise of a job.** If you are required to pay for a job, it's guaranteed to be a scam. In normal circumstances, you can't just pay for a job - you have to deserve it. So, if you get an offer saying you can just pay for a position, you can rest assured it's a scam.
- **Connect with the company.** Did you see a job offer on social media supposedly from a company? Don't take everything at face value. Shoot the company an email asking if the offer is legit or, at least, check the company's website to see if the listing is there. If the job opening is real, it should definitely be on the website.
- **Never agree to a wire transfer of any sort.** Wire transfers are common among thieves. They consist of moving money quickly from one account to another and it's almost impossible to recover those funds. So, if you get an email supposedly from a company executive asking you to wire money for lack of an easier payment method, that's your sign that it's a job scam.
- **Reject job offers that require no experience.** As we said before, a job that pays any decent amount of money will require a certain level of knowledge or experience in the field. So, if the job offer promises decent/easy money for an easy job, it's probably a no-no.
- **Don't agree to provide your bank details to a potential employer.** Obviously, you will need to provide sensitive information such as your bank details to your employer eventually. However, no legit employer will ever ask for your bank details before you actually settle into the job.
- **Don't interact with potential employers who urge you to act fast.** A typical sign of a job scam is when the scammer urges you to act fast to "seal the deal" and give them your money or your personal information. A normal hiring process takes at least 1-3 weeks, depending on the company procedure. So, any employer who guarantees a super fast hiring process is guaranteed to be a scammer.
- **Don't accept an offer when you didn't apply.** Sometimes, scammers will contact you out of nowhere, saying you're hired for a job that you didn't apply for. This is, of course, a scam.

Do you still have some questions about job scams? We'll answer them here!

Q —

**#1: How Do I Know a Job is a Scam?**

*Job scams come with several warning signs. Here are some of the signs you should keep an eye for when you're on a [job hunt](#):*

*You are required to purchase start-up equipment from the company.  
You are asked to pay a non-refundable registration fee.  
Job postings appear on job boards, but not on the companies' websites.  
The email or job ad is full of errors and the job description and requirements are vague.*

Q —

**#2: How Can I Avoid a Job Scam?**

*To avoid a job scam, do the following:*

*Do an online search. Check if the recruiter, company, or job ad is legit.  
Reject job offers that require no experience.  
Never agree to a wire transfer of any sort.  
Don't interact with potential employers who urge you to act fast.*

Q —

**#3: What if I Sent Money to Someone Who Promised Me a Job (But Never Delivered)?**

*If you fell victim to a job scam, you should contact the Federal Trade Commission (FTC).*

*So, if you paid a potential employer or provided your SPI to someone you don't know well, you can either call the FTC at 1-877-382-4357 or file a [complaint online here](#).*

Q —

**#4. How Do Job Scams Work?**

*Job scams happen when criminals deceive victims into thinking they got a job, or by promising them a job posing as employers/recruiters.*

*Scammers take advantage of their authority as potential employers and ask that you either provide them with your personally identifiable information (PII) or straight-up transfer money.*

<https://novoresume.com/career-blog/job-scams>

**Extension Activities: Critical Thinking Questions and Evaluation Tools**

**Extension Activities:  
Critical Thinking  
Questions and  
Evaluation Tools**

1. Knowledge / Remembering:  
How would you show a friend how to hide and protect passwords?
2. Comprehension / Understanding:

<p><a href="http://www.mandel.a.ac.za/cyberhunts/bloom.htm">http://www.mandel.a.ac.za/cyberhunts/bloom.htm</a></p>	<p>Create 3 passwords – each one more complicated than the one before. What did you add each time to make it a stronger password?</p> <p>3. Applying:          What might happen if someone took your password to your computer?          What might happen if someone took your password to your Amazon account?          What might happen if someone took your password to your Instagram account?</p> <p>4. Analyzing:          Create a role play with a hacker and someone who is hacked. What does the hacker want from the person? How does the person react? What does the person who is hacked do once he finds out? Ask someone from your IT department to help you with the Role Play or maybe be in it.</p> <p>5. Evaluating:          How would you test your strongest password?          How do you recognize a phishing email?</p> <p>6. Creating:          If you didn't have a phone, how would you store your passwords?</p>
--	--

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

Appendix A

Internet Safety

online	messages
password	virus
strangers	true
address	information
pictures	forever



Crossword puzzle grid with numbered starting points:

- 1: Down, 7 cells
- 2: Down, 6 cells
- 3: Down, 3 cells
- 4: Across, 6 cells
- 5: Across, 6 cells
- 6: Across, 8 cells
- 7: Across, 8 cells
- 8: Across, 4 cells
- 9: Across, 8 cells
- 10: Across, 4 cells

ACROSS

- 4. Never meet strangers you met
- 5. Never send unkind or threatening
- 6. Do not post these on the internet
- 8. Understand what you read on the internet may not be
- 9. Never open emails from
- 10. Do not download from the internet, it could cause your computer to get a  
DOWN
- 1. Is personal information
- 2. Do not give out your personal
- 3. What you post on the internet is
- 7. Do not share this with anyone but your parents



**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®



**Lesson Plan Contents Page**

**Unit 8: Technology**

**Objective 8.2: The student will be able to develop and demonstrate pre-requisite technology skills**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

<b>Unit 8: Technology 8.2</b> <i>The student will be able to develop and demonstrate pre-requisite technology skills.</i>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> Activity 1: Students will learn the basics of using Microsoft Word. Students will learn how to navigate around word. Also, how to create, open, save and share files. Activity 2: Students will learn how to set up a professional email account, how to write a professional email, and how to add an attachment. Activity 3: Students will learn how to use spell check in Microsoft work and Gmail. Activity 4: Students will learn how to save an image from Google to your computer Activity 5: Students will learn how to create a PowerPoint		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• YouTube: <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/j-ZAVHk5SaU">https://youtu.be/j-ZAVHk5SaU</a></li> <li>○ <a href="https://youtu.be/PafCMUVH_OA">https://youtu.be/PafCMUVH_OA</a></li> <li>○ <a href="https://youtu.be/iHuFzz7Wvt4">https://youtu.be/iHuFzz7Wvt4</a></li> <li>○ <a href="https://youtu.be/uzrpa-gwN1A">https://youtu.be/uzrpa-gwN1A</a></li> <li>○ <a href="https://youtu.be/7vSnesQDLBE">https://youtu.be/7vSnesQDLBE</a></li> <li>○ <a href="https://youtu.be/qXinjlL7SKl">https://youtu.be/qXinjlL7SKl</a></li> <li>○ <a href="https://youtu.be/sqkEDw99szg">https://youtu.be/sqkEDw99szg</a></li> <li>○ <a href="https://youtu.be/YoS_MP6Nw3c">https://youtu.be/YoS_MP6Nw3c</a></li> </ul> </li> <li>• Websites: <ul style="list-style-type: none"> <li>○ <a href="https://usingtechnologybetter.com/blog/check-spelling-in-a-gmail-message/">https://usingtechnologybetter.com/blog/check-spelling-in-a-gmail-message/</a></li> <li>○ <a href="https://www.lifewire.com/how-to-save-picture-from-google-4584005">https://www.lifewire.com/how-to-save-picture-from-google-4584005</a></li> </ul> </li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding

<p>Be able to know basic computer skills and determine when to use each skill.</p>	<p>Be able to demonstrate the following pre-requisite skills such as:</p> <ul style="list-style-type: none"> <li>• Save a document</li> <li>• Insert a picture</li> <li>• Use spell check</li> <li>• Share a document</li> <li>• Write a professional email</li> <li>• Create a simple PowerPoint</li> <li>• Etc.</li> </ul>	<p>Check their finished product for usage of skills taught in these lessons.</p>
--	--	--

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Ribbon:</b> tabbed toolbars, filled with graphical buttons and other graphical control elements, grouped by function.</li> <li>• <b>Backspace:</b> to move back a space in a text with the press of a key.</li> <li>• <b>Toolbar:</b> a strip of icons on a computer display providing quick access to certain functions.</li> <li>• <b>Extracurricular:</b> usually organized student activities (such as athletics) connected with school.</li> </ul>
------------------------	---

<p><b>Introduction:</b> <b>20 – 30 minutes</b> <b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b> <b>Interpersonal Skills:</b> Work with a co-worker in a group Listen actively</p>	<p><b>Glossary:</b> Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can add magnetic tape to the back so they stick to the board or use tape.</p>
--	---

**Lesson Activities**

<p>Activity 1 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Computer Skills:</b> Navigate to a specific web address Recognize and start a software program</p>	<p style="text-align: center;"><b>Microsoft Word</b></p> <p>Getting Started: <a href="https://youtu.be/j-ZAVHk5SaU">https://youtu.be/j-ZAVHk5SaU</a></p> <p>This video includes information on:</p> <ul style="list-style-type: none"> <li>• Working with the Word environment</li> <li>• Using the Quick Access Toolbar</li> <li>• Using the Ruler</li> <li>• Using Backstage</li> </ul>
--	---

<p>Save a file to a specific location</p>	<p>Creating and opening files:  <a href="https://youtu.be/PafCMUVH_OA">https://youtu.be/PafCMUVH_OA</a>  This video includes information on:</p> <ul style="list-style-type: none"> <li>• Opening existing documents</li> <li>• Pinning documents</li> <li>• Converting documents</li> <li>• Using Compatibility Mode</li> </ul> <p>Saving and sharing files:  <a href="https://youtu.be/iHuFzz7Wvt4">https://youtu.be/iHuFzz7Wvt4</a>  This video includes information on:</p> <ul style="list-style-type: none"> <li>• Saving documents</li> <li>• Sharing documents</li> </ul>
<p>Activity 2: 30 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Navigate to a specific web address  Read a received email  Reply to an email message  Attach a file to an email</p>	<p style="text-align: center;"><b>Setting up a Professional Email Account, Writing an Email, and Adding an Attachment</b></p> <p>Students will learn how to set up a professional Gmail email account, how to compose and email and how to add an attachment to an email.  See PowerPoint at <a href="https://wp.me/a9Fwrm-1hU">https://wp.me/a9Fwrm-1hU</a>.</p> <p>Have student email you a word document.</p>
<p>Activity 3: 15 – 20 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Enter text applying basic key functions  Type text to create a document</p>	<p style="text-align: center;"><b>Using spell check</b></p> <p>Microsoft word: <a href="https://youtu.be/uzrpa-gwN1A">https://youtu.be/uzrpa-gwN1A</a>  Gmail:</p> <ol style="list-style-type: none"> <li>1. Click the <b>More options</b> drop-down arrow in the bottom right of the compose window (next to the trash icon).</li> <li>2. Select <b>Check spelling</b> from the menu.</li> <li>3. Gmail will highlight the misspelled words. Click the highlighted word to view suggestions or ignore.</li> </ol> <p><a href="https://usingtechnologybetter.com/blog/check-spelling-in-a-gmail-message/">https://usingtechnologybetter.com/blog/check-spelling-in-a-gmail-message/</a></p>
<p>Activity 4: 15 – 20 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Navigate to a specific web address  Locate and open a saved file</p>	<p style="text-align: center;"><b>How to save an image from Google to your computer</b></p> <p>Right-click or control-click an image in Google search results, select <b>Save Image As</b>. Choose a location and filename and select <b>Save</b>.</p> <p><a href="https://www.lifewire.com/how-to-save-picture-from-google-4584005">https://www.lifewire.com/how-to-save-picture-from-google-4584005</a></p> <p><b>How to insert a picture into word:</b>  <a href="https://youtu.be/sqkEDw99szg">https://youtu.be/sqkEDw99szg</a></p> <ul style="list-style-type: none"> <li>• inserting pictures from a file</li> </ul>



<p>Attach a file to an email Use an online Search Engine</p>	<ul style="list-style-type: none"> <li>• Change text wrapping settings</li> <li>• Inserting online pictures</li> </ul> <p><b>How to add clipart images to word:</b> <a href="https://youtu.be/YoS_MP6Nw3c">https://youtu.be/YoS_MP6Nw3c</a></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 5 depending on class size.</li> <li>2. Assign each group a safety tip to search for images.</li> <li>3. Have the students search for images on google that describe the safety tip they were assigned.</li> <li>4. Students will save 5 images that describes their safety tip.</li> <li>5. Students will then insert the 5 images they saved into a word document and save.</li> <li>6. Students will then compose a professional email to the other students and attach their documents.</li> <li>7. Then each group will try to interpret the safety tip that group had.</li> </ol> <p><b>Possible safety categories:</b> Internet Safety Household safety Community safety Workplace safety Travel safety School safety</p>
<p>Activity 5: 60 – 90 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Computer Skills</b> Save a file to a specific location Enter text applying basic key functions Recognize and start a software program Type text to create a document</p>	<p style="text-align: center;"><b>How to create a PowerPoint</b></p> <p>YouTube video on How to use Google Slides: <a href="https://youtu.be/7vSnesQDLBE">https://youtu.be/7vSnesQDLBE</a></p> <p>YouTube video How to use Microsoft PowerPoint: This video is about 30 minutes <a href="https://youtu.be/qXinjIL7SKI">https://youtu.be/qXinjIL7SKI</a></p> <p>Have the students work in Google Slides to create a PowerPoint using activity 4. You can use these PowerPoints later in the year as a refresher activity if needed.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities:</b> <b>Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: Ask the students: Describe how you would add a picture of yourself at school or in an extracurricular in a professional email.</li> <li>2. Comprehension / Understanding: Ask the students: If the Toolbar goes away, can you demonstrate how to get it back? Can you demonstrate how to make the font smaller or larger in a PPT?</li> <li>3. Applying: Ask the students: What would happen if you applied for a job and had a very unprofessional email address?</li> </ol>

- |  |  |
|--|--|
|  | <p>4. Analyzing:<br/>What are the major differences between Word and PPT? When would you use each one and why?</p> <p>5. Evaluating:<br/>Hold a discussion about inventing a new, improved toolbar for the functions that the students think are important. Are any of the existing tools still necessary? Which ones? Why? What else is needed and what heading would be used.</p> <p>6. Creating:</p> <ul style="list-style-type: none"><li>• Ask the students to create a newsletter about their class using their knowledge from this lesson.</li><li>• Ask the students to create a matching worksheet for all the toolbar items and their function</li></ul> |
|--|--|

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
**Project | SEARCH®**

**Lesson Plan Contents Page**



**Unit 8: Technology**

**Objective 8.3: The student will be able to use their technology as a professional tool and appropriate across environments.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 8.3: The student will be able to use their technology as a professional tool and appropriate across environments.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> Activity 1: Students will learn how to submit an online job application. Activity 2: Students will learn how to set up their medical ID on their phones. Activity 3: Students will learn how to set up alarms, timers and use the calendars on android and iPhone. Activity 4: Students will learn how to send an email, format text, and add an attachment on android phones. Students will also learn how to download the Gmail app and send an email on iPhone. Activity 5: Students will learn how to set up their voicemail, play, share, and delete messages and how to change their voicemail settings on iPhone. Students will learn how to record a new greeting and change their greeting on android.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• 8.3 Activity 1 How to Fill Out a Job Application</li> <li>• 8.3 Activity 2 Setting up Medical ID on Android Phones</li> <li>• 8.3 Activity 2 Setting up Medical ID on iPhone</li> <li>• 8.3 Activity 3 Android Alarms</li> <li>• 8.3 Activity 3 iPhone Alarms</li> <li>• 8.3 Activity 3 Android and iPhone Timer</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• YouTube: <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/gZTqZ6sF5YU">https://youtu.be/gZTqZ6sF5YU</a></li> <li>○ <a href="https://youtu.be/vxQo-ix8XRQ">https://youtu.be/vxQo-ix8XRQ</a></li> <li>○</li> </ul> </li> <li>• Websites: <ul style="list-style-type: none"> <li>○ <a href="https://www.androidcentral.com/gmail-android-how-to">https://www.androidcentral.com/gmail-android-how-to</a></li> <li>○ <a href="https://www.techbout.com/use-gmail-on-iphone-24254/">https://www.techbout.com/use-gmail-on-iphone-24254/</a></li> <li>○ <a href="https://support.google.com/mail/answer/2819488?hl=en&amp;co=GENIE.Platform%3DiOS">https://support.google.com/mail/answer/2819488?hl=en&amp;co=GENIE.Platform%3DiOS</a></li> <li>○ <a href="https://support.apple.com/guide/iphone/check-voicemail-iph3c99490e/ios">https://support.apple.com/guide/iphone/check-voicemail-iph3c99490e/ios</a></li> <li>○ <a href="https://support.google.com/voice/answer/115069?hl=en&amp;co=GENIE.Platform%3DAndroid">https://support.google.com/voice/answer/115069?hl=en&amp;co=GENIE.Platform%3DAndroid</a></li> </ul> </li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b>  What will they <b>know</b> because of the lesson?	<b>Skills</b>  What will they be able to <b>do</b> because of the lesson?	<b>Check for Understanding / Evaluation</b> What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding in classroom discussions and other school activities

Be able to answer what, when, why, where you would utilize these professional technology tools.	Be able to demonstrate professional technology strategies such as: <ul style="list-style-type: none"> <li>• Emails</li> <li>• Voicemails</li> <li>• Medical ID</li> <li>• Applying for a job online</li> <li>• Alarms, timers, calendar</li> </ul>	Check utilization of these technology tools in several environments and throughout the year.
Students will know where to locate on-line applications.	Students will be able to fill out an on-line application	See evidence of a completed an on-line application. Observe the student moving from one section of the resume to another as well as locating and entering his/her personal information.

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.*

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms</p> <ul style="list-style-type: none"> <li>• <b>Accurately:</b> in a way that is correct in all details; exact.</li> <li>• <b>Formatting:</b> the shape, size, and general makeup (as of something printed).</li> <li>• <b>Recover:</b> find or regain possession of.</li> <li>• <b>Carrier (phone):</b> Cell phone carriers are cell phone companies that provide cellular service to cell phone users.</li> <li>• <b>Devise:</b> plan or invent; to create.</li> </ul>
<p><b>Introduction:</b>  <b>15 – 20 minutes</b>  <b>Connect to Purpose</b></p> <p><b>VocFit Crosswalk:</b>  <b>Interpersonal Skills:</b>  Work with a co-worker in a group  Listen actively</p>	<p>Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can add magnetic tape to the back so they stick to the board or use tape.</p>

**Lesson Activities**

<p>Activity 1  45 – 60 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Navigate to a specific web address  Locate and save a file/document</p>	<p style="text-align: center;"><b>How to Fill Out a Job Application</b></p> <p><b>Read carefully:</b> Read the entire form carefully. Know what is being asked before filling out the form. Employers may use the application form to judge how well you follow instructions and how careful you may be as an employee. Ask someone to check it over for you before you submit it.</p> <p><b>Answer all questions:</b> Fill in the blanks completely and accurately. When something doesn't apply to you, write N/A for non-applicable. Check your answers for correct</p>
--	--

Enter text applying basic key functions

spelling, grammar, punctuation, completeness, and accuracy.

**Position:** Put a specific job down to show your area of interest.

**Personal information:** Use a professional email address and make sure your voicemail is set up if using your cell phone.

**Education and training:** List academic, vocational, and professional education and schools attended. Be prepared to attach copies of certificates or other documents.

**Work experience:** Always list the most recent employer first. Give complete and accurate names, dates, addresses, phone numbers, job titles, dates of employment, etc. Use your resume as a guide. Make sure the information presented in the application agrees with the information in your resume.

**Special job-related skills:** Use action verbs to list your special job-related skills, training, licenses, and accomplishments. List the types of equipment/tools that you can use. This will make you stand out from other applicants. The job description can provide clues about important skills.

**References:** Most employers will call references. Consider using teachers, counselors, co-workers, coaches, as references. (Do not use relatives) Be sure to ask for their permission and verify where they can be reached. Provide complete and accurate information about 3 (or more) people who can speak highly of you.

### How to Fill out an On-Line Job Application

#### Class #1:

**Pre-Planning:** Have students create an individualized "Quick Guide to their Personal Data" prior to completing this lesson. If they have a resume, they can highlight the main areas that will be needed in an application (i.e. Name, Date, Cell phone number, Email address, Skills list)

**Warm up:** Discuss students' prior experience in filling out a job application. What worked? What was challenging? What did you need to do differently?

#### Directions:

- Hand out a sample \*incorrect\* job application to each student (Teacher will fill out this blank template incorrectly prior to the lesson) - ([Sample Template in Appendix A](#))
- Break the students into pairs
  - Main Task:
    - Highlight the errors on the sample application
    - Count the errors and report out to whole class
  - Main Questions:
    - Would you hire this person? Why or why not?

**Class #2:**

**Directions:**

- Review the *How to Fill out Job Application* handout: (in [Appendix A](#))
- Hand out a blank copy of a Job Application for each student to practice filling out (*Sample in Appendix A*)
- Review together as a whole class

Activity 2:  
30 – 45 minutes

**VocFit Crosswalk:**  
**Computer Skills:**

Click on a specific app  
Navigate to a specific web address  
Recognize and start a software program

**Interpersonal Skills**  
Work with a co-worker in a team  
Ask clarifying questions  
Listen actively

**Setting up Medical ID on your Phone**  
See Handouts for Setting up your Medical ID on Android and iPhone in [Appendix B](#).

**Putting the "Medical ID" Feature on Android Phones**

For most people – especially youth and young adults – a smartphone is everything. It's a way to talk, text, take photos, play games, listen to music, read the news, and more. Android phones usually don't have built-in health apps that allow you to create a Medical ID. But people with Android phones can still create Medical IDs that anyone can see from the lock screen without unlocking the phone. There are free apps you can download that can create a Medical ID. This guide describes how to make a Medical ID using the free [Medical ID \(Free\) \(A.E. Costanzo\)](#) app. It is easy to set up and can be accessed by anyone in the event of an emergency.

**SETTING UP YOUR MEDICAL ID**

1. First, download the app. Go to the app store and download *Medical ID (Free) (A.E.) Costanzo*.
2. Open the app. You will need to accept the app's Terms of Services and Privacy Policy.
3. You will then be shown a series of prompts. You will be asked to allow Medical ID to access your device's location and to make and manage phone calls. This is so you can be found in case of an emergency, you can find nearby hospitals, and your emergency contacts can be called through this app.
4. After completing the prompts, it's time to create a profile. You can add your name, photo, and all the information you would want others to know about your health. This includes your blood type, height, weight, if you are an organ donor, medical conditions, allergies & reactions, medications, and medical notes.
5. "Emergency" To enter your emergency contact's information, go to the medical notes section. Here the app will ask for permission to access your contacts. Next, when you enter your emergency contact's name in your medical notes, the app will find their contact information.
6. Tap the checkmark at the upper right corner to finish your profile!
7. Once you tap the check mark, you'll be on a screen called Profiles. Tap on the three dots at the upper right corner to lock up your Settings.

**Lock screen**

ii. In your Settings, tap on "Lock screen." (See example on the left.) The first line is an option to turn Lock screen on. It's important to do this so your info can be viewed in case of an emergency. Next, there are three different options for displaying your Medical ID. Choose the one that you prefer.

9. Once the Lock screen has been turned on and you have chosen how you would like it to display, there is another series of prompts to allow the app to add a Medical ID to your screen/widget on your lock screen. (NOTE: This allows emergency workers to see on a phone that you have the Medical ID information available.)

10. Now it's time to test out the Medical ID program. Lock your phone and navigate to your passcode screen to see what Medical Professionals will be able to see in an emergency. (Note: If you use your fingerprint ID, it will bypass the passcode section.)

The image below and on the left is what the Medical ID icon looks like when your phone is locked. To see your Medical ID (right), tap twice on the red icon at the top.

**Setting up the Medical ID in the Health app on your iPhone**

Medical ID helps first responders access your critical medical information from the Lock screen, without needing your passcode. They can see information like allergies and medical conditions as well as who to contact in case of an emergency.

**How to set up your Medical ID**

Open the Health app and tap the Summary tab.

Tap your profile picture in the upper-right corner.

Under Medical Details, tap Medical ID.

Tap Edit in the upper-right corner.

To make your Medical ID available from the Lock screen on your iPhone, turn on Show When Locked. In an emergency, this gives information to people who want to help.

Enter health information like your date of birth, allergies, and blood type.

Tap Done.

**Accessing Medical ID on a Locked iPhone 8 Or Earlier**

If you come across someone who is unconscious, you can access their Medical ID (if they've set one up) by doing the following:

Press the iPhone's Home button to access the lock/passcode screen.

Tap the Emergency button in the lower-left-hand corner.

Tap the red Medical ID button in the lower-left-hand corner of the Emergency keypad screen. You'll be taken to the Medical ID screen.

**Accessing Medical ID on a Locked iPhone X, XS, XR, or iPhone 11 or higher**

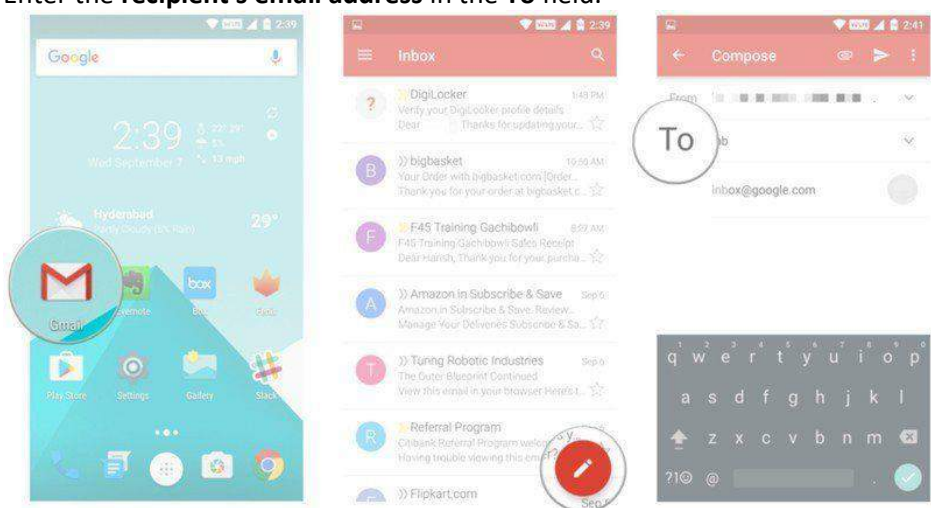
Accessing the Medical ID on an iPhone X or later is a bit different.

With the iPhone X, XS, XR, 11 you press and hold the Side button and the volume up button at the same time.

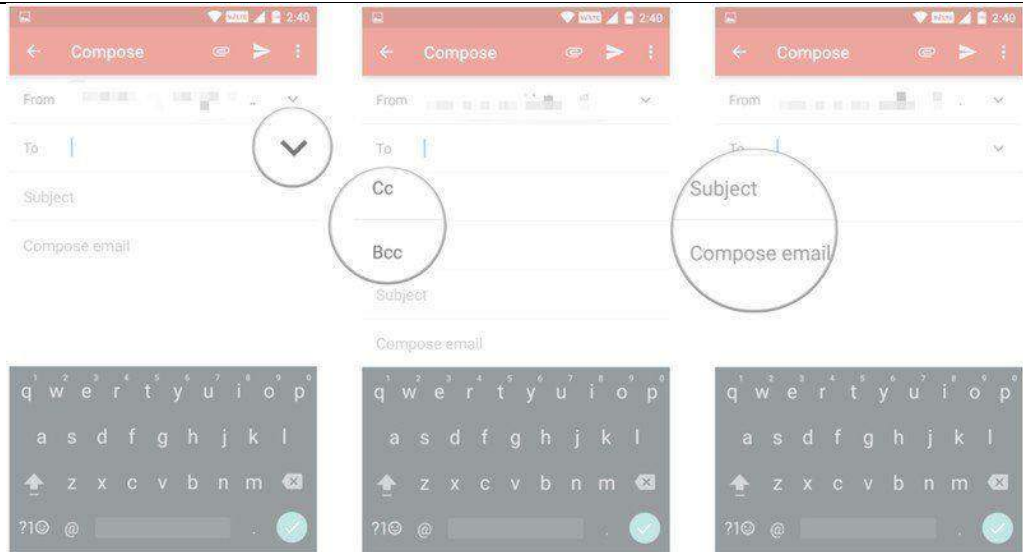
Now swipe right across the Medical ID slider. You'll be taken to the Medical ID screen.

Activity 3:  
30 minutes

**How to set Alarms, Timers and Use Calendar**  
**All Handouts can be found in Appendix C.**  
**Alarms Android and iPhone: See Handout**

<p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Click on a specific app  Navigate to a specific web address  Recognize and start a software program</p> <p><b>Interpersonal Skills</b>  Work with a co-worker in a team  Ask clarifying questions  Listen actively</p>	<p><b>Timers</b> Android and iPhone: See Handout</p> <p><b>Calendar</b> Android: <a href="https://youtu.be/gZTqZ6sF5YU">https://youtu.be/gZTqZ6sF5YU</a>  <b>Calendar</b> iPhone: <a href="https://youtu.be/vxQo-ix8XRQ">https://youtu.be/vxQo-ix8XRQ</a></p> <p>If you have students who are more visual and prefer a video, there are many videos on google.</p>
<p>Activity 4:  30 – 45 minutes</p> <p><b>VocFit Crosswalk:</b>  <b>Computer Skills:</b>  Click on a specific app  Read a received email  Reply to an email message  Access an email system using a username and password</p> <p><b>Interpersonal Skills</b>  Ask clarifying questions  Listen actively</p>	<p><b>How to send email using Gmail</b></p> <ol style="list-style-type: none"> <li>1. Open <b>Gmail</b> from the home screen or app drawer.</li> <li>2. Select the <b>floating action button</b> (circular button with a pen icon in the bottom right corner) to <b>compose</b> a new mail.</li> <li>3. Enter the <b>recipient's email address</b> in the <b>To</b> field.</li> </ol>  <ol style="list-style-type: none"> <li>1. Use the <b>downward arrow</b> symbol to see <b>Cc and Bcc</b> options.</li> <li>2. Enter the <b>subject</b> and <b>body</b> of the text.</li> <li>3. Tap the <b>arrow button</b> to send the email.</li> </ol>

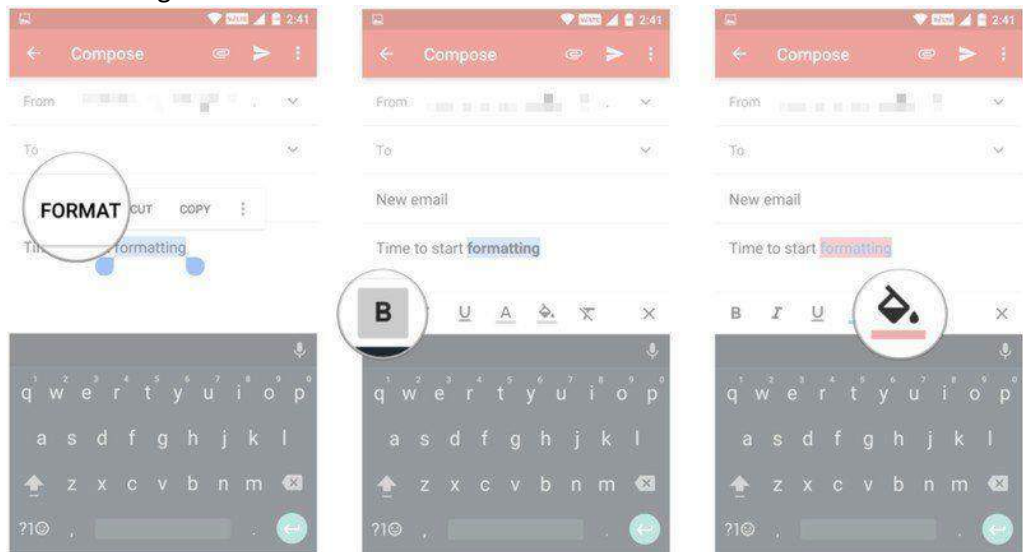




### How to format emails and add emojis in Gmail

Google added rich text formatting in Gmail for Android earlier this year, giving you the ability to add text colors and underline, italicize, and bold text. And yes, you can also send emoticons within an email.

1. Select the **desired text** with a quick **double tap**.
2. Tap the **Format** button from the action menu.
3. Select from **bold, italics, or underline**. You can also change text color and background.



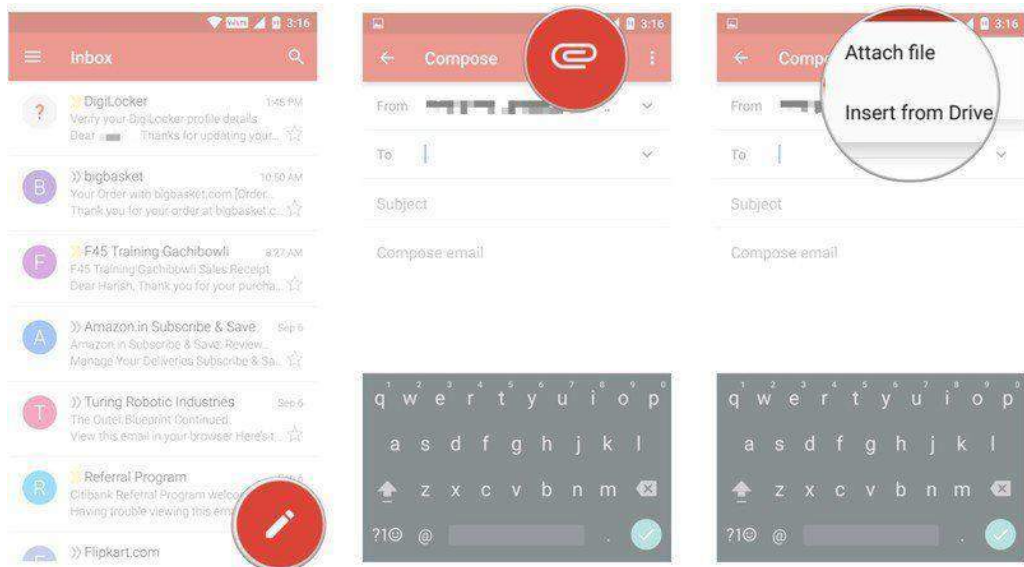
1. To add emoji, tap the **emoji button**.
2. Select your desired emoji and add it to the text.

### How to add attachments in Gmail

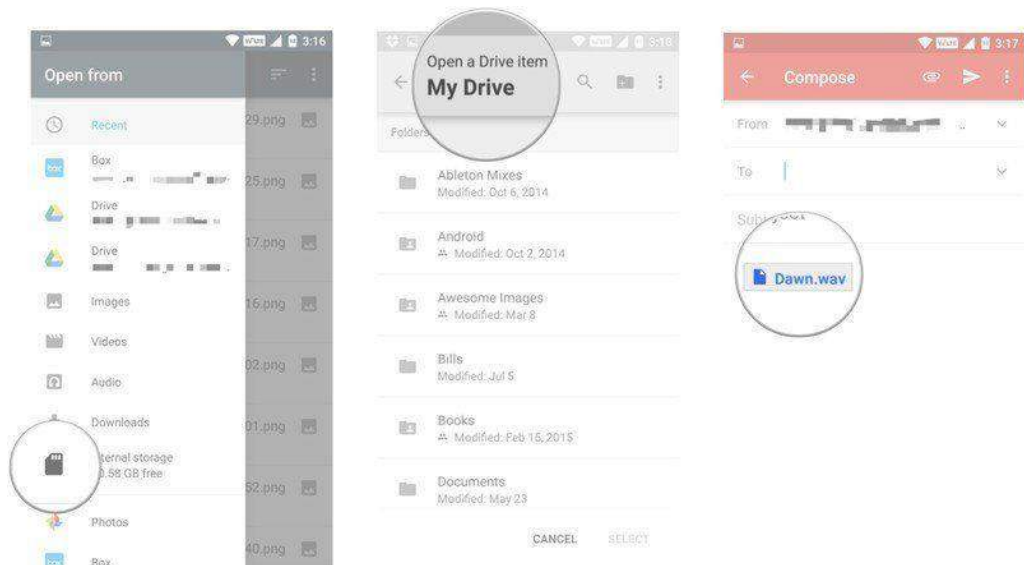
With Gmail, you can attach local files — including documents, photos, or videos — or send files stored on Box, Dropbox, Google Drive, and other cloud storage services.

Local attachments are limited to 25MB, and for anything larger than that you'll have to upload the file to Drive first. Doing so lets you share files up to 10GB in size.

1. Select the **floating action button** to **compose** a new mail.
2. Tap the **attach** button to select files.
3. Choose **Attach file** to insert local files or use **Insert from Drive** to attach Drive files as links within the mail.



1. Using the **Attach file** option is straightforward. Select the file from the menu to embed it in the mail.
2. **Insert from Drive** follows a similar flow.
3. Once you select the attachment, you'll see a preview at the bottom of the mail.



More information on how to use google on android can be found here:

<https://www.androidcentral.com/gmail-android-how-to>

**How to use Gmail on iPhone:**




### Download Gmail App on iPhone

1. Open the **App Store** on your iPhone > Download and Install the [Gmail App](#) on your device.

2. Once the App is installed, open **Gmail App** > On the next screen, enter your **Gmail ID** and **Password** to Sign-in to your Gmail Account.

<https://www.techbout.com/use-gmail-on-iphone-24254/>

Write an email

1. Make sure you've [downloaded the Gmail app](#).
2. On your iPhone or iPad, open the Gmail app .
3. At the bottom right, tap  Compose.
4. In the "To" field, add recipients. If you want, you can also add recipients in the "Cc" and "Bcc" fields.
5. Add a subject.
6. Write your message.
7. At the top of the page, tap Send .

<https://support.google.com/mail/answer/2819488?hl=en&co=GENIE.Platform%3DiOS>

Activity 5:  
30 – 45 minutes

**VocFit Crosswalk:**  
**Computer Skills:**  
Click on a specific app

**Interpersonal Skills**  
Listen actively  
Communicate with others on the phone  
Speak clearly so that others can understand  
Understand the speech of another person

### Set up voicemail

The first time you tap Voicemail, you're asked to create a voicemail password and record your voicemail greeting.

1. Tap Voicemail, then tap Set Up Now.
2. Create a voicemail password.
3. Choose a greeting—Default or Custom; if you choose Custom, you can record a new greeting.

Play, share, or delete a voicemail message

**Siri:** Say something like: "Play the voicemail from Eliza." [Learn how to ask Siri.](#)

Or do the following:

1. Tap Voicemail, then tap a message.
2. Do any of the following:

- *Play the message:* Tap .

Messages are saved until you delete them or your carrier erases them.


- *Share the message:* Tap .

- *Delete the message:* Tap .

**Important:** In some countries or regions, deleted messages may be permanently erased by your carrier. Your voice messages may also be deleted if you change your SIM card.

To recover a deleted message, tap Deleted Messages, tap the message, then tap Undelete.

#### Change your voicemail settings

- Change your greeting: Tap Voicemail, then tap Greeting.
- *Change your voicemail password:* Go to Settings  > Phone > Change Voicemail Password, then enter the new password.

If you forgot your voicemail password, contact your wireless carrier.






- *Change the alert for new voicemail:* Go to Settings > Sounds & Haptics or Settings > Sounds.

<https://support.apple.com/guide/iphone/check-voicemail-iph3c99490e/ios>

#### Record a new greeting

When you use the Google Voice app, you can record a greeting up to 3 minutes long. If you use Safari to record the greeting, it can only be one minute long. If you don't record a new greeting, callers hear the default greeting.

To record a new greeting:

1. Open the Google Voice app .
2. At the top left, tap Menu  > Settings.
3. In the Voicemail section, tap Voicemail greeting.
4. Tap Record a greeting.
5. Tap Record .
6. Record your greeting and when you're done, tap Stop .
7. Choose what you want to do with the recording:
  - To listen to the recording, tap Play .
  - To replace the recording, tap Redo.
  - To save the recording, tap Save. Enter a name for the new greeting and tap Save.

## Change your greeting

To use a different greeting that you already recorded or switch back to the default greeting:

1. Open the Google Voice app .
2. At the top left, tap Menu ≡ > Settings.
3. In the Voicemail section, tap Voicemail greeting.
4. Next to the greeting you want to use, tap More ⋮ > Set as active.

a tutorial on how to [record a new voicemail greeting on your Android](#).

<https://support.google.com/voice/answer/115069?hl=en&co=GENIE.Platform%3DAndroid>

### Example of professional voicemails

- *You have reached [name]. Unfortunately, I can't take your call right now. Please leave your name, number and a brief message so I can get back to you as soon as possible. Thank you!*

## Extension Activities: Critical Thinking Questions and Evaluation Tools

### Extension Activities: Critical Thinking Questions and Evaluation Tools

1. Knowledge / Remembering:  
Describe all the steps of creating and sending a professional email. How many steps are there in each part?
2. Comprehension / Understanding:  
Create a skit with professional and unprofessional uses of technology. The skit needs to have at least 3 settings including a workplace.
3. Applying:  
Divide the class into 2 groups. One group develops a funny and inappropriate voice mail greeting. The other group must change all the elements and make it professional. The 2<sup>nd</sup> time they switch places. One group creates an inappropriate response on a voice mail and the other group has change it make it professional.
4. Analyzing:  
Listing current skills is one of the most important parts of a resume. What skills do you have that would be important for a retail job? What skills do you have for a manufacturing job? What skills do you have for a food service job? List these skills in a table in a Word document that can be copied in a resume.
5. Evaluating:  
Have the students work in small group – 3 – 4 in a group. Ask them to play their voice mail messages for each other. Each group must devise an evaluation for the voice mails in at least 3 areas. The students must come up with the categories. Some examples are: clarity and understanding of the words, too soft or too loud, professional language, etc. They need to rank each other's voice mail

	and give suggestions to get a better score.
--	---

	6. Creating:
--	--------------

	Create some new emojis that are professional and could be used at a job.
--	--

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

## How to Fill Out a Job Application

**Read carefully:** Read the entire form carefully. Know what is being asked before filling out the form. Employers may use the application form to judge how well you follow instructions and how careful you may be as an employee. Ask someone to check it over for you before you submit it.

**Answer all questions:** Fill in the blanks completely and accurately. When something doesn't apply to you, write N/A for non-applicable. Check your answers for correct spelling, grammar, punctuation, completeness, and accuracy.

**Position:** Put a specific job down to show your area of interest.

**Personal information:** Use a professional email address and make sure your voicemail is set up if using your cell phone.

**Education and training:** List academic, vocational, and professional education and schools attended. Be prepared to attach copies of certificates or other documents.

**Work experience:** Always list the most recent employer first. Give complete and accurate names, dates, addresses, phone numbers, job titles, dates of employment, etc. Use your resume as a guide. Make sure the information presented in the application agrees with the information in your resume.

**Special job-related skills:** Use action verbs to list your special job-related skills, training, licenses, and accomplishments. List the types of equipment/tools that you can use. This will make you stand out from other applicants. The job description can provide clues about important skills.

**References:** Most employers will call references. Consider using teachers, counselors, co-workers, coaches, as references. (Do not use relatives) Be sure to ask for their permission and verify where they can be reached. Provide complete and accurate information about 3 (or more) people who can speak highly of you.

## SAMPLE JOB APPLICATION

Name and Address							
Name (First, MI, Last)				Social Security Number			
Mailing Address							
City, State, and Zip Code							
Telephone				Alternate Phone			
If under 18, please list age				Email			
Job Type							
Days/hours available to work							
<input type="checkbox"/> I have no preference.	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tues.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	<input type="checkbox"/> Sat.	<input type="checkbox"/> Sun.
I am seeking a:		<input type="checkbox"/> Full-time job		<input type="checkbox"/> Part-time job		<input type="checkbox"/> Full- or Part-time	
How many hours can you work weekly?				Can you work nights?		Date available to begin	
Additional Information							
Have you ever been employed by this organization in the past?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.						<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please explain:							
Do you have a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No				Driver's license number		Issued in what state?	



Have you had any accidents during the past three years?	How many?
Have you had any moving violations during the past three years?	How many?

PLEASE NOTE: It is important that you complete all parts of the application. If your application is incomplete or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Education				
School	Location (mailing address)	Years Completed	Major	Degree or Diploma
<b>High School</b>				
<b>College or Business/Trade School</b>				

Military				
Have you even been in the Armed Forces?	Ⓒ Yes	Ⓒ No	Date entered	
Are you now a member of the National Guard?	Ⓒ Yes	Ⓒ No	Discharge date	
Specialty				

Work Experience		
Please list ALL work experience beginning with your most recent job held. Attach additional sheets if necessary.		
Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer?    Ⓒ Yes    Ⓒ No		
Company	Name of last supervisor	Hrs/week

Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer? <input type="radio"/> Yes <input type="radio"/> No		

### Work Experience (continued)

Company	Name of last supervisor	Hrs/week
Address	Start Date	Starting Salary
City, State, and Zip Code	End Date	Final Salary
Phone number	Your last job title	
Reason for leaving (be specific)		
List the jobs you held, duties performed, skills used or learned, advancements or promotions while you worked at this company.		
May we contact this employer? <input type="radio"/> Yes <input type="radio"/> No		

### References

Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.

1.

2.

3.

4.

I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.

Signature

Date



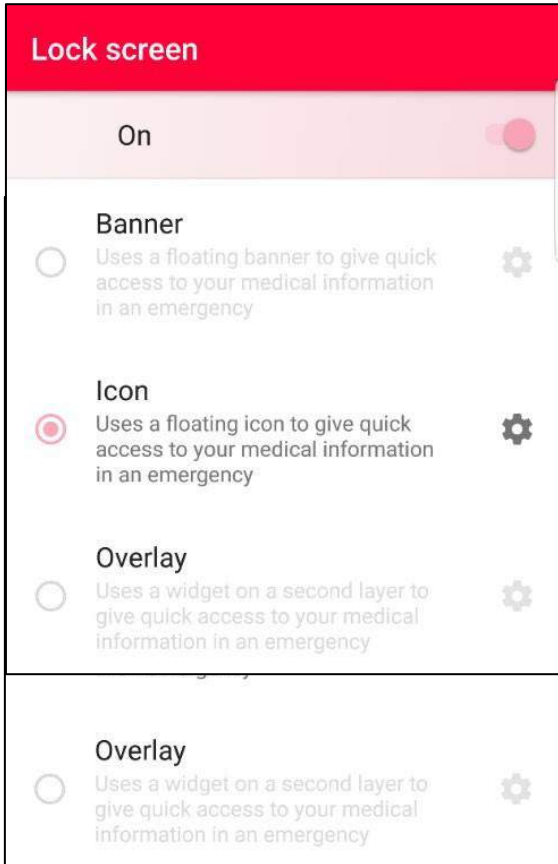
## Putting the “Medical ID” Feature on Android Phones

For most people -- especially youth and young adults -- a smartphone is everything. It’s a way to talk, text, take photos, play games, listen to music, read the news, and more. Android phones usually don’t have built-in health apps that allow you to create a Medical ID. But people with Android phones can still create Medical IDs that anyone can see from the lock screen without unlocking the phone. There are free apps you can download that can create a Medical ID. This guide describes how to make a Medical ID using the free **Medical ID (Free) ICE Contacts** app. It is easy to set up and can be accessed by anyone in the event of an emergency.

### **SETTING UP YOUR MEDICAL ID**

1. First, download the app. Go to the app store and download *Medical ID (Free) ICE<sup>1</sup> Contacts*.
2. Open the app. You will need to accept the app’s Terms of Service and Privacy Policy.
3. You will then be shown a series of prompts. You will be asked to allow Medical ID to access your device’s location and to make and manage phone calls. This is so you can be found in case of emergency, you can find nearby hospitals, and your emergency contacts can be called through this app.
4. After completing the prompts, it’s time to create a profile. You can add your name, photo, and all the information you would want others to know about your health. This includes your blood type, height, weight, if you are an organ donor, medical conditions, allergies & reactions, medications, and medical notes.
5. **\*Important\*** To enter your emergency contact’s information, go to the medical notes section. Here the app will ask for permission to access your contacts. Next, when you enter your emergency contact’s name in your medical notes, the app will find their contact information.
6. Tap the check mark in the upper right corner to finish your profile!

<sup>1</sup> ICE stands for In Case of Emergency



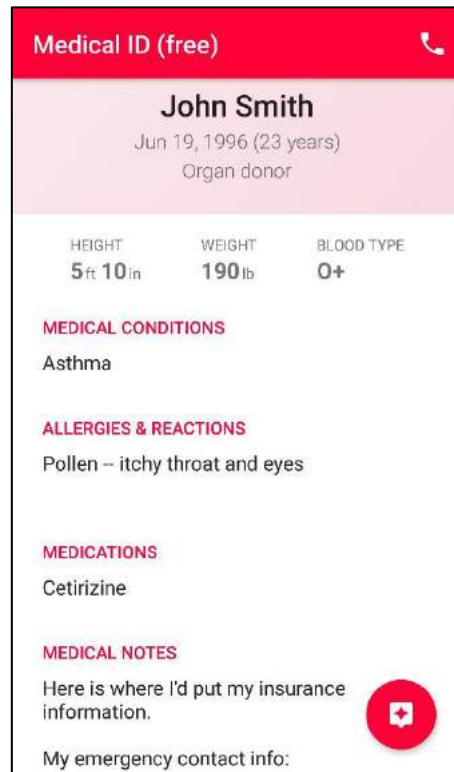
7. Once you tap the check mark, you'll be on a screen called Profiles. Tap on the three dots in the upper right corner to look at your Settings.

8. In your Settings, tap on "Lock screen." (See example on the left.) The first line is an option to turn Lock screen on. It's important to do this so your info can be viewed in case of an emergency. Next, there are three different options for displaying your Medical ID. Choose the one that you prefer.

9. Once the Lock screen has been turned on and you have chosen how you would like it to display, there is another series of prompts to allow the app to add a Medical ID banner/icon/widget on your lock screen. (NOTE: This allows emergency workers to see at a glance that you have the Medical ID information available.)

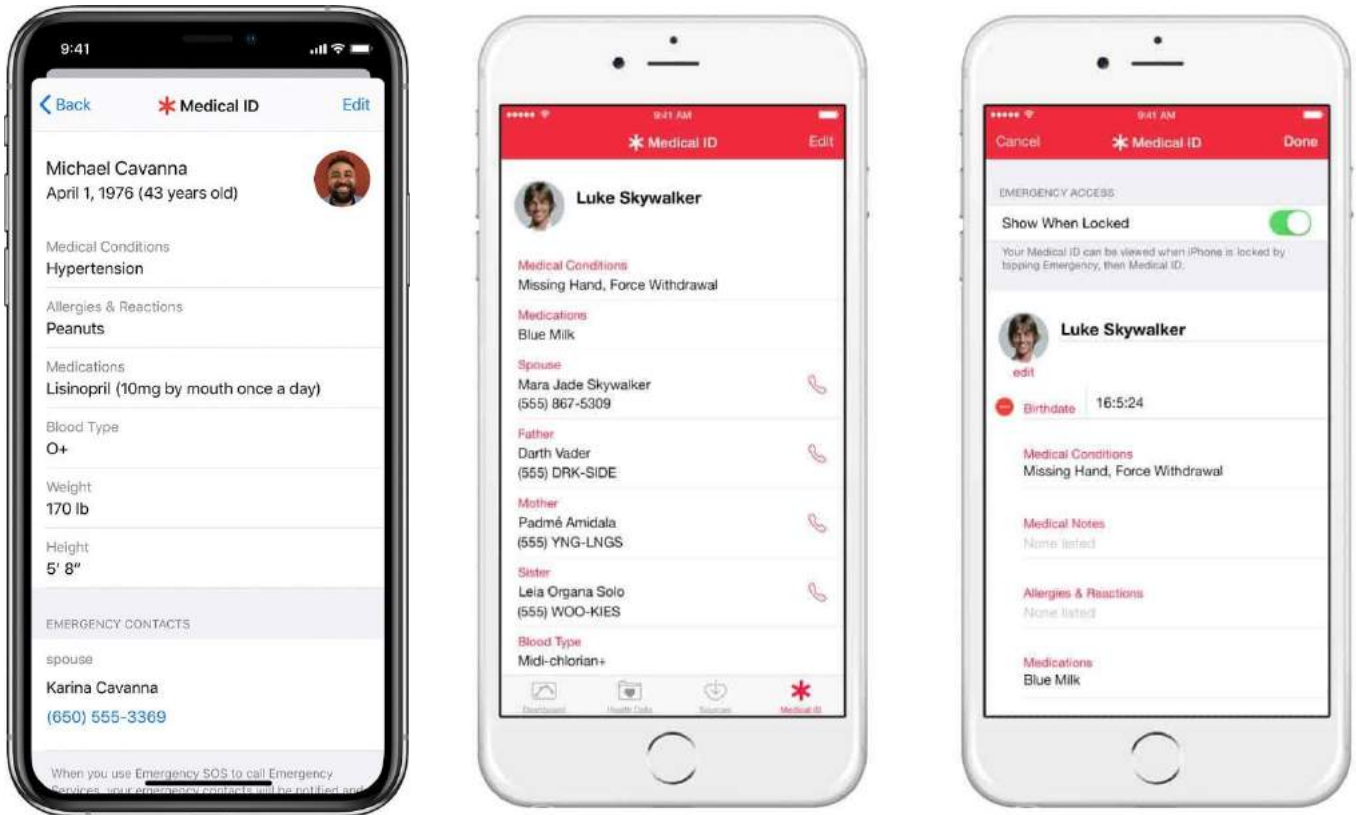
10. Now it's time to test out the Medical ID program. Lock your phone and navigate to your passcode screen to see what Medical Professionals will be able to see in an emergency. (Note: if you use your fingerprint ID, it will bypass the passcode section.)

The image below and on the left is what the Medical ID icon looks like when your phone is locked. To see your Medical ID (right), tap **twice** on the red icon at the top.



## Setting up the Medical ID in the Health app on your iPhone

Medical ID helps first responders access your critical medical information from the Lock screen, without needing your passcode. They can see information like allergies and medical conditions as well as who to contact in case of an emergency.



## How to set up your Medical ID

Open the Health app and tap the Summary tab.

Tap your profile picture  in the upper-right corner.

Under Medical Details, tap Medical ID.

Tap Edit in the upper-right corner.

To make your Medical ID available from the Lock screen on your iPhone, turn on Show When Locked. In an emergency, this gives information to people who want to help.

Enter health information like your date of birth, allergies, and blood type.

Tap Done.

# Accessing Medical ID on A Locked iPhone 8 Or Earlier

If you come across someone who is unconscious, you can access their Medical ID (if they've set one up) by doing the following:

Press the iPhone's Home button to access the lock/passcode screen.

Tap the Emergency button in the lower left-hand corner.

Tap the red Medical ID button in the lower left-hand corner of the Emergency keypad screen. You'll be taken to the Medical ID screen.

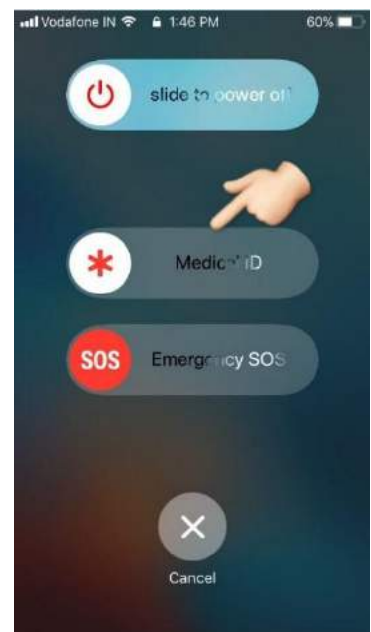


# Accessing Medical ID on A Locked iPhone X, XS, XR, or iPhone 11 or higher

Accessing the Medical ID on an iPhone X or later is a bit different.

With the iPhone X, XS, XR, 11 you press and hold the Side button and the volume up button at the same time.

Now swipe right across the Medical ID slider. You'll be taken to the Medical ID screen.









# Set, cancel, or snooze alarms

You can make and change alarms in the Clock app.

## Set alarm time




1. Open your phone's Clock app .
2. At the bottom, tap Alarm.
3. Pick an alarm.
  - To add an alarm, tap Add .
  - To reset an alarm, tap its current time.
4. Set the alarm time.
  - On the analog clock: slide the hand to the hour you want. Then slide the hand to the minutes you want.
  - On the digital clock: Enter the hour and minutes you want.
  - With the 12-hour format: Tap AM or PM.
5. Tap OK.

## Cancel or delete alarm

1. Open your phone's Clock app .
2. At the bottom, tap Alarm.
3. On the alarm you want, tap the Down arrow .
- Cancel: To cancel an alarm scheduled to go off in the next 2 hours, tap Dismiss.
  - Delete: To permanently delete the alarm, tap Delete.



## Change alarm sound or song

Use a sound

1. Open your phone's Clock app .
2. At the bottom, tap Alarm.
3. On the alarm you want, tap the Down arrow .
4. Tap the current sound's name.
5. Choose a sound:
  - Pick a sound from the list: Tap it.
  - Use your own sound file: If you've downloaded a sound file to your phone, tap Add new  Your sound file. [Learn where to find your files.](#)

Use a song from YouTube Music, Pandora, or Spotify

1. If you haven't yet, download the YouTube Music, Pandora, or Spotify app. [Learn how to download apps.](#)
2. Open the app and sign in to your account. [Learn how to open apps.](#)

3. Open your phone's Clock app .
4. At the bottom, tap Alarm.
5. On the alarm you want, tap the Down arrow .
6. Tap the current sound's name.
7. Next to "Sounds," tap YouTube Music, Pandora, or Spotify.
8. Find a song you want to use, then tap it.
  - YouTube: To choose a song or album, use a premium account. No-charge accounts don't work with Clock.
  - Pandora (US only): To choose a song, use a premium account. Plus and no-charge accounts can choose stations. No-charge accounts might hear ads.
  - Spotify: To choose a song, use a premium account. No-charge accounts can choose playlists and might hear ads.

<https://support.google.com/android/answer/2840926?hl=en#zippy=%2Ccancel-or-delete-alarm%2Cchange-alarm-sound-or-song%2Cset-alarm-time>

# How to set and change alarms on your iPhone

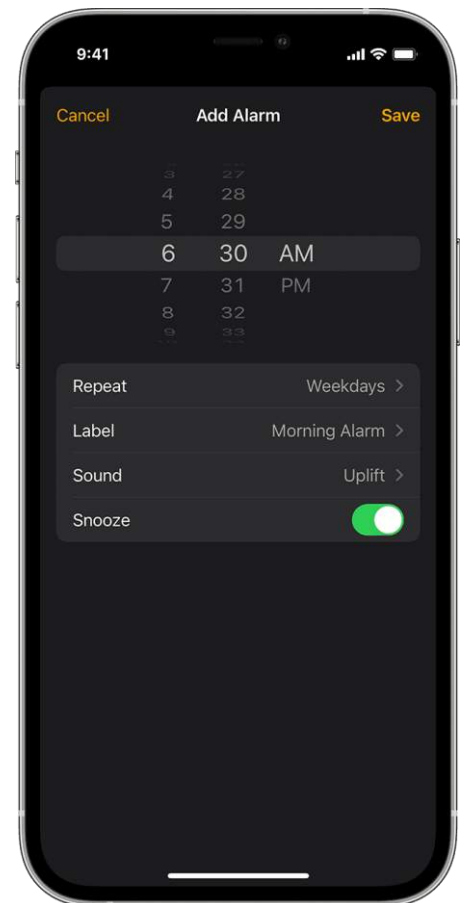
Learn how to set, edit, or delete an alarm.



With the Clock app, you can turn your iPhone into an alarm clock. Just open the Clock app from the Home Screen or Control Center. You can also ask Siri to set an alarm for you.

## How to set an alarm

1. Open the Clock app, then tap the Alarm tab.
2. Tap the Add button **+**.
3. Set a time for the alarm. You can also choose one of these options:
  - Repeat: Tap to set up a recurring alarm.
  - Label: Tap to name your alarm.
  - Sound: Tap to pick a sound that plays when the alarm sounds.
  - Snooze: Turn on to see a Snooze option when the alarm sounds.
4. Tap Save.



---

## How to change the alarm's volume

1. Go to Settings > Sounds & Haptics.
2. Under Ringer and Alerts, drag the slider left or right to set the volume. As you drag, an alert will play, so you can hear how the volume changes.

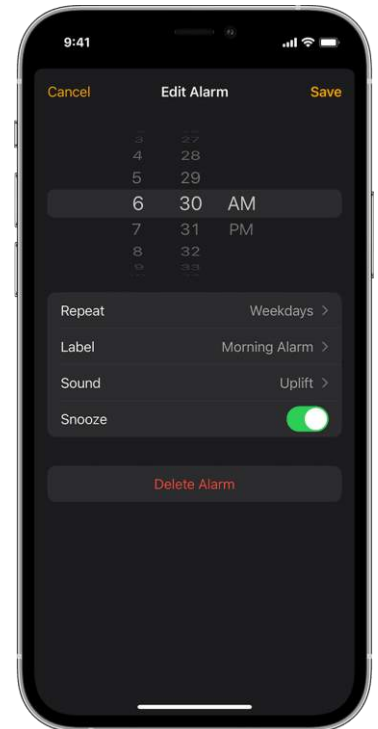
3. Turn on Change with Buttons to use the volume buttons on your device to change the alarm volume.

Learn what to do [if the alarm volume is too low or quiet](#).

---


## How to edit an alarm

1. Open the Clock app and tap the Alarm tab.
2. Tap Edit in the upper-left corner.
3. Tap the alarm, make your changes, then tap Save.



---

## How to delete an alarm

- Swipe left over the alarm and tap Delete.
- Tap Edit, tap the Delete button , then tap Delete.
- Tap Edit, tap the alarm, then tap Delete Alarm.

---

## If the alarm volume is too low or quiet

Do Not Disturb and the Ring/Silent switch don't affect the alarm sound. If you set your Ring/Silent switch to Silent or turn on [Do Not Disturb](#), the alarm still sounds.

If you have an alarm that doesn't sound or is too quiet, or if your iPhone only vibrates, check the following:

- Set the volume on your iPhone. If your alarm volume is too low or too loud, press the volume button up or down to adjust it. You can also go to Settings > Sounds & Haptics and drag the slider under Ringer and Alerts.

- If your alarm only vibrates, make sure that your alarm sound isn't set to None. Open the Clock app, tap the Alarm tab, then tap Edit. Tap the alarm, then tap Sound and choose a Sound.
- If you connect headphones to your iPhone, the alarm plays at a set volume through the built-in speakers on your iPhone as well as wired and wireless headphones.




<https://support.apple.com/en-us/HT207512>

# Android: Use the timer & stopwatch



You can time yourself with the Clock app's timer or stopwatch.

## Timer

### Count time down to zero



1. Open your phone's Clock app .
2. At the top, tap Timer.
3. Enter how long you want the timer to run.
4. Tap Start .
5. When your timer finishes, you'll hear beeping. To stop the beeping, tap Stop .

### Change a running timer



- To pause the timer, tap Pause .
- To add a minute to the length, tap +1:00.
- To name the timer, tap Label.
- To remove the timer, tap Delete.
- To start another timer, tap Add timer.
- To restart a timer, tap Pause  > Reset.

## Stopwatch

### Count time up from zero

1. Open your phone's Clock app .
2. At the top, tap Stopwatch.
3. Tap Start .

### Change a running stopwatch

- To pause a running stopwatch, tap Pause .
- To add a lap while the stopwatch is running, tap Lap.
- To reset a stopwatch, tap Pause  > Reset.

<https://support.google.com/android/answer/6143309?hl=en>

# Use the timer or stopwatch on iPhone



In the Clock app, you can use the timer to count down from a specified time. You can also use the stopwatch to measure the duration of an event.

**Siri:** Say something like: “Set the timer for 3 minutes” or “Stop the timer.” [Learn how to ask Siri.](#)

## Set the timer

1. Tap Timer.
2. Set the duration of time and a sound to play when the timer ends.

**Tip:** If you want to fall asleep while playing audio or video, you can set the timer to stop the playback. Tap When Timer Ends, then tap Stop Playing at the bottom.

3. Tap Start.

The timer continues even if you open another app or if iPhone goes to sleep.

## Track time with the stopwatch

1. Tap Stopwatch. To switch between the digital and analog faces, swipe the stopwatch.
2. Tap Start.

The timing continues even if you open another app or if iPhone goes to sleep.

3. To record a lap or split, tap Lap.
4. Tap Stop to record the final time.
5. Tap Reset to clear the stopwatch.

<https://support.apple.com/guide/iphone/use-the-timer-or-stopwatch-iph96b1e460/ios>

**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 8: *Technology***

**Objective 8.4: *The student will develop and demonstrate basic clerical skills.***

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**



<b>Unit 8: Technology 8.4: The student will develop and demonstrate basic clerical skills.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b>		
Activity 1: Teachers will learn how to set up a class on Typing.com. Once the teacher has set up the class, the students can use typing.com to practice proper placement of hands and work on their muscle memory when typing.		
Activity 2: Students will learn more about Microsoft Word. Students will learn about text basics, formatting text, how to find and replace text, indents and tabs, lines and paragraph spacing and how to make tables.		
Activity 3: Students will know how to use Google for searching and researching topics		
Activity 4: Convert a Document to PDF Using Word		
Activity 5: Students will learn more about Microsoft Excel. Students will learn cell basics, creating and opening workbooks and how to modify columns, rows and cells.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	None	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Websites <ul style="list-style-type: none"> <li>○ Typing.com</li> </ul> </li> <li>• YouTube: <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/vmEzxQfvj5c">https://youtu.be/vmEzxQfvj5c</a></li> <li>○ <a href="https://youtu.be/ViGf0RKbCyA">https://youtu.be/ViGf0RKbCyA</a></li> <li>○ <a href="https://youtu.be/p3QI9y3eEyo">https://youtu.be/p3QI9y3eEyo</a></li> <li>○ <a href="https://youtu.be/vJGYWVe52T4">https://youtu.be/vJGYWVe52T4</a></li> <li>○ <a href="https://youtu.be/mXWvKHWe2Co">https://youtu.be/mXWvKHWe2Co</a></li> <li>○ <a href="https://youtu.be/XNBrCEgzddw">https://youtu.be/XNBrCEgzddw</a></li> <li>○ <a href="https://youtu.be/6mSKsaquTAM">https://youtu.be/6mSKsaquTAM</a></li> <li>○ <a href="https://youtu.be/EBGrJckHadw">https://youtu.be/EBGrJckHadw</a></li> <li>○ <a href="https://youtu.be/9s0OdXiuqL0">https://youtu.be/9s0OdXiuqL0</a></li> </ul> </li> </ul>	
<b>Other materials needed for activities:</b>	None	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
Be able to answer the W questions for using these skills for any job regarding the use of the computer / technology: <ul style="list-style-type: none"> <li>• Where ...?</li> </ul>	Be able to type and demonstrate their increase of speed and accuracy throughout the year using various Microsoft tools.	Student will demonstrate understanding of these skills through: <ul style="list-style-type: none"> <li>• Applying for jobs</li> <li>• School assignments</li> <li>• Extra-curricular activities</li> <li>• Communicating with others</li> </ul>

<ul style="list-style-type: none"> <li>• Why ...?</li> <li>• What...?</li> <li>• When ...?</li> </ul>		
Students will know about Google as a Search Engine to find useful information	Students will be familiar using Google to find information for daily use	Observe the students using Google and other Search Engines for problem solving throughout the day and year

**STEP TWO: The Lesson Plan**

*Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. Please use and modify them based on the objective and the needs of your students.*

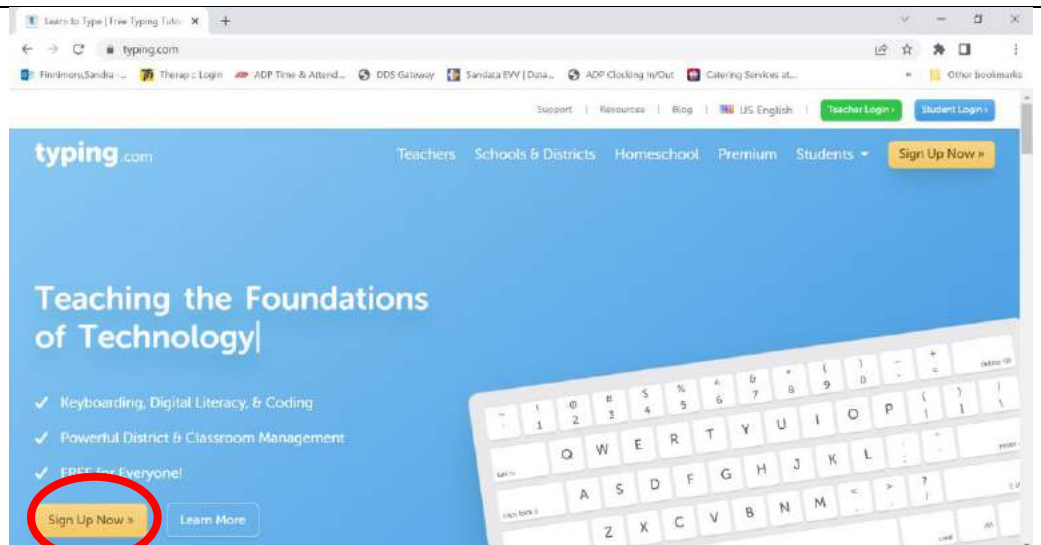
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Formatting:</b> the shape, size, and general makeup (as of something printed).</li> <li>• <b>Fine-tuning:</b> make small adjustments to (something) to achieve the best or a desired performance.</li> <li>• <b>Converting:</b> change or be able to change from one form to another.</li> <li>• <b>Modifying:</b> make partial or minor changes to (something), typically to improve it.</li> </ul>
-----------------	--

<p><b>Introduction:</b></p> <p><b>Connect to Purpose</b></p> <p><b>20 – 30 minutes</b></p> <p><b>VocFit Crosswalk:</b></p> <p>Interpersonal Skills:</p> <p>Work with a Co-worker or team</p> <p>Cooperate with others to accomplish Work activities</p>	<p>Print each glossary word and the definition separate. Have the students match the glossary word to the definition on the board. You can use tape or add magnetic tape to the back of the word cards, so they stick to the board.</p>
---	---

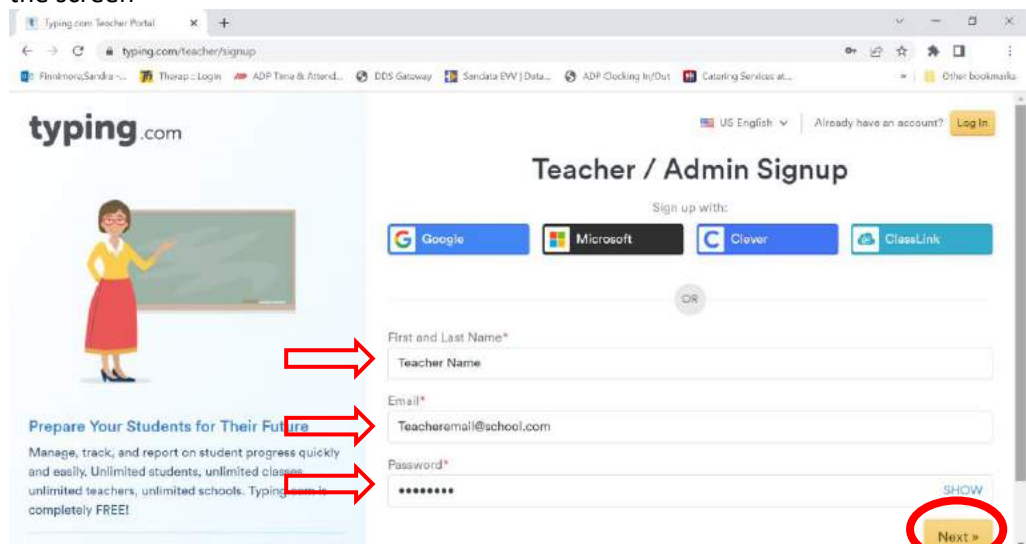
**Lesson Activities**

<p>Activity 1</p> <p>60 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Computer Skills:</b></p> <p>Click on a desired web link</p> <p>Enter text applying basic key functions</p>	<p>Typing.com</p> <p>Go to typing.com and click on the sign up now in the lower left corner of the screen (yellow button)</p>
--	---

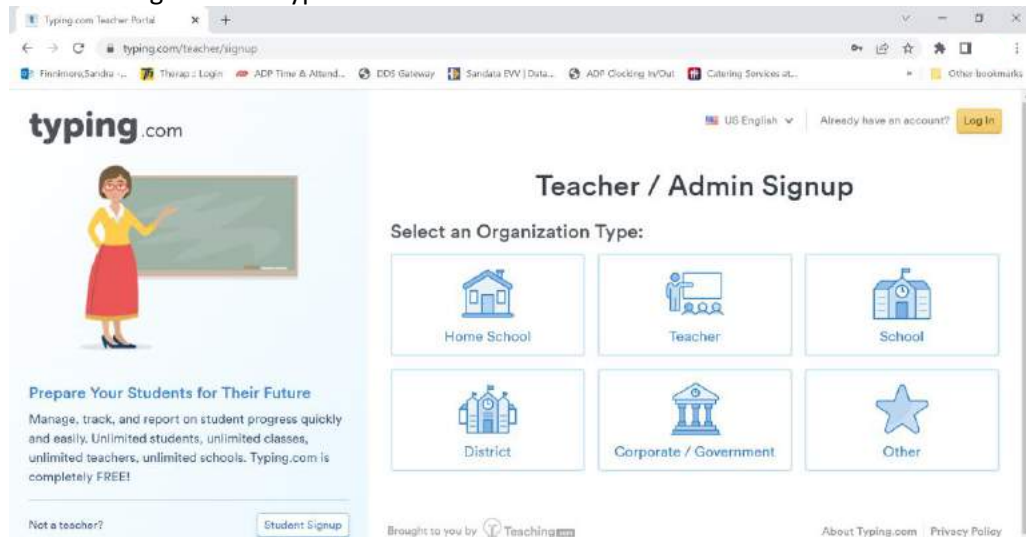
Open and close a software program  
Type text to create a document



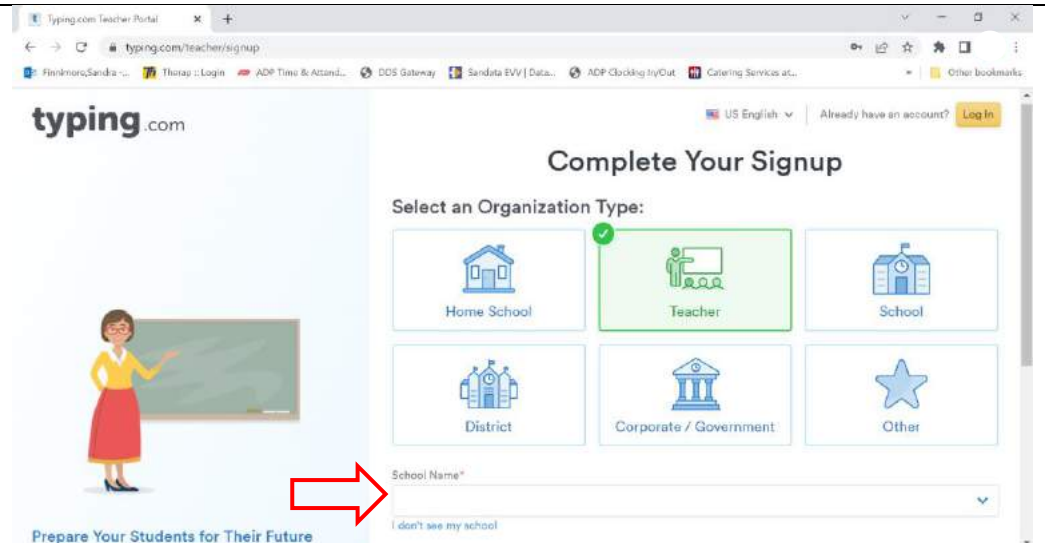
Enter in your information into the fields and click Next in the lower right corner of the screen



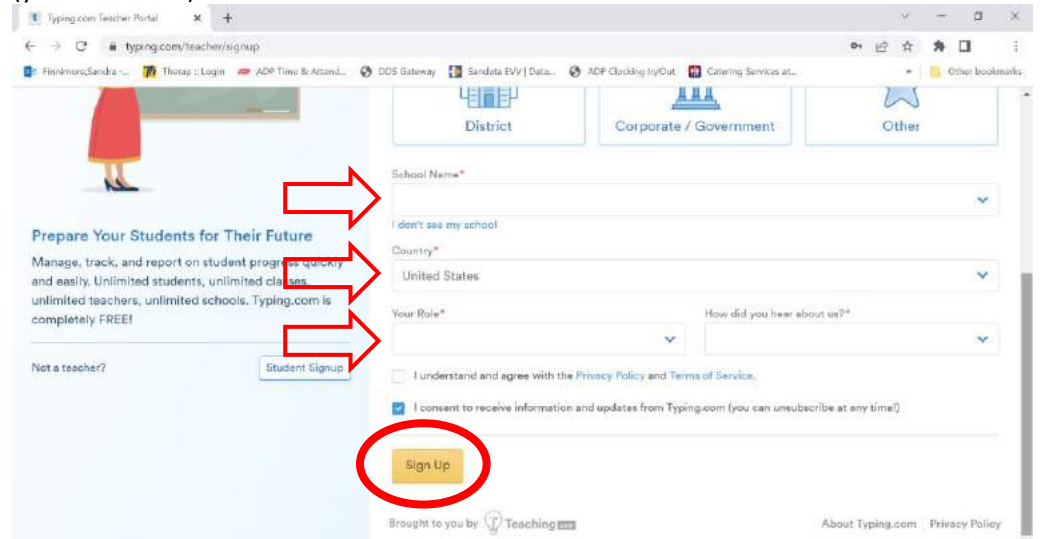
Select an organization type



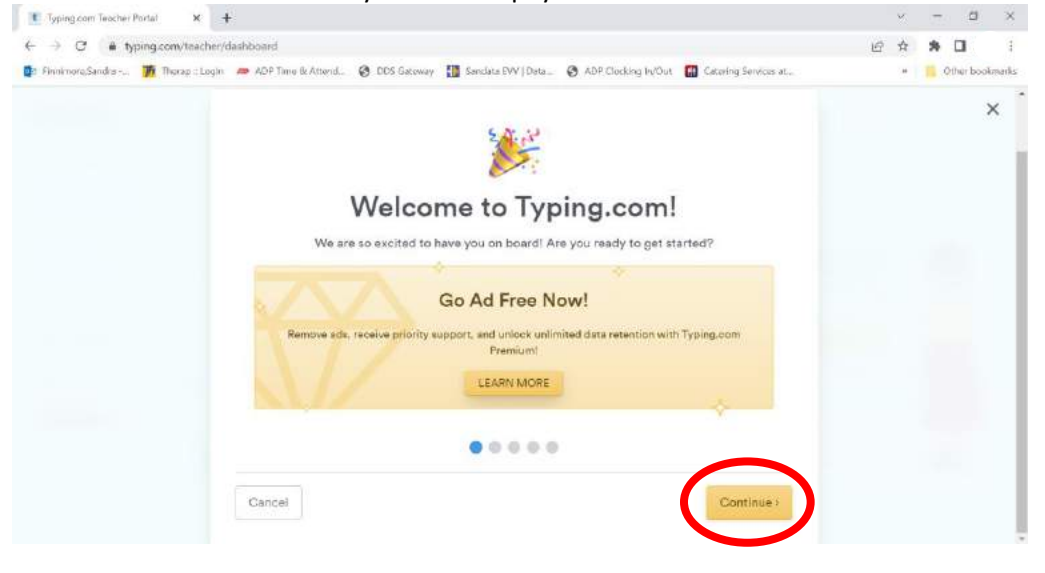
Once you select an organization type you will need to fill in the fields below



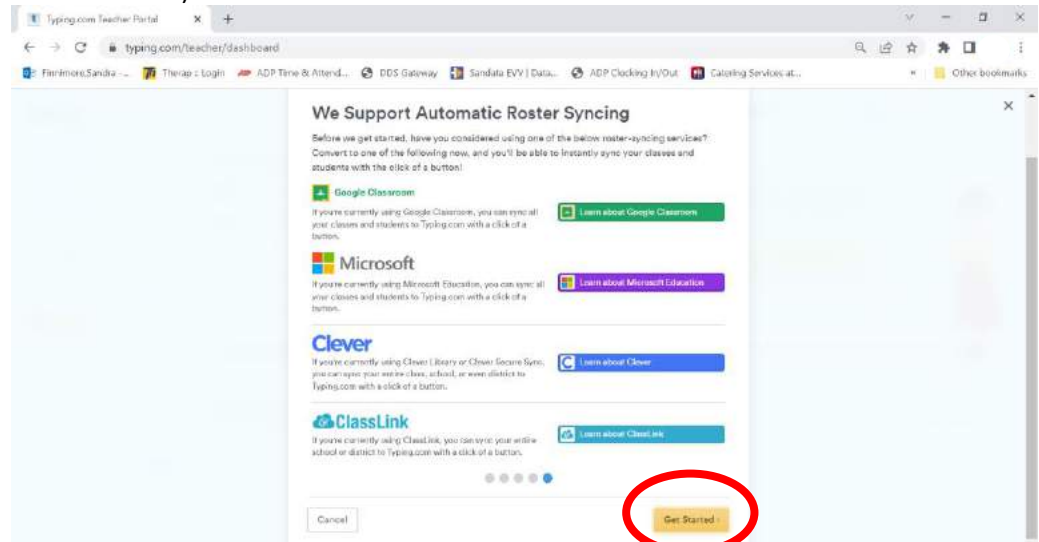
Scroll down for more fields, then click sign up in the lower center of your screen (yellow button)



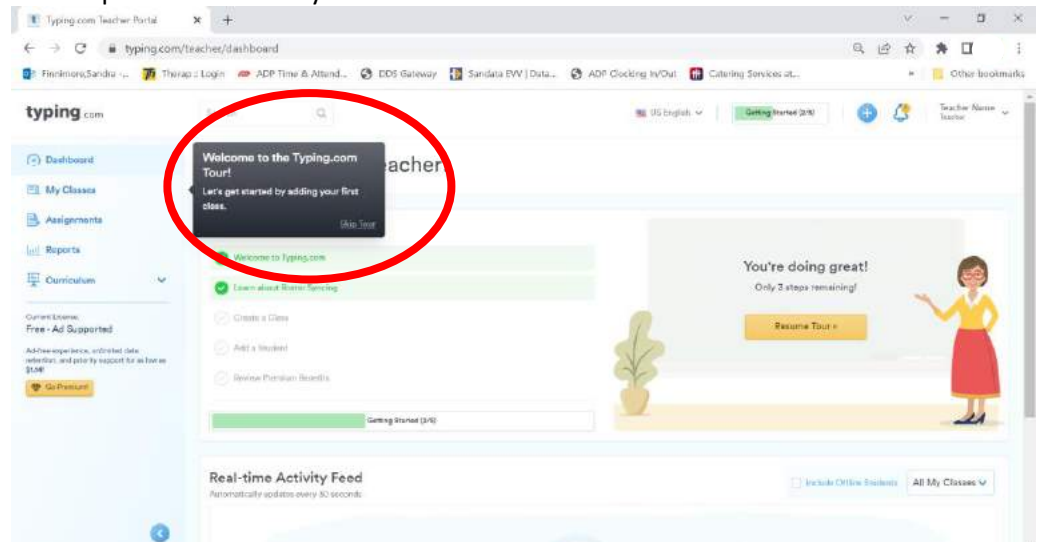
Click continue 4 times unless you want to pay for Ad Free



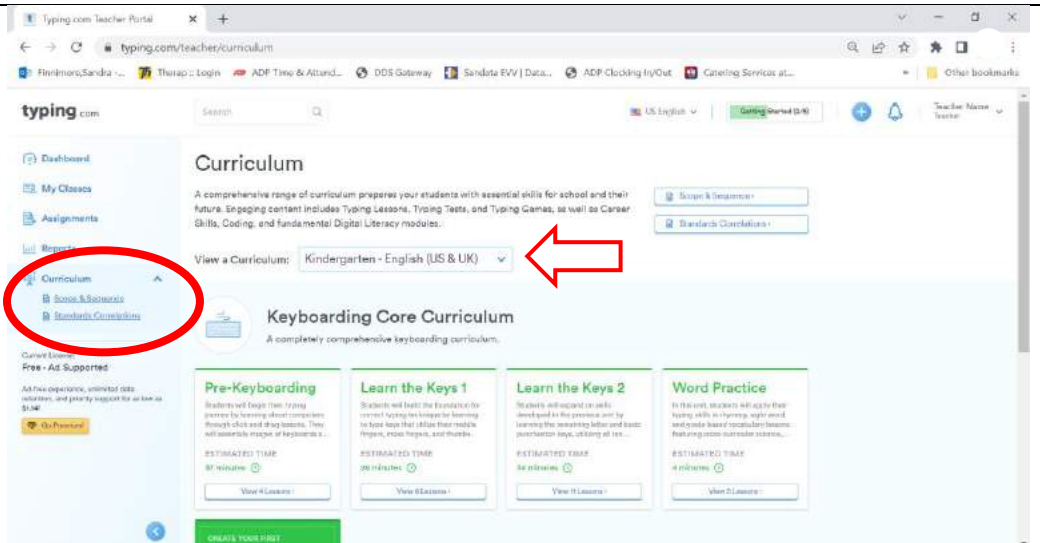
Click Get Started in the lower right corner of your screen (you might need to scroll down to see it)



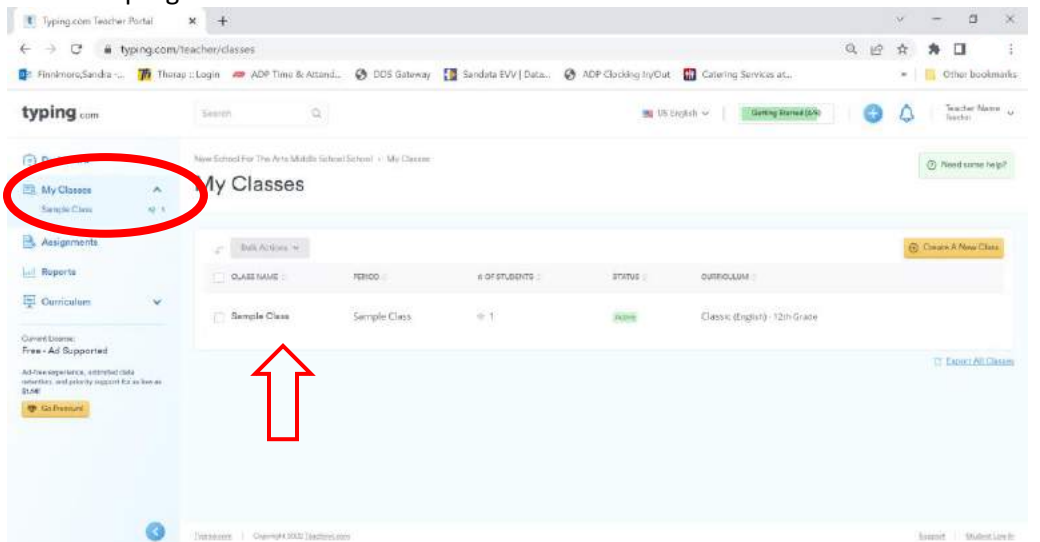
You can take the tour to get familiar with Typing.com. Follow the tour to learn how to set up a class and add your students



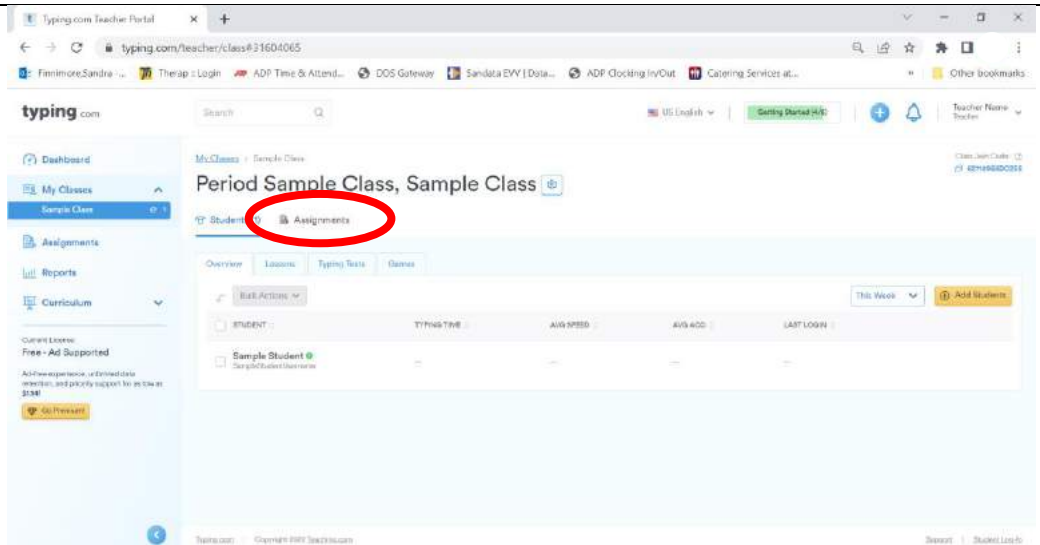
To view the curriculum, click on the curriculum button in the blue section on the left side of the screen, then select your grade level from the drop-down menu in the center of the screen



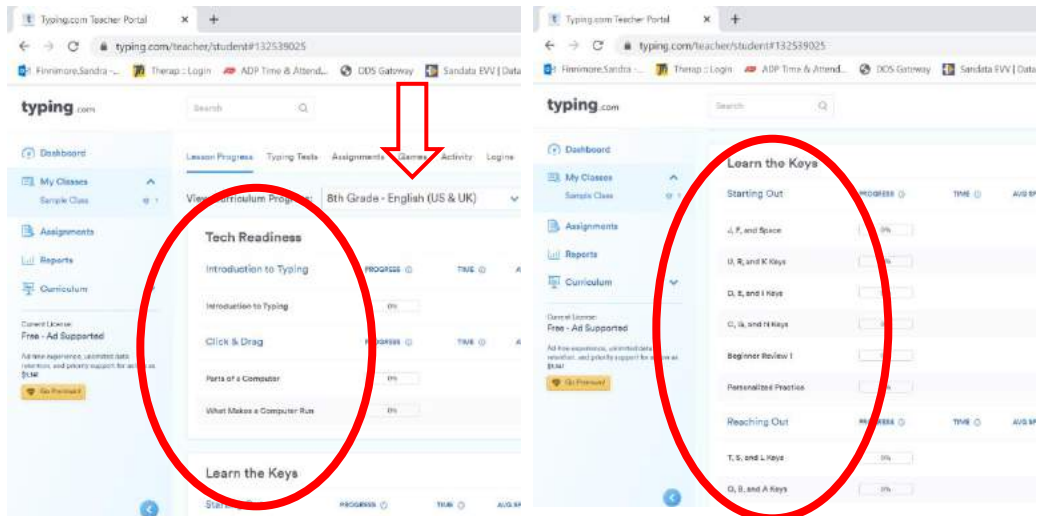
To view your class's progress, click the drop-down arrow next to My Classes in the blue section on the left side of the screen. Click on the class you want to view the students' progress



You can also add assignment to students by clicking on the class and then the assignment tab



After you click on the student, you can change the grade level and view all of the lessons they have completed/their progress on each lesson



Scroll down to see more lessons

Activity 2:  
60 minutes – 90  
minutes (break into  
reasonable chunks  
according to student  
needs)

**VocFit Crosswalk:**  
**Computer Skills**  
Navigate to a  
specific web address  
Save a file /  
document to a  
specific location  
Click on a desired

### Microsoft Word

Now that the students know the basics for Microsoft Word, Creating, Saving and Opening a document, we will now get into more specifics on how to use Microsoft Word.

Text Basics: <https://youtu.be/vmEzxQfvj5c>

This video includes information on:

- Selecting and deleting text
- Copying and pasting text
- Cutting and pasting text
- Dragging and dropping text
- Using the Undo and Redo features
- Inserting symbols

<p>web link Open and Close a software program</p>	<p>Formatting Text: <a href="https://youtu.be/ViGf0RKbCyA">https://youtu.be/ViGf0RKbCyA</a> This video includes information on:</p> <ul style="list-style-type: none"> <li>• Changing font size and color</li> <li>• Using the Bold, Italic, and Underline commands</li> <li>• Changing text case and alignment</li> <li>• Highlighting text</li> </ul> <p>Find and Replace: <a href="https://youtu.be/p3Ql9y3eEyo">https://youtu.be/p3Ql9y3eEyo</a> This video includes information on:</p> <ul style="list-style-type: none"> <li>• Finding text</li> <li>• Replacing text</li> </ul> <p>Indents and Tabs: <a href="https://youtu.be/vJGYWVe52T4">https://youtu.be/vJGYWVe52T4</a> This video includes information on:</p> <ul style="list-style-type: none"> <li>• Indenting text</li> <li>• Using the tab selector</li> <li>• Adding and removing tab stops</li> </ul> <p>Lines and Paragraph spacing: <a href="https://youtu.be/mXWvKHWe2Co">https://youtu.be/mXWvKHWe2Co</a> This video includes information on:</p> <ul style="list-style-type: none"> <li>• Formatting and fine-tuning line spacing</li> <li>• Adding and formatting paragraph spacing</li> </ul> <p>Tables: <a href="https://youtu.be/XNBrCEgzddw">https://youtu.be/XNBrCEgzddw</a> This video includes information on:</p> <ul style="list-style-type: none"> <li>• Inserting a blank table</li> <li>• Converting existing text to a table</li> <li>• Modifying tables</li> </ul>
<p>Activity 3: 60 – 90 minutes <b>VocFit Crosswalk:</b></p> <p><b>Computer Skills</b> Use an online Search Engine Navigate to a specific web address Save a file / document to a specific location Click on a desired web link Open and Close a software program Enter text applying basic key functions</p>	<p style="text-align: center;"><b>How to Use Google</b></p> <p><b>Brainstorm:</b> What have you used Google for in the past?</p> <p><b>Video:</b> How to Use Google Search <a href="https://www.google.com/search?q=How+to+use+google&amp;rlz=1C1CHBF_enUS948US950&amp;oq=how+to+use+google&amp;aqs=chrome.0.69i59l2j0i512l5j69i60.2728j0j7&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=stCHYo7GMOGjptQP3uWkmAw17">https://www.google.com/search?q=How+to+use+google&amp;rlz=1C1CHBF_enUS948US950&amp;oq=how+to+use+google&amp;aqs=chrome.0.69i59l2j0i512l5j69i60.2728j0j7&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=stCHYo7GMOGjptQP3uWkmAw17</a></p> <p><b>Review and Discuss</b> the following tips to search Google better, faster.... <a href="https://www.usatoday.com/story/tech/2019/11/02/expert-tips-for-google-search/4113013002/">https://www.usatoday.com/story/tech/2019/11/02/expert-tips-for-google-search/4113013002/</a></p> <ol style="list-style-type: none"> <li>1. Think an extra second about what you are really asking for</li> <li>2. Don't include your answer in a search</li> <li>3. Use “context” search terms</li> <li>4. Search by voice for a spelling</li> <li>5. Pay attention to little words</li> </ol>



6. Word order matters, too
7. Use image search when you're remodeling, searching for a job
8. When punctuation counts
9. Remembering that quote

**Practice:** Select a topic to research and apply the tips and strategies above.

**Think, Pair, Share:** Have each student present their Google Search to a partner, then select a few to be shared with the whole class.

**Wrap up:** Discuss any roadblocks, challenges or learning moments in the process

Activity 4:  
20- 30 minutes

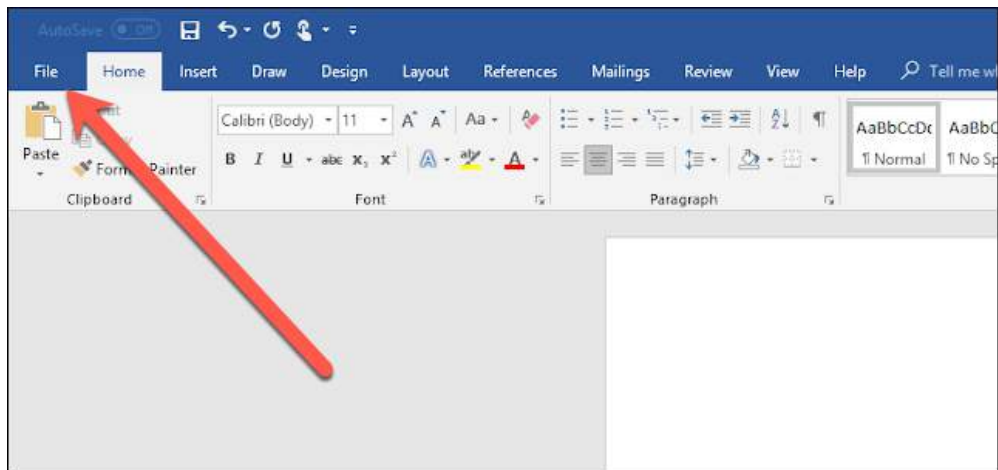
**VocFit Crosswalk:**

Navigate to a specific web address  
Save a file / document to a specific location  
Click on a desired web link  
Open and close a software program  
Enter text applying basic key functions

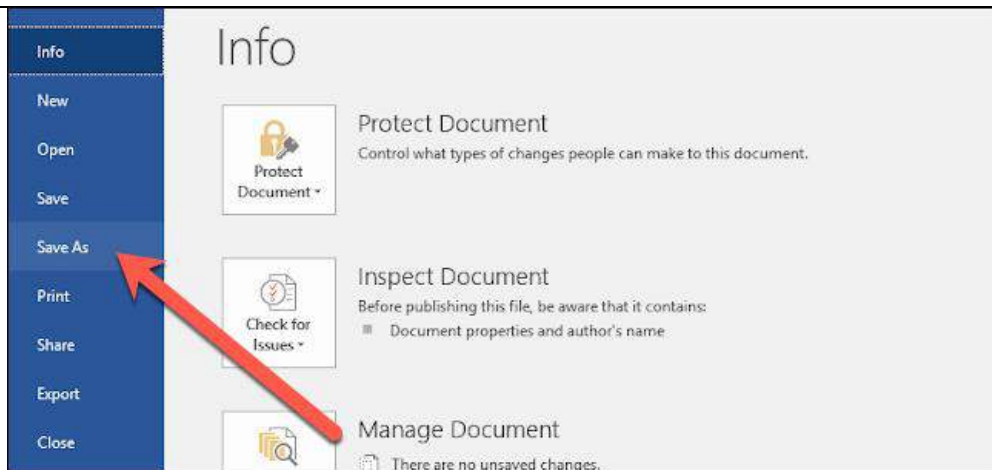
**Convert a Document to PDF Using Word**

If you have the desktop version of Microsoft Word installed on your Windows PC or Mac, the easiest way to convert your document to PDF is right in Word itself.

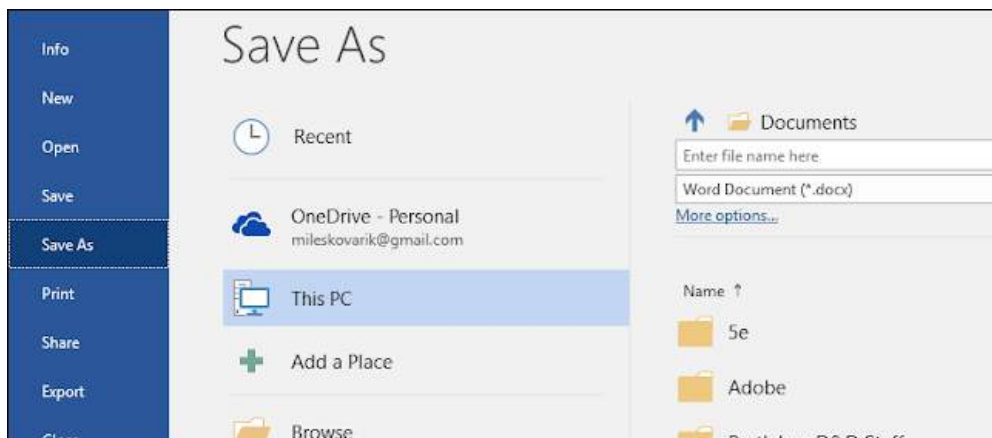
Open the document you want to convert and then click the “File” tab.



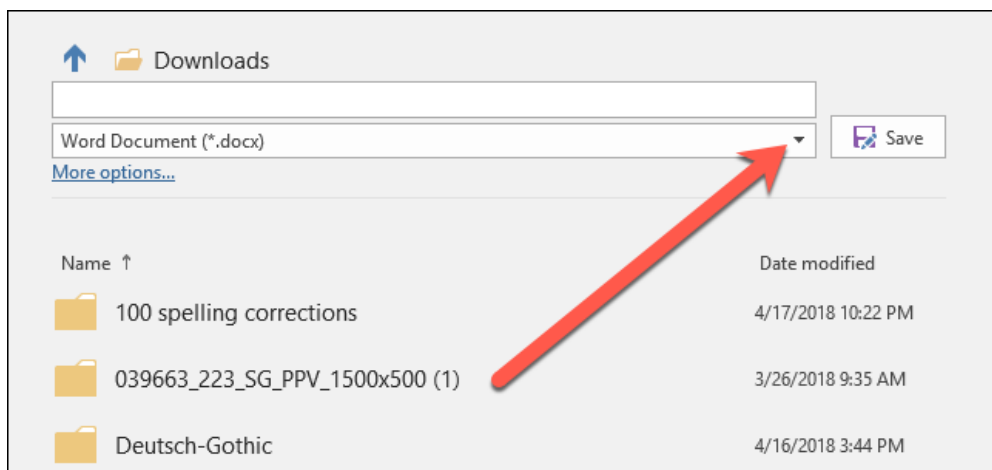
On the backstage screen, select “Save As” from the list on the left.



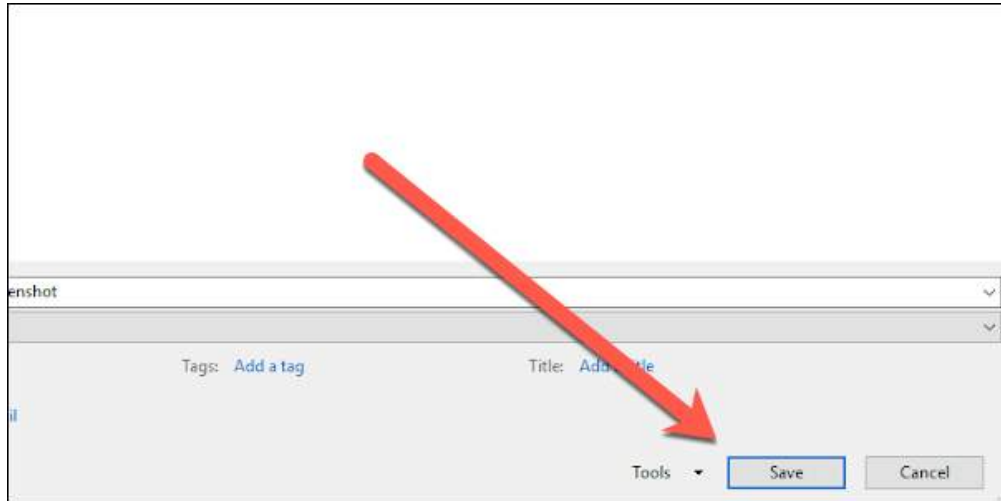
Next, from the Save As screen, select where you would like the PDF to be saved (OneDrive, This PC, a particular folder, or wherever).



Click the dropdown arrow on the right side of the "Save As Type" box and select "PDF (\*.pdf)" from the dropdown menu.



If you want to, you can change the filename at this time. When you're ready, click the "Save" button.



After saving the PDF, you'll be returned to your Word document, and the new PDF will open automatically in your default PDF viewer.

<https://www.howtogeek.com/352668/how-to-convert-a-microsoft-word-document-to-a-pdf/>

Activity 5  
45 – 60 minutes

**VocFit Crosswalk:**  
Navigate to a specific web address  
Save a file / document to a specific location  
Click on a desired web link  
Open and close a software program  
Enter text applying basic key functions

### Excel Basics

Cell Basics: <https://youtu.be/6mSKsaquTAM>

This video includes information on:

- Understanding and selecting cells
- Inserting content
- Editing and deleting cells
- Copying and pasting cells
- Using the drag-and-drop feature to move cells
- Using the fill handle

Creating and Opening Workbooks: <https://youtu.be/EBGrJckHadw>

This video includes information on:

- Opening and pinning existing workbooks
- Using templates
- Using Compatibility Mode

Modifying Columns, Rows, and Cells: <https://youtu.be/9s0OdXiuqL0>

This video includes information on:

- Inserting, deleting, moving, and hiding rows
- Wrapping text and merging cells
- Using AutoFit
- Modifying row height

Extension Activities: Critical Thinking Questions and Evaluation Tools	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. <b>Knowledge / Remembering:</b> Why is Google called Google?</li>   <li>2. <b>Comprehension / Understanding:</b> Ask the students to use google and find out at least 10 facts about something they want to purchase. This information could be used in the next activity.</li>   <li>3. <b>Applying:</b> Ask the students to create a document that “sells” or markets something. It must have google images, 2 fonts, 2- 3 colors and no more than one page. They could work alone or in pairs. They can rank the documents from highest to lowest on “Did this document make me want to buy or try this product?”</li>   <li>4. <b>Analyzing:</b>  Ask the student to create a table or some other way to compare Excel, Google and Word on the following: <ul style="list-style-type: none"> <li>• When would you use this tool</li> <li>• Which is the easiest to learn and use</li> <li>• Which is the hardest to learn and use</li> <li>• List a job you would like to have and estimate how many times you might use this tool in a week</li> <li>• Etc. feel free to other rating categories</li> </ul> </li>   <li>5. <b>Evaluating:</b> Divide the students into a few groups of 3 each. They must use Word or Excel to create a budget for buying something very expensive such as a game system, a phone, etc. The document should show the total cost, how long it might take to save for the product, some narrative about how they would earn the money, comparative costs for at least 3 similar products (such as an iPhone, Google Phone and Android phone).</li>   <li>6. <b>Creating:</b> Ask the students to brainstorm in pairs some strategies to improve overall keyboarding skills (speed and accuracy). Compare to all the class group. How many new ones did they create?</li> </ol>

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.