

Attainment's
**JOB SKILLS
STORIES**
INSTRUCTOR'S GUIDE

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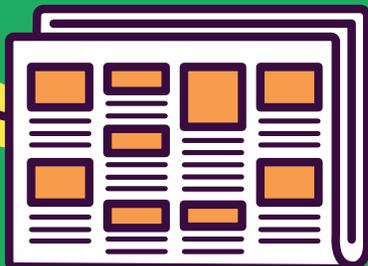
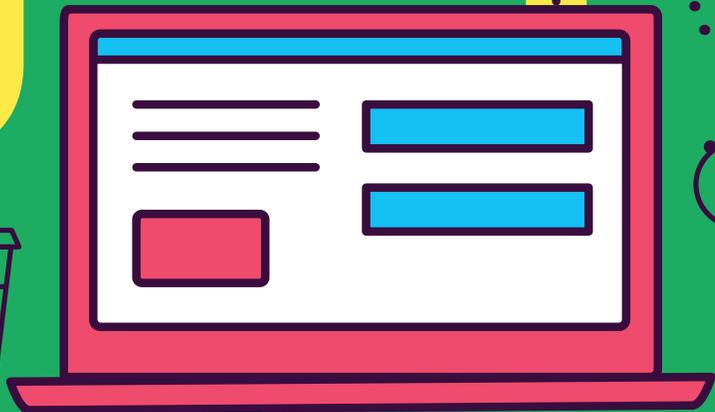
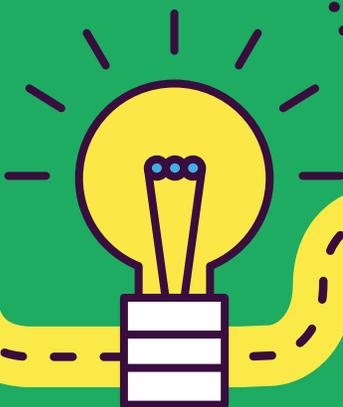
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Attainment's
JOB SKILLS
STORIES **1**
INSTRUCTOR'S GUIDE

Job and Career Exploration



STORY 1 What's Your Interest?

In the Story, friends talk about their work interests..

Learning Objective

At the end of the lesson, students should be able to identify a variety of interests.

IEP Goal & Objectives

Given instruction, _____ will identify a list of ____ personal interests as measured by teacher and parent agreement.

- From a provided list of possible interests, the student will check the ones that apply to him/her.
- The student will use numbers to rank a list of their interests from most favorite to least favorite.
- Within a group of classmates, the student will share a couple of his/her main interests.



1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



inventory

A complete list of a student's interests.

My job interest *inventory* had “coach” as a top match.

Have you taken a job interest inventory? What did yours say?



technology

How science knowledge is used to make and improve things.

New medical *technology* saves lives.

Do you ever take things apart and put them back together?



enforcement

Making sure people follow rules.

There was *enforcement* of the curfew from her parents.

If you were a police officer, and you did not like a law, would you enforce it?



coach

Someone who trains people to do things.

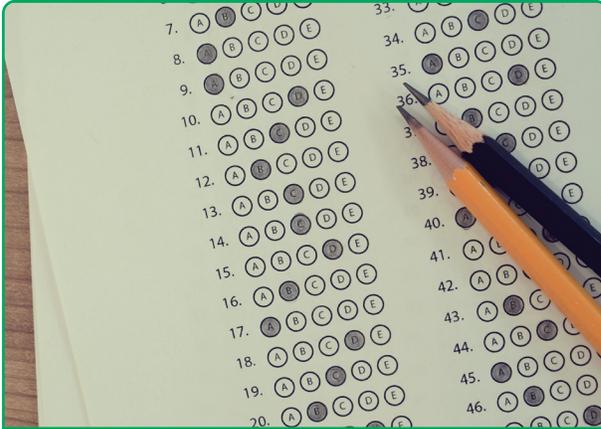
The baseball team leader is a great batting *coach*.

Is there something you can do well that you could coach other people to do?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



Filling out an interest inventory form can tell you what jobs match with your interests and skills.

- *Have you ever filled out an interest inventory? If so, did you enjoy it?*
- *When filling out an interest inventory, you should consider each activity very quickly and go with your first thought about it. What does it mean to “go with your first thought?”*



Interest inventories often match personal interests, such as suggesting a computer job for a person who loves computers.

- *What is one interest that you know you have?*
- *What could be one or two jobs that you think would match an interest you know you have?*



When a person is a natural with kids, it is not surprising that an interest inventory would suggest teaching as a main interest.

- *What interests do you think might lead a person to become a teacher?*
- *What interests do you think might lead a person to become a semi-truck driver?*



On an interest inventory, some athletes might learn that coaching is a top interest.

- *What interests do you think might lead a person to become a cook?*
- *What interests do you think might lead a person to become a secretary?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Identifying a variety of interests*

- *When you talk to friends, do you ever ask about their interests? Do you share your interests with them?*
- *Can you think of an interest you have that you would not necessarily do for fun?*

5 Practice Independent Living Skill: *Helping Out Others*

In the story, Alexis helps her teacher with his computer. Have you ever helped another person?

6 PDF Activity Resource

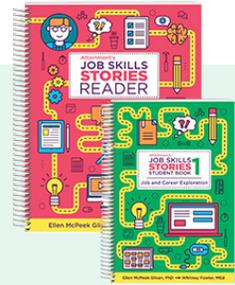
Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

Have each student complete an interest inventory and work through it to understand the results.

STORY 2 An Accidental Look at Job Interests

In the story, a young woman sees that some jobs at a hospital match her interests.



Learning Objective

At the end of the lesson, students should be able to identify interests that relate to employment.

IEP Goal & Objectives

Given instruction, _____ will identify ___ jobs that relate to his or her interests as evaluated by teacher observation.

- From a provided list of possible jobs, the student will check the ones that interest him/her.
- The student will use numbers to rank a list of possible jobs from most favorite to least favorite.
- Within a group of classmates, the student will share a couple of jobs that interest him/her and explain why.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



role

What is expected of you in your job.

As team captain, she took on a leadership *role*.

What role in the field of healthcare might be good for you?



sample

A part of something taken from the whole.

The ice cream store will give you a free flavor *sample* if you ask.

What kind of food samples would you want to try at the mall?



deliver

Bring things to a person or place.

The bookstore will *deliver* the textbooks right to our class.

Have you ever seen flowers delivered? Did they make someone happy?



aide

A person who assists someone else.

The nurse's *aide* brought a pitcher of water to the patient.

Would you like to help take care of sick people? Why or why not?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



Nurses work with other healthcare workers to help sick or injured people.

- *Just like a person who is good at helping people might be a good nurse, what would be a possible job for a person who is good with cars?*
- *What would be a possible job for a person who is good at gardening?*



Healthcare workers work together as a team.

- *What is one job that might be of interest to a student who is on the debate team?*
- *What is one job that might be of interest to a student who plays in the band?*



People who do delivery jobs move all around the hospital.

- *Would you prefer a job where you sit at a desk or move around?*
- *Would you prefer a job where you are inside or outside?*



Home health workers provide healthcare at people's homes.

- *Are there any healthcare jobs that are of interest to you?*
- *Would you like a job where you go to people's homes?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Identifying interests that relate to employment*

- *Why is it important that you look for a job that relates to your interests?*
- *Have you ever seen anyone who didn't seem suited to his or her job? If so, what do you think the problem was?*

5 Practice Independent Living Skill: *Greeting people*

In the story, there are many different employees that greet Emily. How do you greet a friend? Is it different from how you would greet a customer at work?

6 Download PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

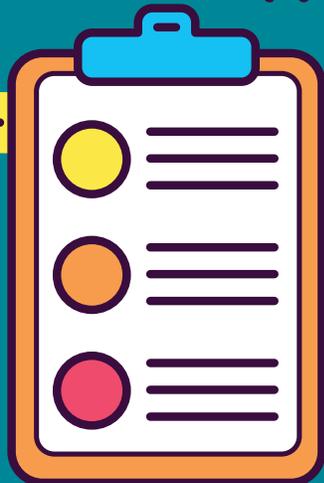
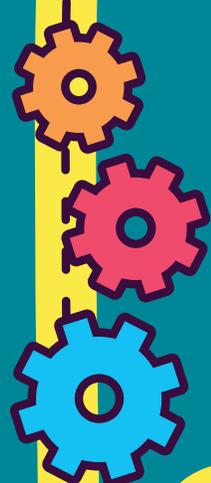
Have the students complete this open-ended sentence five times with different interests:

I am interested in _____, so I think I might like to work as a _____.



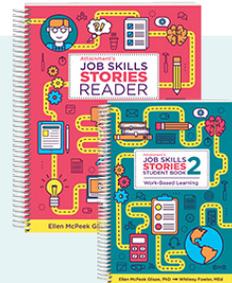
Attainment's
**JOB SKILLS
STORIES** 2
INSTRUCTOR'S GUIDE

Work-Based Learning



STORY 1 Joining Strengths

In the story, a group of friends work on a school project.



Learning Objective

At the end of the lesson, students should be able to recognize personal strengths.

IEP Goal & Objectives

Given instruction, _____ will explore his/her strengths related to personal, educational, and career goals with ____ out of _____ opportunities as measured by a teacher-generated assessment.

- The student will evaluate interests, strengths, and skills.
- The student will identify career goals.
- The student will relate strengths and skills to a specific career.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



strength

A skill or ability that you can do well and helps you to succeed.

If math is your *strength*, you might enjoy working at a bank.

What is a personal strength that you have? How has it helped you?



research

Reading books or online information to learn about something.

It's a good idea to do *research* on a company before you look for a job there.

Have you ever done research to learn about something? How did you do your research?



creative

Being able to make new things or think of new ideas.

If you are a *creative* artist, you could make posters and ads.

How would you use creative thinking to solve a problem?



presentation

Showing and talking about something to a group of people.

The museum tour guide gave a *presentation* about wild animals.

What kinds of presentations have you seen? What could you do a presentation about?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



Each person brings strengths and abilities to a group project.

- *Have you ever worked on a project with other people?*
- *When you work in a group, what is your strength?*



Some people are good at reading and finding information.

- *Have you ever done research for a school project?*
- *Why is it important to do research when you are looking for a job?*



Some people are creative problem solvers.

- *Describe a time when you needed to help solve a problem.*
- *What does it mean to be a creative thinker? How does creative thinking help solve a problem?*



Some people are good at speaking and presenting information.

- *Have you ever had to speak in front of a group of people?*
- *What should you remember to do when speaking to people?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Recognizing personal strengths*

- *Is a personal strength something you can learn? How can you get help to improve your strengths?*
- *Can a person have more than one strength? How can you discover your strengths?*

5 Practice Independent Living Skill: *Making arrangements with peers for an activity*

In the story, a group of friends work together on a school project. Why is it important to have a good plan when organizing a group activity?

6 Download PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

This lesson extension highlights the Online Interest and Skills Assessment:

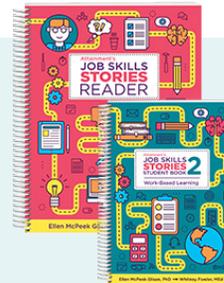
<https://www.careeronestop.org>

The U.S. Department of Labor GetMyFuture online resource provides information, tools, and links for exploring careers. Follow the Explore Careers link to watch a video and use an online interest assessment tool to help match job possibilities to personal strengths and interests.



STORY 2 Facing Challenges

In the story, four friends learn about challenges and disabilities.



Learning Objective

At the end of the lesson, students should be able to give examples of challenges related to a disability.

IEP Goal & Objectives

Given instruction, _____ will identify challenges related to his/her disability with ____ out of ____ opportunities as measured by a teacher-generated assessment.

- The student will list different types of disabilities.
- The student will identify challenges for each disability.
- The student will describe ways to manage challenges.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



challenge

A difficulty a person must deal with.

Getting used to a new workplace can be a *challenge*.

What are some challenges you have had? How did you deal with them?

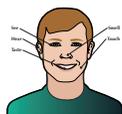


museum

A building that contains and shows art or educational items.

The aquarium is a *museum* with all kinds of fish.

Have you gone to a museum? What did you like there?



senses

Physical ways to observe: seeing, hearing, smelling, tasting, and touching.

Dogs have a better *sense* of smell than people.

Which sense is strongest for you? Which is your weakest?



communicate

Tell, write, or show information to another person.

A good boss will clearly *communicate* your job tasks.

How do you communicate with your family? Do you communicate differently with others?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



Living with a disability can be a challenge when doing things. Knowing about a challenge will help you work with it.

- *Do you know someone in a wheelchair who can get around?*
- *How can a person who has trouble reading understand the directions for a test?*



If you use a wheelchair, getting to some places can be a challenge.

- *Besides using steps in a building, can you think of another challenge for someone who uses a wheelchair?*
- *Why is it important to have buildings that everyone can use without being challenged?*



Communication can be a challenge for people with disabilities related to speech and hearing.

- *How do you feel when you have to repeat yourself because someone did not hear you?*
- *How are challenges different for someone with a hearing impairment compared to someone with a communication disorder?*



Special communication tools can help when speaking is a challenge.

- *Have you ever seen someone use a special tool for communication?*
- *How would you try to communicate if you could not use your voice?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Understanding the challenges for people with disabilities*

- *Reading and math are things we learn to do. Can you learn to see or hear?*
- *Do you have any challenges related to a disability? Do you know anyone with a disability?*

5 Practice Independent Living Skill: *Participating in a recreation or leisure activity*

In the story, Leo plays basketball on a team. Why is it important to participate in recreation or leisure activities?

6 Download PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

This lesson extension highlights help from the government for people with disabilities.

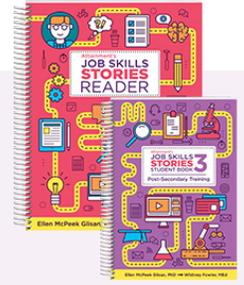
<https://www.ssa.gov/pubs/EN-05-10052.pdf>

The United States government provides special services for people who are blind or have low vision. Download the Social Security booklet to read about what is available to help people with vision disability challenges. Social Security information can be received in different ways, including Braille, audio file, or large print. Discuss why our government needs to provide more than one way to get information.



STORY 1 The Right Job for a High School Student

In the story, some friends talk about hospitality jobs that high school students can do.



Learning Objective

At the end of the lesson, students should be able to give examples of jobs typical of high schoolers.

IEP Goal & Objectives

Given a list of jobs, _____ will choose up to five jobs that could be a good first job (while in high school) for him/her based on personal interests with ____ out of _____ choices matching teacher judgment.

- The student will identify one job that matches his/her personal interests and explain their choice.
- The student will identify one job that does not match his/her personal interests and explain their choice.
- The student will identify a job that is likely to work well around a school schedule.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



amiable

Warm, friendly, and helpful.

When you work in the service industry, you should be *amiable*.

If you wanted to be amiable, what kinds of things would you do?



brainstorm

Discussion to come up with new ideas.

One way to solve workplace problems is to *brainstorm* with other people.

Why could it be better to brainstorm than to try to figure something out yourself?



schedule

A plan of events giving dates and times.

My *schedule* for November includes three job interviews.

How does having a schedule save you time?



customers

People buying a product or service.

At my fast food job, I see some of the same *customers* every day.

Would you like a job selling bikes to customers? Why or why not?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



A part-time job at a fast food restaurant is one way to earn money while also being a high school student.

- *Do you know anyone who works at a fast food restaurant?*
- *What is the difference between a full-time job and a part-time job?*



If you enjoy helping children, babysitting work is a way to earn money when you are a high school student.

- *Do you think being a babysitter would be an easy job? Why or why not?*
- *A babysitter must be responsible. What does being responsible mean?*



Weekend work at a grocery store could be a good job for a high school student.

- *Grocery store workers bag groceries for customers and stock shelves. What does it mean to stock shelves?*
- *Many grocery stores are open at night and on weekends. What other jobs can be done at night or on weekends?*



A hotel near your home or school could be a place to work after school and on weekends.

- *What tasks at a hotel job might be the same as chores done at home?*
- *Taking care of hotel guests is called hospitality work. What is another kind of hospitality job?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Job ideas for high school students*

- *In the story, the friends brainstormed together to come up with job ideas. What does it mean to brainstorm? Why is brainstorming a good way to think of ideas?*
- *Setting goals for yourself, both in school and work, will help you keep a good balance in your life. Why is being organized important for keeping a good balance?*

5 Practice Independent Living Skill: *Setting goals*

In the story, James wants to set a goal for how much he works. Have you ever set a goal? What was it for? Did you reach your goal?

6 PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

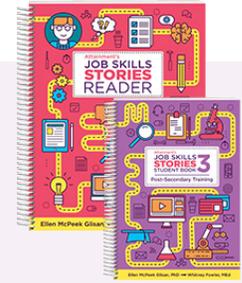
7 Extend the Lesson

On a map of your local area, work as a group to mark the locations of places where high school students might work. For each place located on the map, complete the following tasks:

- Determine the number of miles from school.
- Have students figure out how far the work sites are from their homes.
- Figure out how students could get to and from the different places.

STORY 2 Diploma Determination

In the story, two friends talk about why earning a high school diploma is important.



Learning Objective

At the end of the lesson, students should be able to give examples of jobs typical for adults with a high school diploma.

IEP Goal & Objectives

Following a meeting with school staff members, _____ will identify classes he/she needs to graduate with ____ out of _____ classes identified correctly as measured against an official written list.

- The student will verbally name the classes in which he/she is currently enrolled.
- The student will discuss different class choices available to him/her for next semester or next year.
- The student will describe differences in classes taken by students in different grade levels.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



certificate of completion

Document you get when you graduate from school—also referred to as a diploma.

A *certificate of completion* is needed for some jobs.

If you don't need a certificate of completion right away, is there any reason to get one?



executive

Person who is in charge of all or part of a company; can also be referred to as a manager.

The *executive* makes decisions for the company's best interest.

Would you want to be an executive? Why or why not?



policy

A company's set of rules.

There is a no smoking *policy* in our building.

What's an example of a company policy for customers?



retail

Selling products to customers for more money than they cost to buy.

A special sale price means you don't have to pay the *retail* price.

If you sell retail at a department store, would you rather sell clothes, electronics, or food?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



Having a high school diploma is important to become a manager at a restaurant or hotel.

- *In the story, Abigail says she wants to be a manager someday. Why must a manager have good communication skills?*
- *What skills do you have for being a good manager? What is a skill that you still need to learn?*



If you want to help children, having a high school diploma can help you get a job at a daycare center.

- *In the story, the daycare center requires that workers have a high school diploma. Why do you think a diploma is a requirement for some jobs?*
- *A daycare center takes care of children. Why is it important for daycare centers to hire the best possible employees?*



With a high school diploma, you could work in the healthcare field as a medical assistant or a lab technician.

- *Medical assistant is one kind of healthcare job that requires a high school diploma. Where might a medical assistant work?*
- *What are some things a medical assistant might do to help hospital patients? How do they help doctors and nurses?*



Earning a high school diploma will make it easier to get a job and have more career choices.

- *A high school diploma shows that you have completed all classes and received passing grades. Why is that important when applying for a job?*
- *How will earning a high school diploma give you more choices when looking for a job?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Jobs for adults who have a high school diploma*

- *Many businesses will only hire people who have a high school diploma. Why do you think a business would have that rule?*
- *Workers who have a high school diploma can expect to be paid more than workers who do not have a diploma. Do you think that is fair? Why or why not?*

5 Practice Independent Living Skill: *Following through*

In the story, Abigail is determined to follow through on her schoolwork to meet her goal of getting a diploma. Can you think of a time you started something? Did you finish?

6 Download PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

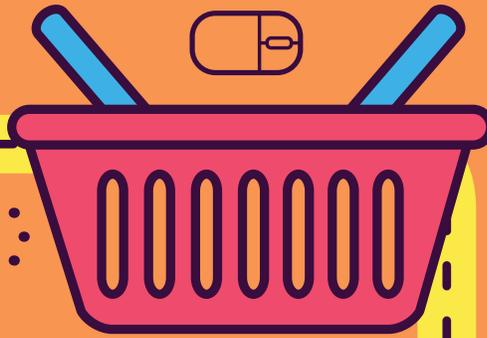
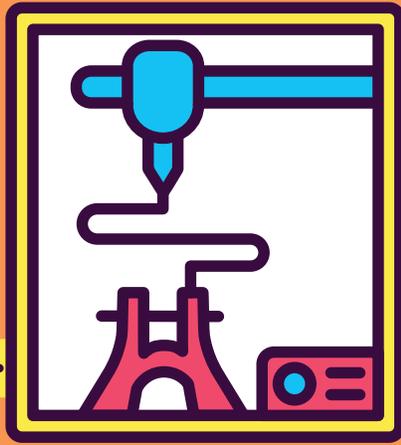
7 Extend the Lesson

Create a survey form that students can use to find out whether a high school diploma will qualify you for different jobs. Use the headings shown below. Have students add names, jobs, and checkmarks.

Choose a survey procedure that works for your students: surveying school employees as a whole class, having two or three students work together to survey five people, or having each student survey five people on his/her own.

It might be beneficial to help guide the types of jobs that students will survey so that they are sure to have some that fit into the different categories.

Name	Job	Job does not require a high school diploma	Job requires a high school diploma	Job requires training or education after high school



Attainment's
**JOB SKILLS
STORIES** 4
INSTRUCTOR'S GUIDE
Workplace Readiness



STORY 1 Hygiene Steps

In the story, friends talk about personal hygiene at work.

Learning Objective

At the end of the lesson, students should be able to give examples of appropriate hygiene practice for work.

IEP Goal & Objectives

Given instruction, _____ will maintain daily hygiene with/without assistance.

- The student will verbally identify daily hygiene tasks.
- The student will describe the steps to a hygiene task, such as brushing one's teeth.
- The student will make a daily checklist that includes hygiene tasks.



1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



presentable

Keeping yourself clean and orderly.

You are expected to be *presentable* at work.

What would you do to be more presentable at work?



wrinkled

Little folds in your clothes.

You cannot look neat if you have *wrinkled* clothes.

Do you ever iron your clothes, or are they wrinkle-free?



hamper

Basket to put clothes in that you need to wash.

Put your socks in the *hamper* when you take them off.

Do you have a laundry hamper? What does it look like?



image

How other people see you.

The best way to see your *image* is by looking in a mirror.

Is your image at work different from your image at home? How?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



You need to practice good personal hygiene at work.

- *In the picture, the girl's hair looks combed. Why does it matter if your hair is combed at work?*
- *Why wouldn't a person who has poor hygiene be pleasant to work with?*



Before you go to work, make sure to shower, style your hair, use deodorant, and brush your teeth.

- *When do you think you should put your deodorant on?*
- *Why is it important to wear deodorant every day?*



Do not wear dirty clothes to work. Wash and dry your clothes to keep them fresh and clean.

- *How often should you wear a shirt before you wash it?*
- *Why is it important to only wear underwear one day and then wash it?*



Good personal hygiene is important. Your boss will notice and want to keep you as an employee.

- *Do you know anyone who dresses up for work?*
- *Have you ever noticed someone wearing clothes that were not clean?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Having good hygiene at work*

- *What about a coworker could tell you that he or she does not have good hygiene?*
- *How much time do you need before work each day to complete all your hygiene steps?*

5 Practice Independent Living Skill: *Doing laundry and wearing clean clothes*

In the story, Sofia told Ava that she needed to have better hygiene. If you wear deodorant and perfume or cologne, will your hygiene be OK if your clothes aren't very clean?

6 PDF Activity Resource

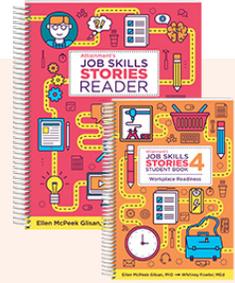
Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

Have students create posters showing daily hygiene steps.

STORY 2 Time Matters

In the story, family members talk about being on time and managing their time.



Learning Objective

At the end of the lesson, students will understand punctuality and the importance of time management.

IEP Goal & Objectives

Given instruction, _____ will use an alarm clock appropriately at least ____ days per week as measured by getting him/herself up in the morning at a set time.

- The student will practice setting an alarm clock.
- The student will tell time to the half hour.
- The student will determine necessary morning rising time.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



dependable

Being on time and present every day.

To be *dependable*, you have to prove yourself by showing up every day ready to work.

Why is being on time for work an important part of being dependable?



time management

Taking action to make sure you get places on time.

Knowing how long an activity takes will help with *time management*.

Why do you think time management is a valuable skill at a job?



plan

Figuring out how you are going to get something done.

We have a *plan* for our school report on rivers.

If you have a plan and something happens to change it, is this bad?



hectic

Feeling of being rushed.

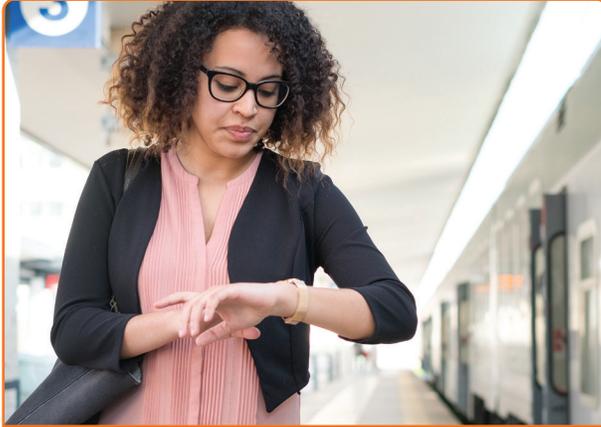
The days before leaving on a trip can be *hectic*.

Are hectic days easy for you or hard?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



It is very important to be on time to your job. Make a plan so you can be on time.

- *What do you think will happen if you often go to work late?*
- *Why would it help to plan to arrive at work at least 10 minutes early?*



Set an alarm to wake up so that you have time to get ready.

- *How do you make sure you wake up on time?*
- *If you have trouble waking up, a back-up plan might help. What could be your back-up plan?*



Write down what you need to do and how long it takes.

- *Think of a place you often go. How long does it take you to get there?*
- *Where could you write down how long it takes you to do things?*



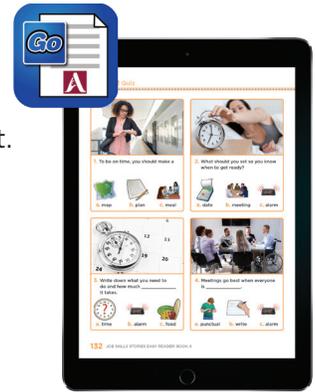
When working on a team, workers depend on you to be punctual and prepared for work meetings.

- *Why do you think it would matter to your coworkers whether you are on time for work or not?*
- *What does it mean that coworkers will depend on you?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Punctuality and the importance of time management*

- *What happens if you are not punctual for class?*
- *Why does having time management require that you focus on more than one day at a time?*

5 Practice Independent Living Skill: *Reading a bus schedule*

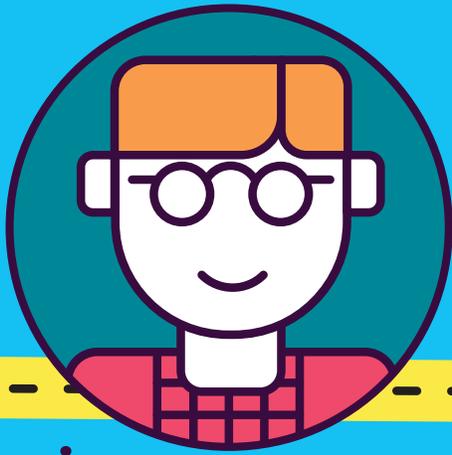
Say you have to be at work at 8:00 a.m. If a bus schedule shows that the bus will arrive at the bus stop near your work at either 7:30 a.m. or 8:00 a.m., which time should you try to arrive? Why?

6 Download PDF Activity Resource

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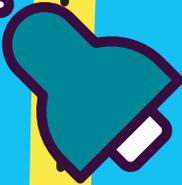
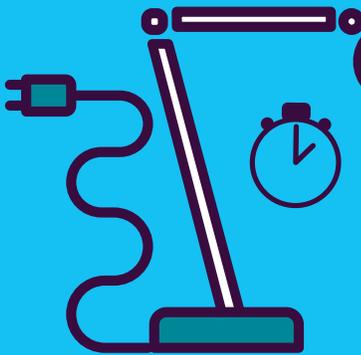
7 Extend the Lesson

Have students use planning books and/or calendars as time management tools.



Attainment's
JOB SKILLS
STORIES 5
INSTRUCTOR'S GUIDE

Self-Advocacy



STORY 1 A Classy Poster

In the story, three classmates work together to create a disability awareness poster.

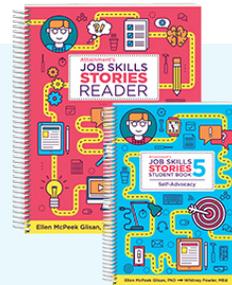
Learning Objective

At the end of the lesson, students should be able to identify what a disability is.

IEP Goal & Objectives

Given instruction, _____ will identify his or her disability(s) and related challenges with high accuracy as measured by teacher approval.

- The student will recognize possible challenges in different settings.
- The student will recognize effects of individual differences.
- The student will show consideration for others' differences.



1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



roadblock

A barrier to moving forward or advancing.

One of Jan's *roadblocks* was her lack of confidence.

Do you think everyone has the same roadblocks?



awareness

Knowledge of a situation.

Social services have increased *awareness* of issues affecting teenagers.

What happens when there is more awareness of the needs people with disabilities have?



differences

The way in which people are not the same.

There were many *differences* between the farm kids and the city kids.

Do you think people in the world are more alike or more different?



interaction

Activity or conversation between people.

The parent-teacher conference was a friendly *interaction*.

If a person is shy, how does that person interact with other people?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



Some people are born with a disability, and some people become disabled later in life.

- *What is an example of a disability that a person has from birth?*
- *Do you know someone who has a disability that he or she was not born with?*



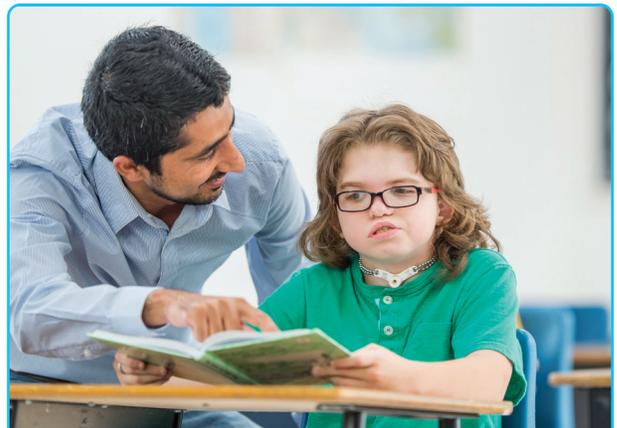
Living with a disability can mean having to overcome extra challenges in everyday life.

- *Why is being in a wheelchair not a disability?*
- *Have you ever seen a vehicle that is adapted so that a person in a wheelchair can drive?*



Examples of physical disabilities are cerebral palsy, epilepsy, spina bifida, and cystic fibrosis.

- *Explain the meaning of “limited personal mobility.”*
- *Explain the meaning of “limited dexterity.”*



Examples of cognitive disabilities are attention deficit hyperactivity disorder, Down’s syndrome, and traumatic brain injury.

- *Give an example of limited communication skills.*
- *What can you do if you are talking to someone and he or she can’t think of the right word to say something?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

Symbol-supported quiz pages are available as GoWorksheet activities for the iPad.



4 Discuss the Learning Objective: *Identifying what a disability is*

- Give an example of student behavior that shows a disability.
- Give an example of a physical disability that you have seen.

5 Practice Independent Living Skill: *Using a computer to research*

In the story, Addison used a computer to find accurate descriptions. Have you ever used a computer to look something up? What website did you use?

6 PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

Have students make a poster similar to the one described in the story.

STORY 2 One Question and One Friend at a Time

In the story, one friend learns about the other's disability.



Learning Objective

At the end of the lesson, students should be able to identify ways to communicate about their disabilities.

IEP Goal & Objectives

Given instruction, _____ will describe two different ways that he or she could communicate about his or her disability accurately as measured by teacher evaluation.

- The student will discuss different ways to open up a verbal discussion about a disability.
- The student will discuss different ways to use writing to share information about a disability.
- The student will discuss different ways to combine words and motions to tell someone about a disability.

1 Review Vocabulary

Quiz pages are provided on the Attainment Hub as printable PDFs. See the inside cover for download instructions.



confidential

Information about someone that you don't tell anyone else.

He asked to keep his lab results *confidential*.

If someone told you something and asked you to keep it a secret, could you do it?



medication

A drug used to help an illness or disease.

I take *medication* for my epilepsy, and it helps.

Why do some people take medication every day?



trust

Belief that a person will help or take care of you.

You are my friend and I *trust* you.

Would you lend your favorite shirt to someone you trust??



private

Something you don't want everyone to know.

You can hide your diary to keep it *private*.

Do you tell everyone about yourself? If not, who do you tell?

2 Discuss the Photos

Use the story photos and captions as discussion starters. Students can follow along in the Reader or Student Book.

Quiz pages at the end of each story provide additional discussion topics.



You do not have to share information about your disability. It is your right to keep it private.

- *In the story, Jace was private about his disability. Why might someone not want to talk about a disability?*
- *Would it be possible to keep some aspects of your disability private and share others?*



Sharing information with a friend, coworker, or boss can help them understand your disability.

- *How might it be helpful to have your friends understand your disability?*
- *Have you shared information about your disability with any friends?*



When telling someone about your disability, describe your strengths and the things you are good at.

- *How can you tell what your strengths are?*
- *In the story, Jace has a strength for helping a driver navigate. What is a strength that you use to help people?*



Explaining the challenges you face because of a disability helps other people know how to support you.

- *In the story, Jace explained the challenge of epilepsy. How would that help his friend show support?*
- *How do you think a person who learns about your challenges could show support for you?*

3 Introduce the Learning Objective

Introduce the learning objective with the Student Book content. Integrate the Reader into the lesson for students who benefit from simplified text and symbol-supported quiz pages.

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4 Discuss the Learning Objective: *Communicating about your disability*

- *In the story, Jace trusted Tyler enough to share information about his disability. Who would you trust enough to share something private?*
- *In the story, Jace told Tyler about his disability because Tyler was getting frustrated about Jace not driving. Do you think you would rather wait for a specific situation to come up, or would you rather discuss your disability on its own without a related situation?*

5 Practice Independent Living Skill: *Riding in a car*

In the story, Jace is riding in the car with his friend. Jace says that he is a good navigator. Have you ever helped navigate?

6 Download PDF Activity Resource

Visit the Attainment Hub to download an additional activity related to this lesson objective. Instructions for the Hub are listed on the inside cover of this guide.

7 Extend the Lesson

Ask students to write/diagram/tell short stories about a person sharing his or her disability with friends or coworkers.