

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:**

**GOAL 2: Core Concepts and Principles**

Academic Expectation 2.36: Students demonstrate strategies for selecting career-path options.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will explore how individuals in different jobs and careers use mathematics skill on the job. The students will interview parents, friends, or community workers on the mathematics skill that are used daily on the job. They may shadow their parents on the job watching for the use of mathematics skills. Students will create "Math on the Job" posters and display them in the school hallway.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student will make a short verbal presentation how his parent uses number on their jobs.
- (2) The student will observe a sales clerk at a department and report to peers how she uses numbers on the job.
- (3) The student will attend to a presentation by a parent who is a carpenter about the various measurement tools he uses on the job.
- (4) The student will verbally provide three ways that being able to tell time is important on the job.
- (5) The student and a group of peers will make a list of 20 jobs that require the employee to count money and make change.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs while Participating in this Class Activity:**

- (1) The student will demonstrate appropriate attention to task, communication, and behavior when visiting job sites. [TARGETED SKILLS: social skills, communication skills, behavior skills] {COACH: COMMUNICATION #12; SOCIALIZATION #15, #17, #18, #19; COMMUNITY #73}
- (2) The student will greet individuals appropriately in the community and state his name when asked. [TARGETED SKILLS: communication skills; social skills] {COACH: COMMUNICATION #6, #9, #10; SOCIALIZATION #15, #17, #18, #19; PERSONAL MANAGEMENT #32}
- (3) The student will travel safely and appropriately in the community while visiting job sites. [TARGETED SKILLS: social skills, behavior skills, critical community activities] {COACH: SOCIALIZATION #17, #18, #19; PERSONAL MANAGEMENT #35; SCHOOL #65; COMMUNITY #73; VOCATIONAL #83, #86}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:**

**GOAL 2: Core Concepts and Principles**

Academic Expectation 2.36: Students demonstrate strategies for selecting career-path options.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will explore how computers are used in the workplace and what computer skills they might need to have in areas of their career interests. Which individuals use computers to do their jobs. What careers are in the computer industry that allow others to use computer effectively (e.g., computer programmers, software developers, computer repair and maintenance).

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) The student and a peer will arrange to visit three work sites to observe how different individuals use computer on the job..
- (2) With a small group of peers, the student will observe how the computer makes the fast food restaurant workers jobs easier.
- (3) The student will quietly observe an architectural draftsman creating building designs and blueprints using computer technology.
- (4) The student and a peer will format and type letter using office word processing software.
- (5) The student and a peer will create computer graphics under the tutelage of a commercial artist.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs while Participating in this Class Activity::**

- (1) The student will safely and courteously move his wheel chair in the community and within the workplaces visited with peers. [TARGETED SKILLS: motor skills, critical community activity] {COACH: PERSONAL MANAGEMENT #35; COMMUNITY #73}
- (2) The student will greet unfamiliar individuals at the business sights in a socially acceptable manner. [TARGETED SKILLS: communication skill, social skill] {COACH: COMMUNICATION #6, SOCIALIZATION #13, #14, #17}
- (3) The student requests assistance in finding the appropriate handicapped accessible restrooms, handicapped accessible entrances, and elevators. [TARGETED SKILLS: communication skills, social skills, critical community activities] {COACH: COMMUNICATION #3, #4, #12; SOCIALIZATION #13, #14, #19, #20; COMMUNITY #73}
- (4)
- (5)

**ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:**

**GOAL 2: Core Concepts and Principles**

Academic Expectation 2.36: Students demonstrate strategies for selecting career-path options.

**A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:**

Students will research the interrelationships between education and career options, differences between ones vocation and ones avocation, hobby, or art, relationships between course of student and post secondary training options, the relationships between career choice and income/social status, and impact of career choice on life style and retirement options.

**B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:**

- (1) Student will discuss with a job trainer the training and support he will need to pursue the career path of his choice.
- (2) The student will visit a job site and realistically determine what jobs he might be able to manage with appropriate training and support.
- (3) The student will explore various opportunities to provide volunteer service in a hospital, child care center, senior center, or public recreational site.
- (4) The student and a peer will explore a variety of crafts where he might work to create value objects to sell through various craft outlets.
- (5) The student and peers will spend a day working with an artist or artisan whose art is his vocation (i.e., a potter, a florist, an artist.
- (6)
- (7)
- (8)
- (9)
- (10)

**C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs while Participating in this Class Activity:**

- (1) The student will ask a question using a preprogrammed BIG MACK switch. [TARGETED SKILLS: communication skills, socialization skills] {COACH: COMMUNICATION #4, #12; SOCIALIZATION #14}
- (2) During classroom group activities the student will respect the appropriate social distance between himself and unfamiliar individuals on the job sites. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #17, #18}
- (3) The student will take Poloroid photographs of the artists and artisans that he visits so that he can use the photographs to assist him in communicating his experiences. [TARGETED SKILLS: communication skills, motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION #11; LEISURE/RECREATION #38}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

**GOAL 2: Core Concepts and Principles**

Academic Expectation 2.36: Students demonstrate strategies for selecting career-path options.

**General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:**

The student will:

- (1) Answer the questions "What is your mother's career?" What is you father's career?"
- (2) Define the word "career."
- (3) Answer the question, "How is work different from play?"
- (4) Create a book of illustrations, pictures from magazines, pictures from the Internet, and photographs of different people working in the community..
- (5) Take photographs of individuals working in the community.
- (6) Interview workers in the community about the education and training needed for their career.
- (7) Express preferences regarding the type of work she would like to do upon graduation.
- (8) Answer the question "Is she a worker or a customer?" when an individual is identified by a teacher or peer at a restaurant or retail store.
- (9) Shadow an individual on the job for a morning.
- (10) Demonstrate an appropriate perspective regarding the level of support she might need to succeed in her chosen career.
- (11) Shown a photograph of an individual, the student will sign "work" or "play" to define the individual's activity.
- (12) Visit a hospital with a small group of peers to explore the variety of job and volunteer opportunities within the hospital complex.
- (13) Spend a day with the school custodian to learn the many different jobs that she does throughout the school campus.
- (14) Spend a week shadowing and assisting a veterinarian's technician and make a list of the various tasks that she completes daily.
- (15) Complete 75% of the steps in each of three teacher developed task analyses for three different tasks within the job description of library assistant with no more than pictorial prompts for at least 15 of 20 opportunities in one month.
- (16)
- (17)
- (18)
- (19)
- (20)

**If you are using COACH-2,\* the following Activities might fall within this Academic Expectation:**

**VOCATIONAL:** #74, Does classroom and/or home jobs; #75, Does job(s) at school, beyond the classroom with peers without disabilities

\* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.