



Choosing Employment Goals

Laura Huber Marshall
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ChoiceMaker

Self-Determination

Curriculum

- Choosing Goals
- Expressing Goals
- Taking Action

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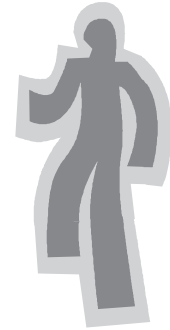
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Section One



Overview

Introduction



Once school supports are gone, will your former students be successful? That is, will they secure the life they want after leaving school? This is the crucial question that educators must address. Individuals with disabilities should be encouraged to make their own choices, set their own goals, and self-manage their lives. Facilitating student empowerment and self-determination holds great promise for improving students' quality of life and their post-school success.

Successful people know what they want and persistently go after it (Hill, 1960; Hill & Stone, 1987). They decide upon major goals, set timelines, and develop specific plans to attain their goals. They determine the benefits that reaching the goals will bring and build coalitions with others who share similar goals. Successful people encourage and support each other in the pursuit of their goals.

The studies conducted by Hill are part of a body of research identifying success behaviors. Garfield (1986) interviewed more than 1,500 successful people from business, science, sports, and the arts. He found that successful people in any field excel at making decisions, self-managing their behavior, and adapting to changing circumstances. When Garfield's peak performers made decisions, they: (1) chose a mission leading to action; (2) envisioned and communicated a clear mission; and (3) developed an action plan consisting of specific goals and benchmarks to evaluate the timing, quality, and quantity of their results.

Garfield reached two conclusions. First, regardless of age, education, or profession, the most successful people share the same basic set of skills. Second, individuals can learn these skills.

Self-Determination

The evolving self-determination definition includes many of the behaviors and skills from Hill's research. Self-determined individuals know how to choose; they know what they want and how to get it. From an awareness of personal needs, self-determined individuals choose goals and then persistently pursue them. This involves making their needs known, creating unique approaches for solving problems using self-management and learning strategies, evaluating progress, and adjusting their performance (Field & Hoffman, 1994; Halpern, 1994; Martin & Huber Marshall, 1995; Martin, Huber Marshall, & Maxson, 1993; Mithaug, 1991, 1993; Schloss, Alper, &

Jayne, 1993; Ward, 1988; Wehmeyer, 1992, 1995). People who are self-determined choose and enact their choices in persistent pursuit of their best interests (Mithaug, 1993; Mithaug, Martin, Agran, & Rusch, 1987). Self-determined people are their own best advocates (Martin et al., 1993).

Individuals With Disabilities and Success

Do these same success and self-determination behaviors apply to people with disabilities? Yes, they do. In a unique study, Gerber, Ginsberg, and Reiff (1992) interviewed a group of adults with learning disabilities to determine why some were successful and others weren't. They found that successful individuals with learning disabilities had:

- Control of their lives and surroundings
- A desire to succeed
- Well-thought-out goals
- Persistence
- The ability to adapt to their environments
- A social support network that facilitated their success

After conducting the interviews, Gerber et al. realized that successful individuals decided, long before they became successful, that they would be successful. The authors concluded that successful adults with learning disabilities wanted to succeed, set achievable goals, and confronted their learning disabilities so that appropriate measures could be taken to increase the likelihood of success. One successful young man explained it in this way: "Successful people have a plan. You have to have a plan, goals, strategy; otherwise you are flying through the clouds and then you hit the mountain" (p. 480).

Transition From School to Adult Life

Unless we make changes in what we teach secondary students receiving special education services, they will "hit the mountain." Their future is clouded with increased probabilities for dropping out of school, unemployment or underemployment, low earnings, and dependent living situations. Student outcome data verify the extent of the problem (Roessler, Brodin, & Johnson, 1990; Sitlington & Frank, 1993; Sitlington, Frank, & Carson, 1993; Wagner et al., 1991; Walker & Bunsen, 1995; Ward & Halloran, 1989; Wehman, 1992). Parental reports identified the most important problems as poor self-confidence; ineffective problem solving; little self-direction; and a lack of awareness of their interests, needs, and abilities (Mithaug et al., 1987).

Students in general education are not faring much better. According to *A Nation at Risk*, three out of four students are “unprepared to meet the basic problem-solving demands of college or work” (cited in Mithaug, 1993, p. 6). The William T. Grant Foundation Commission report entitled *The Forgotten Half: Pathways to Success for America’s Youth and Young Families—Final Report* (1988, p. 1) states:

Our two-year study of sixteen 24-year-olds has convinced us that, as young Americans navigate the passage from youth to adulthood, far too many flounder and ultimately fail in their efforts. Although rich in material resources, our society seems unable to ensure that all our youth will mature into young men and women able to face their futures with a sense of confidence and security. This is especially true of the 20 million non-college bound young people we have termed The Forgotten Half.

Student Input Into the IEP Process

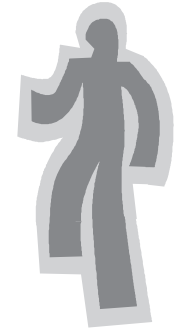
The Forgotten Half: Pathways to Success for America’s Youth and Young Families—Final Report (William T. Grant Foundation, 1988) offers this suggestion to increase students’ likelihood of success: “Young people become competent when adults encourage them to try, allow them to fail, and help them to try again; they become leaders when adults share . . . leadership opportunities with them” (p. 12).

Students experiencing learning and behavior problems need these opportunities as well (Halpern, 1994). This is affirmed by the fact that the Individuals With Disabilities Education Act (IDEA) (P.L. 101-476) requires students to be involved in their education and preparation for life after high school. Not only does IDEA mandate that a statement of needed transition services be included in the students’ IEPs (Individual Education Plans), but for the first time in federal law, educational activities **must be based on students’ needs, preferences, and interests**. IDEA also requires that students be invited to attend their IEP meetings when appropriate.

The purpose of the ChoiceMaker Self-Determination Curriculum is to encourage students to set goals for themselves, participate in their IEP meeting, and accomplish their goals. *Choosing Employment Goals* is one of the curriculum lesson modules. It is designed to help students learn the information needed to actively participate in their own IEP and career vocational planning process. The ChoiceMaker Self-Determination Curriculum and its lesson modules are described in the following sections.

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ChoiceMaker Self-Determination Curriculum



The ChoiceMaker Self-Determination Curriculum is designed to teach students the self-determination skills they need to be successful in adult life.

It consists of three strands: (1) “Choosing Goals,” (2) “Expressing Goals,” and (3) “Taking Action.” Each strand addresses teaching objectives in four transition areas: (1) Education, (2) Employment, (3) Personal, and (4) Daily living, housing, and community participation. (See the ChoiceMaker Self-Determination Curriculum Matrix in this Teacher’s Manual.)

ChoiceMaker Lessons

ChoiceMaker lessons provide the methodology and materials to teach the goals and objectives of the ChoiceMaker Self-Determination Curriculum. The modules for each curriculum strand are displayed in the following table. The lessons are designed to be infused into existing school coursework and programs. Because the “Choosing Goals” and “Taking Action” modules can be used with a variety of content, they can be used in either general education or special education classrooms. The *Self-Directed IEP* module is designed for use with students receiving special education services.

Use of the Lesson Modules

The different ChoiceMaker lesson modules may be used together or separately in whatever order best matches your educational needs. Again, the Self-Directed IEP is the only module designed for use only by students receiving special education services; all the other modules are designed for use by all students. Many educators choose to start with Self-Directed IEP, then continue with the other modules. For example, once the student begins to participate in the school staffings, the “Choosing Goals” modules (such as *Choosing Employment Goals*) provide content and assessment information for the student to use at future meetings. (The *Choosing Employment Goals* package may also be used with students to help develop their vocational plan as a part of the school’s school-to-work effort.) The “Taking Action” lessons are used to teach students a process to facilitate attainment of their IEPs as well as other educational, personal, employment, and community participation goals and objectives.

ChoiceMaker Self-Determination Curriculum Strands, Goals, and Modules

Strand	Teaching Goals	Modules
1. "Choosing Goals"	A. Student Interests B. Student Skills & Limits C. Student Goals	Choosing Education Goals Choosing Employment Goals Choosing Personal Goals Choosing Daily Living, Housing, & Community Goals
2. "Expressing Goals"	D. Student Leading Meeting E. Student Reporting	Self-Directed IEP
3. "Taking Action"	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	Take Action

"Choosing Goals" Strand

These lessons and materials provide students with school- and community-based experiences to help them identify their interests, skills, and limits in each of the curriculum's four transition areas. A student video entitled *Choosing Goals to Plan Your Life* introduces the concepts by showing high school students using the "Choosing Goals" process. (This video is also available in an open-captioned format upon request.)

"Expressing Goals" Strand

Self-Directed IEP is the lesson package that addresses the "Expressing Goals" strand of the curriculum. *Self-Directed IEP* is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a Teacher's Manual, and a Student Workbook. The first video, entitled *Self-Directed IEP in Action*, introduces the *Self-Directed IEP* process to students, parents, teachers, and administrators. It shows students with different disabilities in classes working on the *Self-Directed IEP* lessons and describing their experiences using the steps. The second video, entitled *Self-Directed IEP*, introduces the 11 steps to leading an IEP meeting. Students see an experienced high school student explain to a hesitant friend how he led his own meeting. (The second video, *Self-Directed IEP*, is available in an open-captioned format upon request.)

After watching the *Self-Directed IEP* video, students complete 11 lessons in the Student Workbook that match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. In fact, a teacher in one class pointed out to students that these skills could help them conduct business meetings in the future.

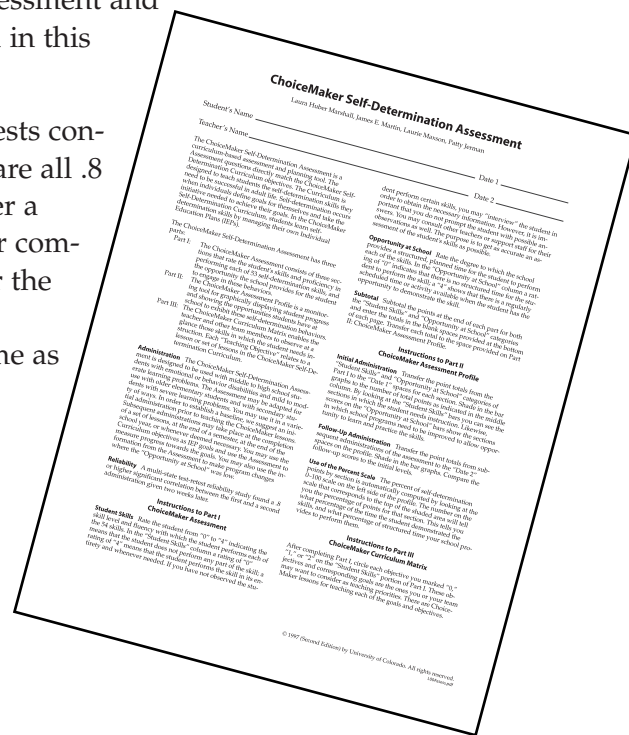
“Taking Action” Strand

This strand has one module, entitled *Take Action*. The module consists of a student video (also entitled *Take Action*), teacher lesson plans, and student worksheets. Lessons teach students to plan how they will attain their goals by making decisions about performance standards, receiving feedback, motivation, strategies, needed supports, and schedules.

The ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-referenced assessment tool that matches the objectives in the ChoiceMaker Self-Determination Curriculum. That is, each assessment item matches a corresponding teaching objective from the curriculum. Across each curriculum objective the teacher rates student skills and determines the opportunity at school to perform each skill. A graphic summary profile is prepared comparing “Student Skills” to “Opportunity at School” across the three curriculum strands. Self-determination is a function of student skill and the opportunities available to learn and practice those skills. The ChoiceMaker assessment tool recognizes this fact and may be used to document student and program gains across time. A copy of the assessment and instructions for its use are provided in this book.

Test-retest correlation scores from tests conducted with students in five states are all .8 or above. Test-retest means that after a two-week interval, the same teacher completed the assessment tool again for the same students and scored the items almost the same way the second time as the first time.



Organization of Student Materials

When teaching lessons from the ChoiceMaker Self-Determination Curriculum, we recommend keeping each student's completed materials together for easy reference. We suggest using one three-ring binder per student with dividers for each set of lessons, organized by the strands of the curriculum: (1) "Choosing Goals," (2) "Expressing Goals," and (3) "Taking Action." All of the lessons are based on the same basic concepts, so information that students learn in one lesson relates to many of the other lessons. For example, students preparing for their staffings may refer to the *Self-Directed IEP* lessons for staffing information and to the *Choosing Employment Goals* lessons for help in summarizing their job interests, skills, and limits.

Social Validation

Several steps were taken to socially validate the ChoiceMaker Self-Determination Curriculum. First, we conducted an extensive literature review and developed a comprehensive list of self-determination concepts. (Please see the table which follows for a more detailed list of these concepts and their component skills.) Second, we incorporated these concepts into the curriculum's teaching goals and objectives. Third, we sent 95 social validation surveys to university-based transition experts, teachers, adults with disabilities, and parents from across the country. The respondents validated the initial self-determination concepts and the curriculum goals and objectives. They did this by telling us whether the identified concept was a crucial self-determination component and whether the curriculum adequately reflected it. We included the concept as a part of our self-determination definition and curriculum if 85% or more of the respondents agreed on its importance. Finally, we consulted student, parent, and teacher focus groups and field-tested the lessons in five area school districts over three years to fine-tune the curriculum.

Self-Determination Concepts

Many skills and behaviors relate to self-determination. These can be grouped into seven areas:

1. **Self-Awareness** consists of:
 - Identifying needs
 - Identifying interests
 - Identifying and understanding strengths
 - Identifying and understanding limitations
 - Identifying one's own values
2. **Self-Advocacy** consists of:
 - Assertively stating wants and needs
 - Assertively stating rights
 - Determining needed support
 - Pursuing needed support
 - Obtaining and evaluating needed support
 - Conducting one's own affairs
3. **Self-Efficacy** (self-confidence) consists of:
 - Expecting to obtain one's goals
4. **Decision Making** consists of:
 - Assessing the demands of a situation
 - Setting goals (outcome expectations)
 - Setting standards
 - Identifying information needed to make decisions
 - Considering past solutions for new situations
 - Generating new, creative solutions
 - Considering options
 - Choosing the best option
 - Developing plans
5. **Independent Performance** consists of:
 - Initiating tasks on time
 - Completing tasks on time
 - Using self-management strategies
 - Performing tasks to standard
 - Following through on one's own plan
6. **Self-Evaluation** consists of:
 - Monitoring one's own task performance
 - Comparing one's performance to a standard
 - Evaluating the effectiveness of one's self-management strategies
 - Determining attainment of plan or goal
7. **Adjustment** consists of:
 - Changing goals
 - Changing standards
 - Changing plans
 - Changing strategies to improve performance
 - Changing support
 - Persistently adjusting
 - Using environmental feedback to aid adjustment

ChoiceMaker Self-Determination Curriculum Matrix

Strands	Teaching Goals	Teaching Objectives							
1. "Choosing Goals"	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests	A4. Express daily living, housing, & community participation interests				
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits	B4. Express daily living, housing, & community participation skills & limits				
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals	C4. Indicate options & choose daily living, housing, & community participation goals				
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
3. "Taking Action"	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

ChoiceMaker Self-Determination Assessment

Laura Huber Marshall, James E. Martin, Laurie Maxson, Patty Jerman

Student's Name _____ Date 1 _____

Teacher's Name _____ Date 2 _____

The ChoiceMaker Self-Determination Assessment is a curriculum-based assessment and planning tool. The Assessment questions directly match the ChoiceMaker Self-Determination Curriculum objectives. The Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. Self-determination occurs when individuals define goals for themselves and take the initiative needed to achieve their goals. In the ChoiceMaker Self-Determination Curriculum, students learn self-determination skills by managing their own Individual Education Plans (IEPs).

The ChoiceMaker Self-Determination Assessment has three parts:

- Part I: The ChoiceMaker Assessment consists of three sections that rate the student's skills and proficiency in performing each of 53 self-determination skills, and the opportunity the school provides for the student to engage in these behaviors.
- Part II: The ChoiceMaker Assessment Profile is a monitoring tool for graphically displaying student progress and showing the opportunities students have at school to exhibit these self-determination behaviors.
- Part III: The ChoiceMaker Curriculum Matrix enables the teacher and other team members to observe at a glance those skills in which the student needs instruction. Each "Teaching Objective" relates to a lesson or set of lessons in the ChoiceMaker Self-Determination Curriculum.

Administration The ChoiceMaker Self-Determination Assessment is designed to be used with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The Assessment may be adapted for use with older elementary students and with secondary students with severe learning problems. You may use it in a variety of ways. In order to establish a baseline, we suggest an initial administration prior to teaching the ChoiceMaker lessons. Subsequent administrations may take place at the completion of a set of lessons, at the end of a semester, at the end of the school year, or whenever deemed necessary. You may use the Curriculum objectives as IEP goals and use the Assessment to measure progress towards the goals. You may also use the information from the Assessment to make program changes where the "Opportunity at School" was low.

Reliability A multi-state test-retest reliability study found a .8 or higher significant correlation between the first and a second administration given two weeks later.

Instructions to Part I ChoiceMaker Assessment

Student Skills Rate the student from "0" to "4" indicating the skill level and fluency with which the student performs each of the 54 skills. In the "Student Skills" column a rating of "0" means that the student does not perform any part of the skill; a rating of "4" means that the student performs the skill in its entirety and whenever needed. If you have not observed the stu-

dent perform certain skills, you may "interview" the student in order to obtain the necessary information. However, it is important that you do not prompt the student with possible answers. You may consult other teachers or support staff for their observations as well. The purpose is to get as accurate an assessment of the student's skills as possible.

Opportunity at School Rate the degree to which the school provides a structured, planned time for the student to perform each of the skills. In the "Opportunity at School" column a rating of "0" indicates that there is no structured time for the student to perform the skill; a "4" shows that there is a regularly scheduled time or activity available when the student has the opportunity to demonstrate the skill.

Subtotal Subtotal the points at the end of each part for both the "Student Skills" and "Opportunity at School" categories and enter the totals in the blank spaces provided at the bottom of each page. Transfer each total to the space provided on Part II: ChoiceMaker Assessment Profile.

Instructions to Part II ChoiceMaker Assessment Profile

Initial Administration Transfer the point totals from the "Student Skills" and "Opportunity at School" categories of Part I to the "Date 1" spaces for each section. Shade in the bar graphs to the number of total points as indicated in the middle column. By looking at the "Student Skills" bars you can see the sections in which the student needs instruction. Likewise, scores on the "Opportunity at School" bars show the sections in which school programs need to be improved to allow opportunity to learn and practice the skills.

Follow-Up Administration Transfer the point totals from subsequent administrations of the assessment to the "Date 2" spaces on the profile. Shade in the bar graphs. Compare the follow-up scores to the initial levels.

Use of the Percent Scale The percent of self-determination points by section is automatically computed by looking at the 0–100 scale on the left side of the profile. The number on the scale that corresponds to the top of the shaded area will tell you the percentage of points for that section. This tells you what percentage of the time the student demonstrated the skills, and what percentage of structured time your school provides to perform them.

Instructions to Part III ChoiceMaker Curriculum Matrix

After completing Part I, circle each objective you marked "0," "1," or "2" on the "Student Skills" portion of Part I. These objectives and corresponding goals are the ones you or your team may want to consider as teaching priorities. There are ChoiceMaker lessons for teaching each of the goals and objectives.

Part I: ChoiceMaker Assessment

SECTION 1: Choosing Goals

A. Student Interests

- A1. Express **education** interests (e.g., classes, sports, clubs, community colleges, trade schools, universities)
- A2. Express **employment** interests (e.g., jobs, careers)
- A3. Express **personal** interests (e.g., relationships, recreation, health)
- A4. Express **daily living, housing, and community participation** interests (e.g., home setting, daily living skills, transportation, adult services)

Student Skills					
(Does the student do this?)					
(not at all)					(100%)
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

Opportunity at School					
(Does school provide structured time?)					
(not at all)					(100%)
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

B. Student Skills and Limits

- B1. Express **education** skills and limits
- B2. Express **employment** skills and limits
- B3. Express **personal** skills and limits
- B4. Express **housing, daily living, and community participation** skills and limits

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

C. Student Goals

- C1. Indicate options and choose **education** goals
- C2. Indicate options and choose **employment** goals
- C3. Indicate options and choose **personal** goals
- C4. Indicate options and choose **daily living, housing, and community participation** goals

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
0	1	2	3	4	
Subtotal					_____

TOTAL (A+B+C) _____

TOTAL (A+B+C) _____

End of SECTION 1: Choosing Goals

*Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile*

Part I: ChoiceMaker Assessment (cont'd)

SECTION 2: Expressing Goals

D. Student Leading Meeting

- D1. Begin meeting by stating purpose
- D2. Introduce participants
- D3. Review past goals and performance
- D4. Ask for feedback
- D5. Ask questions if you don't understand
- D6. Deal with differences in opinion
- D7. State needed support
- D8. Close meeting by summarizing decisions

Student Skills
(Does the student do this?)

(not at all) (100%)

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

Opportunity at School
(Does school provide structured time?)

(not at all) (100%)

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

E. Student Reporting

- E1. Express interests (from A1-4)
- E2. Express skills and limits (from B1-4)
- E3. Express options and goals (from C1-4)

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

Subtotal _____

TOTAL (D+E) _____

TOTAL (D+E) _____

End of SECTION 2: Expressing Goals

*Transfer each total to the appropriate blank on
Part II: ChoiceMaker Assessment Profile*

Part I: ChoiceMaker Assessment (cont'd)

SECTION 3: Taking Action

F. Student Plan

	Student Skills (Does the student do this?)					Opportunity at School (Does school provide structured time?)				
	(not at all)				(100%)	(not at all)				(100%)
F1. Break general goals into specific goals that can be completed now	0	1	2	3	4	0	1	2	3	4
F2. Establish standards for specific goals	0	1	2	3	4	0	1	2	3	4
F3. Determine how to receive feedback from environment	0	1	2	3	4	0	1	2	3	4
F4. Determine motivation to complete specific goals	0	1	2	3	4	0	1	2	3	4
F5. Determine strategies for completing specific goals	0	1	2	3	4	0	1	2	3	4
F6. Determine support needed to complete specific goals	0	1	2	3	4	0	1	2	3	4
F7. Prioritize and schedule to complete specific goals?	0	1	2	3	4	0	1	2	3	4
F8. Express belief that goals can be obtained	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

G. Student Action

G1. Record or report performance	0	1	2	3	4	0	1	2	3	4
G2. Perform specific goals to standard	0	1	2	3	4	0	1	2	3	4
G3. Obtain feedback on performance	0	1	2	3	4	0	1	2	3	4
G4. Motivate self to complete specific goals	0	1	2	3	4	0	1	2	3	4
G5. Use strategies for completing specific goals	0	1	2	3	4	0	1	2	3	4
G6. Obtain support when needed	0	1	2	3	4	0	1	2	3	4
G7. Follow schedule	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

H. Student Evaluation

H1. Determine if goals are achieved	0	1	2	3	4	0	1	2	3	4
H2. Compare performance to standards	0	1	2	3	4	0	1	2	3	4
H3. Evaluate feedback	0	1	2	3	4	0	1	2	3	4
H4. Evaluate motivation	0	1	2	3	4	0	1	2	3	4
H5. Evaluate effectiveness of strategies	0	1	2	3	4	0	1	2	3	4
H6. Evaluate support used	0	1	2	3	4	0	1	2	3	4
H7. Evaluate schedule	0	1	2	3	4	0	1	2	3	4
H8. Evaluate belief	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

I. Student Adjustment

I1. Adjust goals if necessary	0	1	2	3	4	0	1	2	3	4
I2. Adjust or repeat goal standards	0	1	2	3	4	0	1	2	3	4
I3. Adjust or repeat method for feedback	0	1	2	3	4	0	1	2	3	4
I4. Adjust or repeat motivation	0	1	2	3	4	0	1	2	3	4
I5. Adjust or repeat strategies	0	1	2	3	4	0	1	2	3	4
I6. Adjust or repeat support	0	1	2	3	4	0	1	2	3	4
I7. Adjust or repeat schedule	0	1	2	3	4	0	1	2	3	4
I8. Adjust or repeat belief that goals can be obtained	0	1	2	3	4	0	1	2	3	4

Subtotal _____

Subtotal _____

TOTAL (F+G+H+I) _____

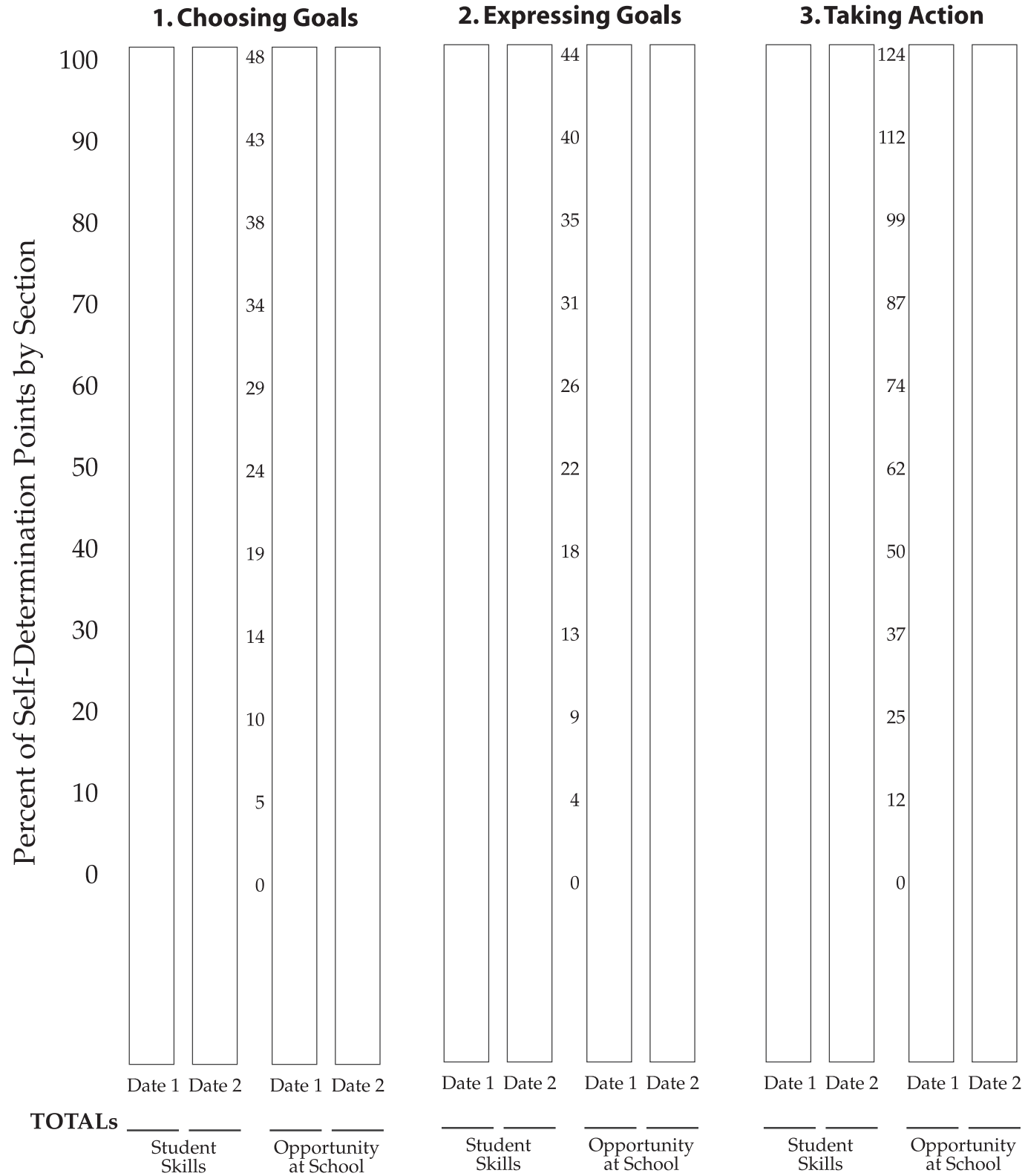
TOTAL (F+G+H+I) _____

End of SECTION 3: Taking Action

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

Part II: ChoiceMaker Assessment Profile

SECTIONS

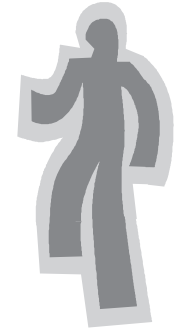


Part III: ChoiceMaker Curriculum Matrix

Instructions Circle each objective that you marked “0,” “1,” or “2” on the “Student Skills” portion of Part I. Consult the lesson for each objective circled.

Strands	Teaching Goals	Teaching Objectives							
1. “Choosing Goals”	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests	A4. Express daily living, housing, & community participation interests				
	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits	B4. Express daily living, housing, & community participation skills & limits				
	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals	C4. Indicate options & choose daily living, housing, & community participation goals				
2. “Expressing Goals”	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don’t understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
3. “Taking Action”	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or repeat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

Choosing Employment Goals Lessons



Choosing Employment Goals is one of four lesson modules in the “Choosing Goals” strand of the ChoiceMaker Self-Determination Curriculum. The “Choosing Goals” strand provides opportunities for students to identify their interests, skills, and limits in different transition areas and use this information to develop goals and make life choices. The final product is a student-produced, experience-based assessment.

The lesson activities take place in the community and classroom. The lessons are designed to help students reflect on their experiences, draw conclusions about themselves, and learn about community opportunities. They will collect and assimilate this information over time so they can make informed life decisions.

The *Choosing Employment Goals* module doesn’t need to be used in its entirety to be effective. The lessons are designed to be infused into existing content area, transition, or employment programs and classes. We realize that schools differ in their ability to complete lessons in community settings. Feel free to adapt these activities to your unique situation. Pick and choose the lessons that apply to your classroom and student needs.

The ChoiceMaker Self-Determination Curriculum objectives addressed in the employment lessons are highlighted on the ChoiceMaker Self-Determination Curriculum Matrix. They include:

- Objective A2—Express Employment Interests
- Objective B2—Express Employment Skills and Limits
- Objective C2—Indicate Options and Choose Employment Goals

Teachers are using the Choosing Employment Goals lessons in a variety of educational settings. These include general and special education classes such as civics, transition, career education, and work experience classes. The case studies presented at the end of Section One describe a few of these classes, students, and settings.

The *Choosing Employment Goals* lessons packet includes:

1. Choosing Goals lessons,
2. Experience-Based lessons, and
3. Dream Job lessons.

Choosing Goals Lessons—These are the introductory lessons for each of the four “Choosing Goals” lesson modules. They consist of a 10-minute student-created video and student worksheets. The materials teach students a method to determine their knowledge of their interests, skills, and limits in different transition areas. From this information students develop goals. In the *Choosing Employment Goals* module, the worksheets may also be used to summarize what students have learned after completing the other employment lessons.

Experience-Based Lessons—These lessons are used with students who are participating in a job experience such as work-study, on-the-job training, volunteering, or an after-school job. The purpose is to help students draw meaningful conclusions about their interests, skills, and limits based on their work experience.

There are five main student worksheets. (They are explained in detail in the “Recommended Schedule” section.)

- **Interests**

1. Job Characteristics I Like Worksheet
2. Job Duties I Like Worksheet

- **Skills and Limits**

3. Work, Social, and Personal Skills Student Worksheet
4. Job Duties—How I Did Worksheet
5. Self-Determined Skills Worksheet

These worksheets are to be used repeatedly, over time. As students gain work experience and knowledge, they can see if their interests, skills, and limits are consistent.

Three summaries result from the five worksheets. (They, too, are explained in detail in the “Recommended Schedule” section.)

1. Job Characteristics I Like Summary—Summarizes the students’ job characteristic interests over time and across job sites.
2. Work, Social, and Personal Skills Summary—Summarizes the students’ skills and limits over time and across job sites.
3. Site Summary—Summarizes the degree to which the students’ interests, skills, and limits match a particular job site.

These summaries are self-produced situational employment assessments. By using repeated measures based on students’ work experience, a more reliable assessment is produced than with a single interest or aptitude inventory.

Because completing all five worksheets at one time is usually too much for students, we recommend staggering their use. The order in which these worksheets are used is not important as long as they are completed regularly over a period of time. On the following pages we give two examples of how the worksheets may be used in different work experience settings: a short-term work site (one month or less) and an extended work site (more than a month). A chart summarizing these examples follows.

Dream Job Lessons—Students gather information about a variety of jobs and research those they think they would like. Students determine how their interests, skills, and limits match those jobs. The lessons may be used sequentially or separately. There are four lessons:

1. Job Clusters
2. Dream Job Research
3. Dream Job Informational Interview
4. Dream Job Shadowing

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Recommended Schedule



Short-Term Work Site (One Month or Less)

FIRST WEEK

Job Characteristics I Like Worksheet and Graph (*interests*)—Students choose the general characteristics they think they would like on a job. They graph their choices to keep a record of what, to them, are the most important characteristics. After working at a job, they look at how well their choices match the characteristics of the job.

Work, Social, and Personal Skills Worksheet and Graph (*skills and limits*)—Students evaluate their work, social, and personal job skills. The supervisor does the same for them. Students graph the supervisor's evaluations.

MIDDLE WEEK

Job Duties I Like Worksheet (*interests*)—The students decide how well the job duties match what they like.

Job Duties—How I Did Worksheet (*skills and limits*)—Students and their supervisors rate students' job performance.

LAST WEEK

Job Characteristics I Like Worksheet and Graph (*interests*) and Work, Social, and Personal Skills Worksheet and Graph (*skills and limits*)—The two worksheets are completed and graphed again to determine any change in students' interests, skills, and limits.

SUMMARIES

Job Characteristics I Like Summary (*interests*)—Use this summary after students complete and graph five or more Job Characteristics I Like Worksheets. We recommend using this summary at the end of a unit, quarter, or semester, when enough Job Characteristics I Like Worksheets are completed to establish a pattern of interests. The students may have worked at one job or at a variety of jobs.

Work, Social, and Personal Skills Summary (*skills and limits*)—Use this summary when students have completed at least five of the Work, Social,

and Personal Skills Worksheets and have graphed the results. We recommend using this summary at the end of a unit, quarter, or semester. Students can see their skills and limits over that time period based on their supervisors' evaluations. The students need to have worked long enough and have completed enough worksheets to see a pattern of skills and limits. They may have worked at one job or at a variety of jobs.

Site Summary (*interests and skills and limits*)—Use this summary at the end of a student's work at a job site. The summary provides the students and the teacher with a record of the students' job sites and how the sites matched their interests, skills, and limits.

Extended Work Site (More Than a Month)

FIRST WEEK

Job Duties I Like Worksheet (*interests*)—The students rate how well the job duties match what they like.

Job Duties—How I Did Worksheet (*skills and limits*)—Students and their supervisors rate students' performance on specific job duties.

INTERVALS

Job Characteristics I Like Worksheet and Graph (*interests*)—After the first week's administration of this worksheet and graph, use every two or three weeks. Students first choose the general characteristics they think they would like about a job. After working, they determine how well their choices match the actual environment. Students graph their choices to keep a record of the most important characteristics.

Work, Social, and Personal Skills Worksheet and Graph (*skills and limits*)—Use every week for the first four to five weeks. Students rate themselves on general work, social, and personal job skills. The students' supervisors also rate them. Students graph the supervisors' evaluations.

Self-Determined Skills Worksheet (*skills and limits*)—After the first month, use every two to three weeks. This replaces the Work, Social, and Personal Skills Worksheet. Students decide which skills are the most important at their job. Students and supervisors evaluate the students' performance.

LAST WEEK

Job Duties I Like Worksheet (*interests*) and Job Duties—How I Did Worksheet (*skills and limits*)—These worksheets are completed a second time to determine changes in student preference and performance.

SUMMARIES

Job Characteristics I Like Summary (*interests*)—Use this summary after students complete and graph five or more of the Job Characteristics I Like Worksheets. We recommend using this summary at the end of a unit, quarter, or semester, when enough Job Characteristics I Like Worksheets are completed to establish an interest pattern. The students may have worked at one job or at a variety of jobs.

Work, Social, and Personal Skills Summary (*skills and limits*)—Use this summary after students complete five or more Work, Social, and Personal Skills Worksheets, such as at the end of a unit, quarter, or semester. Students need to have worked long enough and have completed enough Work, Social Personal Skills worksheets to see a pattern in their skills and limits. Students can see their skills and limits over that time period based on their supervisors' evaluations. The students may have worked at one job or at a variety of jobs.

Site Summary (*interests and skills and limits*)—Use this summary at the end of a student's work at a job site. This summary provides each student and the teacher with a cumulative evaluation of how the experience sites matched the student's interests, skills, and limits.

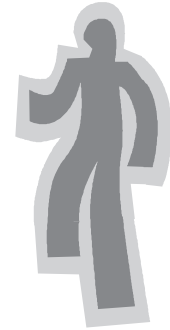
Chart of Recommended Schedule for Experience-Based Worksheets

Following is a chart showing examples of when the five main worksheets and the summaries may be used. The worksheets do not need to be used in a specific order, but they need to be completed at intervals. An "X" on the chart suggests when to complete each worksheet during short-term and extended work experiences.

Recommended Schedule for Experience-Based Worksheets

Worksheets		Length at Each Job Site						Short-Term and Extended At End of a Quarter or Semester
		Short-Term (One Month or Less)			Extended (More Than a Month)			
		First Week	Middle	Last Week	First Week	Intervals	Last Week	
INTERESTS	Job Duties I Like Worksheet		X		X		X	
	Job Characteristics I Like Worksheet and Graph	X		X		Every 2-3 weeks X		
	Job Characteristics I Like Summary							X
SKILLS & LIMITS	Job Duties—How I Did Worksheet		X		X		X	
	Work, Social, and Personal Skills Worksheet and Graph	X		X		Every week for first 4-5 weeks X		
	Work, Social, and Personal Skills Summary							X
	Self-Determined Skills Worksheet					Every 2-3 weeks X Replaces WSP worksheet		
	Site Summary							X

Tracking Sheets for Employment Lessons



Purpose—To keep track of the work sites and the dates when students completed different lessons and worksheets.

General information—Because the worksheets are completed several times over a period of time, these tracking sheets are designed to give you a record of when and where students have completed lessons and worksheets. There is a tracking sheet for the Experience-Based lessons and one for the Dream Job and Choosing Goals lessons. Masters of these tracking sheets are on the enclosed CD-ROM.

Recommended use—Use one set of tracking sheets for each student.

Employment Lessons Tracking Sheet
 Student's Name _____
 Directions: Each time a worksheet is completed by the student, write the job site and the date the worksheet was completed on the diagonal line. In the boxes below, check which worksheets were completed at that job site on that date.

EXPERIENCE BASED

Lessons

- Job Duties I Like Worksheet
- Job Characteristics I Like Worksheet
- Job Characteristics I Like Graph
- Job Characteristics I Like Summary
- Job Duties—How I Did Worksheet
- Work, Social, and Personal Skills Worksheet
- Work, Social, and Personal Skills Graph
- Work, Social, and Personal Skills Summary
- Self-Determined Skills Worksheet
- Site Summary

Employment Lessons Tracking Sheet
 Student's Name _____
 Directions: Each time a worksheet is completed by the student, write the date the worksheet was completed on the diagonal line. In the boxes below, check which worksheets were completed on that date.

DREAM JOB

Lessons

- Job Clusters
- Dream Job Research
- Getting Ready for the Dream Worksheet
- Job Informational Interview
- Dream Job Informational Interview Worksheet
- Dream Job Shadowing

CHOOSING EMPLOYMENT GOALS

- Introduction to Choosing Employment Goals
- Choosing Employment Goals
- Summarizing the Employment Lessons
- Choosing Goals in Other Transition Areas

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Use of the *Choosing Employment Goals* Lessons: Case Studies



Lewis-Palmer High School, Lewis-Palmer School District, Monument, CO
Freshmen and sophomores enroll in a two hour per day career education class. In the class students shadow workers at several job sites and then pick one job for the quarter. They work at the job three days a week during the class time. Mid-quarter, students complete the two interest worksheets: the Job Characteristics I Like Worksheet and the Job Duties I Like Worksheet—and the two skills and limits worksheets—the Work, Social, and Personal Skills Student Worksheet and the Job Duties—How I Did Worksheet. Students receive feedback from the supervisors on the Work, Social, and Personal Skills Supervisor Evaluation. Students set goals based on the evaluations. Students graph their choices from the Job Characteristics I Like Worksheet and the Work, Social, and Personal Skills Student Worksheet. At the end of the quarter students complete the Site Summary for each job. By the end of the two years, students will have worked at eight job sites and have completed the worksheets on each. Juniors and seniors work in the community through the work-study program. They attend a one-hour careers class each day, during which they complete the Dream Job lessons.

Liberty High School, Academy School District, Colorado Springs, CO
Choosing Employment Goals lessons are used in the Alternative Cooperative Education program. The class is scheduled for two hours each day. In the first few weeks of the semester, students identify their dream jobs. They use the Dream Job lessons to gather information about the jobs through research, interviews, and shadowing. They use the experience-based worksheets to match the job duties, job characteristics, and work, social, and personal skills required on the job to their interests and skills. From this information they choose a job to try during the rest of the semester. The process provides a method for students to gain a realistic view of their dream jobs and match their interests, skills, and limits to jobs available in the community. They continue to use the Experience-Based and the Dream Job lessons to monitor their interests, skills, and limits on the job.

Nueva Ventura, Colorado Springs School District 11, Colorado Springs, CO
Nueva Ventura is a self-contained program for students with severe emotional disabilities. One graduation requirement is for students to have worked six months at a job. Students complete the *Choosing Goals* lessons and the Dream Job lessons to assist in identifying the jobs they want to

pursue as careers. The students have many opportunities to shadow, try, and work at a variety of jobs. Teachers use the experience-based worksheets to help students recognize their interests, skills, and limits on the job.

Doherty High School, Colorado Springs School District 11, Colorado Springs, CO

The Doherty High School Life Skills program teaches students with severe cognitive disabilities. In the work experience program students work at a series of job sites throughout the year, enabling them to gain experience and discover their work interests, skills, and limits. Students complete the Job Characteristics I Like and the Work, Social, and Personal Skills Student Worksheets. Students who don't read complete picturized versions of the worksheets.

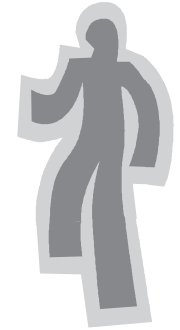
Widefield School District's Transition Team, Security, CO

Widefield School District's transition team has been exploring curriculum options for use in three junior highs and the high school. Each building has a different service delivery system. The Choosing Goals, Experience-Based, and Dream Job lessons are conducive to meeting their unique needs. For example, the special education teacher and the civics teacher team teach students in general and special education in Janitell Junior High. They use the Choosing Goals and the Dream Job series for their career awareness unit. The students complete the "Job Clusters" lesson. They choose their dream job and identify their interests, skills, and limits relating to the job. They research the job and then interview someone doing that job.

Fountain-Fort Carson High School, Fountain-Fort Carson School District, Fountain, CO

Students in the careers class are using the Choosing Employment Goals lessons to make both short-term and long-term goals. They make goals not only for career planning but also for personal growth. Students use the Dream Job lessons to gather information about what they would like to do. They research those careers and invite guest speakers into the class. The work-study students complete the Experience-Based lessons. They compare what they like and dislike about a job to their experiences in their current job placements.

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Section Two

The Lessons



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Introduction to Choosing Employment Goals

Purpose

To introduce a method for students to choose goals by considering their knowledge of their interests, skills, and limits.

General Information

In this lesson students learn to use a process to identify their goals by considering their interests, skills, and limits. A worksheet is provided that suggests types of goals depending on the students' knowledge of their interests, skills, and limits.

Recommended Use

Use this lesson to introduce the "choosing goals" process and prepare students for the "Choosing Employment Goals" lesson. Lesson 1 may also be used to prepare students to choose general goals in other transition areas.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits
- Student goals

Objectives

- Express employment interests
- Express employment skills and limits
- Indicate options and choose employment goals

Location

School

Estimated time

40 Minutes

Materials Needed

- VCR/monitor
- *Choosing Goals to Plan Your Life* video
- Choosing General Goals Worksheet transparency (make before class)/handout (one for each student)
- Overhead projector and markers

Lesson Overview

- Students watch a 10-minute video showing a process they can use to choose goals.
- Students complete the worksheet with example goals from the video.

Lesson Summary

- A. Introduction to Goals
- B. Review Transition Areas
- C. Introduce and Discuss *Choosing Goals to Plan Your Life* Video
- D. Introduce Video Example
- E. Teach “Interests”
- F. Teach “Requirements”
- G. Teach “Skills”
- H. Match Example Skills to Requirements
- I. Teach “Limits”
- J. Teach That Limits May Interfere With Requirements
- K. Wrap-Up



A. Introduction to Goals

- **Begin by stating the purpose.**
 - Today we'll talk about a way to choose goals for yourself.
 - What are goals?

ANSWER

What you want to accomplish

- Why do people set goals?

ANSWER

To get what they want

- Goals can be big or little.
- What goals do you have?

B. Review Transition Areas

- **Explain that we must set goals for ourselves in four main transition areas and define what a transition area is.**
 - A person may have many different goals.
 - What are the four transition areas in which you may have goals? What are examples of activities in each area?

ANSWERS

1. **Education**—high school classes, sports, clubs, universities, trade schools, and community colleges
 2. **Employment**—jobs and careers
 3. **Personal**—hobbies, talents, recreation, relationships, and health and wellness
 4. **Housing, daily living, & community participation**— home setting, daily living skills, transportation, and adult service organizations
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- To get what you want in each of these, you first must set a goal.

C. Introduce and Discuss *Choosing Goals* Video

- Explain that you'll show the students a process they can use to come up with goals.
 - We will watch a 10-minute video to introduce the process.
 - We'll work through examples together.
 - We'll focus on employment goals.
 - In another lesson you'll write your own employment goals.
- Introduce the video.
 - This video was created by high school students.
 - They used the goal setting process to choose goals for themselves in different transition areas.
 - They created the video scenes to show the process they used to choose their goals.
- Give instructions for watching the video.
 - In this video students talk about three things about themselves that they considered when choosing goals.
 - Listen for those three things.
 - Also listen to identify the type of transition goals they chose.
- Show the video.
- Review the video.
 - Throughout the video students considered three things about themselves. What were those things?

ANSWERS

- Interests • Skills • Limits
-

- In what transition areas did they set goals?

ANSWERS

Richard—living arrangements
Alicia—personal matters, relationships with friends and family
Lisa—employment
Christina—college
Zeke—employment other than music
Thomas—employment in music and music classes

- Are there things the students in the video talk about that concern you?

D. Introduce Video Example

- Hand out the Choosing General Goals Worksheets.

- The goal setting process is shown on this worksheet.
- Later, you'll write your own employment goals on the worksheet.
- We'll talk about your interests, skills, and limits to help you choose your goals.
- First, though, we'll use one of the students' goals from the video as an example of how to use the worksheet.
- One of the musicians, Zeke, had an employment goal. He was the drummer.

Note: Two other students in the video also had employment interests: Thomas, the other musician, and Lisa, who wanted to work in a restaurant. Their Choosing General Goals Worksheets are included on the enclosed CD-ROM. They may be used as alternative examples.

Choosing General Goals Worksheet

Name _____

1. Do I know my interests?
 YES Write interests
 NO Find out interests

2. Do I know what is required to do this?
 YES Write requirements
 NO Find out requirements

3. Do I know my skills?
 YES Write skills
 NO Find out skills

4. Do I have the skills to meet the requirements?
 YES Go to #5 and consider your limits.
 NO Can I learn the skills?
 YES Learn skills
 NO Re-evaluate interest

5. Do I know my limits?
 YES Write limits
 NO Find out limits

6. Do my limits interfere with the requirements?
 YES Can I do something to change this limit?
 YES Learn skills
 NO Re-evaluate interest
 NO Pursue interest

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E. Teach “Interests”

- Discuss interests.
 - Interests are what you like.
- Ask students to read worksheet question #1, “Do I know my interests?”
- Model completing the interests box on the Choosing General Goals Worksheet transparency/ handout using Zeke’s situation in the video.

Note: See the Choosing General Goals Worksheet Answer Key for Zeke.

- In the video Zeke talked about his employment interests.
- His interest was to play in a band.
- Write “play in a band” in the “Interests” box on the transparency.
- Ask students to write it on their worksheets.

F. Teach “Requirements”

- Discuss requirements.
 - We said that people consider their own interests, skills, and limits to set goals.
 - You also need to consider the job’s requirements.
 - Requirements are what you have to do for a job.
 - Jobs may require different skills, training, or conditions you have to meet.
- Ask students to read question #2, “Do I know what is required to do this?”
 - What were the requirements for Zeke’s job interest?
 - Write “be able to play drums; be able to perform; and get paying jobs” in the “Requirements” box on the transparency.
 - Ask students to write the same thing on their worksheets.

G. Teach “Skills”

- Discuss skills.
 - Skills are what you can do.
- Ask students to read question #3, “Do I know my skills?”
 - What were Zeke’s skills?
- Write “good drummer” in the “Skills” box on the transparency.
- Ask students to write it on their worksheets.

H. Match Example Skills to Requirements

- Ask students to read question #4, “Do I have the skills to meet the requirements?”
 - It’s important to see how your skills match the job requirements.
 - Does Zeke have the skills to meet the requirements of his job interest?

ANSWER

Zeke has the necessary musical skills.

- Circle “yes,” and ask students to do the same. Explain that they will now go to #5 and consider Zeke’s limits.

Note: Students may realize that Zeke didn’t have the skills to perform and he thinks he can’t learn them. That’s OK because it will result in the same goal—“Re-evaluate interest.”

I. Teach “Limits”

- Discuss limits.
 - A limit is what you have trouble doing or something that gets in your way.
- Ask students to read question #5, “Do I know my limits?”
 - What are Zeke’s limits?

ANSWERS

1. The band isn’t getting jobs.
 2. Zeke has stage fright when they perform.
-

- Write “no jobs” and “stage fright” in the “Limits” box on the transparency.
- Ask students to write those words on their worksheets.

J. Teach That Limits May Interfere With Requirements

- Ask students to read question #6, “Do my limits interfere with the requirements?”
 - It’s important to think about how your limits may interfere with the job requirements.
 - Do Zeke’s limits interfere with the requirements of his job interest?

ANSWER

Yes, being afraid to perform interferes with performing with a band.

- Can he change that?

ANSWER

No, Zeke doesn’t think he can change how he feels about performing.

- Therefore, Zeke’s goal is to re-evaluate his interest.
- What did Zeke decide to do?

ANSWER

Find a job with a steady paycheck and do music for fun.

Note: Students may make the argument that Zeke could get over his stage fright. In this example he didn’t feel he could. Others might think that being able to perform in front of people is a skill Zeke could learn or a limit he could change. If Zeke felt that way, his goal would be to “learn skills.”

K. Wrap-Up

- **Review the choosing goals process.**
 - Today you learned a process for choosing goals.
 - What were the three things you need to consider about yourself when choosing goals?

ANSWERS

Your interests—what you like

Your skills—what you can do

Your limits—what you have trouble doing or something that gets in your way

- What do you need to consider about the job you're interested in?

ANSWER

Job requirements

- If you don't know one of these things, your goal can be to find out your interests, skills, limits, or the job's requirements.
- **Preview the next lesson.**
 - Next time we will use the choosing goals process to work through examples of two jobs.

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Practice in Choosing Employment Goals

Purpose

For students to practice the method of choosing goals by considering their knowledge of their interests, skills, and limits using two example jobs.

General Information

In this lesson students practice using the choosing goals process to choose goals by identifying interests, skills, and limits and matching them to the job requirements. Students use the process using two examples of people's interests.

Recommended Use

Use this lesson to provide students with an opportunity to practice using the choosing goals process.

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits
- Student goals

Objectives

- Express employment interests
- Express employment skills and limits
- Indicate options and choose employment goals

Location

School

Estimated Time

40 Minutes

Materials Needed

- Choosing General Goals Worksheet—Veterinarian Example transparency (make before class)/handout (one for each student)

Use the version with example skills and limits printed or version with example skills and limits omitted.

- Choosing General Goals Worksheet—Retail Sales Worker Example transparency (make before class)/handout (one for each student)

Use the version with example skills and limits printed or the version with example skills and limits omitted.

- Overhead projector and markers

Lesson Overview

Students practice the choosing goals process using two example jobs: veterinarian and retail sales worker.

Lesson Summary

- Review
- Lesson Overview
- Introduce Veterinarian Example
- Veterinarian Interests
- Veterinarian Requirements
- Veterinarian Skills
- Veterinarian Limits
- Introduce Retail Sales Worker Example
- Retail Sales Worker Interests
- Retail Sales Worker Requirements
- Retail Sales Worker Skills
- Retail Sales Worker Limits
- Wrap-Up



A. Review

- Review the choosing goals process.
 - You watched the Choosing Goals to Plan Your Life video.
 - In the video students considered three things about themselves when they were choosing goals. What were they?

ANSWER

• Interests • Skills • Limits

- When choosing employment goals, what do you need to consider about the job you're interested in?

ANSWER

Job requirements

B. Lesson Overview

- Explain the purpose of this lesson.
 - Today we will work through the choosing goals process using two examples of job interests people may have.
 - We will go through the questions that can help people choose general goals.
 - We'll look at two people's interests, skills, and limits; the job requirements of jobs they're interested in; and their resulting goals.

C. Introduce Veterinarian Example

- Hand out the Choosing General Goals Worksheet—Veterinarian Example.

Note: There are two versions of this worksheet. On one, the skills and limits are printed. Students will read and discuss the person's skills. On the other version, students will need to write in the skills and limits as you present them.

Choosing General Goals Worksheet—Veterinarian Example

Name: Veterinarian

1. Do I know my interests? **YES** Write interests: Interests Veterinarian

2. Do I know what is required to do this? **YES** Write requirements: Requirements

3. Do I know my skills? **YES** Write skills: Handles animals well Gets good grades in science classes

4. Do I have the skills to meet the requirements? **YES** Go to #5 and consider your limits. **NO** Can I learn the skills? **YES** Learn skills. **NO** Re-evaluate interest.

5. Do I know my limits? **YES** Write limits: Limits

6. Do my limits interfere with the requirements? **YES** Can I do something to change this limit? **YES** Learn skills. **NO** Re-evaluate interest.

Transition Area: Goals

Employment: Goals

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**Choosing General Goals Worksheet—
Veterinarian Example**

Name: Veterinarian

Transition Area: Employment

Goals:

- Do I know my interests?
 - YES: Write interests: _____
 - NO: Find out interests: _____
- Do I know what is required to do this?
 - YES: Write requirements: _____
 - NO: Find out requirements: _____
- Do I know my skills?
 - YES: Write skills: _____
 - NO: Find out skills: _____
- Do I have the skills to meet the requirements?
 - YES: Go to #5 and consider your limits.
 - NO: Can I learn the skills?
 - YES: Re-evaluate interest: _____
 - NO: Find out limits: _____
- Do I know my limits?
 - YES: Write limits: _____
 - NO: Pursue interest: _____
- Do my limits interfere with the requirements?
 - YES: Can I do something to change this limit?
 - YES: Re-evaluate interest: _____
 - NO: Learn skills: _____

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D. Veterinarian Interests

- Ask students to read question #1, “Do I know my interests?”
 - What is an interest?

ANSWER

What you like.

- Introduce the veterinarian example.
 - The first example is for a person whose interest is to be a veterinarian.

E. Veterinarian Requirements

- Ask students to read question #2, “Do I know what is required to do this?”
 - What is a requirement?

ANSWER

What you have to do for a job

- Jobs may require different skills, training, or conditions you have to meet.
- What are some of the skills, training, or conditions required to be a veterinarian?

Note: Students may need to look in the Department of Labor’s *Occupational Outlook Handbook* or a similar publication to get the requirements of the job. Alternatively, they may go to the World Wide Web Internet address <http://www.jobweb.org/occhandb.htm> or do a computer search for the *Occupational Outlook Handbook*. The requirements are covered in the “Nature of Work,” “Working Conditions,” and “Training, Other Qualifications, and Advancement” sections.

- What are some skills required to be a veterinarian?

SAMPLE RESPONSES

Know how to deal with sick and hurt animals
 Handle animals

- What training is required to be a veterinarian?

SAMPLE RESPONSES

Complete at least six years of college
 Physical and biological science classes

- What are some conditions required to be a veterinarian?

SAMPLE RESPONSES

Work in animal hospital and clinics that are often noisy
 Know that you may be bitten or scratched
 Know that you may be exposed to disease and infectionl

- Write the students' ideas on the transparency in the "Requirements" box. Ask students to write several of the responses on their worksheet.

F. Veterinarian Skills

- Ask students to read question #3, "Do I know my skills?"
 - What are skills?

ANSWER

What you can do

- Provide skills of person in example.

ANSWERS

Gets good grades in science classes, so he or she may do well in vet school
 Handles animals well

Note: If you are using the worksheet version on which the skills are printed, ask students to read and discuss the person's skills. If you are using the other version, students will need to write in the skills as you present them.

- Ask students to read question #4, "Do I have the skills to meet the requirements?"

ANSWERS

Yes, the person has some of the skills to meet the requirements.
But the person needs to go to college to get degree in veterinary medicine.

- Ask students to read the question under "NO" for question #4, "Can I learn the skills?"

ANSWERS

This person could probably learn the needed skills by going to vet school.
This would be a "Learn skills" goal.

G. Veterinarian Limits

- Ask students to read question #5, "Do I know my limits?"
 - What are limits?

ANSWER

Something you have trouble doing or something that gets in your way

- Provide limit of person in examples.

ANSWER

The person has a severe allergic reaction to animal hair.

Note: On one version of the worksheet, the students will read the printed limit. For the other version, read the limit and have students write it in.

- Ask students to read question #6, “Do my limits interfere with the requirements?”
 - Does this person’s limit interfere with the requirements?

ANSWER

Yes, most of the animals a vet treats have hair.

- Ask students to read the question under “YES” for question #6, “Can I do something to change this limit?”
 - Can the person do something to change this limit?

ANSWER

Unless the person is successfully treated by an allergist, he/she will need to re-evaluate the interest. Maybe this person can do something in the medical field with people instead of animals.

H. Introduce Retail Sales Worker Example

- Hand out the Choosing General Goals Worksheet—Retail Sales Worker Example.

Note: There are two versions of this worksheet. On one, the skills and limits are printed. Students will read and discuss the person’s skills. On the other version, students will need to write in the skills and limits as you present them.

I. Retail Sales Worker Interests

- Ask students to read question #1, “Do I know my interests?”
 - What is an interest?

ANSWER
What you like

- Introduce the retail sales worker example.
 - The second example is from a person whose interest is to be a retail sales worker.

J. Retail Sales Worker Requirements

- Ask students to read question #2, “Do I know what is required to do this?”
 - What is a requirement?

ANSWER
What you have to do for a job

- What are some of the skills, training, or conditions required to be a retail sales worker?

Note: Students may need to look in the Department of Labor’s *Occupational Outlook Handbook* or a similar publication to get the requirements of the job. Alternatively, they could find the information on the computer, as discussed in the veterinarian example. The requirements are covered in the “Nature of Work,” “Working Conditions,” and “Training, Other Qualifications, and Advancement” sections of the handbook.

- What are some skills required to be a retail sales worker?

SAMPLE RESPONSES

Work well with people
 Able to handle money

- What training is required to be a retail sales worker?

SAMPLE RESPONSES

No formal education is required
 May be trained on the job

- What are some conditions required to be a retail sales worker?

SAMPLE RESPONSES

Must stand for a long time
 Must have a neat appearance

- Write the students' ideas on the transparency. Ask students to write several of the responses on their worksheet.

K. Retail Sales Worker Skills

- Ask students to read question #3, "Do I know my skills?"
 - What are skills?

ANSWER

What you can do

- Provide the skills of the person in the example. Have students read or write the skills, depending on which version of the worksheet you are using.

ANSWERS

Works well with people
 Has neat appearance
 Can stand for long time

- Ask students to read question #4, “Do I have the skills to meet the requirements?”
 - Does this person have the skills to meet the requirements?

ANSWER

Yes, the person’s skills meet the requirements.

Note: Students may note that the person doesn’t have all the skills. One skill the person doesn’t have, handling money, is listed as a limit. If students say “NO,” the process continues to “Can I learn the skill?” which can result in a similar goal: “Learn skills.”

L. Retail Sales Worker Limits

- Ask students to read question #5, “Do I know my limits?”
 - What are limits?

ANSWER

Something you have trouble doing or something that gets in your way

- Provide the limit of the person in the example. Have students read or write the limit, depending on which version of the worksheet you are using.

ANSWER

Gets confused handling money

- Ask students to read question #6, “Do my limits interfere with the requirements?”

ANSWER

Yes, a retail sales person needs to be able to handle money

- Ask students to read the question under “YES” for question #6, “Can I do something to change this limit?”
 - Can the person do something to change this limit?

ANSWERS

The person may be able to change the limit by taking classes or getting a tutor.

Therefore, the person's goal would be "Learn skills."

- **Discuss limits.**

- Some limits can be changed. They may be a skill the person hasn't learned yet.

EXAMPLE

Handling money may be a skill the person can learn.

- For some limits, people can use certain accommodations to help them.

EXAMPLE

Someone who doesn't spell very well may be able to use a spell checker.

- For those limits that can't be changed, the person will need to re-evaluate his/her interests to find something with which the limits won't interfere.

EXAMPLE

If someone has a physical disability and can't lift more than 10 pounds, that's something he/she probably can't change. The person will need to look for a job that doesn't require lifting.

M. Wrap-Up

- **Review interests, job requirements, skills, and limits.**

- What is an interest?

ANSWER

What you like

- What is a job requirement?

ANSWER

What you have to do for a job

- Jobs may require different skills, training, or conditions you have to meet.
- What are skills?

ANSWER

What you can do

- What are limits?

ANSWER

Something you have trouble doing or something that gets in your way

- **Review the choosing goals process.**

- If you don't know your job interest, what is your goal?

ANSWER

Find out your interest

- If you don't know the job requirements, what is your goal?

ANSWER

Find out the requirements

- If you don't know your job skills, what is your goal?

ANSWER

Find out your skills

- If you don't have the skills to meet the requirements, what are your possible goals?

ANSWER

Learn the skills or re-evaluate your interest

- If you don't know your limits, what is your goal?

ANSWER

Find out your limits

- If your limits don't interfere with the requirements, what is your goal?

ANSWER

Pursue your interest

- If your limits interfere with the job requirements, what are your possible goals?

ANSWER

Learn skills or re-evaluate your interest

- **Preview the next lesson.**

- Next time you will choose your own employment goals.
- Think about your employment interests and what job you want.

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Choosing Your Own Employment Goals

Purpose

To teach students a method for choosing employment goals by considering their knowledge of their interests, skills, and limits and matching them to the job requirements.

General Information

In this lesson students use the Choosing General Goals Worksheet to identify their own employment interests, skills, and limits. The worksheet suggests types of goals depending on the students' knowledge of their interests, skills, limits, and the job requirements.

Recommended Use

Use this lesson at one or more of the following points in time:

1. At the beginning of a set of transition area lessons (e.g., employment, education) to determine what lessons students need to complete
2. At the end of a series of lessons to summarize what students learned
3. Before their IEP staffing to provide ideas for annual goals
4. After the "Introduction to Choosing Employment Goals" lesson.

Lesson 3

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits
- Student goals

Objectives

- Express employment interests
- Express employment skills and limits
- Indicate options and choose employment goals

Location

School

Estimated Time

50 Minutes

Materials Needed

- Choosing General Goals Worksheet transparency (make before class)/handout (one for each student)
- Choosing General Goals Teacher Worksheet— Employment Lessons to Meet Goals

- Overhead projector
- Transparency markers

Lesson Overview

- In this lesson students generate a list of jobs and brainstorm jobs that might relate to their interests.
- In small groups, students determine employment goals by considering their interests, skills, limits, and the job requirements.

Lesson Summary

- A. Introduction and Overview
- B. Interests and Jobs
- C. Complete Choosing General Goals Worksheet in Small Groups
- D. Complete “Interests”
- E. Complete “Requirements”
- F. Complete “Skills”
- G. Complete “Skills Meet Requirements”
- H. Complete “Limits”
- I. Complete “Limits May Interfere With Requirements”
- J. Using the Choosing Employment Goals Lessons to Meet Student Goals



A. Introduction and Overview

- **Review.**

- When choosing employment goals, what are the three things about yourself that you need to consider.

ANSWERS

Interests—what you like

Skills—what you can do

Limits—what you have trouble doing or something that gets in your way

- What do you need to consider about jobs you're interested in?

ANSWER

Job requirements

- **Introduce the day's activities.**

- Today you're going to use the process from the video and the worksheet we discussed in the last lessons to choose your own employment goals.
- First, the whole class will think about job interests people might have.
- In small groups you will then complete the Choosing General Goals Worksheet for your job interest.

- **Explain the rationale behind the choosing goals process:**

- The purpose of this process is to help you identify what you know about:
 1. Your employment interests and the job requirements
 2. Your skills and limits and how they match with your job interests and the job requirements
- You can set goals for yourself in the areas in which you need more information.
- By doing so, you can explore career options while you are still in high school.

B. Interests and Jobs

- **For this process you need to state a job interest.**

- If you have more than one job interest, choose one of them for this worksheet.

Lesson 3

- If you don't know a job you're interested in, we can consider your general interests and try to think of jobs that might match those interests.

EXAMPLES

Interests	Jobs
cars	car sales, auto body repair, mechanic
animals	dog groomer, veterinarian, trainer
clothes and fashion	designer, clothing salesperson

- If a student can't think of jobs for his/her interest, ask the class to come up with as many jobs as they can think of for that student's interest.
- Write all the jobs the students name on an overhead transparency.

Note: The purpose of this activity is to expand students' awareness of jobs.

C. Complete Choosing General Goals Worksheet in Small Groups

- The first time students fill in their own answers on this worksheet (i.e., not simply writing answers you supply), it is best to work with them in groups of four or five students.
- It is best to group students with classmates they know and trust because they will be sharing personal information about their skills and limits.
 - Allow students to choose what they will share with the group.
- Teach one step at a time.
 - At each step ask students to share their answers with you and the group.
 - Discuss the responses.
 - Encourage students to adjust their responses when the group presents relevant information.
 - Don't move on to the next step until each student has provided an appropriate response.

D. Complete “Interests”

- Ask students to read question #1, “Do I know my interests?”
- If they answer “NO,” that they don’t know their employment interests, instruct them to follow the arrow to the “Find out interests” goal.
 - Completing the Experience-Based lessons and activities presented later in this manual will give students more information about their job interests.
- Students who answer “NO” to question #1 will not be able to complete question #2, but they can complete questions #3 and #5 about their skills and limits.
 - These students will have to consider their general skills and limits for questions #3 and #5.
 - They can also participate in the discussion of responses by giving input to others in the group.

Note: When students’ responses lead them to a goal rectangle, their general goal can be the same as what’s written above the rectangle (e.g., “Find out interests”). They can simply mark the goals that apply to them. If, however, they know a specific goal that goes with the general goal, they can write it in the rectangle (e.g., “Take Work Experience Class”).

- Instruct students who answer “YES” to question #1, that they know their employment interests, to write one in the “Interests” box.
 - If students have more than one interest, instruct them to pick one for completing this worksheet.
 - Make sure students list their interest in terms of a job.
 - Ask students to share their choices.

Note: Students may choose unrealistic interests. The choosing goals process will allow them to discover if an interest is unrealistic. The students’ responses will give you an idea of the type of activities the students will need to help them gain a more realistic view of their job choice or their skills and limits.

Lesson 3

E. Complete “Requirements”

- Ask students to read question #2, “Do I know what is required to do this?”
 - What are job requirements?

ANSWER

What you have to do for a job.

- This could be skills, training, or conditions you have to meet.

Note: This is an area where students are often unrealistic because they really don’t know what jobs require. If students have not researched the job already, they may need to look in the Department of Labor’s *Occupational Outlook Handbook* or a similar publication to get the requirements of the job. Alternatively, they may go to the World Wide Web Internet address <http://www.jobweb.org/occhandb.htm> or do a computer search for the *Occupational Outlook Handbook*. The requirements are covered in the “Nature of Work,” “Working Conditions,” and “Training, Other Qualifications, and Advancement” sections.

- **If the students answer “NO,” that they don’t know or have enough information about the requirements for their employment interest, instruct them to follow the arrow to the “Find out requirements” goal.**
 - Completing the Dream Job lessons presented later in this manual will give the students more information about the job requirements.
- **If the students answer “YES,” that they have some ideas about or have researched the requirements for their job, instruct them to write them in the “Requirements” box.**
 - If students have completed the Dream Job lessons they may refer to them for the requirements.
- **Stress that students need to list the most crucial requirements for the job.**
 - Examples of crucial requirements for veterinarians are that they must have a Doctor of Veterinary Medicine degree and pass a state board examination. These requirements involve six years of college with classes in physical and biological sciences.

Lesson 
3

- **Ask students to read the requirements they listed to the group.**

- Let students give feedback on one another's responses.

Note: Often students will list unrealistic requirements, skills, or limits. This is OK because part of the purpose of the process is for you to assess the students' awareness level of jobs and their skills and limits.

- **There are different types of activities you can provide to increase students' knowledge of job requirements. Some suggestions are:**

- Ask other students in the group to share their knowledge of the requirements for a particular job.
- Have students get basic information from the Department of Labor's *Occupational Outlook Handbook*.
- Talk students through what is required for a job.

EXAMPLE

Pro football players are usually drafted from college teams, and college players are usually drafted from high school teams.

Therefore, playing on a high school football team may be one of the requirements for playing pro football.

- Bring in a credible source for information, such as a high school or college football coach.
- Set up a situation in which students can try an activity to recognize the requirements and their skills and limits.
- **Most of these suggestions will be implemented further in future lessons.**
 - You can instruct students to fill in the worksheet again after they have completed some of the awareness-building activities presented in later lessons.
 - Then you can compare the two worksheets to show how the students' responses change.

Lesson 3

F. Complete “Skills”

- Ask students to read question #3, “Do I know my skills?”
 - Define skills.

ANSWER

Skills are what you can do.

- If the students answer “NO,” that they don’t know their skills, instruct them to follow the arrow to the “Find out skills” goal.
 - Completing the Experience-Based lessons and activities presented later in this manual will give students more information about their job skills.
- If the students answer “YES,” that they know some of their skills, instruct them to write them in the “Skills” box.
- Stress that students need to list skills that relate to the job as well as some of their general skills.
- Students who didn’t know a job interest can list their general skills, such as “arrive on time” and “dress appropriately.”
- If students list unrealistic skills, use some of the activities listed in section E.
- Ask students to read the skills they listed to the group.
 - Let students give feedback on one another’s responses.

G. Complete “Skills Meet Requirements”

- Ask students to read question #4, “Do I have the skills to meet the requirements?”
- Stress that students may have some but not all of the crucial skills and that they need to consider the requirements they don’t have.
- If the students answer “YES,” that they have all the skills, instruct them to wait for the group to be ready for question #5.
- If the students answer “NO,” ask them to follow the arrow to the question, “Can I learn the skills?”
- If the students answer “YES” to this question, that they can (or are willing to) learn the skills, then that is one of their goals.

- If they answer “NO,” that they can’t (or aren’t willing to) learn the skills, then one of their goals is to re-evaluate their interest.
 - They may want to look for jobs that have similar characteristics but different requirements.

EXAMPLE

Nurse’s aide instead of registered nurse

H. Complete “Limits”

- Ask students to read question #5, “Do I know my limits?”
 - Define limits.

ANSWER

Limits are what you have trouble doing or something that gets in your way.

- If the students answer “NO,” that they don’t know their limits, instruct them to follow the arrow to the “Find out limits” goal.
 - Completing the Experience-Based lessons and activities will give students more information about their job limits.
- If the students answer “YES,” that they know some of their limits, instruct them to write them in the “Limits” box.
- Stress that students need to list limits that relate to the job as well as some of their general limits.
- Students who didn’t know a job interest can list their general limits, such as “temper” or “trouble spelling.”
- If students don’t list obvious limits, use some of the activities listed in section E.
- Ask students to read the limits they listed to the group.
 - Let students give feedback to one another.

Lesson
3

I. Complete “Limits May Interfere With Requirements”

- Ask students to read question #6, “Do my limits interfere with the requirements?”
- If the students answer “NO,” that their limits don’t interfere, then one of their goals is to pursue their interest.
- If the students answer “YES,” ask them to follow the arrow to the question, “Can I do something to change this limit?”
- If they answer “YES,” that they can (and are willing to) do something, then one of their goals is to learn the skills needed.
- If they answer “NO,” that they can’t or aren’t willing to change the limits, then one of their goals is re-evaluate their interest.

J. Using the Choosing Employment Goals Lessons to Meet Student Goals

- There are Choosing Employment Goals lessons in the Experience-Based and Dream Job sections that can help students meet the goals they chose on this worksheet.
- The Choosing General Goals Teacher Worksheet— Employment Lessons to Meet Goals worksheet on the enclosed CD-ROM shows which lessons in this manual to use to help students meet each of their goals.

Summarizing the Employment Lessons

Purpose

To help students summarize what they have learned from the employment lessons and assist them to choose realistic employment goals.

General Information

Completing the Choosing General Goals Worksheet, and using the information from the Experience-Based and the Dream Job lessons, will help students set realistic employment goals.

Recommended Use

Use this lesson when students complete a series of Experience-Based or Dream Job lessons.

Lesson
4

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits
- Student goals

Objectives

- Express employment interests
- Express employment skills and limits
- Indicate options and choose employment goals

Location

School

Estimated Time

30 Minutes

Materials Needed

- Choosing General Goals Worksheet (one for each student)
- Choosing General Goals Worksheet—Summarizing the Employment Lessons (one for each student)
- Students’ completed Experience-Based and Dream Job worksheets

Lesson Overview

- Students look at completed employment worksheets to get information about their interests, skills, and limits.
- Using this information students complete the Choosing General Goals Worksheet to determine employment goals.

Lesson Summary

- A. Complete Choosing General Goals Worksheet by Looking at Completed Employment Lessons
- B. Discuss How Students Can Meet Their Goals



A. Complete Choosing General Goals Worksheet by Looking at Completed Employment Lessons

- Instruct students to complete the Choosing General Goals Worksheet, using the information they gathered in the employment lessons.
- Listed on the Choosing General Goals Worksheet—Summarizing the Employment Lessons are the titles of worksheets, summaries, and lessons where students may find each piece of information.

EXAMPLE

Question 1, “Interests”

Look at completed Job Duties I Like Worksheets, the Job Characteristics I Like Summary, and Dream Job Lessons.

- If students completed the Choosing General Goals Worksheet before they started the employment lessons, ask them to compare how their responses before they did the lessons differed from their responses after the lessons.

Note: Students may see that their responses were more realistic once they experienced or gathered information about jobs.

B. Discuss How Students Can Meet Their Goals

- Ask students to share their employment goals and discuss how they plan to meet their goals.
- Consider using the ChoiceMaker Self-Determination Curriculum’s Taking Action lessons to help students accomplish their goals.

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Choosing General Goals in Other Transition Areas

Lesson 5

Purpose

To help students choose goals in transition areas other than employment by considering their knowledge of their interests, skills, and limits. Some additional employment area examples are also provided.

General Information

The same process and worksheet students used to choose employment goals may be used to choose goals for other transition areas.

Recommended Use

Use this lesson when students are considering nonemployment transition goals, such as goals in the areas of education, personal, daily living, and community interests. Their responses will give you an idea of their knowledge of their interests, skills, and limits in the different areas and will result in general goals. This lesson may be used before their IEP staffing to provide ideas for annual or transition goals.

Lesson
5

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits
- Student goals

Objectives

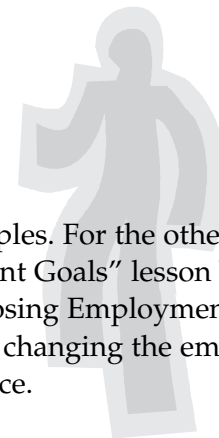
- Express education interests, skills, and limits and choose goals
- Express employment interests, skills, and limits and choose goals
- Express personal interests, skills, and limits and choose goals
- Express daily living, housing, and community participation interests, skills, and limits and choose goals

Note

In the *Choosing Goals to Plan Your Life* video students set goals for employment and other transition areas. In this lesson, Choosing General Goals Worksheets for the students in the video are provided.

- Thomas—employment
- Lisa—employment
- Richard—daily living and community
- Alicia—personal, relationships with friends and family
- Christina—education

Thomas’ and Lisa’s worksheets provide employment examples. For the other transition areas, repeat the “Introduction to Choosing Employment Goals” lesson but substitute the appropriate worksheet for Zeke’s. Use the “Choosing Employment Goals” lesson to teach goal setting in other areas simply by changing the employment examples to examples from the transition area of choice.



Choosing General Goals Worksheet
 Name: Thomas
 Transition Area: Employment

- Do I know my interests? YES Write interests: Interests: Play in a band
- Do I know what is required to do this? YES Write requirements: Requirements: Musical talent, Perform, Get paying jobs
- Do I know my skills? YES Write skills: Skills: Good singer
- Do I have the skills to meet the requirements? YES Go to #5 and consider your limits. NO Can I learn the skills? YES Re-evaluate interest. NO Find out limits.
- Do I know my limits? YES Write limits: Limits: Can't read sheet music
- Do my limits interfere with the requirements? YES Can I do something to change this limit? YES Learn skills: Take music classes to learn to read sheet music. NO Re-evaluate interest.

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Choosing General Goals Worksheet
 Name: Lisa
 Transition Area: Employment

- Do I know my interests? YES Write interests: Interests: Work in a restaurant
- Do I know what is required to do this? YES Write requirements: Requirements: Wash dishes
- Do I know my skills? YES Write skills: Skills: Wash dishes, Work on own
- Do I have the skills to meet the requirements? YES Go to #5 and consider your limits. NO Can I learn the skills? YES Learn skills. NO Re-evaluate interest.
- Do I know my limits? YES Write limits: Limits: Can't ride city bus to get to work
- Do my limits interfere with the requirements? YES Can I do something to change this limit? YES Learn skills: Learn to ride the city bus to get to work. NO Re-evaluate interest.

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Choosing General Goals Worksheet
 Name: Richard
 Transition Area: Daily Living & Community

- Do I know my interests? YES Write interests: Interests: Live alone
- Do I know what is required to do this? YES Write requirements: Requirements: Cook, Clean, Pay bills
- Do I know my skills? YES Write skills: Skills: Cook, Clean, Have job so I can pay bills
- Do I have the skills to meet the requirements? YES Go to #5 and consider your limits. NO Can I learn the skills? YES Re-evaluate interest. NO Find out limits.
- Do I know my limits? YES Write limits: Limits: Temporarily
- Do my limits interfere with the requirements? YES Can I do something to change this limit? YES Learn skills: Temporarily

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Choosing General Goals Worksheet
 Name: Christina
 Transition Area: Education

- Do I know my interests? YES Write interests: Interests: College degree in photography
- Do I know what is required to do this? YES Write requirements: Requirements: Good photography skills, Go to college, Good grades
- Do I know my skills? YES Write skills: Skills: Good at photography, Grades OK
- Do I have the skills to meet the requirements? YES Go to #5 and consider your limits. NO Can I learn the skills? YES Learn skills: Take study skills classes in high school. NO Re-evaluate interest.
- Do I know my limits? YES Write limits: Limits: Trouble taking notes in class
- Do my limits interfere with the requirements? YES Can I do something to change this limit? YES Learn skills: Find a college with a Learning Center to evaluate interest. NO Re-evaluate interest.

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Choosing General Goals Worksheet
 Name: Alicia
 Transition Area: Personal

- Do I know my interests? YES Write interests: Interests: Relationships with family and girlfriends
- Do I know what is required to do this? YES Write requirements: Requirements: Find out what it takes to have relationships with girls and my family
- Do I know my skills? YES Write skills: Skills: Outgoing, Friendly, Communicate openly
- Do I have the skills to meet the requirements? YES Go to #5 and consider your limits. NO Can I learn the skills? YES Re-evaluate interest. NO Find out limits.
- Do I know my limits? YES Write limits: Limits: Hard time trusting girls
- Do my limits interfere with the requirements? YES Can I do something to change this limit? YES Continue in therapy. NO Re-evaluate interest.

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Job Duties I Like

Lesson

6

Purpose

To teach students how to determine the duties they prefer at their job sites.

General Information

A worksheet is provided that students can use after gaining experience at a job. It is designed to be completed by the student at intervals during the job experience. The worksheet provides a method for students to reflect on their vocational experiences.

Recommended Use

Ask students to complete the Job Duties I Like Worksheet at the end of every job. Ask them to complete the worksheet every few weeks if they stay in one job for an extended period of time.

Lesson
6

Strand

“Choosing Goals”

Goal

Student interests

Objective

Express employment interests

Location

Community and school

Estimated Time

50 Minutes

Materials Needed

- Job Duties I Like Worksheet transparency (make before lesson)/handout (one for each student)
- Overhead projector
- Transparency markers
- Calculators

Lesson Overview

- In the community, students work several hours at jobs.
- In class, students identify the job duties they perform and those they like and dislike.

Lesson Summary

- A. Introduction and Overview
- B. Teach the “Job Duties” Column
- C. Teach the “What I Like” Column
- D. Teach the “Percent of Job Duties I Like” Section
- E. Teach the Scale
- F. Instructions for Future Use



A. Introduction and Overview

- After the students gain work experience, hand out the Job Duties I Like Worksheets.
- Present the following information:
 - Today you will learn how to complete and use the Job Duties I Like Worksheet.
 - You will use the worksheet to help you decide the job duties you like.
 - Job duties are the major tasks you do on a job.
- Explain the rationale behind determining the job duties you like:
 - Many people quit or lose jobs because they don't like the required duties.
 - Someone who works in a warehouse but does not like to lift heavy objects may quit the job or be fired for not doing the job properly.
 - If you know what duties you like and dislike, you can look for a job that matches your preferences.

Job Duties I Like Worksheet

Name: _____ Date: _____ Site: _____

Directions: In the Job Duties column, write each job duty that you performed at your job site. In the What I Like column, circle "YES" if you liked the job duty. Circle "NO" if you didn't.

Job Duties	What I Like
Job Duty #1	I like this job duty YES NO
Job Duty #2	I like this job duty YES NO
Job Duty #3	I like this job duty YES NO
Job Duty #4	I like this job duty YES NO

Directions:

- From the What I Like column, count the number of YESs and write that number next to (a).
- Write the total number of job duties next to (b).
- Enter (a) into your calculator.
- Push the "÷" button.
- Enter (b) into your calculator.
- Push the "=" button.
- Enter "100".
- Push the "%" button.
- Write your percentage in the shaded oval marked (c).

Percent of Job Duties I Like

Number of duties I liked (a) _____ ÷
Total duties (b) _____ = _____ × 100 = _____ %

Draw a vertical line where your percentage falls on the scale. Shade from 0% to your percentage.

not many	few	some	many	
0%	25%	50%	75%	100%

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Lesson 6

B. Teach the "Job Duties" Column

- Have students read the directions for the "Job Duties" column.
 - In the "Job Duties" column, write each job duty that you performed at your job site.
- Demonstrate completing the "Job Duties" column using the Job Duties I Like Worksheet overhead transparency.
 - I performed three different duties at my job site.
 - The duties were stocking shelves, filing invoices, and counting inventory.
 - In the "Job Duties" column, I will write "stocking shelves" under "Job Duty #1."
 - Under "Job Duty #2" I will write "filing invoices."
 - I will write "counting inventory" under "Job Duty #3."
- Explain that if the students have more than four job duties, they can either pick the most important four or complete a second Job Duties I Like Worksheet.

- Ask students to fill in this section of the worksheet with the duties they performed at their job sites.

C. Teach the “What I Like” Column

- Ask students to read the directions for the “What I Like” column.
 - In the “What I Like” column, circle “YES” if you liked this job duty. Circle “No” if you didn’t.
- Using the transparency, demonstrate completing this column.
 - This is where I decide the job duties I liked and those I did not.
 - My first job duty was “stocking shelves.” I liked this duty so I will circle “YES.”
 - My second duty was “filing invoices.” Because I did not like this duty, I will circle “NO.”
 - I liked counting inventory so I will circle “YES.”
- Have students complete the “What I Like” column for their job duties.

D. Teach the “Percent of Job Duties I Like” Section

- Present the following information:
 - The next thing you’ll do is figure the percentage of job duties you liked.
- Demonstrate (using the overhead projector and your transparency worksheet) the following steps:
 1. Count the number of “YES”es in the “What I Like” column and write that number in the blank next to (a).
 2. Count the total number of job duties and write that number in the blank next to (b).
 3. Divide (b) into (a) using a calculator, giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button
 - Enter (b)
 - Hit the “=” button
 4. Push the “x” button and enter “100.” Then push the “=” button.
 - Write that number next to the % sign on the worksheet.
- Lead students through these steps on their worksheets.

A graphic for Lesson 6 featuring a dark grey arrow pointing right towards the word "Lesson" in a bold, sans-serif font, with a large, bold number "6" below it.

- Check their responses.

E. Teach the Scale

- Model placing the percentage on the scale.
- Demonstrate, using the transparency worksheet.
 - Mark where the percentage you calculated is on the scale to see if there were “not many,” a “few,” “some,” or “many” duties you liked at this job site.
 - Shade from 0% to your percentage.
- Instruct students to place their percentages on the scale.
 - Mark your percentage on the scale.
 - In which section of the scale does it fall: “not many,” “few,” “some,” or “many”?
 - Shade from 0% to your percentage.

Lesson 6

F. Instructions for Future Use

- The next time the students need to complete the Job Duties I Like Worksheet, instruct them to complete the worksheet on their own.
- Give prompts and feedback as needed.
- Discuss how well the job duties match what they like.

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Job Characteristics I Like

Lesson

7

Purpose

To teach students how to determine the job characteristics they prefer and match them with the characteristics at their job site.

General Information

A worksheet is provided that students can use when they work at a job site. Students complete the worksheet at regular intervals as they gain work experience. The worksheet provides a method for students to use their experience to decide what job characteristics they like.

Recommended Use

Ask students to complete the Job Characteristics I Like Worksheet at the start and end of every job (minimum). It is advisable to ask them to complete the worksheet every few weeks if they stay at one job for an extended period of time. The goal is for students to see what job characteristics they like after completing a variety of employment experiences.

Lesson
7**Strand**

“Choosing Goals”

Goal

Student interests

Objective

Express employment interests

Location

Community and school

Estimated Time

50 Minutes, in Class

Materials Needed

- Job Characteristics I Like Worksheet transparency (make before lesson)/handout (one for each student)

Please note that this is a two-page transparency/ handout.

- Overhead projector
- Transparency markers
- Calculators

Lesson Overview

- In the community, students work several hours at a job.
- In class, students identify general characteristics they like about a job and see how they match the specific job site characteristics.

Lesson Summary

- A. Introduction and Overview
- B. Teach Job Characteristics
- C. Teach the “What I Like” Column
- D. Teach the “What Is Here” Column
- E. Teach the “Matches” Column
- F. Teach How to Figure Your Percent of Matches
- G. Teach the Match Scale
- H. Instructions for Future Use



A. Introduction and Overview

- After they have completed a day or two of work experience, give students the Job Characteristics I Like Worksheet.
- Present the following information:
 - Today you will learn how to complete the Job Characteristics I Like Worksheet.
 - You will use this worksheet to match what you like about a job to the characteristics at your job site.
 - Job characteristics describe the conditions on a job.
- Explain the rationale for comparing the job characteristics you like to those at your work site.
 - Many people quit jobs or lose their jobs because they don't like the characteristics of the job. Someone who works as a baker but doesn't like to work early in the morning may quit the job or be fired for frequently coming in late.

B. Teach Job Characteristics

- Present the job characteristic sets from the transparency/worksheet.
 - Read each set.
 - Give work examples of each (e.g., working as a janitor involves standing up, #6, and working as a delivery person involves little supervision, #14).

C. Teach the “What I Like” Column

- There are four things you will do on this worksheet.
 - The first is the column titled “What I Like.”
 - Find the “What I Like” column. In this column are the sets of characteristics we just discussed, such as “work alone” and “lots of people around.”
 - I like working alone, so I will circle “work alone.”
 - Tell students that they are going to pick what they like from each set even if that characteristic is not at their job.

Job Characteristics I Like Worksheet (continued)

Directions:

- Write the total number of matches from your Matches column on line (a).
- Enter (a) into your calculator and push the “=” button.
- Enter 15 into your calculator and push the “÷” button.
- Push the “=” button, enter “100,” and push the “×” button. This is your percentage.
- Place your percentage in the shaded oval.
- Draw a vertical line where your percentage falls on the scale.

Percent of Matches

Number of matches (a) _____
 Number of responses 15 _____
 Percentage of matches (b) _____ x 100 = _____

Draw a vertical line where your percentage falls on the scale. Shade from 0% to your percentage.

Job Characteristics I Like Worksheet

Name _____ Date _____ Site _____

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	Matches																
															YES	NO															
work alone	lots of people around	quiet workplace	noisy workplace	weekdays only	weekends too	easy job	challenging job	standing up	sitting down	moving around	work mornings	work afternoons	work nights	co-workers my age	co-workers not my age	thinking work	physical work	detail important	detail not important	job same every day	job different every day	work with people	work with things	important to work fast	not important to work fast	little supervision	a lot of supervision	work outside	work inside	YES	NO

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A graphic for Lesson 7. It features a dark grey square with a white arrow pointing to the right, followed by the word "Lesson" in a bold, sans-serif font, and a large, bold number "7" below it.

- **Using the worksheet transparency, model by circling items in three or four characteristic sets.**
- **Instruct students to circle the characteristic or characteristics they like from each of the sets.**
 - Now you will circle the characteristics that you like. You may pick more than one from each set.
 - Do you like working alone or with lots of people around?
- **Go over three or four sets as a group. Then have students complete the remainder.**

D. Teach the “What Is Here” Column

- **Present the following information:**
 - The second part of the worksheet you will complete is the column titled “What Is Here.”
 - Find the “What Is Here” column.
 - The items are the same as those in the “What I Like” column.
 - Circle the item or items in each set that best describe the characteristics at your job site.
- **Demonstrate using the worksheet transparency.**
 - At this job, I worked alone, so I will circle “work alone.”
- **Instruct students to complete the “What Is Here” column.**
 - Now you will circle the characteristic or characteristics in each set that apply to the job where you work. You may circle more than one characteristic in a set if more than one apply to your job.
 - Do you work alone or with lots of people around?
- **Go over three or four sets as a group. Then have students independently complete the remainder.**

E. Teach the “Matches” Column

- **Present the following information:**
 - The next step is to compare the characteristics you like to the ones that are at your job.
 - You will do this in the “Matches” column.

- Find the “Matches” column.
- If the characteristic or characteristics you chose in the “What I Like” column are the same as the characteristic or characteristics in the “What Is Here” column, circle “YES” in the “Matches” column.
- If not, circle “NO.”
- **Demonstrate, using the overhead projector and transparency of the worksheet.**
 - In the “What I Like” column I circled “work alone.”
 - In the “What Is Here” column I marked “work alone” because I worked alone at my job.
 - They are the same, so they match. I’ll circle “YES” in the “Matches” column.
 - I like a quiet workplace, but I marked noisy workplace for what’s at the job.
 - They don’t match, so I’ll circle “NO.”
- **Instruct students to complete the “Matches” column.**
 - Now you look at your worksheet.
 - Did you mark the same characteristic in the two columns for the “work alone” or “lots of people around” set?
 - If you did, mark “YES”; if not, mark “NO.”
- **Go over three examples as a group. Then have students independently complete the remainder.**

Lesson 7

F. Teach How to Figure Your Percent of Matches

- **Present the following information:**
 - **You will now figure the percentage of matches between what you like and the characteristics at your job site.**
- **Demonstrate, using the worksheet transparency:**
 1. Count the number of “YES”es circled in the “Matches” column and write the number in the blank next to (a).
 2. Divide 15 (total number of matches possible) into (a) using your calculator while giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button
 - Enter “15”
 - Hit the “=” button

3. Push the “x” button and enter “100.” Push the “=” button.
 - Write that number next to the % sign on the worksheet, below (b).

- **Lead students through these steps on their worksheets.**
- **Check their responses.**

G. Teach the Match Scale

- **Demonstrate, using the transparency.**
 - Mark where your percentage is on the scale to see if there are “not many,” a “few,” “some,” or “many” matches between what you like and the characteristics at your job site.
 - Shade the boxes from 0% to your percentage.
- **Instruct students to place their percentage on the match scale.**
 - Mark your percentage on the scale.
 - In what section of the scale does it fall: “not many,” a “few,” “some,” or “many” matches?
- **Discuss the meaning of the percentage and scale.**
 - The percentage lets you know how well the characteristics you like match those at your job site.

H. Instructions for Future Use

- **The next time the students need to complete the Job Characteristics I Like Worksheet, instruct them to complete the worksheet on their own.**
- **Give prompts and feedback as needed.**
- **Review the percentages and the conclusions they draw about how the job characteristics match their interests.**



Job Characteristics I Like Graph

Purpose

To show graphically what job characteristics students prefer over time.

General Information

Students graph the number of times they chose each job characteristic in the “What I Like” column on the Job Characteristics I Like Worksheet.

Recommended Use

Each time that students complete the Job Characteristics I Like Worksheet, ask them to graph their choices from the “What I Like” column.

Lesson

8



Strand

“Choosing Goals”

Goal

Student interests

Objective

Indicate employment interests

Location

School

Estimated Time

20 Minutes

Materials Needed

- Job Characteristics I Like Worksheet transparency (make before class)/handout (one for each student)
- Job Characteristics I Like Graph transparency (make before class)/handout (one for each student)
- Overhead projector
- Transparency markers

Lesson Overview

In class, students graph the characteristics they like from their Job Characteristics I Like Worksheet.

Lesson Summary

- A. Introduction and Overview
- B. Present Graph
- C. Model How to Graph Characteristics
- D. Teach How to Graph Characteristics
- E. Instructions for Future Use



A. Introduction and Overview

- After they have completed the Job Characteristics I Like Worksheet, give students the Job Characteristics I Like Graph.
- Present the following information:
 - Today you will graph information from the Job Characteristics I Like Worksheet.
 - The graph will help you see the characteristics you like.
 - You'll fill in more information on the graph each time you complete the Job Characteristics I Like Worksheet
- Explain rationale for graphing:
 - Graphing will allow you to see what characteristics you like after you've worked at your job for a while.
 - The graph will give you an easy-to-see record of the characteristics you've picked the most.

The image shows a worksheet titled "Job Characteristics I Like Graph". At the top, there is a line for "Name" and a line for "Period Covered: from _____ to _____". Below this, the "Directions" state: "For each characteristic you chose in the 'What I Like' column on the Job Characteristics I Like Worksheet, fill in the first box that is blank to the right of that characteristic listed here." The main part of the worksheet is a grid. The left column is labeled "Characteristics" and lists 15 items: 1. work alone, 2. lots of people around, 3. quiet workplace, 4. noisy workplace, 5. weekdays only, 6. weekends too, 7. challenging job, 8. easy job, 9. dress up for work, 10. do not dress up, 11. wear uniform, 12. standing up, 13. sitting down, 14. moving around, 15. work mornings, 16. work afternoons, 17. work nights, 18. co-workers my age, 19. co-workers not my age, 20. thinking work, 21. physical work, 22. detail important, 23. detail not important, 24. job same every day, 25. job different every day, 26. work with people, 27. work with things, 28. important to work, 29. not important to work, 30. fast, 31. little supervision, 32. a lot of supervision, 33. work outside, 34. work inside. To the right of each characteristic is a grid of boxes for recording data. A copyright notice at the bottom reads: "© 1997 (Second Edition) by University of Colorado. All rights reserved. 08-800-800-8000".



B. Present Graph

- Present the following information:
 - The 15 sets of characteristics from the Job Characteristics I Like Worksheet are listed on the left-hand side of the graph.
 - To the right of the characteristics are boxes for you to fill in.
- Ask students to read the directions.
 - Fill in the first box that is blank to the right of each characteristic you chose in the "What I Like" column on your Job Characteristics I Like Worksheet. Right now all the boxes are blank, but you'll be filling some in today so they won't all be blank the next time you work on the graph.

C. Model How to Graph Characteristics

- Use the **Job Characteristics I Like Worksheet** transparency to demonstrate.
 - Look at the Job Characteristics I Like Worksheet. Find the “What I Like” column.
 - Look at the first characteristic chosen.
 - I circled “work alone.”
- Use the **Job Characteristics I Like Graph** transparency to demonstrate how to fill in this graph.
 - Now look at the “Job Characteristics I Like Graph.” In the “Characteristics” column, find “work alone.”
 - Because I chose “work alone,” I will fill in the first box next to “work alone.”
 - Demonstrate how to shade in the first box.
- Complete three or four characteristics the same way.



D. Teach How to Graph Characteristics

- Teach students to graph characteristics from their own worksheets.
 - Now look at your Job Characteristics I Like Worksheet. Which characteristic did you choose first in the “What I Like” column?
 - Find that same characteristic on the Job Characteristics I Like Graph.
 - Now fill in the first empty box next to that characteristic.

E. Instructions for Future Use

- The next time the students complete the Job Characteristics I Like Worksheet, instruct them to graph the characteristics they chose on their Job Characteristics I Like Graph.
- Give prompts and feedback as needed.

Job Characteristics I Like Summary

Purpose

To summarize the job characteristics most important to the students.

General Information

Using the information from the Job Characteristics I Like Graph, students recognize the five characteristics that are most important to them.

Recommended Use

After students have completed a minimum of five Job Characteristics I Like Worksheets and graphed the results on the Job Characteristics I Like Graph, ask them to complete the summary. The worksheets could be for a variety of job experiences or for extended time at one job.

Lesson 9

Lesson
9

Strand

“Choosing Goals”

Goal

Student interests

Objective

Express employment interests

Location

School

Estimated Time

25 Minutes

Materials Needed

- Job Characteristics I Like Graph completed by each student
- Job Characteristics I Like Summary (one for each student)

Lesson Overview

In class students use the Job Characteristics I Like Graph to complete the summary.

Lesson Summary

- A. Introduction and Overview
- B. Complete the Summary
- C. Wrap-Up

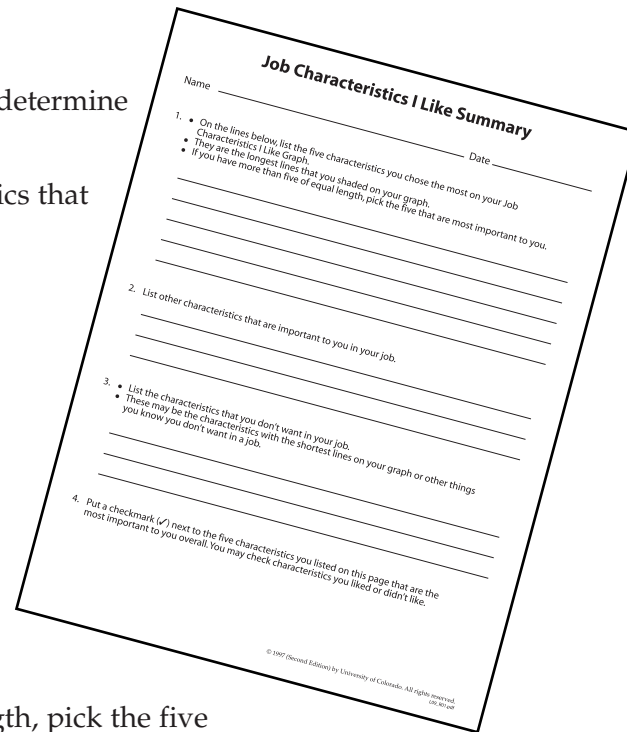


A. Introduction and Overview

- After they have completed at least five Job Characteristics I Like Worksheets and graphed the job characteristics they like, give students the Job Characteristics I Like Summary.
- Present the following information:
 - Today you will look at your graph and determine the characteristics you chose the most.
 - This will let you see the job characteristics that are most important to you.

B. Complete the Summary

- Go over the instructions on the Job Characteristics I Like Summary with the students.
 - On the lines below #1, list the five characteristics that you chose the most.
 - They are the longest lines that you shaded on your graph.
 - If you have more than five of equal length, pick the five that are most important to you.
 - You can list the additional characteristics on the lines in number 2.
 - Or in number 2 you can list anything else that might be important to you that you did not list on the Job Characteristics I Like Graph.
 - In number 3 list any characteristics you know you don't want at a job. These may be the characteristics with the shortest lines on your graph or other things you know you don't want in a job.
 - Then, put a check mark next to the five characteristics you listed on this page that are the most important to you overall. You may check characteristics you liked or didn't like.



The image shows a worksheet titled "Job Characteristics I Like Summary". It includes fields for "Name" and "Date". The instructions are as follows:

- On the lines below, list the five characteristics you chose the most on your Job Characteristics I Like Graph.
 - They are the longest lines that you shaded on your graph.
 - If you have more than five of equal length, pick the five that are most important to you.
- List other characteristics that are important to you in your job.
- List the characteristics that you don't want in your job.
 - These may be the characteristics with the shortest lines on your graph or other things you know you don't want in a job.
- Put a checkmark (✓) next to the five characteristics you listed on this page that are the most important to you overall. You may check characteristics you liked or didn't like.

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Lesson 9

C. Wrap-Up

- This summary will help you understand what is important to you on the job.
- These are things you might want to consider when you look for your next job.

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Job Duties—How I Did

Purpose

To teach students to determine how well they performed their job duties.

General Information

A worksheet is provided that gives students a method for drawing conclusions about their work performance and their skills and limits. Students use this worksheet after they gain job experience. It is designed to be completed at intervals throughout their work experience.

Recommended Use

Ask students to complete the Job Duties—How I Did Worksheet at the beginning and end of every job. If they stay in one job for an extended period of time, ask them to complete the worksheet every few weeks. It is advisable to also have them complete the worksheet if their job duties change.

Lesson 10

Lesson
10**Strand**

“Choosing Goals”

Goal

Student skills and limits

Objective

Express employment skills and limits

Location

Community and school

Estimated Time

60 Minutes, in Class

Materials Needed

- Job Duties—How I Did Worksheet transparency (make before class)/handout (one for each student) Note: This is a two-page transparency/ handout.
- Overhead projector
- Transparency markers
- Calculators

Lesson Overview

- In the community, students work several hours at jobs weekly.
- In class, students identify the duties they performed, evaluate their performance, and match it to their supervisors’ evaluations.

Lesson Summary

- A. Introduction and Overview
- B. Teach the “Job Duties” Column
- C. Teach the “How I Did” Column
- D. Teach the “Supervisor Thinks” Column
- E. Teach the “Matches” Column
- F. Teach How to Figure the Percent of Supervisor’s Positives
- G. Teach the Scale
- H. Teach How to Figure the Percent of “Matches”
- I. Teach the Scale
- J. Instructions for Future Use



A. Introduction and Overview

- After they have gained work experience, give students the Job Duties—How I Did Worksheet.
- Present the following information:
 - Today you will learn how to complete and use the Job Duties—How I Did Worksheet.
 - Job duties are the major tasks you do on a job.
 - You will use these worksheets to help you decide how you did on your job duties.
- Explain the rationale for determining how well you have performed your job duties:
 - Many people quit or lose jobs because they don't perform the job duties satisfactorily.
 - Someone who works in a factory may quit the job or be fired for not doing the job quickly enough.
 - If you know how you do on certain types of job duties, you can look for a job that includes the duties you do well.
 - Also, if you take a job that includes duties you know you have difficulty with, you will know what you need to improve.

Job Duties—How I Did Worksheet (continued)

Supervisor Thinks

Directions:
 • From the "Supervisor Thinks" column, count the number of positive responses and put that number on line (a). A positive response is any score of 2 or 3.
 • Count the total number of possible positive responses and put that number on line (b).
 • Enter (a) into your calculator.
 • Push the "÷" button.
 • Enter (b) into your calculator.
 • Push the "÷" button.
 • Push the "=" button, enter "100".
 • Percentage of positives. This is your percentage of positives.
 • Place your percentage in the shaded oval marked (c).

Number of positives (a) _____
 Number of responses (b) _____
 Positives (a) ÷ (b) x 100 = _____
 Draw a vertical line where your percentage of "positives" falls on the scale. Shade from 0% to your percentage.

not many low some many
 0% 25% 50% 75% 100%

Job Duties—How I Did Worksheet

Name _____ Date _____ Site _____

Write the job duties you performed at your job site.

Job Duties	How I Did			Supervisor Thinks			Matches	
	very good 3	OK 2	needs improvement 1	very good 3	OK 2	needs improvement 1	YES	NO
Job Duty #1	SPEED	INDEPENDENT	ACCURATE	SPEED	INDEPENDENT	ACCURATE	YES	NO
Job Duty #2	SPEED	INDEPENDENT	ACCURATE	SPEED	INDEPENDENT	ACCURATE	YES	NO
Job Duty #3	SPEED	INDEPENDENT	ACCURATE	SPEED	INDEPENDENT	ACCURATE	YES	NO
Job Duty #4	SPEED	INDEPENDENT	ACCURATE	SPEED	INDEPENDENT	ACCURATE	YES	NO

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Lesson 10

B. Teach the "Job Duties" Column

- Have students read the directions for the "Job Duties" column.
 - In the "Job Duties" column, write each job duty that you performed.
- Demonstrate completing the "Job Duties" column using the Job Duties—How I Did Worksheet overhead transparency.
 - I performed three different duties at my job site.
 - The duties were stocking shelves, filing invoices, and counting inventory.
 - In the "Job Duties" column, I will write "stocking shelves" in the first box marked "Job Duty #1."

- In the next box, marked “Job Duty #2,” I will write “filing invoices.”
- I will write “counting inventory” under “Job Duty #3.”
- **If the students had more than four job duties, they can either pick the most important four or complete a second worksheet.**
- **Ask students to complete their worksheet with the duties performed at their job sites.**

C. Teach the “How I Did” Column

- **Go over “speed,” “independent,” and “accurate.”**
 - “Speed” is the pace the work needs to be completed. Some jobs need to be completed fast, while with other jobs speed may not matter.
 - “Independent” refers to how much supervision you need to complete a job or whether you can do it on your own.
 - “Accurate” is whether you do the job duty correctly or make mistakes.
- **Explain that when people start a new job they usually need to improve in one or more of these areas.**
- **Ask students to read the directions for the “How I Did” column.**
 - In the “How I Did” column, circle 3, 2, or 1 for each item.
 - Three means “very good,” two means “OK,” and one means “needs improvement.”
- **Using the transparency, demonstrate how to complete this column.**
 - For example, let’s say it took me a long time to stock shelves. Because I was expected to complete this duty at a faster pace, I will circle “1 (needs improvement)” by “SPEED.”
 - I did stock on my own, so I will circle “3 (very good)” next to “INDEPENDENT.”
 - I think the shelves looked really good, so I will circle “3 (very good)” for “ACCURATE.”
- **Have students complete the “How I Did” column for their job duties.**

D. Teach the “Supervisor Thinks” Column

- **Present the following information:**
 - The next column is the “Supervisor Thinks” column.



- Ask your job supervisor to rate your speed, independence, and accuracy for each job duty.
- If your supervisor is unavailable, find an alternative way to get feedback. For example, ask a teacher, job coach, or co-worker who was familiar with your work to rate your performance. Or you may contact your supervisor by telephone or mail. Stress how important it is for the supervisor to give an honest evaluation—an evaluation that he/she would give any other worker.
- After the supervisors have returned the evaluations, review the following information with the students.

E. Teach the “Matches” Column

- Present the following information:
 - Next, compare your responses to the ones that your supervisor chose.
 - You will do this in the “Matches” column.
 - If you and your supervisor chose the same response, circle “YES” in the “Matches” column.
 - If you and your supervisor chose different responses, this is not a match. Circle “NO.”
- Model completing the “Matches” column using the worksheet transparency.
- Instruct students to complete the “Matches” column.
- Go over three examples together. Then ask students to complete the rest on their own.

Lesson 10

F. Teach How to Figure the Percent of Supervisor’s Positives

- Present the following information:
 - In the “Supervisor Thinks” box on page 2 of the worksheet, you will figure the percentage of times your supervisor gave you positive evaluations. A positive rating is a score of 3 (very good) or 2 (OK).
- Demonstrate, using the worksheet transparency.
 1. Count the number of positive responses (2s or 3s) the supervisor circled in the “Supervisor Thinks” column and write that number in the blank next to (a).
 2. Count the total number of responses possible and write that number next to (b).
 3. Divide (b) into (a) using a calculator, giving the following directions:
 - Enter (a) in the calculator

- Push the “÷” button
 - Enter (b)
 - Push the “=” button
4. Push the “x” button, enter “100,” and push the “=” button.
- Write that number in the oval marked (c).
- **Lead students through these steps on their worksheets.**
 - **Check their responses.**

G. Teach the Scale

- **Model placing the percentage on the scale using the worksheet transparency.**
 - Mark where the percentage you calculated is on the scale. The placement will show whether your supervisor thinks there were “not many,” a “few,” “some,” or “many” duties you did well at this job site.
 - Shade from 0% to your percentage.
- **Instruct students to place their percentages on the scale.**
 - Mark your percentage on the scale.
 - Determine on which section of the scale it falls: “not many,” a “few,” “some,” or “many.”
- **Discuss the meaning of the percentage and scale.**
 - The percentage lets you know how well your supervisor thinks your performance on your job duties met what was required.
- **Ask students to discuss the skills the supervisor rated positively.**
- **Ask students to discuss the skills the supervisor rated negatively.**
- **Ask students to discuss ways they may change the negative ratings to positive ratings.**

H. Teach How to Figure the Percent of “Matches”

- **Present the following information:**
 - You will now figure the percentage of matches between your performance evaluation and your supervisor’s in the “Matches” section on page 2 of the worksheet.
- **Demonstrate, using the worksheet transparency.**

A graphic for Lesson 10. It features a dark grey square with a white arrow pointing to the right. To the right of the square, the word "Lesson" is written in a bold, sans-serif font. Below "Lesson", the number "10" is written in a very large, bold, black font.

1. Count the number of “YES”es in the “Matches” column and write that number in the blank next to (a).
 2. Count the total number of “YES”es possible and write that number next to (b).
 3. Divide (b) into (a) using a calculator, giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button
 - Enter (b)
 - Push the “=” button
 4. Push the “x” button, enter “100,” and push the “=” button.
 - Write that number in the oval marked (c).
- **Lead students through these steps on their worksheets.**
 - **Check their responses.**

Lesson 10

I. Teach the Scale

- **Demonstrate, using the worksheet transparency.**
 - Mark where your percentage is on the scale to see if there is “not a match,” “some match,” an “OK match,” or a “good match” between your evaluations and the supervisor’s evaluations.
 - Shade the boxes from 0% to your percentage.
- **Instruct students to place their percentages on the match scale.**
 - Mark your percentage on the scale.
 - In which section of the scale does it fall: “not a match,” “some match,” an “OK match,” or a “good match”?
- **Discuss the meaning of the percentage and scale.**
 - The percentage lets you know how well your evaluation of your performance matches your supervisor’s.
- **Ask students to discuss why their evaluation did or did not match their supervisors’.**
- **Discuss possible reasons for not matching. Some are:**
 - The student did not understand the standard or expectation of the job.
 - The student may be unrealistic about his or her performance.
 - The supervisor may not be the one who is most familiar with the student’s work.

J. Instruction for Future Use

- **The next time the students need to complete the Job Duties—How I Did Worksheet, instruct them to complete the worksheet on their own.**
 - Give prompts and feedback as needed.
 - Discuss how well they performed the job duties.



Work, Social, and Personal Skills Student Worksheet and Supervisor Evaluation

Purpose

To provide students with an evaluation of their work, social, and personal skills and to teach students to evaluate their job-related skills.

General Information

A worksheet is provided that students can use after gaining some experience in a job. With the worksheet they can evaluate their work, social, and personal skills at the job and compare their evaluations to their supervisors'. The worksheet is designed to be completed at different times. Students evaluate themselves and then ask their supervisors to evaluate them. They compare the evaluations to see how well they match.

Recommended Use

Ask students to complete the Work, Social, and Personal Skills Student Worksheet and have their supervisors complete the Work, Social, and Personal Skills Supervisor Evaluation about once a week for the first few weeks of a new job.



Lesson 11

Lesson
11**Strand**

“Choosing Goals”

Goal

Student skills and limits

Objective

Express employment skills and limits

Location

Community and school

Estimated Time

50 Minutes

Materials Needed

- Work, Social, and Personal Skills Student Worksheet transparency (make before class)/handout (one for each student) Note: This is a two-page transparency/ handout
- Work, Social, and Personal Skills Supervisor Evaluation transparency (make before class)/handout (one for each student)
- Overhead projector
- Transparency markers
- Calculators

Lesson Overview

- In the community, students work several hours a week at jobs.
- In class, students evaluate their work, social, and personal skills on the job and compare their evaluations to their supervisors’.

Lesson Summary

- A. Introduction and Overview
- B. Discuss Work, Social, and Personal Skills
- C. Teach “How I Did” Column
- D. Teach Work, Social, and Personal Skills Supervisor Evaluation
- E. Teach “Supervisor Thinks” Column
- F. Teach “Comments” Column
- G. Teach “Matches” Column
- H. Teach How to Figure the Percent of “Supervisor’s Positives”
- I. Teach the Scale
- J. Teach How to Figure the Percent of “Matches”
- K. Teach the Scale
- L. Instructions for Future Use



A. Introduction and Overview

- After they have gained work experience, give students the Work, Social, and Personal Skills Student Worksheet.
- Present the following information:
 - Today you will learn how to complete and use the Work, Social, and Personal Skills Student Worksheet.
 - You will use this worksheet to compare how you think you did on a job to how your supervisor thinks you did.
 - You will complete the worksheet once a week.
 - The work, social, and personal skills listed on this worksheet are general skills that are required on most jobs.
- Explain rationale for determining your work, social, and personal skills and comparing your evaluation to your supervisor’s.
 - Many people lose jobs because they have problems with the skills listed on the worksheet.
 - This activity will give you a chance to see how you’re doing on your job by evaluating yourself and comparing your evaluation to your supervisor’s.

The image shows a sample of the 'Work, Social, and Personal Skills Student Worksheet'. It is a table with columns for 'How I Did', 'Supervisor Thinks', and 'Matches'. The rows are categorized into 'Work', 'Social', and 'Personal' skills. Each row has a description of the skill and a set of radio buttons for 'very good', 'needs improvement', and 'OK'. The 'Matches' column has 'YES' and 'NO' options. The worksheet includes a title, a 'Directions' section, and a 'Supervisor Thinks' section. It also has a 'Name' and 'Site' field at the top.

Lesson 11

B. Discuss Work, Social, and Personal Skills

- Define work, social, and personal skills.
 - Work skills are skills that relate to the tasks you do and how you do them.
 - Social skills are how you interact and get along with other people at the job.
 - Personal skills are things about you: how you dress, how you care for yourself, and your attitude.
- Present list of skills from worksheet.
 - Read each skill.

- Ask students to give examples of each (e.g., follows company rules, #1, may be wearing safety shoes).
- Explain that the details for each of these skills may vary at different job sites.

EXAMPLE

“talks the right amount,” #8

Talking a little to a co-worker while working may be acceptable at a store, but talking may not be acceptable while working a factory assembly line.

C. Teach “How I Did” Column

- There are four parts to complete on this worksheet.
 - The first part you will complete is the column titled “How I Did.”
- Ask students to read the directions for the “How I Did” column.
 - In the “How I Did” column, circle 3, 2, or 1— whichever best describes your performance.
- Using the transparency, demonstrate completing this column.
 - For example, the first skill is “follows company rules.” I think I work really hard at following company rules, so I will circle “3 (very good).”
 - The next skill is “comes to work on time.” Sometimes I am 10 minutes late, so I will circle “1 (needs improvement).”
- Have students complete the “How I Did” column for their skills.

D. Teach Work, Social, and Personal Skills Supervisor Evaluation

- Give students the Work, Social, and Personal Skills Supervisor Evaluation.
- Present the following information:
 - To get information for the second part of the worksheet, you will need to ask your supervisor to complete the Work, Social, and Personal Skills Supervisor Evaluation.
 - The supervisor will evaluate you on the same skills you evaluated in the “How I Did” column.
 - Ask the supervisor to circle 3, 2, or 1— whichever best describes your performance at the job site.



- If your supervisor is unavailable, find an alternative way to get feedback. For example, you may ask a teacher, job coach, or co-worker who is familiar with your work to complete the evaluation. Or you may contact your supervisor by telephone or mail.
- Stress how important it is for your supervisor to rate your work honestly—as he/she would for any other worker.

E. Teach “Supervisor Thinks” Column

- After the supervisors have returned the evaluations, review the following information with the students:
 - Next you will use your supervisor’s evaluation to complete the “Supervisor Thinks” column of the student worksheet.
 - On your Work, Social, and Personal Skills Student Worksheet, circle the answers that your supervisor marked on his/her worksheet.
 - Let’s say my supervisor circled “3 (very good)” for “follows company rules” on the evaluation. I will circle the same thing on my worksheet.
- Demonstrate, using the worksheet transparency.
- Go over three or four skills the same way.

F. Teach “Comments” Column

- Explain that the next column is for comments.
 - If the supervisor wrote comments on the evaluation, the students are to copy them here.
 - The teacher may use this column for comments, too. Or the student may want to write a comment to explain one of the evaluations.

G. Teach “Matches” Column

- Present the following information:
 - Next, you will see how well your evaluations matched your supervisor’s evaluations.
 - You will do this in the “Matches” column.

- If you and your supervisor chose the same response (e.g., you both wrote 3 for the same skill), circle “YES” in the “Matches” column.
- If your evaluations were different, circle “NO.”
- **Model completing the “Matches” column using the worksheet transparency.**
- **Go over three skills together. Then have students complete the rest on their own.**

H. Teach How to Figure the Percent of “Supervisor’s Positives”

- **Present the following information:**
 - On page 2 of the student worksheet, you will figure the percentage of times your supervisor gave you positive ratings in the “Supervisor Thinks” column. A positive rating is a score of 3 (very good) or 2 (OK).
- **Demonstrate, using the student worksheet transparency, the following steps:**
 1. Count the number of positive responses (2s or 3s) the supervisor circled in the “Supervisor Thinks” column and write that number on the line next to (a).
 2. Count the total number of possible positive responses and put that number on line (b).
 3. Divide (b) into (a) using a calculator, giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button
 - Enter (b) in the calculator
 - Hit the “=” button
 4. Push the “x” button, enter “100,” push the “=” button.
 - Write that number in the oval marked (c).
- **Lead students through these steps on their worksheets.**
- **Check their responses.**

I. Teach the Scale

- **Model placing the percentage on the scale.**
- **Using the student worksheet transparency, mark where the percentage is on the scale to see if the supervisor evaluated your performance with “not many,” a “few,” “some,” or “many” positive responses.**
 - Shade the boxes from 0% to your percentage.



- **Instruct students to place their percentages on the scale.**
- **Discuss the meaning of the percentage and scale.**
 - The percentage lets you know how well your supervisor thinks your skill performance is meeting what is required at the job.

J. Teach How to Figure the Percent of “Matches”

- **Present the following information:**
 - You will now figure the percentage of matches between your evaluation of your performance and your supervisor’s in the “Matches” section on page 2 of the worksheet.
- **Demonstrate, using the student worksheet transparency, the following steps:**
 1. Count the number of “YES”es in the “Matches” column and write that number in the blank next to (a).
 2. Count the total number of possible YES responses and put that number in the blank next to (b).
 3. Divide (b) into (a) using the calculator, giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button
 - Enter (b)
 - Hit the “=” button
 4. Push the “x” button, enter “100,” push the “=” button.
 - Write that number next to the % sign on the worksheet.
- **Lead students through these steps on their worksheets.**
- **Check their responses.**



Lesson 11

K. Teach the Scale

- **Demonstrate, using the overhead and student worksheet transparency.**
 - Mark where your percentage is on the scale to see if there is “not a match,” “some match,” an “OK match,” or a “good match” between your evaluations and your supervisor’s evaluations.
 - Shade the box from 0% to your percentage.
- **Instruct students to place their percentages on the match scale.**

- Mark your percentage on the scale.
- In which section of the scale does it fall: “not a match,” “some match,” an “OK match,” or a “good match”?
- **Discuss the meaning of the percentage and scale.**
 - The percentage lets you know how well your evaluation of your skill performance on the job matches your supervisor’s evaluation.

L. Instructions for Future Use

- **The next time the students need to complete the Work, Social, and Personal Skills Student Worksheet, instruct them to complete it on their own.**
- **Give prompts and feedback as needed.**
- **Review the percentages, the conclusions they draw about how they are doing on the job, and how they are evaluating themselves.**

A graphic for Lesson 11. It features a dark grey square with a white arrow pointing to the right, followed by the word "Lesson" in a bold, sans-serif font. Below "Lesson" is the number "11" in a very large, bold, black font.

Work, Social, and Personal Skills Graph

Purpose

To provide students with a way to see the skills they did well and those they need to improve.

General Information

Students graph the supervisor ratings from the Work, Social, and Personal Skills Student Worksheet. This will show the students what they did well and where they need to improve.

Recommended Use

Each time that students complete the Work, Social, and Personal Skills Student Worksheet, ask them to graph the supervisor ratings from the “Supervisor Thinks” column.

Lesson 12



Lesson
12

Strand

“Choosing Goals”

Goal

Student skills and limits

Objective

Express employment skills and limits

Location

School

Estimated Time

25 Minutes

Materials Needed

- Completed Work, Social, and Personal Skills Student Worksheet transparency (make before class)/handout (one for each student)
- Work, Social, and Personal Skills Graph transparency (make before class)/handout (one for each student)
- Overhead projector
- Transparency markers

Lesson Overview

After completing the Work, Social, and Personal Skills Student Worksheet, students graph their supervisors’ evaluations from the “Supervisor Thinks” column.

Lesson Summary

- A. Introduction and Overview
- B. Present Graph
- C. Teach How to Graph “Supervisor Thinks” Ratings
- D. Instructions for Future Use



A. Introduction and Overview

- After they have completed the Work, Social, and Personal Skills Student Worksheet, give students the Work, Social, and Personal Skills Graph.
- Present the following information:
 - Today you will graph information from the Work, Social, and Personal Skills Student Worksheet.
 - The graph will let you see more clearly how your supervisor has been rating your performance.
 - You'll fill in more information on the graph each time you and your supervisor complete the Work, Social, and Personal Skills Student Worksheet.
- Explain rationale for graphing this information:
 - Graphing will allow you to see how your supervisor thinks you did over a period of time.
 - The graph will give you an easy-to-see record of your skills on the job.

Work, Social, and Personal Skills Graph

Name: _____ Period Covered: from _____ to _____

Directions: From the "Supervisor Thinks" column of the Work, Social, and Personal Skills Student Worksheets, fill in the number of boxes (starting with the first empty box next to the skill) that equals the number your supervisor chose. For example, if an "follows company rules" your supervisor chose "3—very good," fill in the three boxes next to "follows company rules."

Skills

Work

1. Follows company rules
2. Completes work on time
3. Works hard
4. Works safely
5. Follows directions
6. Works with others
7. Works well with others
8. Works independently
9. Works with a minimum of supervision
10. Works with a minimum of supervision
11. Works with a minimum of supervision
12. Works with a minimum of supervision

Social

13. Gets along with others
14. Works well with others
15. Works with a minimum of supervision
16. Works with a minimum of supervision

Personal

17. Good personal appearance
18. Good personal appearance
19. Good personal appearance
20. Good personal appearance

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Lesson 12

B. Present Graph

- Present the following information:
 - The 16 skills from the Work, Social, and Personal Skills Student Worksheet are listed on the left-hand side of the graph.
 - To the right of each skill are boxes that you will fill in.
- Ask students to read the directions.
 - From the "Supervisor Thinks" column of the Work, Social, and Personal Skills Student Worksheet, fill in the number of squares for each skill that equals the number your supervisor chose.

C. Teach How to Graph “Supervisor Thinks” Ratings

- **Use the Work, Social, and Personal Skills Student Worksheet transparency to demonstrate.**
 - Look at the Work, Social, and Personal Skills Student Worksheet. Find the “Supervisor Thinks” column.
 - Look at the first skill your supervisor rated.
 - On my worksheet, for “follows company rules,” the supervisor’s rating was “2—OK.”
- **Use the Work, Social, and Personal Skills Graph transparency to demonstrate how to fill in this graph.**
 - Now look at the Work, Social, and Personal Skills Graph. Since, on my worksheet, the supervisor chose “2—OK,” I will shade in two boxes next to “follows company rules.”
- **Demonstrate how to shade in the boxes.**
- **Complete three or four characteristics the same way.**
- **Then, give students instructions for continuing on their own.**
 - Now look at your Work, Social, and Personal Skills Student Worksheet. How did your supervisor rate you on each skill in the “Supervisor Thinks” column?
 - Find each skill on the Work, Social, and Personal Skills Graph.
 - Fill in the number of boxes that corresponds to your supervisor’s evaluation starting with the first empty box next to that skill.

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D. Instructions for Future Use

- **The next time the students complete the Work, Social, and Personal Skills Student Worksheet instruct them to graph the ratings their supervisor gave them on the same Work, Social, and Personal Skills Graph.**
- **Give prompts and feedback as needed.**

Work, Social, and Personal Skills Summary

Purpose

To help students recognize the skills they performed well during their work experience and those they need to improve.

General Information

Students use the Work, Social, and Personal Skills Graph to summarize their job skills.

Recommended Use

After students have completed at least five Work, Social, and Personal Skills Student Worksheets and have graphed the results on the Work, Social, and Personal Skills Graph, ask them to complete the summary. The summary may be used at the end of a job, a school quarter, or a semester.

Lesson 13



Lesson
13

Strand

“Choosing Goals”

Goal

Student skills and limits

Objective

Express employment skills and limits

Location

School

Estimated Time

20–40 Minutes—Depends on class discussion

Materials Needed

- Work, Social, and Personal Skills Graph completed by each student.
- Work, Social, and Personal Skills Summary handout (one for each student)

Lesson Overview

In class students list the skills they did well during their work experience and the skills they need to improve by looking at their graphs.

Lesson Summary

- A. Introduction and Overview
- B. Complete the Summary
- C. Wrap-Up



A. Introduction and Overview

- After they have completed at least five Work, Social, and Personal Skills Student Worksheets and have plotted the “Supervisor Thinks” information on the graph, give students the Work, Social, and Personal Skills Summary.
- Present the following information:
 - Today you will look at your graph to see which skills your supervisor evaluated the highest and lowest.
 - This will let you see which skills are your strongest and which you need to improve.

B. Complete the Summary

- Go over the instructions on the Work, Social, and Personal Skills Summary with the students.
 - On the lines below “Skills I Did Well,” list the three “work” skills your supervisor evaluated “very good” or “OK” most often.
 - These will be the skills with the longest shaded lines on your graph.
 - If you have more than three of equal length, pick the three that are most important to you.
 - In the column labeled “Skills I Need to Improve,” list the “work” skill that has the shortest line on the graph.
 - Either pick the shortest line or the skill that you think you need to change the most.
- Now do the same thing for the social and personal skills.

C. Wrap-Up

- This summary will help you understand what skills are your strongest and what you need to work on.
- Ask students to discuss what they do well and what they need to improve.

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Self-Determined Skills

Purpose

To help students recognize what skills are important on a particular job, how well they are performing these skills, and which ones they need to improve. This is the first step for students to learn in the process of setting their own work goals.

General Information

A worksheet is provided for students to use after they have completed several of the Work, Social, and Personal Skills Student Worksheets. Students identify the specific skills required for their job. They then evaluate how they did on each and match their evaluations to their supervisors'.

Recommended Use

Use this worksheet after students have completed the Work, Social, and Personal Skills Student Worksheet several times and have worked on a job long enough to determine the important job skills.

Lesson

14

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Strand

“Choosing Goals”

Goal

Student skills and limits

Objective

Express employment skills and limits

Location

Community and school

Estimated Time

60 Minutes

Materials Needed

- Self-Determined Skills Worksheet transparency (make before class)/handout (two for each student) Note: This is a three-page worksheet.
- Self-Determined Skills Worksheet—Joe’s Sample Situation transparency (make before class)/handout (one for each student)
- Copy of each student’s IEP goals
- Copy of each student’s job evaluation (Work, Social, Personal Skills Student Worksheet or other evaluations)

- Calculators
- Overhead projector
- Transparency markers

Lesson Overview

- Students work at a job.
- In the classroom, students list job skills they need to improve based on supervisor feedback, their IEP, and their knowledge of the job.
- Students determine how well their self-evaluations match their supervisors’ evaluations.

Lesson Summary

- A. Introduction and Overview
- B. Review Work, Social, Personal Skills
- C. Complete Self-Determined Skills Worksheet Using Joe’s Sample Situation
- D. Teach How to Choose the Important Job Skills
- E. Teach “How I Did,” “Supervisor Thinks,” and “Supervisor, Teacher, or Student Comments” Columns
- F. Teach “Matches” Column
- G. Teach How to Figure Your Percent of “Supervisor’s Positives”
- H. Teach How to Figure Your Percent of “Matches”
- I. Instructions for Future Use

A. Introduction and Overview

- Present the following information:
 - You have already completed several copies of the Work, Social, and Personal Skills Student Worksheet for your job.
 - These have helped you recognize some of your general skills and limits on your job.
 - You will now use the Self-Determined Skills Worksheet to determine specific skills needed on your job.
 - As with the other worksheets, you will evaluate yourself, ask your supervisor to evaluate you, and match the two evaluations.
- Hand out one Self-Determined Skills Worksheet handout to each student and ask students to read the purpose on the instruction sheet (page 1).
- Present the following information:
 - For people to be successful at a job they must:
 - (1) know what skills are required for the job,
 - (2) know their own skills and limits, (3) see if the job matches well with their skills and limits, and
 - (4) work on the limits they have on this job.

B. Review Work, Social, Personal Skills

- Review the definitions for work, social, and personal skills.
 - Work skills are skills that relate to the tasks you do and how you do them.
 - Social skills are how you interact and get along with other people at the job.
 - Personal skills are the way you present yourself to the world—for example, how you dress and your attitude.
- As a review, ask students to look at the general skills listed on the Work, Social, and Personal Skills Student Worksheet.

Self-Determined Skills Worksheet (continued)
Supervisor Thinks

Directions:

- From the "Supervisor Thinks" column, count the number of positive responses and put that number on line (a). A positive response is any score of 2 or 3.
- Count the total number of possible positive responses and put that

Number of positives (a) _____
Number of responses (b) _____
Positives $\frac{(a)}{(b)} \times 100 =$ _____

Self-Determined Skills Worksheet (continued)

Name _____ Date _____ Site _____

Important Skills at This Job	How I Did	Supervisor Thinks	Supervisor Teacher or Student Comments		Matches
			YES	NO	
1. _____	very good (3) or needs improvement (1)	very good (3) or needs improvement (1)			
2. _____	very good (3) or needs improvement (1)	very good (3) or needs improvement (1)			
3. _____	very good (3) or needs improvement (1)	very good (3) or needs improvement (1)			

Self-Determined Skills Worksheet

Purpose

On this worksheet you will decide what skills are important at your current job. You will (1) evaluate yourself on these skills, (2) ask your supervisors to evaluate you, and (3) see how the evaluations match. This information will help you learn what skills and limits you have on this job. It will help you decide if this is a good job for you. It will also help you decide what skills you may need to work on to be successful at this job.

Directions

Column 1: "Important Skills at This Job"
Write the skills that are important under WORK, SOCIAL, or PERSONAL. To determine the important skills you may:
(1) Write down the skills you know are important on this job.
(2) Ask your supervisor what's important to work on at your job.
(3) Look at your IEP goals and objectives to see if they include things you need to work on at your job.
(4) Look at your job evaluations from your Work, Social, and Personal Skills Student Worksheet to see what you need to work on at your job.

Column 2: "How I Did"
Circle 3, 2, or 1—which ever best describes your performance on each skill.

Column 3: "Supervisor Thinks"
Ask your supervisor to circle 3, 2, or 1 depending on your performance on each skill.

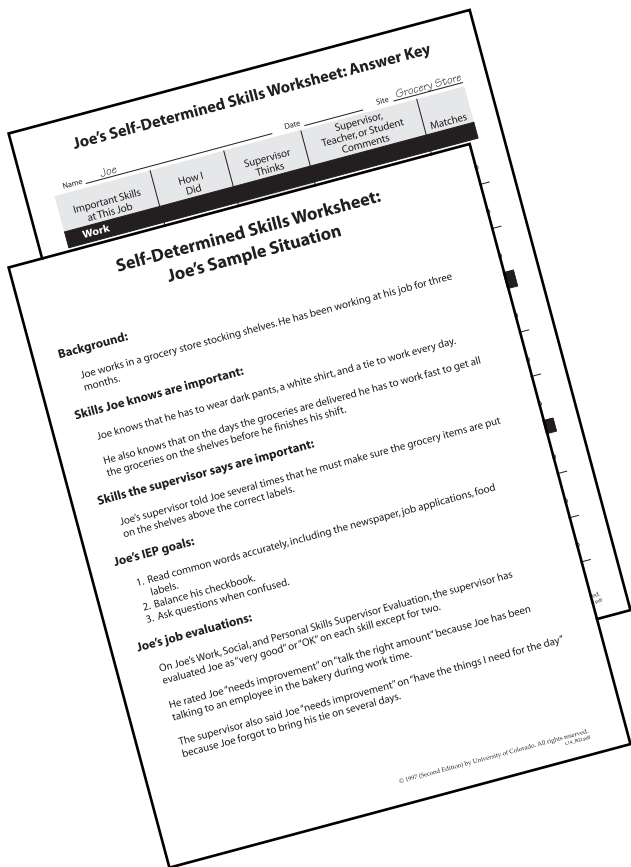
Column 4: "Supervisor, Teacher, or Student Comments"
This space is for anyone's comments.

Column 5: "Matches"
Circle YES if your and your supervisor's ratings are the same. If they are different, circle NO.

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Note: We have divided skills into work, social, and personal skills so that students realize that all these types of skills are important in a job. However, it's more important for students to recognize the importance of a job skill than it is for them to be able to list each of the skills in the right category.

C. Complete Self-Determined Skills Worksheet Using Joe's Sample Situation



Lesson 14

- Ask students to read the four suggestions listed on page 1 of the Self-Determined Skills Worksheet for choosing the skills that are important at their job.
- Discuss each suggestion.
- Hand out and introduce the work sheet titled Self-Determined Skills Worksheet: Joe's Sample Situation.

– We will now work through Joe's Sample Situation to show you how you can use each of the suggestions we just discussed to choose which skills are important for a job.

1. Skills Joe Knows Are Important

- Ask students to look for a work skill in that section.

ANSWER
Work fast.

- Ask students to write that skill under "work" on their worksheet.
- Ask students to look for a social skill in that section.

ANSWER
There isn't one.

- Ask students to look for a personal skill in the section.

ANSWER

Wear the right clothes to work.

- Ask students to write that skill under “personal.”
2. Skills the Supervisor Says Are Important
- Ask students what type of skill is described in this section (work, social, or personal).

ANSWER

Work.

- Ask students what the skill is.

ANSWER

Put grocery items in the correct place on the shelves.

- Ask students to write the skill next to #2 under “work.”
3. Joe’s IEP Goals
- Ask students to see if any of the IEP goals are work ones.

ANSWER

Read labels accurately. Joe needs to be able to read the labels to put the groceries in the correct place on the shelf.

- Ask students to write the skill next to #3 under “work.”
- Ask students to see if any of the IEP goals could be a social skill.

ANSWER

Ask questions when confused.

- Discuss why this would be important at work to ensure accuracy.
- Ask students to write the skill under “social.”
- Ask students to see if any of the IEP goals could be a personal job skill.

Lesson 14

ANSWER

No, the checkbook goal doesn't directly relate to job skills.

4. Joe's Job Evaluations

- Ask students to look in this section for a work skill Joe may need to improve.

ANSWER

Neither are work skills.

- Ask students to look for a social skill Joe may need to improve.

ANSWER

Talk to co-workers during breaks.

- Ask students to write this under "social."
- Ask students to look for a personal skill Joe may need to improve.

ANSWER

Bring tie.

- Ask students to write this under "personal."

Lesson
14

D. Teach How to Choose the Important Job Skills

- Give each student a second blank Self-Determined Skills Worksheet.
- Present the following information:
 - Now you will write the work, social, personal skills that are important on your own job.
 - You will look at the same four types of information that we used in Joe's example.
 1. Skills the Student Knows Are Important
 - Ask several students for examples of work, social, or personal skills they know are important on their job
 - Ask students to write the skills for their own job on the worksheet.

2. Skills the Supervisor Says Are Important
 - Ask several students for examples of work, social, or personal skills their supervisors say are important on their job.
 - Ask students to write the skills for their own job on the worksheet.
3. Skills From Students' IEP Goals
 - Ask several students for examples of work, social, or personal skills from their IEP goals.
 - Ask students to write the skills for their own job on the worksheet.
4. Skills From Students' Job Evaluations (e.g., Work, Social, and Personal Skills Student Worksheets)
 - Ask several students for examples of work, social, or personal skills from their previous work evaluations.
 - Ask students to write the skills for their own job on the worksheet.

Note: Other job evaluations may also be used. The advantage of using the Work, Social, and Personal Skills Student Worksheet is that the skills are already divided into work, social, and personal skills categories.

E. Teach “How I Did,” “Supervisor Thinks,” and “Supervisor, Teacher, or Student Comments” Columns

- Ask the students to read the directions on page 1 of the worksheet for the “How I Did” column. Ask students to circle the number—3, 2, or 1—that best describes their performance on each of the skills.
- Ask the students to read the directions on page 1 for the “Supervisor Thinks” column.
- Instruct students to ask their supervisors to rate their performance on the same set of skills, using this worksheet.
- If the supervisor is unavailable, a teacher or job coach who is familiar with their work may complete the column, or the supervisor may be telephoned.

Lesson 14

- Explain that the “Supervisor, Teacher, or Student Comments” column is for just that—comments by any of the people listed.

EXAMPLES

Teacher or student may comment on reasons for a particular evaluation, such as student was not feeling well or was having family problems.

Supervisor may explain a particular evaluation, such as by writing, “Student did extra work today” or “You need to clean the entryway better.”

F. Teach the “Matches” Column

- After the supervisors have returned the evaluations, ask the students to read the directions on page 1 of the worksheet for the “Matches” column.
- Present the following information:
 - Compare your ratings to the ones that your supervisor chose.
 - If you and your supervisor chose the same rating number, circle “YES” in the “Matches” column.
 - For example, if you chose 3 (very good) and your supervisor chose 3 (very good), the ratings are a match.
 - If, however, you chose 3 (very good) and your supervisor chose 2 (OK), you would circle “NO.” This would not be a match.
- Do three examples together, then have students complete the rest on their own.

G. Teach How to Figure Your Percent of “Supervisor’s Positives”

- Present the following information:
 - Next, you will figure the percentage of times your supervisor gave you positive ratings in the “Supervisor Thinks” column. A positive rating is a score of 3 (very good) or 2 (OK).
- Demonstrate the following steps using the overhead and your worksheet transparency.
 1. Count the number of positive responses (2 or 3) that the supervisor circled and write that number in the blank next to (a).
 2. Count the total number of possible positive responses and write that number by (b).



Lesson
14

3. Divide (b) into (a) using a calculator, giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button
 - Enter (b) in the calculator
 - Push the “=” button
 4. Push the “x” button, enter “100,” and push the “=” button.
 - Write that number in the oval marked (c).
- **Lead students through these steps on their worksheets.**
 - **Check their responses.**
 - **Model placing the percentage on the scale by using the overhead and worksheet transparency.**
 - Mark where the percentage is on the scale to see if there are “not many,” a “few,” “some,” or “many” supervisor’s positive evaluations on the job skills.
 - Shade in from 0% to your percentage.
 - **Ask students to shade their percentage on their scale.**
 - **Discuss the meaning of the percentage and scale.**
 - The percentage lets you know how well your supervisor thinks your performance on these job skills meets what is required at the job.

H. Teach How to Figure Your Percent of “Matches”

- **Present the following information:**
 - You will now figure the percentage of matches between your evaluation of your performance and your supervisor’s evaluation.
- **Demonstrate, using the worksheet transparency and the following steps. (Simply use hypothetical numbers.)**
 1. Count the number of “YES”es in the “Matches” column and write that number in the blank next to (a).
 2. Count the total number of “YES”es possible and write that number by (b).
 3. Divide (b) into (a) using a calculator, giving the following directions:
 - Enter (a) in the calculator
 - Push the “÷” button

Lesson 14

- Enter (b) in the calculator
 - Push the “=” button
- 4. Push the “x” button, enter “100,” and push the “=” button.
 - Write that number in the oval marked (c).
- **Lead students through the same steps on their worksheets.**
- **Check their responses.**
- **Demonstrate placing the percentage on the scale using the worksheet transparency.**
 - Mark where the percentage you calculated is on the scale to see if there is “not a match,” “some match,” an “OK match,” or a “good match” between your evaluations and your supervisor’s evaluations.
 - Fill in from 0% to your percentage.
- **Ask students to shade their percentages on the scale.**
- **Discuss the meaning of the percentage and shaded scale.**
 - The percentage lets you know how well your evaluation of your performance of the job skills matches your supervisor’s evaluation of your performance.

I. Instructions for Future Use

- **The next time students need to complete the Self-Determined Skills Worksheet, instruct them to complete the worksheet on their own.**
 - Provide prompts and feedback as needed.
 - Discuss how well they are performing the job skills.

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Site Summary

Purpose

To summarize students' interests and skills at a particular job site. Students decide if the job is one they like and can do. The summary provides a record of the students' work site, their interests, and their skills.

General Information

A worksheet is provided on which students can record their percent of interest matches and percent of positive supervisor evaluations from the worksheets they completed for a job site. They decide how well they liked the job and how well they did overall. Their responses constitute relevant, experience-based, vocational evaluations created by the students.

Recommended Use

Use this worksheet when students stop working at a job site or at the end of a semester.

Lesson 15



Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express employment interests
- Express employment skills and limits

Location

School

Estimated Time

40 Minutes

Materials Needed

- Site Summary transparency (make before class)/handout (one for each student)
- Last worksheet student completed of each of the following: Job Duties I Like Worksheet, Job Characteristics I Like Worksheet, Job Duties—How I Did Worksheet, and Work, Social, and Personal Skills Student Worksheet
- Overhead projector
- Transparency markers

Lesson Overview

In class, students record on the Site Summary the percent of matches between their job and their interest worksheets and the percent of matches between their job and their supervisors’ positive evaluations on the skills and limits worksheets. They decide how well they liked the job and how well they did overall.

Lesson Summary

- A. Introduction and Overview
- B. Record Percent of Interests That Match the Job Site
- C. Use the Scale to Draw Conclusions About Interests
- D. Record Percent of Positive Supervisor Evaluations
- E. Use the Scale to Draw Conclusions About Skills and Limits
- F. Draw Conclusions About How the Students’ Interests, Skills, and Limits Match Their Jobs



A. Introduction and Overview

- After students have completed working at a job site or at other times when you want a summary of how students are doing at a job site, give students the Site Summary.
- Present the following information:
 - Today we're going to summarize what you have learned about your job interests and skills.
 - From this summary you will get more information about how well your most recent job matches your interests, skills, and limits.
- The percentages that are recorded on the Site Summary need to be the ones that are most representative of the students' interests and skills.
 - Usually the last worksheets completed are the most representative because they should reflect any changes the students made in their interest choices or in their skill performance after gaining experience on the job.
- Ask students to complete the heading information (name, etc.) on the Site Summary.

B. Record Percent of Interests That Match the Job Site

Job Duties I Like

- Ask students to look at their last Job Duties I Like Worksheet.
- Give the following instructions:
 - Look at the “Percent of Job Duties I Like” section at the bottom of the page.
 - Find the oval marked (c). That is the percent of the job duties you like that match the ones at this job site.
 - Write that percent in the oval under “Job Duties I Like” on the Site Summary.
- Demonstrate by using the overhead projector and the Site Summary transparency.

Job Characteristics I Like

- Ask students to look at their last **Job Characteristics I Like Worksheet**.
- Give the following instructions:
 - Look at the “Percent of Matches” section on the second page of the worksheet.
 - Find the oval marked (b). That is the percent of job characteristics you like that match the ones at this job site.
 - Write that percent in the oval under “Job Characteristics I Like” on the Site Summary.
- Demonstrate, using the overhead project and the Site Summary transparency.

C. Use the Scale to Draw Conclusions About Interests

- Ask students to look at where these two percentages fall on the scale in the middle of the summary.
 - Discuss whether the match percents fall in the “not many,” a “few,” “some,” or “many” areas?

D. Record Percent of Positive Supervisor Evaluations

Job Duties—How I Did

- Ask students to look at their most recent **Job Duties—How I Did Worksheet**.
- Give the following instructions:
 - Turn to the second page of the worksheet.
 - Find the “Supervisor Thinks” section.
 - Look at the percent of positives in the oval marked (c).
 - Remember, this is the percent of positive evaluations your supervisor gave you on your performance of the job duties.
 - Write that percent in the oval on the Site Summary under the heading “Job Duties—How I Did.”
- Demonstrate, using the Site Summary transparency.

Work, Social, and Personal Skills Student Worksheet

- Ask students to look at their most recent **Work, Social, and Personal Skills Student Worksheet**.



- **Give the following instructions:**
 - Turn to the second page of the worksheet.
 - Find the “Supervisor Thinks” section.
 - Look at the percent of positives in the oval marked (c).
 - Remember, this is the percent of positive evaluations your supervisor gave you.
 - Write that percent in the oval on the Site Summary under the heading “Work, Social, and Personal Skills.”
- **Demonstrate, using the Site Summary transparency.**

E. Use the Scale to Draw Conclusions About Skills and Limits

- **Ask students to look at where these two percentages fall on the scale in the middle of the summary.**
 - Discuss whether the percents of positive evaluations fall in the “not many,” a “few,” “some,” or “many” areas.

F. Draw Conclusions About How the Students’ Interests, Skills, and Limits Match Their Jobs

- **Ask students to consider where their percents fell on the scales and to decide overall how they felt about the job. Then have them answer the two questions at the bottom of the summary.**
- **Discuss what they discovered.**
 - Did their interests match the job and did they like the job overall? Why or why not?
 - Did their percent of supervisor positive evaluations fall in the “some” and “many” areas? Why or why not?
 - How do they think they did on the job?
 - Does that match where the supervisor evaluations fell on the scale?
 - How did their percent of interest matches and the supervisor evaluations compare? (Were they both high, both low, or mixed?)
 - Do they think this is a good job for them? Why or why not?
- **A “Comments” section is available for teachers or students to summarize the job match.**

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Job Clusters

Purpose

To help students become aware of the job clusters (in the U.S. Department of Labor's *Occupational Outlook Handbook*) and the variety of jobs that are available in different career paths.

General Information

This is the first lesson in a series. In this lesson, the students will pick three job titles to research. In subsequent lessons, they will choose one job, research it, and interview and shadow someone working in that same job or another job that they found interesting.

Recommended Use

Use this lesson to increase students' awareness of jobs.

Lesson 16

Strand

“Choosing Goals”

Goal

Student interests

Objective

Express employment interests

Location

School

Estimated Time

50 Minutes

Materials Needed

- Job clusters list (one for each student) Note: This is a nine-page handout.
- *Occupational Outlook Handbook* (U.S. Department of Labor) or other sources of career information, such as the *Dictionary of Occupational Titles* (You will want to have a number of copies of the handbook or other sources available.)

- Alternatively, computers with Internet access may want to use the World Wide Web pages. Use search engine and type in *Occupational Outlook Handbook* to find the most current address.
- Overhead projector and transparency markers (or chalkboard)
- Paper and pens for students

Lesson Overview

In class, students use the *Occupational Outlook Handbook* or other sources of career information to research interesting jobs and learn specific information about those jobs.

Lesson Summary

- A. Introduction and Overview
- B. Brainstorm Jobs
- C. Introduce and Discuss Job Clusters
- D. Choose Jobs to Research
- E. Optional Activity: Job Title Pictionary



A. Introduction and Overview

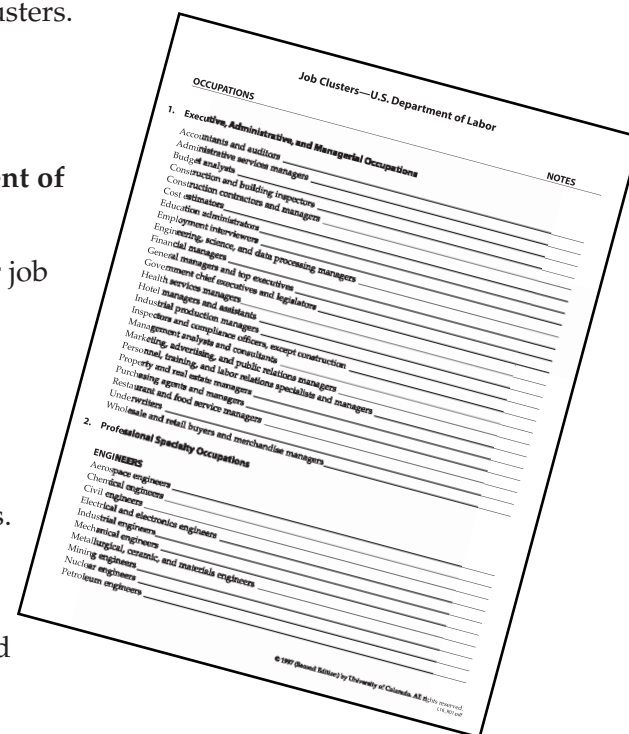
- Present the following information:
 - Today we're going to look at the variety of jobs people do.
 - As part of the lesson, you will pick a few jobs you want to investigate.
- Explain rationale for investigating jobs of interest:
 - It is important for you to start thinking about what you want to do for a living so that you can prepare for it.
 - To make those decisions you need information about jobs of interest to you.

B. Brainstorm Jobs

- Have students generate a list of jobs.
 - Ask students to write down as many jobs as they can think of on a sheet of paper.
 - Give them a couple of minutes to do this.
- List and group the students' ideas.
 - Ask students to read their lists; write the jobs on the board or overhead.
 - Ask students to decide which jobs are in a similar field, such as doctor, nurse, and ambulance driver or graphic artist, musician, and painter.
 - Discuss how jobs fall into groups, or clusters.

C. Introduce and Discuss Job Clusters

- Go over the Job Clusters—U.S. Department of Labor handouts.
 - Hand out the U.S. Department of Labor job clusters list. It's a nine-page list.
 - Ask students to read the 12 job cluster headings.
- Discuss one or two of the job clusters.
 - Ask students to pick a cluster to discuss.
 - Discuss some of the jobs in the cluster and how they might differ in such areas as job characteristics, pay, required education, and responsibilities.



Lesson 16

D. Choose Jobs to Research

- **Present the following information:**
 - You will now pick three jobs to research using the U.S. Department of Labor’s *Occupational Outlook Handbook*. You’ll do the research in our next lesson. Today, you are just selecting the jobs.
 - After you complete your research, you will describe the jobs you have researched to the class. From your research and everyone’s presentations you will pick one job and interview someone employed in that job. You will also shadow someone working that job. Therefore, you will need to choose a job that interests you.
- **Using the U.S. Department of Labor’s *Occupational Outlook Handbook* or other job information, students will choose the three jobs they want to research.**
 - Show how the job cluster worksheets match the table of contents in the *Handbook*.
 - Ask students to read about jobs that sound interesting to them to see which they want to choose as their three “dream jobs.”
 - Instead of using the printed version of the *Occupational Outlook Handbook*, you may want your students to use the World Wide Web pages. Use search engine and type in *Occupational Outlook Handbook* to find the most current address.
 - Students may work in groups to do their research.
 - Students may use the job clusters list to make notes about the jobs that interest them.

E. Job Title Pictionary (Optional Activity)

- Divide students into groups.
- Ask each group to pick a job title to illustrate from the job clusters list.
- Once students have decided how they will depict their job titles in drawings, ask one group to draw their title on the board or overhead.
- Let other groups guess which job it is.

A graphic for Lesson 16. It features a dark grey square with a white arrow pointing to the right. To the right of the square, the word "Lesson" is written in a bold, sans-serif font. Below "Lesson", the number "16" is written in a very large, bold, black font.

Dream Job Research

Purpose

By researching and reporting on jobs, students will learn the job requirements and interests.

General Information

In this lesson, the students decide on the “dream jobs” that they will research, conduct the research, and report to the class on one of the jobs. In later lessons they will interview and shadow someone working in that job or another that they found interesting. Their research will help students decide which jobs interest them.

Recommended Use

Use this lesson to help students obtain accurate information about jobs that interest them.

Lesson

17

Strand

“Choosing Goals”

Goals

- Student interests
- Student skill and limits

Objectives

- Express employment interests
- Express employment skills and limits

Location

School

Estimated Time

8–10 50-Minute Lessons

Materials Needed

- Dream Job Research Worksheet (one for each student) Note: This is a two-page worksheet.
- Dream Job Research Worksheet Sample (one for each student) Note: This is a two-page worksheet.
- *Occupational Outlook Handbook* (U.S. Department of Labor) or other sources of career information, such as the *Dictionary of Occupational Titles* (You will want to have a number of copies of the handbook or other sources available.)

- Instead of using the printed version of the *Occupational Outlook Handbook*, you may want your students to use the World Wide Web pages. Use search engine and type in *Occupational Outlook Handbook* to find the most current address.
- Notes From Dream Job Reports (one for each student)

Lesson Overview

Students identify a “dream job” to research and answer a specific set of questions about that job.

Lesson Summary

- A. Introduction and Overview
- B. Introduce the Dream Job Research Worksheet
- C. Summarize the Handbook Information using the Dream Job Research Worksheet Sample
- D. Discuss Changing Job Choices
- E. Discuss How Information Will Be Used
- F. Students Report to Class
- G. Optional Activity: Occupational Tests



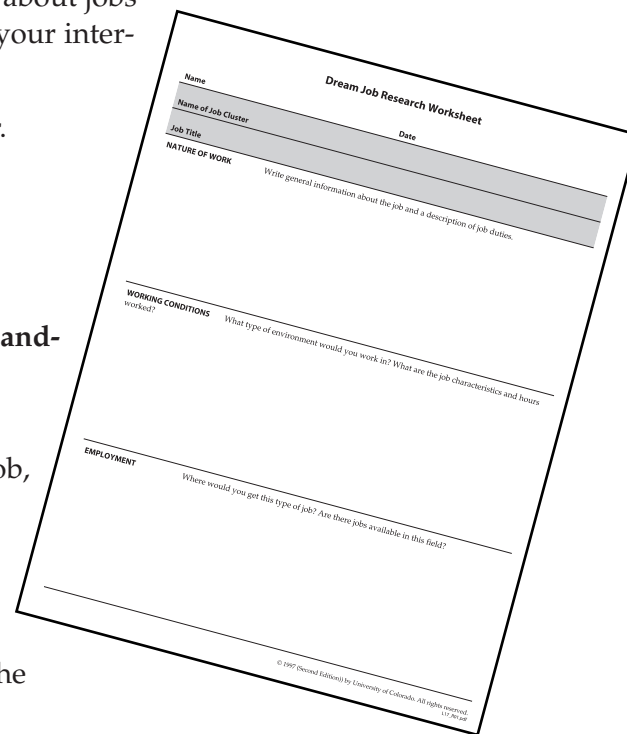
A. Introduction and Overview

Note: If you do not have enough copies of the *Occupational Outlook Handbook*, you will need to make copies of the pages describing the job choices the students made during the “Job Clusters” lesson or provide enough copies of another job information source. Alternatively, you could have your students access the *Occupational Outlook Handbook* from the World Wide Web.

- **Present the following information:**
 - Today you will research the three jobs that you chose during the “Job Clusters” lesson.
 - You will use the U.S. Department of Labor’s *Occupational Outlook Handbook* to do the research.
 - You will then describe one of the jobs to the class.
 - In other lessons you will interview and job shadow someone in that same or a different job.
- **Explain rationale for doing research on jobs of interest:**
 - Many people think they would like to do jobs they don’t know anything about.
 - Often they find out they don’t like the job or that the job is too difficult, requires too much education, or pays too little.
 - This research will give you information about jobs so that you can pick a job that matches your interests, skills, and limits.
 - It will help you begin to choose a career.

B. Introduce the Dream Job Research Worksheet

- **Demonstrate, looking up one job in the handbook.**
 - Hand out the Dream Job Research Worksheet. In the *Handbook*, look up a job, such as dental hygienist under “Technicians and Related Support Occupations.”
 - Point out how the headings on the Dream Job Research Worksheet match the headings in the *Handbook*.



The image shows a tilted worksheet titled "Dream Job Research Worksheet". It contains several sections for student input:

- Name**: A line for the student's name.
- Name of Job Cluster**: A line for the job cluster.
- Job Title**: A line for the specific job title.
- Date**: A line for the date.
- NATURE OF WORK**: A large section with the instruction "Write general information about the job and a descriptive of job duties." followed by a large blank area for writing.
- WORKING CONDITIONS**: A section with the instruction "What type of environment would you work in? What are the job characteristics and hours worked?" followed by a large blank area for writing.
- EMPLOYMENT**: A section with the instruction "Where would you get this type of job? Are there jobs available in this field?" followed by a large blank area for writing.

At the bottom right of the worksheet, there is a small copyright notice: "© 1997 (Second Edition) by University of Colorado. All rights reserved. 104096"

Lesson 17

Note: Training, Other Qualifications, and Advancement are all covered, in order, in one section in the *Handbook*. Stress to students that they will need to pull the information on these topics from that section. It is helpful to demonstrate this with the Dream Job Research Worksheet Sample.

Note: For jobs listed under a job title in a cluster, such as the jobs listed under “Information Clerks” in the “Administrative Support Occupations” cluster, the students will need to look at the general job title, “Information Clerks,” as well as the specific job, “Hotel Clerks,” to get all of the information.

C. Summarize the Handbook Information Using the Dream Job Research Worksheet Sample

Dream Job Research Worksheet—Sample

Name _____ Date _____

Name of Job Cluster *Administrative Support Occupations—Including Clerical*

Job Title *Stock Clerk*

NATURE OF WORK Write general information about the job and a description of job duties.
Some of the things stock clerks do are check deliveries to the store, unpack merchandise, price and organize merchandise, put items on shelves, and help keep track of the number of items sold for recording. Stock clerks may fill orders and pack things for shipping. In small businesses, stock clerks may do a variety of things. In a large company, a stock clerk may have just one task.

WORKING CONDITIONS What type of environment would you work in? What are the job characteristics and hours worked?
Stock clerks usually work inside in a clean environment. Conditions vary depending on the merchandise the store handles. For example, in a lumber store the clerk could work outside. The job involves physical work such as lifting, bending, carrying, walking, reaching, overtime may be required when large shipments are delivered.

EMPLOYMENT Where would you get this type of job? Are there jobs available in the field?
Most stock clerks work in stores and warehouses. Others work in factories, hospitals, schools, and food stores. Jobs are found in all areas of the country but most are in cities.

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- Go over each section of the sample worksheet.
 - Hand out the sample.
 - Read the heading “Nature of Work” and discuss its meaning.
 - Ask students to read the Job Clerk section in the *Handbook*. (Make sure each student or small groups of students have a copy to use.)
 - Ask students to read the “Nature of Work” section on the sample.
 - Discuss the type of information listed.
 - Discuss the fact that on the sample worksheet the information has been summarized; only the most important information is listed.
- Explain that the students should also summarize information when they fill in the sections on their worksheets. They should use any summarizing strategy they know.
- Repeat the process with each section of the worksheet.

D. Discuss Changing Job Choices

- Stress that the jobs the students research need to be ones that they would like to do.
- If in their research they discover information that makes them change their mind about a job (such as six years of college being required), they can look at related jobs and change choices.

E. Discuss How This Information Will Be Used

- Stress to students that from this research they will:
 - Pick one job to describe to the class
 - Interview a person in that job (or another that a classmate described) to get more information
 - Shadow someone in that job

F. Students Report to Class

- Students choose one job to report to class.
 - The students should pick their favorite job.
 - They should then report to the class on the important points in each of the sections on the worksheet.
 - Students may change their minds about the job in which they want to conduct their interview and shadow someone after hearing the reports from other students.
- A note-taking form is provided, if you want to have students take notes on others' reports.

The worksheet is titled "Notes from Dream Job Reports" and is tilted at an angle. It contains the following fields and sections:

- Name:** A line for the student's name.
- Job Title:** A column for the job title.
- What People in This Job Do:** A column for the job description.
- Salary:** A column for the salary.
- Date:** A line for the date.
- Requirements:** A column for the requirements.

At the bottom of the worksheet, there is a small copyright notice: "© 1997 Decal Education by University of Colorado. All rights reserved. 07-0100".

Lesson 17

G. Occupational Tests (Optional Activity)

- For many occupations there are tests people have to pass to be able to get jobs in that field or to enter a school where they will learn the skills needed for those jobs.
- The following are some examples:
 - Civil service tests
 - Clerical tests
 - College entrance exams
 - ASVAB for the military services
 - GED for students who think passing the GED test would be easier than graduating high school
- If any students are interested in a job in which testing is used to screen potential employees, have them take a sample test or work through a test study guide in class.
 - Many of these tests have sample tests or study guides that can be checked out of the library.
 - After the students complete the sample test or study guide, go over the test results with them to help them decide if they have, can gain, or want to gain the skills needed for their chosen work.

Dream Job Informational Interview

Purpose

To provide students with a method for obtaining information about their dream job and seeing if it is something they would like and would be able to do.

General Information

Students interview a worker in the job they would like. They evaluate whether they think they have the interests and skills to do the job.

Recommended Use

Use after students have learned about a variety of jobs (see the “Job Clusters” lesson and the “Dream Job Research” lesson). It is helpful if students have completed some research on the job prior to conducting the interview.

A worksheet is provided to guide the students through pertinent questions during the interview. The questions focus on such information as wage, chance for advancement, and training required.

This worksheet may also be completed by students working at a job, along with the experience-based worksheets, so that they can learn important information about the job.

Lesson 18



Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express employment interests
- Express employment skills and limits

Location

School or community

Estimated Time

50 Minutes (Interview Preparation)

Materials Needed

- Dream Job Informational Interview Worksheet (one for each student)
Note: This is a three-page worksheet.
- Getting Ready for Dream Job Informational Interview Worksheet (one for each student)
- Telephone (optional)
- Telephone books (optional)
- Transportation (optional)
- Job clusters list for teacher use (from Lesson 16)

Lesson Overview

Students interview a worker from their chosen dream job area to learn specific information about the job that will help them decide if they would like and could do that job.

Lesson Summary

- A. Introduction and Overview
- B. Ideas for Conducting Interviews
- C. Choose Questions to Ask From the Dream Job Informational Interview Worksheet
- D. Set Up Interview
- E. Practice and Conduct the Interview
- F. Complete the “Would I like This?” Column
- G. Complete “Could I Do This?” Column
- H. Complete “Teacher Comments”
- I. Complete “Summary” Section
- J. Optional Activity: Occupational Tests



A. Introduction and Overview

- Present the following information.
 - As part of this lesson you will interview someone employed in a job you are interested in doing.
- Explain rationale for conducting the interview:
 - It is important for you to get a realistic view of what the job involves so you have a better idea of whether you could do or would like to do that job.
 - Interviewing someone in the job will give you more information about the job.

B. Ideas for Conducting Interviews

- Ideas for interviewing:
 - Students may conduct the interview in person.
 - Students may conduct the interview on the phone.
 - Students may want to tape the interview (with interviewee’s permission) to avoid writing the answers during the interview.
 - After contacting the person to be interviewed, the student may send him/her the interview worksheet to complete.
 - An interview may be conducted with someone on the student’s current job.
 - Interviews may be conducted while other students are finishing their research or presenting their research to the class.
 - Students may invite the interviewee to speak to the class.

C. Choose Questions to Ask From the Dream Job Informational Interview Worksheet

- Go over the questions in each section of the Dream Job Informational Interview Worksheet.
 - Hand out the worksheet.
 - Read and discuss the questions in the “Requirement Questions” section of the worksheet.

The worksheet is titled "Dream Job Informational Interview Worksheet" and includes fields for Name, Site & Job Title, and Date. It contains a "Requirement Questions" section with seven numbered questions. Each question has two columns for "Would I like this?" and "Could I do this?", each with "Yes" and "No" options. A "Teacher Comments" column is provided for each question.

Requirement Questions	Would I like this?		Could I do this?		Teacher Comments
	Yes	No	Yes	No	
1. What are the job duties?					
2. What are the training or educational requirements of the job?					
3. What experience must people have to start here?					
4. What are the physical demands of the job (lifting, standing, etc.)?					
5. What are the hours of the job?					
6. What kinds of equipment (vehicles, machinery, computers, etc.) must a worker be able to operate to do the job?					
7. Are there other jobs in this field that might have fewer requirements?					

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- Instruct students to pick the questions that are most important to them to ask the interviewee.
- Repeat the process for each section of the worksheet.

D. Set Up Interview

- The following are ideas for setting up the informational interviews:
 - You may choose to set up the interviews for students.
 - You can record names of individuals willing to participate in interviewing or shadowing on your copy of the job clusters list (from Lesson 16). Students could then select from these names.
 - You may choose to have students set up their own interviews.

The worksheet is titled "Getting Ready for Dream Job Informational Interview Worksheet" and includes the following sections:

- Name** _____
- Date** _____
- Dream Job I Chose** _____
- Person I Will Interview** _____
- Where He/She Works** _____
- Phone Number** _____
- What I Will Say to Set Up the Interview**
 - Introduce Yourself**
 - "Hello, my name is _____ school."
 - "I'm from _____"
 - Explain the Project**
 - "My class project is _____"
 - "I would like to speak with someone who _____"
 - Set Up a Time to Talk if the Person Isn't Available**
 - "When is a good time for me to call back?" _____ (phone #) _____ (times)."
 - OR**
 - "She (He) may call me back at _____"
 - Closing**
 - "Thank you, _____"

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- If students are setting up their own interviews, they should use the **Getting Ready for Dream Job Informational Interview Worksheet**.
- Ask students to complete the sentences in the **"Introduce Yourself"** and **"Explain the Project"** sections, showing what they will say to set up the interview.
 - Students will need to find someone in their dream job to interview.
 - They may use phone books to identify appropriate companies.
 - Explain to students that they must be ready to do the interview if the person is available when they call.
- Instruct students to read and complete the **"Set Up a Time ..."** and **"Closing"** sections.
 - Give students the information about the time and phone number at which people can call them back (if they are not available when the students call).

E. Practice and Conduct the Interview

- Ask students to complete the information at the top of the *Getting Ready for Dream Job Informational Interview Worksheet*.
- Instruct students to practice by asking one another the questions they chose to ask from the *Dream Job Informational Interview Worksheet* and writing the answers in the spaces available.
 - Instruct students to write the most important parts of the answer, not the full sentences. (Example: For “job duties” they could just write “sweep and mop.”)
 - Instruct students to work in pairs for role-playing and practice asking the questions, setting up the interview, and writing the answers.
- If students need more practice, they may interview a teacher in front of the group and receive feedback from the group.
- After they have practiced, instruct students to conduct their interviews with the designated interviewees.

F. Complete “Would I Like This?” Column

- After they have completed their interviews, instruct the students to reread the answers they wrote down.
- Instruct the students to ask themselves, “Would I like this?” for each of the answers and to mark “yes” or “no” in the appropriate column on the *Dream Job Informational Interview Worksheet*.

G. Complete “Could I Do This?” Column

- Instruct the students to ask themselves, “Could I do this?” for each of the answers and to mark “yes” or “no” in the appropriate worksheet column.

H. Complete “Teacher Comments”

- This column is for you to make any comments you might have about the interviewee’s responses and the student’s responses to the “Would I like this?” and the “Could I do this?” questions.
- This column provides an opportunity for you to give the students a more realistic view.

I. Complete “Summary” Section

- Ask students to review their responses to all of the “Could I do this?” and “Would I like this?” questions.
- Ask them to decide if they could do this job and would like to do it, and why or why not.

J. Occupational Tests (Optional Activity)

- For many occupations there are tests people have to pass to be able to get jobs in that field or to enter a school where they will learn the skills needed for those jobs.
- The following are some examples:
 - Civil service tests
 - Clerical tests
 - College entrance exams
 - ASVAB for the military services
 - GED for students who think passing the GED test would be easier than graduating high school
- If any students are interested in a job in which testing is used to screen potential employees, have them take a sample test or work through a test study guide in class.
 - Many of these tests have sample tests or study guides that can be checked out of the library.
 - After the students complete the sample test or study guide, go over the test results with them to help them decide if they have, can gain, or want to gain the skills needed for their chosen work.

Dream Job Shadowing

Purpose

For students to gain more information about their dream jobs and how their interests, skills, and limits match the jobs.

General Information

Often students have unrealistic views of jobs and how their own interests, skills, and limits match the jobs. Observing someone performing the job helps the students gain a more realistic view of the job.

Recommended Use

Use this lesson after students have narrowed down their dream job choices by researching and interviewing people in the jobs.

Lesson

19

Strand

“Choosing Goals”

Goals

- Student interests
- Student skills and limits

Objectives

- Express employment interests
- Express employment skills and limits

Location

School or community

Estimated Time

50 Minutes (Shadowing Preparation)

Materials Needed

- Dream Job Shadowing Worksheet (Note: This is a two-page worksheet.)
- Telephone (optional)
- Telephone books (optional)
- Transportation (optional)
- Job clusters list for teacher use (from Lesson 16)

Lesson Overview

- In the community, students observe someone performing their dream job.
- Students complete the Dream Job Shadowing Worksheet, gathering the information by observing or questioning the worker.
- In class, students compare their interests, skills, and limits to the job information.

Lesson Summary

- A. Introduction and Overview
- B. Set-Up and Shadowing Ideas
- C. Introduce the Dream Job Shadowing Worksheet
- D. Teach How to Begin the Shadowing
- E. Practice Completing the Dream Job Shadowing Worksheet
- F. Complete the Job Shadowing
- G. Complete the “Can I do This Job?” and “Do I Like This Job?” Questions
- H. Optional Activity: Occupational Tests



- Discuss the fact that certain questions can be answered by observing the person working. Answers to other questions will involve talking with the worker.

D. Teach How to Begin the Shadowing

- Discuss with students what they will need to say and do at the beginning of the shadowing.
 - Brainstorm with students the information that they will need to provide to the person they are shadowing (such as their name, why they're there, and what they are going to be doing).
 - Ask students to practice this introduction.

E. Practice Completing the Dream Job Shadowing Worksheet

- Ask students to practice using the worksheet with a job with which they are all familiar.
 - Ask students to pick a job they all have observed, such as a teacher or janitor in the school.
 - Ask students to work together in small groups to complete the worksheet.
 - As a class, review the small groups' responses.

F. Complete the Job Shadowing

- After they have practiced using the worksheet, instruct students to complete the job shadowing at the job site.
 - Students will introduce themselves to the worker they are shadowing.
 - They will explain what they will be doing: watching the worker do typical tasks and questioning him/her about other parts of the job.
- Students will fill in the worksheet based on their observations of and questions to the worker.

G. Complete the “Can I Do This Job?” and “Do I Like This Job?” Questions

- After the job shadowing, instruct students to review their observations and the worker's responses.

- Ask students to complete the questions at the end of the worksheet, “Can I do this job?” and “Do I like this job?”
- Instruct students to explain why or why not for each of those questions.

H. Occupational Tests (Optional Activity)

- For many occupations there are tests people have to pass to be able to get jobs in that field or to enter a school where they will learn the skills needed for those jobs.
- The following are some examples:
 - Civil service tests
 - Clerical tests
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 - GED for students who think passing the GED test would be easier than graduating high school
- If any students are interested in a job in which testing is used to screen potential employees, have them take a sample test or work through a test study guide in class.
 - Many of these tests have sample tests or study guides that can be checked out of the library.
 - After the students complete the sample test or study guide, go over the test results with them to help them decide if they have, can gain, or want to gain the skills needed for their chosen work.

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Other ChoiceMaker Publications



Choosing Education Goals

James E. Martin, Ph.D.; Wanda Hughes, M.A.; Laura Huber Marshall, M.A.; Patty Jerman, M.A.; and Laurie Maxson, M.A.

Grades 6–12

Help students establish secondary and postsecondary goals that match their interests, skills, and limitations. Activities take place in the classroom and require students to collect and assimilate information over time to make informed decisions about their educational plans. The process may be used in general education, academic, and vocational environments, and in specialized learning situations.

Choosing Personal Goals

Laura Huber Marshall, M.A.; James E. Martin, Ph.D.; Wanda Hughes, M.A.; Patty Jerman, M.A.; and Laurie Maxson, M.A.

Grades 6–12

Promote your students' talents and help them make informed life decisions; develop satisfying personal lives; and spend their free time engaging in safe, legal, and healthy pursuits. Multimedia lessons require students to (1) consider their interests, skills, and limitations in relationship to their desires and opportunities; (2) investigate specific choices; and (3) evaluate the results.

Take Action: Making Goals Happen

Laura Huber Marshall, M.A.; James Martin, Ph.D.; Laurie Maxson, M.A.; Wanda Hughes, M.A.; Terry Miller, Ph.D.; Toria McGill, M.A.; and Patty Jerman, M.A.
Grades 6–12

Help students create their own plans for life after high school. Eight scripted, field-tested lessons assist students as they transition from the classroom to the real world. Students learn how to break down long-term goals into short-term goals, set standards for goal performance, obtain feedback, determine their motivation, plan strategies, develop supports, and schedule time for working on their strategies. The easy-to-teach lessons fit easily into existing coursework.

Other ChoiceMaker Publications



Choosing Education Goals

James E. Martin, Ph.D.; Wanda Hughes, M.A.; Laura Huber Marshall, M.A.; Patty Jerman, M.A.; and Laurie Maxson, M.A.

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Choosing Employment Goals

