

Attainment's

Life Skill Lessons

650 ready-to-use transition activities



**5-minute
lessons**

**Coordinates with the
FUTR Tool Assessment and the PACT**

Ellen McPeek Glisan

The ***Life Skill Lessons*** curriculum includes activities that are addressed in the FUTR Tool (Forecasting Useful Transition Readiness) assessment, in the PACT (Parents and Children Together) review activities, plus activities that are new for this book. Both the *Life Skill Lessons* and the PACT are intended to prepare students for taking the FUTR Tool Life Skills Transition Assessment or for general life training.

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Life Skill Lessons

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Ma 1: Allotting Adequate Time

FUTR Tool: 1
PACT: yes

Supplies: None

Ask students to imagine this scenario: It is Saturday. You have to clean your room before you can go out with your friends. You know it will take an hour to clean your room. You want to leave with your friend at 3:00. Ask students when they should start cleaning the room.

Answer: Anytime before 2:00; Discuss that prompt action allows time to deal with unforeseen problems or distractions as well as for a relaxed pace.

Objective: Student will allot adequate time to complete tasks.

Subject: Math Mode: Discussion Training Zone: [O] Organization	Readiness Factor: [2] Daily Living Readiness Factor Category: [g] Time and Order
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Ma 2: Applying for a loan

FUTR Tool: no
PACT: yes

Supplies: None

Discuss these two common ways to get a loan:

1. Go to a bank or credit union and tell them you want to apply for a loan. They will ask you to fill out forms and tell you any other things they need you to do. Then, they will let you know if you qualify for the loan.
2. Ask a family member or friend if you can borrow money. Even though it is a family member or friend, plan to sign an agreement, pay on time, and pay interest.

Objective: Student will discuss common ways to get a loan.

Subject: Math Mode: Discussion Training Zone: [E] Exploration	Readiness Factor: [2] Daily Living Readiness Factor Category: [c] Finances
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Ma 3: Approximating measurements

FUTR Tool: no
PACT: yes

Supplies: Container that holds between six and ten cups, a book

Ask volunteers to approximate the measurements in each of the following situations:

- a. Hold your hands about two feet apart and ask about how far apart your hands are.
- b. Hold up a container and ask about how much water it holds.
- c. Show students a book and ask about how much it weights.
- d. Ask about how far it is from the front of the classroom to the back of the classroom.
- e. Ask about how tall you are.
- f. Explain that Ali is planting her garden and the package of bean seeds says to plant one seed every inch. Ask students to show, with their forefingers and thumbs, how far apart to plant the seeds.

Answer: Either measure to confirm each answer or use your own approximations.

Objective: Student will approximate general measurements (length, weight, volume) with fairly good accuracy.

Subject: Math Mode: Oral Response Training Zone: [F] Flexibility	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 4: Arranging furniture so it is attractive and useful

FUTR Tool: no
PACT: no

Supplies: For each student: Piece of paper with a room layout, page of living room furniture that can be cut out and arranged in the room, scissors, tape

Give each student a piece of paper with a room layout. (Include shape of room, windows, doors, and other permanent things of choice such as a fireplace or built-in bookshelves.) Give each student a page of “living room furniture.” (The living room furniture can be hand-drawn, from computer clip-art, etc.) Ask them to cut out the furniture and then arrange it in the room and tape it in place when they like their arrangements. Ask volunteers to share their arrangements. Discuss the benefits of the different arrangements.

Objective: Student will arrange furniture so it is attractive and useful.

Subject: Math Mode: Hands-On Training Zone: [M] Manipulation	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 5: Being punctual

FUTR Tool: 12
PACT: yes

Supplies: None

Ask volunteers to give examples of being punctual and being late for each of the following situations. Also, ask them to give the “best arrival” times.

- You have a hair cut appointment at 10:00 a.m. [Punctual: between 9:45 and 10:00; Late: 10:01 or later; Best: between 9:55 and 9:59]
- You are leaving on an airplane at 5:00 p.m. [Punctual: between 3:00 and 3:30; Late: 4:00 or later; Best: about two hours ahead of flight time]
- You are meeting friends at a restaurant. Your reservation is for 7:00 p.m. [Punctual: 6:59 or before; Late: after 7:00; Best: between 6:55 and 6:59]
- Your first class at school starts at 8:34 a.m. [Punctual: by 8:33; Late: after 8:34; Best: Varies]

Objective: Student will identify punctual and non-punctual times as well as “best” arrival time for appointments.

Subject: Math Mode: Oral Response Training Zone: [C] Conscientiousness	Readiness Factor: [1] Career Readiness Factor Category: [b] Job Performance
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Ma 6: Budgeting

FUTR Tool: 32
PACT: yes

Supplies: None

Tell students to imagine they are short on money. Ask them to decide which of the choices below would be good ways to spend their money.

- Eating at a nice restaurant [no]
- Paying the water bill [yes]
- Inviting a friend over for popcorn and a movie [yes]
- Buying original art [no]
- Getting new jeans because there is a new style you like [no]
- Getting new tennis shoes because your old ones have fallen apart [yes]

Objective: Student will choose items that should be included in a tight budget.

Subject: Math Mode: Oral Response Training Zone: [A] Analysis	Readiness Factor: [2] Daily Living Readiness Factor Category: [c] Finances
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Ma 7: Buying the best deal

FUTR Tool: 36

PACT: yes

Supplies: Some or all of these empty soda containers (or packages) with prices attached (large tags): 12 oz, 16 oz, 20 oz, 1 liter, 2 liter, 6-pack, 12-pack, case

Place the priced soda containers where students can easily see them. Ask students to list the items in order of the best deal per serving of soda. Allow students to use calculators if they have them. Point out that the one and two liter bottles also give ounces on the label and they will need to use the ounces so they can compare common units.

Objective: By comparing prices and sizes, student will decide which purchase is the best deal.

Subject: Math Mode: Calculation Training Zone: [U] Conclusion	Readiness Factor: [2] Daily Living Readiness Factor Category: [f] Shopping and Eating at Restaurants
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Ma 8: Calculating quantities

FUTR Tool: no

PACT: yes

Supplies: None

Ask students the following questions.

- How much hamburger would you need to make hamburgers for eight people? [between two and four pounds]
- How much soda would you need if you were having a party for ten people? [between 20 and 30 cans OR three large bottles]
- Assume a person wears white socks everyday. How many pairs does he need? [about 7]
- You can buy individual pencils, a package of three, a box of twelve, or a box of 24. How many does it make sense for you to buy at a time? [varies]

Objective: Student will use logic to calculate needed quantities.

Subject: Math Mode: Oral Response Training Zone: [A] Analysis	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 9: Checking to see what will fit in a new home

FUTR Tool: no

PACT: yes

Supplies: None

Discuss that one way to tell what furniture will fit where when looking at a new home (and your furniture is still in your old home) is to measure the new home and measure the furniture. Explain that measuring lets you fairly easily figure out where things will and will not fit. Caution students that sometimes they will not be able to measure the new home right away. Tell them that they can get some general ideas by using their feet as measuring tools. Explain that they can walk heel-to-toe (no space in between) and count the "feet." Demonstrate this "human-foot-measure" for students by measuring a classroom wall. Count your steps aloud so students can easily see the process. (Make sure to count the first step as well as all the others.) Have students practice the measuring steps.

Objective: Student will use his feet to measure wall and furniture lengths.

Subject: Math Mode: Demonstration, Action Training Zone: [V] Observation	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 10: Choosing a lid that will fit based on shape

FUTR Tool: no
PACT: no

Supplies: Three different-sized boxes with removable lids, three other lids that do not fit the boxes

Place three boxes of different sizes and shapes where students can see them. Place six lids (three that fit the boxes and three of other shapes and sizes) where students can see them. Ask students to look at the boxes and lids and, without trying them, decide which lids fit which boxes. Then, let students try them to check their guesses.

Objective: Student will choose lids that fit based on shapes and sizes.

Subject: Math Mode: Hands-On Training Zone: [V] Observation	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 11: Choosing appropriate box sizes

FUTR Tool: no
PACT: yes

Supplies: Five different-sized boxes and ten items that can fit into the boxes (at least one item for each box)

Place the five boxes where students can see them. Choose one item and ask a volunteer to identify the box that would best hold the item. Have student check to see if the choice is correct. Repeat with each of the other items.

Discuss that, when choosing boxes, you should first make a size guess and then you should try it before planning to use the box.

Objective: Student will choose appropriate-sized boxes.

Subject: Math Mode: Hands-On Training Zone: [U] Conclusion	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 12: Choosing clothes that look good together

FUTR Tool: no
PACT: no

Supplies: None

Choose three students to come to the front of the room—one with a print shirt, one with a plaid or striped shirt, and one with a bright solid-colored shirt. As a group, choose clothing items from other students that match and items that clash with each of the shirts. (Make sure students understand that they are simply matching colors and prints, so they can match shirt to shirt.)

Objective: None

Subject: Math Mode: Action Training Zone: [V] Observation	Readiness Factor: [3] Personal/Social Readiness Factor Category: [I] Health, Diet, and Appearance
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Ma 13: Choosing clothes that look nice on you

FUTR Tool: no
PACT: yes

Supplies: None

Discuss that different people look good in different styles and colors. Suggest that students try different styles and colors to see which look best on them.

Also, point out that clothes that fit well usually look best. Tell students that clothes that are too big tend to make people look sloppy and heavier than they really are. Clothes that are too tight tend to make people look uncomfortable and heavier than they actually are.

Objective: Student will discuss different clothing choices.

Subject: Math Mode: Discussion Training Zone: [S] Self-Awareness	Readiness Factor: [3] Personal/Social Readiness Factor Category: [I] Health, Diet, and Appearance
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Ma 14: Choosing measurement instruments

FUTR Tool: no
PACT: no

Supplies: Ruler, yardstick/meter stick, 2-quart pitcher, cup, tablespoon, bathroom scale, postal scale, science scale

Discuss with students that, when you want to measure something, it helps to know the measurement choices. Divide the class into small groups and pass out the measurement instruments. Ask each team to measure one thing with each of the instruments they have. Then, have teams rotate the instruments and repeat. If time allows, rotate and repeat until all students have used all items.

Objective: Student will use different measuring instruments.

Subject: Math Mode: Hands-On Training Zone: [U] Conclusion	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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Ma 15: Choosing the right kind of screwdriver

FUTR Tool: no
PACT: no

Supplies: Screwdrivers: 2 or 3 sizes of both phillips and slotted, several sizes of screws screwed into a piece of wood—use some phillips screws and some slotted screws

Place the screwdrivers and the piece of wood in the center of a table and have students gather around. Point out the different sizes of screwdrivers and the different shapes of the ends. Also, point out how the screwdrivers match the different screws. Then, point to the screws and ask volunteers to tell which screw drivers they would use with which screw.

Objective: Student will see the difference between phillips and slotted screwdrivers.

Subject: Math Mode: Demonstration Training Zone: [V] Observation	Readiness Factor: [2] Daily Living Readiness Factor Category: [d] Household Care and/or Chores
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