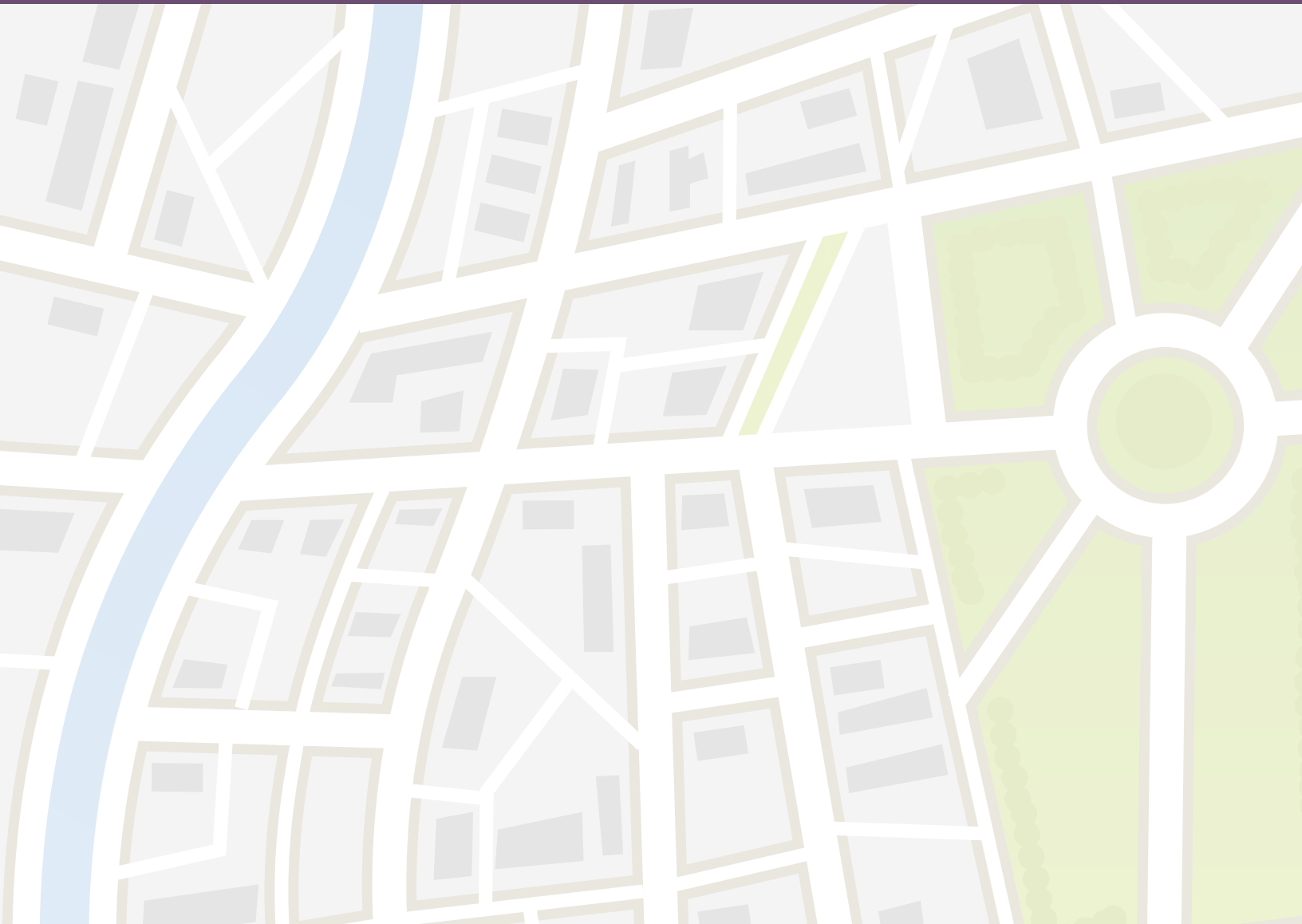




WHO AM I?  
TRAITS





## TRAITS



### Learning Objectives

- Students will define a trait; physical and character trait.
- Students will identify five of their physical or character traits.



### Materials

- Map It Online (4 Slides): Traits- Definition, Explanation, Examples, Your Turn
- Traits Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Word Wall List
- Traits Word Bank
- My Transition Plan
- Traits Exit Slip
- Traits PowerPoint



### Teacher Background

Map It begins by building a student's knowledge of their self-identity with a lesson on traits. Teaching students to identify their traits, both character and physical is the first step to a deeper understanding of themselves. It is recommended to start with the concept of physical traits. Physical traits are easy to see and easier for students to label. Character traits may require more discussion and vocabulary development support.

As students work through the *Who Am I?* unit, they will be asked to delve deeper, learning and discovering more about themselves and how these aspects are connected. For example, some traits that students identify may appear later in the Strengths, Weaknesses or Soft Skills lessons. This scaffolding of concepts and vocabulary is intended. It will support the development of self-identity and provide the background needed for students to take an active role in planning and developing their transition plans.

When integrating English Language Arts throughout activities, assess your student's prior knowledge of the material and determine if this is a new concept to be introduced. Ask yourself if textbook adaptations or alternatives need to be implemented to assist individuals or subgroups of students. Does certain literary processing need to be taught to promote learning? Do individualized instructional strategies need to be implemented?



## Key Terms & Definitions for this Section

### **Trait**

A characteristic, feature, or quality of a person that makes us look and act differently from one another.

### **Physical Trait**

Describes a person's looks or their physical features, for example, tall.

### **Character Trait**

Focuses on a person's personality or how they act, for example, funny.



## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### **Kick-off Discussion:**

Choose a person students know well (yourself, school staff, famous historical person, sports figure, artist, actor, etc.) (PPT slide 2). The person selected for this activity will be used in ongoing opening activities to demonstrate and support the many facets of identity. To facilitate discussion, prominently display a visual image of this person or play a short video showing this person in action.

Have students discuss what makes this person unique or special. Write the person's name at the top of a large sheet of paper and add student suggestions below. Student comments may include ideas about their strengths, talents, weaknesses, personality characteristics, physical characteristics, etc. After the list is complete, review comments as a large group and ask students if there are any additional comments. It's not important right now to categorize them, this is just a free form list.

#### **Traits Classroom Discussion:**

Ask students to look around the room at their peers (PPT slide 3). Explain that physical traits are what others see when they look at each other. Guide students in recognizing the different physical traits they notice- long or short hair, color of hair, dimples, smiles, eye color, tall or short, color of skin or freckles, etc.

Next have students look around the room again, but this time instead of thinking about what their peers look like, ask them to think how different peers act (PPT slide 4). Maybe they are friendly, moody, grumpy, happy, shy, smart, outgoing, helpful, funny, or creative. Explain that all of these words describe character or personality traits.

Discuss with students how a person's character traits influence relationships with friends, family, or teachers. Have students consider how a person's character traits may impact a job or college experience.

Alternative Discussion: Focus classroom discussion on a character scene from a well-known story. Have students explore physical and character traits. Review the scene as many times as needed and incorporate Think-Pair-Share strategies to support student learning and discussion.

#### **\*Map It Online Activity**

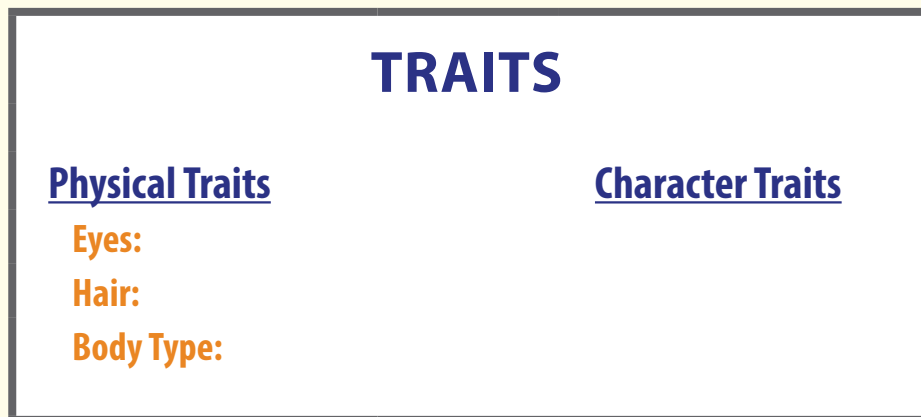


Set up technology access. Use the Traits Map It slides: Definition, Explanation, Examples and/or "Traits Visual Concept Page" to introduce the definition of traits with students. For additional whole group practice, review and discuss (PPT slides 5-7).

**\*Word Wall Activity:**

Teachers please read the "Teacher Page- Introduction to Word Walls" before beginning this activity.

Before class begins, write the words from the traits section of the "Teacher Page- Word Wall List" on index cards for the word wall. The first word wall will focus on traits and will be broken into two categories: physical traits and character traits. See the word wall set-up below:



Hold up one of the word wall cards, for example "shy". Ask the class to decide whether this is a physical trait or character trait. Place word under the correct category. Continue until all word cards are placed on the word wall and then review the list.

**Application Activities****Word Wall Extension Activity:**

Pass out the "Traits Word Bank" handout to each student. This will be the start of the student's individual vocabulary list and word bank. As a group, brainstorm additional traits, identifying if they are character or physical traits and add them to the "Traits Word Bank" handout. Students should write these new words on the lines provided and consider adding them on the classroom word wall.

**\*Individual Traits Activity:**

Using the "Traits Word Bank" handout, students will identify at least five of their physical/ character traits. They can check, highlight or circle the words on their sheet. When finished, students will share their traits with two other people in class asking for feedback, either confirmation or another perspective. Have students keep this handout, either as a hard or electronic copy, in their transition folder. Student will use this word bank for future activities in this unit.



### Word Cloud Activity:

After completing the Individual Traits Activity, students can enter their traits in a Word Cloud generator (PPT slide 8). Choose a generator that works best for your classroom by visiting Edudemic: Connecting Education & Technology:

<http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle/>

This is a fun activity for students to get creative through technology by choosing personalized shapes, fonts, size, orientation, colors, etc. Here, students can type, use speech-to-text, or cut and paste text from a word document to create their own word cloud. After students create a Word Cloud, ask them to compare and contrast with their peers in a large or small group, or as pairs.

### \*Map It Online Activity:



Set up technology access. Students will log into Map It and open the Your Turn page in the traits section. Students will use their "Traits Word Bank" to type five of their personal traits. Remind students to hit the submit button at the bottom of the page when they are finished.

### \*My Transition Plan Activity

Students will fill in the traits section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

### Traits for Careers:

Have students watch a short video from the pepnet 2, Achieving Goals! Career Stories of Individuals Who are Deaf and Hard of Hearing: Ambitious Achievers- Vol 5

(<https://dcmp.org/series/406-career-stories-of-individuals-who-are-deaf-and-hard-of-hearing-ambitious-achievers-vol-5>) (PPT slide 9). For this trait activity, scroll down to meet Rosa Lee Gallimore (a Performing Artist) and Matthew Baker (a caterer). After watching the video (or parts of the video), discuss with students the physical traits and character traits that may be important for each of these careers.

### 20 Questions Game:

Create a list of different characters from novels, famous people, or historical figures. Choose a student to sit in the front of the room facing other students. Write a name on the board behind the student (or sign the name out of view of the student). The student has the chance to ask up to 20 personality or character trait questions to determine the person. If needed, allow the student to ask for a clue every 5 (or more) questions. Offer reflective listening strategies for the specific traits you hear.

### Guess Who? Game:

Use this classic game to help students explore physical and character traits in a fun way. Each player attempts to guess which character their opponent has picked. Students take turns asking questions such as “Does your character have long hair?” or “Is your person smiling?”. Student can be divided into small groups or play the games as pairs. Remind students to ask detailed questions because their goal is to guess their opponents character first. Templates can be downloaded online or consider creating a classroom version of your own. Here, take pictures of students and glue on a blank template, then make copies for each team. Make sure students try out a variety of expressions that help express a range of personality traits.



## Synthesis Activities

### Cross Curriculum Activity:

Character traits is a topic often discussed in English literature and history class. Pairing this lesson on traits with that of a character in literature or history is a great way to connect learning. Asking students to draw inferences about character traits from different readings is important and improves comprehension (PPT slide 10).

After teaching this trait lesson in Map It, select several characters from novels or historical figures students will be familiar with from recent activities. Picking up clues about how a character *acts* in a story line can help students infer what personality traits a character may have. In a novel, character traits are the way a person in a book acts, part of their personality and comes from inside. Have students provide text evidence that helps them infer or draw conclusions about a character’s traits based on what a character says, thinks, feels, and does.



## Synthesis Activities *(continued)*

### Cross Curriculum Activity *(continued)*:

Included are a few resources to help get started integrating grade aligned ELA material:

Common Lit: <https://www.commonlit.org/>

Sparknotes: <http://www.sparknotes.com/sparknotes/video/romeojuliet>

UDL Tech Toolkit, Literacy Tools: <http://udltechtoolkit.wikispaces.com/Literacy+tools>

Supports for digital storytelling activities are accessible from sites such as StoryboardThat (<http://www.storyboardthat.com/education/lesson-plans-for-high-school-ela>). This site offers lesson plans for novels, plays, short stories, poems, speeches and letters taught in ELA classes. With the support of a teacher's guide and lesson plans, students have grade aligned access to modified ELA activities and graphic organizers. Additional free graphic organizers can be found on UDL Tech Toolkit's wiki (<http://udltechtoolkit.wikispaces.com/Graphic+organizers>)



## Closing Activity

### \*Check for Understanding:

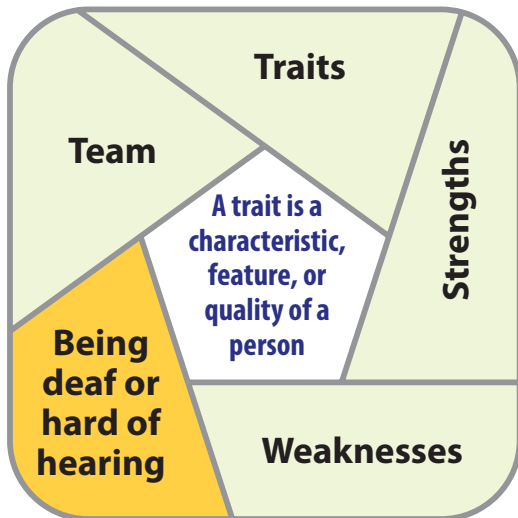
- ✓ At the end of your lesson or five minutes before the end of class, distribute the "Trait Exit Slip" to students.
- ✓ Have students write their response to the question on the exit slip and return the slip when completed. Support students using their preferred mode of communication.
- ✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.



## NOTES



## TRAITS



**Our traits are what make us look and act differently from each other.**



- Curly hair
- Brown eyes
- Shy
- Creative
- Stylish



- Quiet
- Spiritual
- Short
- Long hair
- Blue eyes



- Curly hair
- Brown eyes
- Shy
- Creative
- Stylish

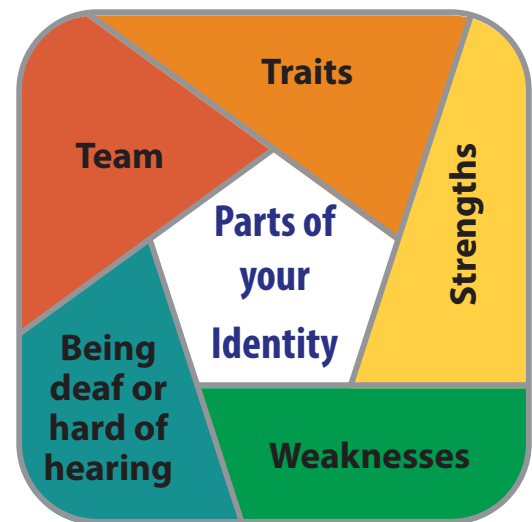
**A trait is a word that describes a person. A physical trait describes a person's physical features and physical abilities, but a character trait focuses on a person's personality/demeanor.**



## IDENTITY

Knowing about identity is really important. Most of us know about ourselves on the surface, but not so much in depth, and it is that in-depth knowledge that really guides us in our lives.

Knowing who you are is the first step to planning your future.



These things are what make you different from everyone else.



# TRAITS

*A characteristic, feature, or quality of a person*

## Physical Traits

*What a person looks like, their features*

- Eyes: brown, blue, green, hazel
- Hair: curly, straight, long, short, blond, black, brown, red
- Height: tall, short, petite
- Body type: thin, muscular
- Other: complexion (shade of skin, freckles), facial features (dimples), clothes, hands (thumb and finger shapes)

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## Character Traits

*How a person behaves, their personality*

- shy
- creative
- stylish
- athletic
- outgoing
- funny (humor)
- serious
- quiet
- spiritual
- assertive
- kind (compassionate)
- friendly
- hard working
- independent
- patient
- impatient
- dependable
- bossy
- confident
- features (dimples), clothes, hands (thumb and finger shapes)

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### Exit Slip – Traits

Name:

---

Define the meaning of trait:

---



---

Compare the difference between physical and character traits:

---



---

Share five of your traits (physical and character):

---



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### Exit Slip – Traits

Name:

---

Define the meaning of trait:

---



---

Compare the difference between physical and character traits:

---



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Share five of your traits (physical and character):

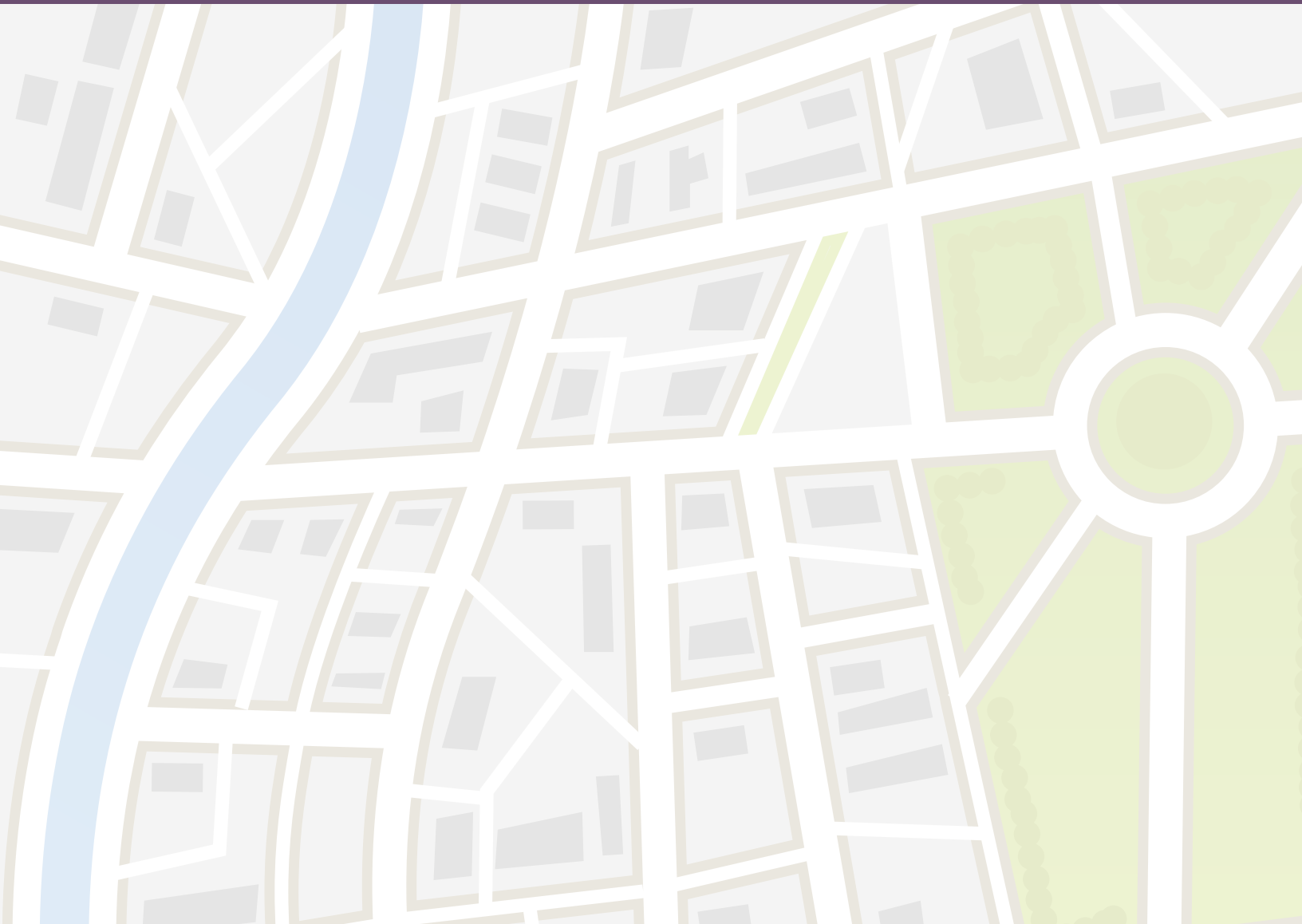
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WHO AM I?  
STRENGTHS





## STRENGTHS



### Learning Objectives

- Students can define the meaning of “strength”.
- Students can recognize strengths in others.
- Students can identify five of their personal strengths.



### Materials

- Map It Online (3 Slides): Strengths-Definition, Explanation, Examples
- Map It Online (2 Videos): Strengths-Everyone Has Strengths (0:39), Identifying Your Strengths (2:08)
- Strengths Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Word Wall List
- Strengths Word Bank
- My Transition Plan
- Rating Strengths
- Agree/Disagree Cards
- Strengths/Weaknesses card set
- Strengths PowerPoint
- Strengths Self Disclosure handout
- Strengths Exit Slip



### Teacher Background

Strengths include abilities, skills and talents, as well as character traits such as loyalty, tolerance and dependability. Some students may think that strengths refer only to physical strength. It will be important to talk explicitly about other types of strengths such as character traits and to understand that an earlier identified character trait could be one of their strengths.

It is important for students to recognize their strengths and to understand that they make them unique and are part of their identity. Please note that in the definition a strength may be something that came easy or natural for a student or it may be something that a student worked hard to develop. This is an important concept for students. Strengths may have a natural component but for an ability, skill, talent or a character trait to be a strength requires work and commitment. This concept will be highlighted throughout the Map It training. Having a firm understanding of their strengths will become especially important when the concept of weaknesses is introduced. Self-awareness requires identifying and accepting strengths and weaknesses. This self-awareness is the foundation for matching a career path or searching for employment.



## Key Terms & Definitions for this Section

### Strengths

The positive qualities that you have and things you do well or are good at; skills that are easy for you because you have a natural ability or you have worked hard to improve the skill.





## IEP Application

As part of transition requirements, students need to be involved in the IEP process. Their strengths, interests and preferences should inform the transition plan.

- Have students share their identified strengths during their IEP meeting.
- Use the information that the student identified as strengths (and possible weakness) as you write up the present level of performance.
- Add an annual goal on the IEP, if appropriate, for self-assessment. The following is only an example. You may need to adjust the writing of this goal based on your state, district, or school guidelines.  
Example:
  - *Given self-assessment instruction and activities related to strengths, (student) will state three personal strengths and provide evidence for these strengths in two out of three attempts by the end of the school year.*
- Possible activity for Transition Services under instruction: Practice self-advocacy skills.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



## Foundational Activities

### Kick-off Discussion:

Print out the “Agree/Disagree Cards” handout or write the words on either side of index cards (PPT slide 2). Hand out a card to each student. As you read the following statements, ask students to show if they “agree” or “disagree” by holding up appropriate side facing you. Have students be prepared to justify their answer.

- Having strength refers only to physical strength.
- Everyone has the same set of strengths.
- A personal strength may include character traits such as friendliness, organization, or compassion.
- You may need to work hard at developing a strength.
- All jobs require workers to be strong in math.
- All jobs require workers to be strong communicators.

As the statements are read, access student’s background knowledge and understanding of strengths. Ask students showing correct response to justify their response and facilitate discussion with inquiry-based questioning.

Next, display the visual image of the person you used for the discussion on Traits (or insert photo on PPT slide 3). Once you have reviewed and reinforced the notion of traits, ask students what strengths this person may have. Please note that a trait may also be a strength. Make a list of students’ suggestions on the board. It’s not important right now to categorize them, this is just a free form list. Ask students if these strengths help this person do his/her job?



### Strengths Classroom Discussion:

Have students think about their strengths or some of the things they are good at doing (PPT slide 4). These strengths can be in school (being on time, completing work, playing a sport, working at a school job, or being successful in a particular subject) or out of school at home and in the community (taking care of sibling(s), self-initiating and completing chores, managing money, working at a job, or participating in a recreational activity).

Ask students how they became good at their strength. It may be a natural ability or something that took a lot of practice. Sometimes it is a combination of both, a natural ability and hard work to improve the skill. Strengths may have a natural component, but for an ability, skill, talent, or character trait to become a strength requires work and commitment. Have students think about a strength and how they became good at that skill. Was it a natural ability? A skill that required a lot of hard work and practice? Or a combination of both?

Discuss with students why it is important to identify personal strengths. For example, many people think about their strengths as they identify careers that are a good match. Have students discuss why a person's strengths is important while exploring careers or searching for a job.

Explore with students to determine when they realized their skill or character trait was a strength (PPT slide 5). Ask if they have evidence that it is a strength (i.e. grades, praise or comments by other people, awards, pay raise, etc.). At what point does a skill or trait become a strength? (Answers will vary, but this is a good introduction to rating skills which will come up later in the Identity lessons.)

### Classroom Discussion Extension:

Have students watch Claudia Gordon's video from Pepnet's Phenomenal Professionals series <https://dcmp.org/media/5364-achieving-goals-phenomenal-professionals> (6:04) (PPT slide 6-7). Pause at critical moments to highlight Claudia's strengths (driven, determination, commitment, passion, hard worker, take chances). Encourage students to take notes (in their preferred learning style) or through

a graphic organizer. Ask students if Claudia's strengths were natural, or if she had to work hard. What important information does her science teacher, Grace Ann Ashely, offer and how does she rate Claudia's skills?

### \*Map It Online Activity:



Set up technology access. Use the Strengths Map It slides: Definition, Explanation, Examples and the Everyone Has Strengths video and/or "Strengths Visual Concept Page" to introduce the definition of strengths with students.



### \*Word Wall Activity:

Teachers please read the “Teacher Page- Introduction to Word Walls” before beginning this activity.

Prior to teaching this activity, write the words from the strengths section of the “Teacher Page- Word Wall List” on cards for the wall. The Strengths Word Wall is broken down into two categories: positive qualities (character traits) and skills. See the word wall set-up below:



For the class discussion, teachers will display and talk about one word card at a time, for example “friendly”. Discuss the word, the sign/s for the word and the difference between friend and friendly. Then ask the class to decide whether this is a positive quality (character trait) or a skill. Ask the class if this is a natural ability or something that can be improved. Continue this discussion until all word cards are placed in the appropriate place on the word wall.



## Application Activities

### Classroom Activity:

**Option 1- Multiple Intelligence:** Explore multiple intelligence theory to help students understand how each of us have individual skills and that there are a variety of ways for us to demonstrate intelligences and skills. There are a variety of assessments to choose from, videos to learn from, and visual resources to help deepen understanding (PPT slide 8).

After choosing the survey that best meets student needs, it will be helpful to first complete the survey yourself to become familiar with the process. Next decide to complete the activity as a large group, small group, or with one-on-one supports. For large groups, consider posting questions to a PowerPoint presentation with visual representation to support understanding and read aloud each question. For small groups, consider breaking down the questions into four stations where students read through the questions together while completing their own worksheet (if possible have teacher and support staff facilitate each station).



## Application Activities (continued)

### Classroom Activity (continued):

Once surveys are complete, introduce the eight different Multiple Intelligence categories and offer a brief description of each. To help support comprehension and understanding, you may want to consider introducing four categories at a time and using a graphic organizer to keep categories organized. Students can learn through video such as these

<https://youtu.be/s2EdujrM0vA> or <https://youtu.be/TLvHSuCBE08> (PPT slide 8)

Students may also benefit from seeing the eight categories laid out in a Multiple Intelligence visual like this one <http://australiancurriculumf-6resources.blogspot.com/2013/04/gardner-multiple-intelligences.html> (slide 10). Using this visual, ask students to think of people who demonstrate these various intelligences in pairs and then share ideas as a class. While students are working in pairs, or with the help of a teacher assistant, tally up surveys. When ready, ask the class to share ideas as a large group. Once all categories are introduced, have students review the results of their survey and then turn to a partner and discuss their individual lists (PPT slide 11): Did the result surprise them? Do they agree? Did they already know that about themselves? As a large group, have students share with the class. You may need to remind students that scoring low in a particular area, doesn't necessarily mean that it's an area of weakness.

### Extension activities:

Have students create a poster, PowerPoint presentation, or dramatic presentation explaining strengths, intelligences, preferences, and learning style.

### Teacher Background Information:

Learning Theories Resource Guide: <http://carpresourceguide.weebly.com/>

### Multiple Intelligence Assessments:

Getting to Know You Survey, Laura Candler:

<https://www.teacherspayteachers.com/Product/Multiple-Intelligences-Survey-for-Kids-Free-200841>

Multiple Intelligence Assessment, Literacy Works: <http://www.literacynet.org/mi/home.html>

Multiple Intelligence Self-Assessment, Edutopia:

<https://www.edutopia.org/multiple-intelligences-assessment>

Multiple Intelligence Test for Children, Love to Know:

[http://kids.lovetoknow.com/wiki/Multiple\\_Intelligence\\_Test\\_for\\_Children](http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children)

### Video Resource:

8 Intelligence-Theory of Multiple Intelligences Explained: <https://youtu.be/s2EdujrM0vA>

[Multiple Intelligences: https://youtu.be/TLvHSuCBE08](https://youtu.be/TLvHSuCBE08)

### Visual Resource:

Australian National Curriculum; Thinking Resources:

<http://australiancurriculumf-6resources.blogspot.com/2013/04/gardner-multiple-intelligences.html>





## Application Activities *(continued)*

### Classroom Activity *(continued)*:

**Option 2- Learning Style Inventory:** Complete the above activities though one of the Learning Styles Inventories (PPT slide 12). Discuss with students that understanding how one learns best, can help support their success in different settings. Start by sharing the famous saying “Know thyself” by the Greek philosopher Socrates (PPT slide 13). Ask students what they think Socrates meant with that phrase. Help students understand that the better we know ourselves, the better we can self-advocate our needs, wants, and goals. We can start to learn about ourselves by discovering our learning styles. Important questions to help guide this discussion include asking students how understanding one’s learning style can help in school or while interacting with others? How can this understanding create a positive self-concept (view of who you are)?

Choose from one of the following Learning Style Inventories to best meet student needs:

Got Style? *Understanding your own way of learning:*

[https://wvde.state.wv.us/counselors/links/students/documents/9.8.1-Learning\\_styles\\_assessment.pdf](https://wvde.state.wv.us/counselors/links/students/documents/9.8.1-Learning_styles_assessment.pdf)

Learning Styles Inventory, Teaching and Learning Center:

[https://www.puc.edu/data/assets/pdf\\_file/0003/13395/Learning-Styles-Inventory.pdf](https://www.puc.edu/data/assets/pdf_file/0003/13395/Learning-Styles-Inventory.pdf)

C.I.T.E Learning Styles Instrument: <http://transitioncoalition.org/wp-content/uploads/2015/05/C-cite.pdf>

Learning Styles Inventory (LSI): <http://montanayouthtransitions.org/wp-content/uploads/2015/12/lsi.pdf>

NC State University Online Learning Styles Questionnaire:

<https://www.webtools.ncsu.edu/learningstyles/>

### Word Wall Extension Activity:

Pass out the “Strengths Word Bank” to each student. This will be the start of the student’s individual vocabulary list and word bank. As a group, brainstorm additional strengths, identifying if they are positive qualities or skills and add them to the “Strengths Word Bank” handout. Students should write these new words on the lines provided. (You may also want to create cards for your classroom word wall.)

### \*Individual Strengths Activity:

Using the “Strengths Word Bank” handout, students will identify at least five of their personal strengths. They can check, highlight or circle the words on their sheet. Have students keep this handout, either as a hard or electronic copy, in their transition folder. Student will use this word bank for future activities in this unit.



## Application Activities (continued)

### \*My Transition Plan Activity:

Students will fill in the strengths section of “My Transition Plan” worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

### \*Map It Online Activity:



Set up technology access. Students will log into Map It and open the Identify Your Strengths page in the strengths section. This is a 2:08 minute video that students can watch individually or as a class. The video describes an activity where students identify things they are good at (strengths) and things they need to work on (weaknesses). It serves as a good review of the strengths lesson and an introduction to the next lesson, Weaknesses. Identifying both strengths and weaknesses are important to know and can affect career choices. After watching the video, have students complete the activity described in the video:

1. Have students write down three things they are good at (strengths) and three things they need to work on (weaknesses). Students may want to look at their “Traits Word Bank” and the “Strengths Word Bank” for ideas.
2. After students write down this information, have each student find a partner and share what they are good at and how it makes them feel.
3. Pull students back for a whole group discussion. Talk about the example in the video about Susan and her desire to be a daycare worker. What were Susan’s strengths that would make her a good daycare worker? Why is being shy a weakness in this career field? If Susan didn’t work on overcoming her shyness, could she still pursue her dream to become a daycare worker? Have students look at the weaknesses they identified in this activity. Ask students which of these weaknesses they should continue to improve. Why?

### Strengths Self Disclosure Activity:

Using the “Strengths Self Disclosure Activity” handout, ask students to identify three individuals they trust or whose opinion they value. These could be classmates, family, or other teachers. Ask students to share their perspectives regarding their strengths with those individuals. After sharing their identified strengths ask students to get the opinion of these three people. Do they agree with these strengths? Do they see other strengths?



## Synthesis Activities

### \*Rating Strengths Activity:

Using vocabulary from the word banks and word walls used in previous lessons (traits, strengths), students will analyze and evaluate the level of competency with their traits and skills. Not all traits, skills, abilities, and talents are strengths. This activity will help students realistically evaluate their strengths by rating and providing proof (i.e. grades, awards, feedback, activities, etc.) of their strengths.

Pass out the “Rating Strengths” worksheet and review the directions and rating system with the students. Have students fill out the chart following the directions on the handout.

### Cross Curriculum Activity:

Engage students in a discussion about Abraham Lincoln (PPT slide 14). Highlights of his life are provided below for your discussion. This activity is intended to be short and to illustrate that everyone, including Abraham Lincoln, has strengths and weaknesses (*included in Weakness Lesson Plan*) that in turn impact jobs and careers.

Ask the students what they know about Abraham Lincoln? Consider accessing writings on Abraham Lincoln through CommonLit (*Honest Abe*, <https://www.commonlit.org/texts/honest-abe>). This site offers synthesized writings, highlighted text, discussion questions, and opportunities for student assessment. Students may also benefit from exploring biography information through a site such as this one (<http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php>) or watch a short video such as <https://youtu.be/fTjYG1Tyaos>. The below statements can help lead classroom discussion (slide 15):

- He grew up in Kentucky and was from a poor family.
- He was self-educated and became a lawyer.
- He was elected to the Illinois House of Representatives where he worked for 8 years before being elected president.
- His nickname was “Honest Abe” and many people believe that President Lincoln was one of the most honest presidents.
- He was the 16th president of the United States.
- He was president during a difficult time for America during the Civil War. It was a time when the country was divided; the north and south had very different views (perspectives) on what they wanted and what was important to them.
- He was opposed to slavery and this did not make him popular with everyone.
- Physical characteristics include his height of 6 feet 4 inches (the tallest president ever) and he had a full beard.



## Synthesis Activities *(continued)*

### Cross Curriculum Activity *(continued)*:

Discussion Prompts (PPT slide 16): Ask the students why they think Lincoln is considered one of the greatest presidents? Ask what he might have been like as a person and what his strengths might have been? Gather student responses via graphic organizer found on UDL Tech Toolkit wiki (<http://udltechtoolkit.wikispaces.com/Graphic+organizers>).

Following the discussion, add strengths historians have discussed and written about to the graphic organizer: kind, empathetic (he cared about other people), honest, good writer, and skillful speaker. Ask student how they think his strengths – his kindness, empathy, honesty, and his writing and speaking skills relate to Lincoln’s work as the 16th president. Draw out the following points during the discussion:

- Lincoln’s strength of kindness and empathy allowed him to think about how the slaves felt and to understand that slavery was wrong.
- He understood how both the people from the north and south felt.
- He was honest with everyone so that most people trusted him.
- Because he was a good writer, he could write speeches that clearly explained why slavery was wrong. Because he was a good speaker people liked listening to him, and he was able to convince them that slavery was wrong.
- He knew how to build groups of people to preserve the union of the north and south, and got people to work together as a team.
- People liked listening to his ideas and they trusted him. He could speak to people in a way that made them feel safe, which was great for influencing and encouraging troops and other members of the country.

### Strengths for Careers:

Show between 2-4 different images of people in a diverse range of careers (engineer, teacher, hair stylist, welder). Give a brief description of each career. As a whole group, read off strengths word bank cards one at a time. Have students decide which strengths work best for which career. Cards may be able to go in more than one career. When complete, ask them if they see a relationship between those strengths and the career that individual choose.





## Closing Activity

### **\*Strength Exit Slip:**

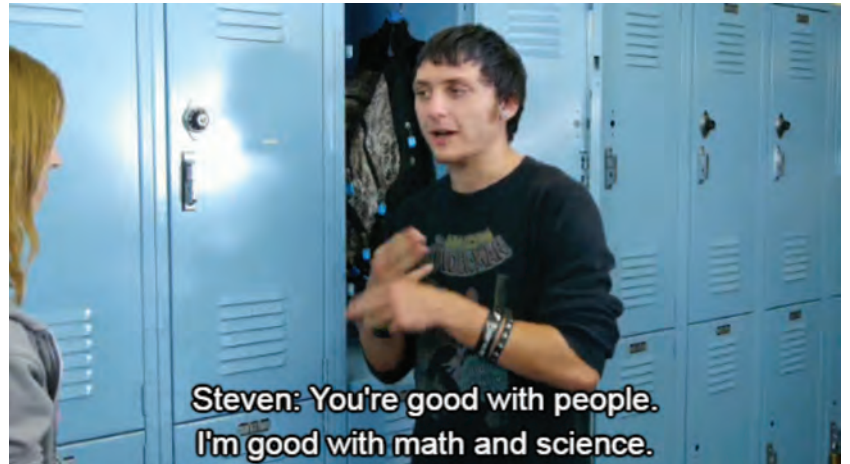
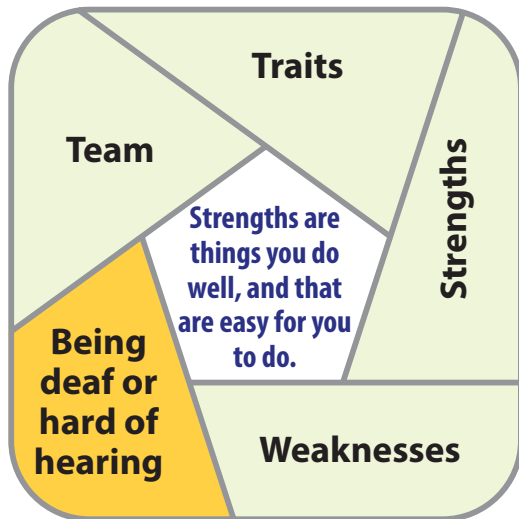
- ✓ At the end of your lesson or five minutes before the end of class, distribute the “Strength Exit Slip” to students.
- ✓ Have students write their response to the question on the exit slip and return the slip when completed.
- ✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.



## NOTES



## STRENGTHS



**Everyone has strengths. Your strengths may make school or work seem easier. Your strengths might be in sports or one of your classes, such as Math. Strengths can be developed over time.**

I have a good memory, and I like Geography!



I like fashion design, and I am a good listener.



I'm good at Math and Science!



**Strengths make you unique and can be an important part of your identity. Knowing your strengths will help you plan for the future.**

***The positive qualities that you have and things you do well or are good at; skills that are easy for you because you have a natural ability or you have worked hard to improve the skill.***

### Character Traits

Positive qualities or personality traits

- creative
- dependable
- assertive
- friendly
- hard working
- independent
- patient
- out going
- funny (humor)
- confident
- serious
- good listener
- honest
- kind (compassionate)
- self-starter
- determined (persistent)
- making good decisions
- being on time (punctual)
- flexible
- paying attention

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### Skills, Abilities, Talents

Things you do well or are easy for you

- athletic (motor skills)
- good memory
- geography skills
- fashion design
- math skills
- science skills
- writing skills
- problem solving
- organization (planning)
- social skills
- reading skills
- computer skills
- leadership skills
- communication skills
- managing money
- fixing things (mechanical skills)
- art skills

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## RATING STRENGTHS




Below is a list of strengths. Think about which strengths apply to you and fill in the chart below. You may have other strengths that are not included on this list, feel free to add these to the chart as well.

Character Traits		Skills, Ability, Talents	
Creative	flexible	athletic (motor skills)	reading skills
dependable	paying attention	good memory	computer skills
assertive	funny (humor)	geography skills	leadership skills
hard working	serious	fashion design	communication skills
independent	confident	math skills	managing money
kind (compassionate)	patient	science skills	mechanical skills
self-starter	outgoing	writing skills	art skills
determined (persistent)	honest	problem solving	team work
making good decisions	good listener	organization	motivating others
being on time (punctual)	adventurous	social skills	teaching/coaching

### Directions:

- The strengths column is for a list of your traits, skills, abilities and talents that are personal strengths.
- Use the meter below to rate each strength. Check the box in the appropriate rating column.
  - Average
  - Good
  - Excellent
- In the proof column, write at least one specific way you evaluated this skill. (i.e. grades, awards, feedback from people, activities, etc.)

### For Example

Strengths	Rating Your Strengths			Proof
Choose a skill from the chart on page 1 that is a personal strength.				What proof do you have for your rating? (i.e. grades, awards, activities, etc.)
science				Competed in the science fair
Managing Money				Saved money for computer

**STRENGTHS/WEAKNESSES CARD SET**

**agree**



**agree**



**agree**



**disagree**



**disagree**






**disagree**



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
















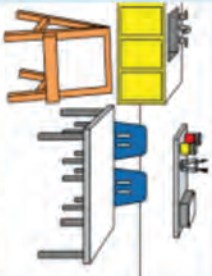
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## RATING STRENGTHS

Strengths	Rating Your Strengths			Proof
Choose a trait or skill that is a personal strength from the below chart.				What proof do you have for your rating? (i.e. grades, awards, feedback, activities, etc.)


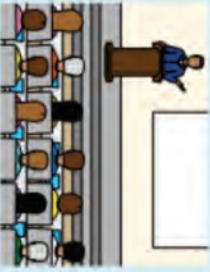














Character Traits		Skills, Ability, Talents	
creative	flexible	athletic (motor skills)	reading skills
dependable	paying attention	good memory	computer skills
assertive	funny (humor)	geography skills	leadership skills
hard working	serious	fashion design	communication skills
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kind (compassionate)	patient	science skills	mechanical skills
self-starter	outgoing	writing skills	art skills
determined (persistent)	honest	problem solving	team work
making good decisions	good listener	organization	motivating others
being on time (punctual)	adventurous	social skills	teaching/coaching

## STRENGTHS/WEAKNESSES CARD SET

<p>yard work</p> 	<p>friendly</p> 	<p>journalism skills</p> 	<p>science skills</p> 
<p>work hard</p> 	<p>helping others</p> 	<p>study skills</p> 	<p>history skills</p> 
<p>communication skills</p> 	<p>camping skills</p> 	<p>typing skills</p> 	<p>photography skills</p> 
<p>technology skills</p> 	<p>gardening skills</p> 	<p>handling money</p> 	<p>art skills, creative</p> 



## STRENGTHS/WEAKNESSES CARD SET

<p>being on time</p> 	<p>presenting skills</p> 	<p>problem solving skills</p> 	<p>geography skills</p> 
<p>independent work skills</p> 	<p>customer service</p> 	<p>cleaning skills</p> 	<p>navigating skills</p> 
<p>transportation skills</p> 	<p>debate</p> 	<p>daily routine</p> 	<p>filing skills</p> 
<p>To-do list skills</p> 	<p>fashion skills</p> 	<p>optimistic</p> 	<p>data entry skills</p> 

## STRENGTHS/WEAKNESSES CARD SET

<p>social skills</p> 	<p>motor skills</p> 	<p>patient</p> 	<p>computer skills</p> 
<p>team work skills</p> 	<p>kind to others</p> 	<p>cooking skills</p> 	<p>math skills</p> 
<p>reading skills</p> 	<p>babysitting skills</p> 	<p>self-care skills</p> 	<p>hiking</p> 
<p>organization skills</p> 	<p>Attentive</p> 	<p>mechanical skills</p> 	<p>adventurous</p> 



## Strengths Self-Disclosure Activity

List 3 people you will share your strengths with:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Do they agree with your strengths?

Do they see other strengths?

NAME: \_\_\_\_\_



## Strengths Self-Disclosure Activity

List 3 people you will share your strengths with:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Do they agree with your strengths?

Do they see other strengths?

NAME: \_\_\_\_\_



### Exit Slip- Strengths

How can your personal strengths help plan for your future?

NAME: \_\_\_\_\_



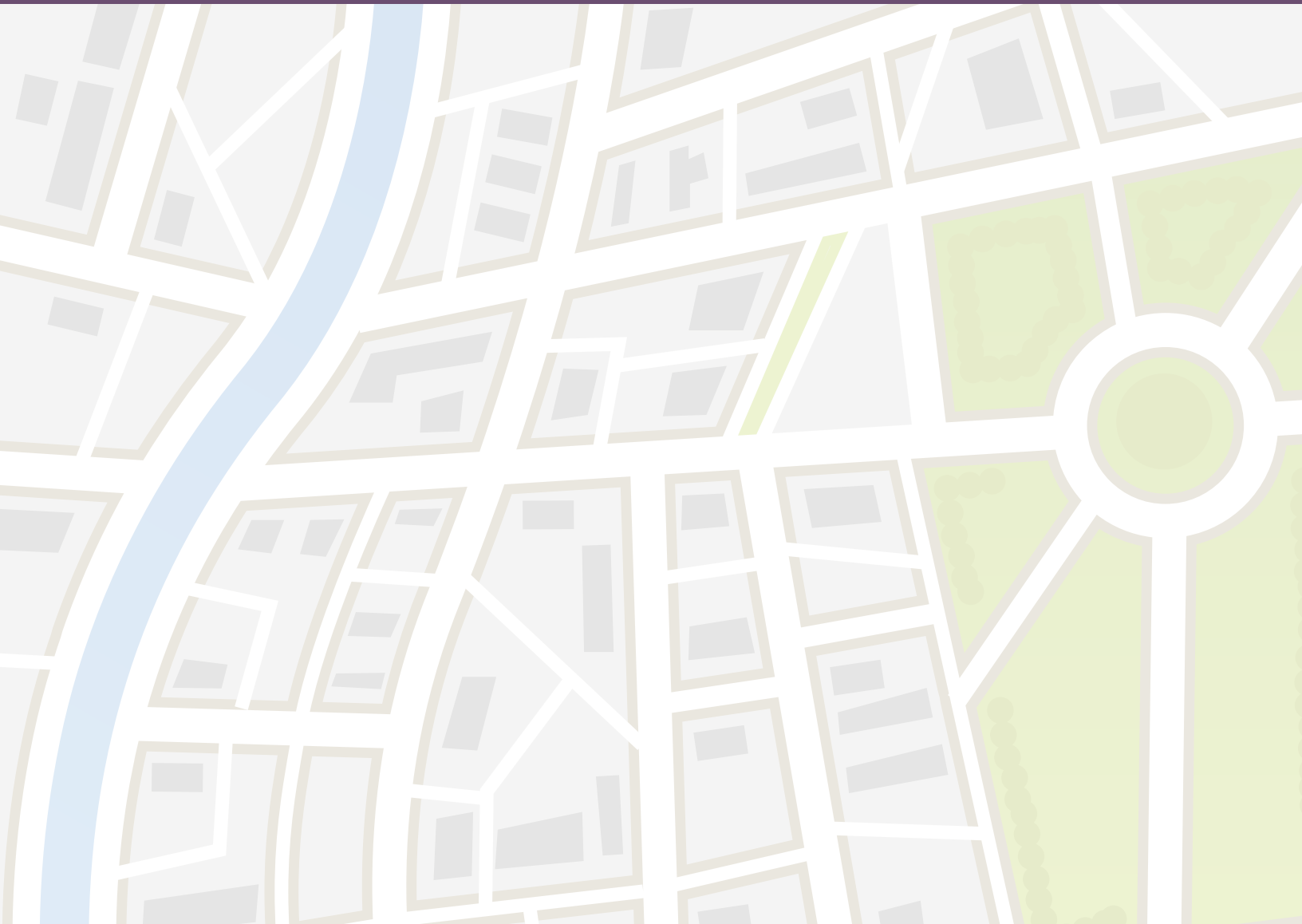
### Exit Slip- Strengths

How can your personal strengths help plan for your future?

NAME: \_\_\_\_\_



WHO AM I?  
WEAKNESSES





## WEAKNESSES



### Learning Objectives

- Students will define a weakness.
- Students will identify five of their personal weaknesses.



### Materials

- Map It Online (3 Slides): Weaknesses- Definition, Explanation, Examples
- Weaknesses Visual Concept Page
- Teacher Page- Introduction to Word Walls
- Teacher Page- Word Wall List
- Weaknesses Word Bank
- Agree/Disagree Cards
- Strengths/Weaknesses card set
- Weaknesses Exit Slip
- My Transition Plan
- Weaknesses PowerPoint



### Teacher Background

This lesson will first focus on student's ability to recognize their weaknesses. Like strengths, weaknesses include abilities, skills, talents as well as character traits. Once a weakness is recognized, it is important to help students not judge those weaknesses but rather to determine if they will have a negative impact on their personal or work lives. If so, then students can learn how to address the shortcoming or impact of their weakness.

Some students may think that weaknesses refer only to physical weaknesses. It will be important to talk about other types of weaknesses such as character traits and to assist all students in identifying their weaknesses. A firm self-awareness requires identifying and accepting strengths and weaknesses. This self-awareness is the foundation to matching a career direction or searching for employment.

Once students are introduced to strengths and weaknesses, they will have an opportunity to evaluate their character traits, skills, talents, and abilities to determine the potential impact they may have on their lives. At the synthesis level, students will be exposed to the idea that all strengths and weaknesses are measured in gradations, degrees or shades. The goal of this discussion is for students to realize that strengths and weaknesses are not black and white concepts. There is a range to these concepts and labeling something as a strength or weakness often depends on the situation.



## Key Terms & Definitions for this Section

### Weaknesses

Something you struggle to understand or do, something you don't do very well, something you need to improve.

### Strengths

The positive qualities that you have and things you do well or are good at; skills that are easy for you because you have a natural ability or you have worked hard to improve the skill.



## IEP Application

- Ask students to share their weaknesses during their IEP meeting and to discuss the potential impact of those on future career choices.
- Use the information that the student identified as possible weakness as you write up the present level of performance.
- Add an annual goal on the IEP, if appropriate, to strengthen or improve the student's weak skill.
- Note: As a young adult, having a student's cooperation in identifying weaknesses and a willingness to work to improve this skill can be a challenging task. Capitalize on the student's recognition of the need to work on a skill and use this as one of their annual goals, if appropriate, to their transition plan. If possible, have the student become an active participant in writing the goals and objectives they want to work on.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



## Foundational Activities

### Kick-off Discussion:

As with the strength lesson, kick-off by passing out "Agree/Disagree Card" handout or make your own on cards by writing "agree" on one side and "disagree" on the other side of 3 x 5 index cards (PPT slide 2). Ask students to hold up the side of the card they "agree" or "disagree" with as you share the following statements. Have students be prepared to justify their answer.

- Having weakness refers only to physical strength.
- A weakness cannot become a strength.
- A personal weakness may be a character traits such as being shy.
- You can change a weakness into a strength through practice.

As the statements are read, access student's background knowledge and understanding of weakness. Ask students showing correct response to justify response and facilitate the discussion with inquiry based questioning. Add additional questions as needed.

Next, display the visual image of the person you used for the discussion on Traits and Strengths (PPT slide 3). Once you have reviewed and reinforced the notion of traits and strengths the person has, ask students what weaknesses this person may have. Make a list of the students' suggestions on the board. Student comments may include ideas about weaknesses that are either a negative character trait or a weak skill, ability or talent. It's not important right now to categorize them, this is just a free form list. Ask students if the identified weaknesses could affect this person's ability to get hired or to keep their job.





## Foundational Activities *(continued)*

### Weaknesses Classroom Discussion:

Ask students to refer to their “Individual Strengths Activity” handout (PPT slide 4). Some students may need to be reminded that strengths did not mean physical strengths but rather were skills, talents, abilities and/or character strengths. Skills, talents and abilities include playing basketball, drawing or math and character traits would include being patient, hard working or friendly. Ask students what the opposite of strength is. Give examples of other opposites if needed such as- hot/cold, big/small, happy/sad and right/wrong. Guide the discussion so that students identify the opposite of a strength as a weakness.

Once weaknesses are paired with strengths, discuss the fact that the concept that two opposite concepts i.e. hot/cold, big/small, strengths/weaknesses are extremes, that there is a grey zone in-between. Stress that weaknesses are not bad; we all have them but knowing them is the first step to smart planning so students can achieve their goals. Knowing one’s strengths and weaknesses allows them to decide if they are satisfied with them as is, or if they want to change them so that they can achieve their goals. Help students understand that research shows that our brains are able to change, or be trained, and we can learn to be stronger in all strengths and weaknesses with motivation and practice.

### \*Map It Online Activity:



Set up technology access. Use the Weaknesses Map It slides: Definition, Explanation, Examples and/or “Weaknesses Visual Concept Page” to introduce the definition of weaknesses with students.

### \*Word Wall Activity:

*Teachers please read the “Teacher Page- Introduction to Word Walls” before beginning this activity.*

This word wall will build on the strengths word wall, created in the previous lesson. Before class begins, write the words from the traits section of the “Teacher Page- Word Wall List” on cards for the word wall. Below is an example of how you might build on the strengths word wall to show opposites or weaknesses.



## Foundational Activities *(continued)*

### \*Word Wall Activity *(continued)*:

## STRENGTHS & WEAKNESSES

### Positive Qualities

### Character Traits

kind

hurtful

outgoing

shy

hard working

lazy

dependable

unreliable

### Skills, Abilities, Talents

### Things you do

math skills

weak math skills

computer skills

lack of computer skills

athletic skills

weak motor skills

leadership skills

bossy

Hold up one of the word wall cards, for example “unreliable”. The class will decide what strength is the opposite of “unreliable” and place the card beside it. Continue until all word cards are placed on the word wall.

### Video Activity:

Have students watch the following TEDEd video, *Everyone is Smart: TEDEd Example*, by Bradley Lands (4:16) (PPT slide 5). What are Mr. Lands three lessons learned? Do you agree or disagree with Mr. Lands when he states that challenges and weakness can be met with education, practice, and hard work? Have student’s justify and draw on personal experiences to justify answers. What are other thoughts?

<https://youtu.be/ITgA0-LBIGA?list=PLvjwZnxcQmPwIFYv3F3zUGlk4HgXY5AM5>



## Application Activities

### Strength/Weakness Card Game:

This game allows students to further explore the relationship between strengths and weaknesses (PPT slide 6). Divide students into groups of up to eight students and issue a set of “Strengths and Weaknesses Card Set” handout to each group. Appoint each group with a dealer who shuffles and deals one card to each student. Remaining cards are placed face down in the center of the table. Next, students look at the card in front of them and reflect if the card is either a strength or weakness for their personality. If the card means something to them, they keep it next to them. Starting to the left of the dealer, each student has the chance to reject their card by placing it face down at the bottom of the pile, and then pick up a new card from the top of the deck. This continues in a circle (pick up card, decide to keep or replace) until the pile is gone. Once the pile is gone, students take turns showing cards and discussing why it is important to them. Facilitate discussion by asking students to give examples. Is the card a strength or a weakness? Why?

Other game rules:

- Students can only reject one card during each turn
- In the likelihood that a card or two is rejected by all students, it can be moved to the side and further discussed at the end.

### Thought Bubble Activity:

Revisit the *Map It Online Activity Examples* slide. Have students create their own Thought Bubble similar to Map It Online Activity. By using the free Thought Bubble App found here, <https://itunes.apple.com/us/app/bubble-add-speech-bubble-text-caption-on-photos/id630851451?mt=8>, students can share an image of themselves expressing one of their weaknesses. After thought bubbles are created, use a projector or upload photos and have students share with the class why they chose a particular weakness. Do students have similar weaknesses? Facilitate inquiry based discussion on differing perspectives on each thought bubble.

### Word Wall Extension Activity:

Pass out the “Weaknesses Word Bank” handout to each student. As a group, brainstorm additional weaknesses or limitations. Add those to the “Weaknesses Word Bank” handout. Students should write these new words on the lines provided. (You may also want to create cards for your classroom word wall.)



## Application Activities *(continued)*

### Word Wall Extension Activity:

After students have a good understanding of the vocabulary on the word bank sheet, discuss the following questions which focus on the weaknesses in this list (PPT slide 7):

- Which of the weaknesses on the list should people try to strengthen? Why?
- Which of the weaknesses could be minimized or avoided during a career search? Why?
- Which weakness would not be good to have if you were a fire fighter? A teacher? A business man or woman working in an office? A clerk or salesperson working in a store? A person working in the medical field? A scientist?
- What is another strength and its opposite (weaknesses) to add to this list?
- Identify at least two weaknesses from this list that is a struggle.

### \*Individual Weaknesses Activity:

Using the “Weaknesses Word Bank” handout, students will identify at least five of their personal weaknesses. They can check, highlight or circle the words on their sheet. Have students keep this handout, either as a hard or electronic copy, in their transition folder. Student will use this word bank for future activities in this unit.

### \*My Transition Plan Activity:

Students will fill in the weaknesses section of “My Transition Plan” worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

### Weakness Self Disclosure Activity:

Using the Weaknesses Self Disclosure Activity handout, ask students to identify three individuals they trust or whose opinion they value. These could be classmates, family, or other teachers. Ask students to share their perspectives regarding their weaknesses with those individuals. After sharing their identified weaknesses ask students to get the opinion of these three people. Do they agree with these weaknesses? Do they see other weaknesses? What are some ways they suggest to strengthen these skills?



## Synthesis Activities

### **\*Strengthen or Minimize Weaknesses Activity:**

This activity is designed to engage students into thinking about their weaknesses and deciding if they would like to strengthen or minimize their identified weaknesses. Use the *Think-Pair-Share Strategy* to complete the following tasks using the “Weaknesses Word Bank”.

1. Think – have students review the weaknesses they identified on their word bank. Think about how these weaknesses are impacting their life. Do they need to
  - a. strengthen this weakness for their personal or career life or can they
  - b. minimize and limit this weakness in their career plan? (i.e. If the student identified being shy as a weakness, they may want to work on being a little more outgoing so they can do a better job communicating with co-workers on the job or working with other students on a school project.
3. Pair – have students pair themselves with a comfortable partner and share one of their weaknesses and if they plan to strengthen or minimize that weakness. Have the student share why they decided to strengthen or minimize the skill/trait. Next, switch turns and have their partner share their answers.
4. Share – ask if any students want to share their answers with the whole group. The teacher should lead this discussion, thank students for sharing about themselves (which is often hard to admit things we don’t do well) and emphasize the three steps we are learning today:
  1. identify your weaknesses,
  2. decide which weaknesses to work on and strengthen,
  3. decide which weaknesses to minimize and avoid.

### **Word Wall Extension Discussion:**

This activity is designed to facilitate high level thinking skills. Weaknesses may involve value judgment. Some of the words on the wall are always weaknesses. Others may be strengths, depending on the situation. For this activity, students will be answering three questions about the words on the word wall. You may want to write the following questions on the board (PPT slide 8):

1. Is this word a strength or weakness?
2. Is it always a strength or weakness?
3. Or does it depend on the situation?



## Synthesis Activities *(continued)*

### Word Wall Extension Discussion *(continued)*:

Have a student select a word from the word wall. As a class, have students actively discuss the answers to the three questions. If students answer “It depends on the situation”, have them think of situations in which this would apply. The goal of this discussion is for students to realize that strengths and weaknesses are not black and white concepts. There is a range to these concepts and labeling something as a strength or weakness often depends on the situation. For example, being shy is not necessarily a weakness. It may not matter that you are shy and work as an accountant in an office all day. However, if you are a teacher, being shy can be seen as a weakness related to your career. In addition, some entertainers state that they are shy people off the stage, but are outgoing while they are doing their job in front of an audience.

### Cross Curriculum Activity:

Revisit the story about Abraham Lincoln (PPT slide 9-10) from the Strengths lesson. In this lesson, students learned about the many character strengths that Abraham Lincoln had that made him one of our greatest American Presidents. Review those strengths with students.

Examples include Abraham Lincoln was kind, empathetic (he cared about other people), honest and that he was a good writer and a good speaker.

Ask students what they think Lincoln’s weaknesses might have been? Below are some facts to lead the discussion:

- President Lincoln was trustworthy and honest, and he assumed others always shared his values. However, this was not always true. Everyone has different values. Maybe he was too trusting, this weakness led to problems in his ability to lead his men.
- Sometimes his orders were not followed and he gave his men many chances to change. It was not easy for Lincoln to discipline his men (punish them) or hold them accountable (make them do what they are supposed to do).
- Some historians say that this weakness made the war last longer because he didn’t get rid of generals in his army that were doing a bad job.



## Synthesis Activities *(continued)*

### Weaknesses Research Activity:

Have students research more about Abraham Lincoln's life, with the support of graphic organizers or story boards. Researching biographical information can extend student learning by identifying additional personality weaknesses or skills that can be justified as weak. Students can also research a different president or well-known figure to identify personal weaknesses. Students can access biographical information on Abraham Lincoln (or other past presidents) on the following sites:

- Spark Notes: <http://www.sparknotes.com/biography/lincoln/>
- Histolines: [http://histolines.com/timeline\\_character.php?charname=Abraham+Lincoln](http://histolines.com/timeline_character.php?charname=Abraham+Lincoln)
- Commonlit: <https://www.commonlit.org/texts?query=abraham+Lincoln>
- StoryboardThat: <http://www.storyboardthat.com/storyboards/tara-fletcher/primary-source---evaluating-the-gettysburg-address>



## Closing Activity

### \* Weaknesses Exit Slip:

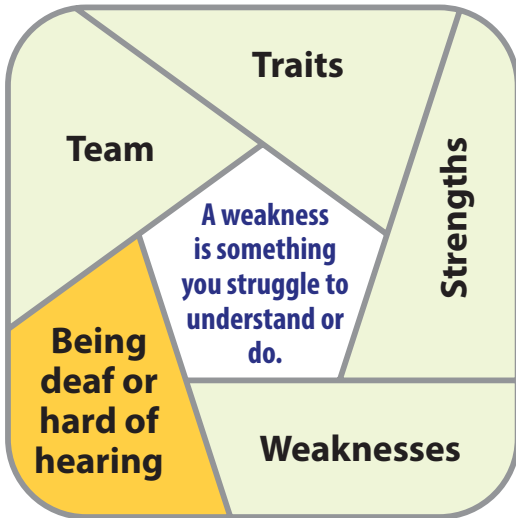
- ✓ At the end of your lesson or five minutes before the end of class, distribute the "Weaknesses Exit Slip" to students.
- ✓ Have students write their response to the question on the exit slip and return the slip when completed.
- ✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.



NOTES



## WEAKNESSES



**Know what you are good at doing.  
Know what you need to work on.  
Both of these can affect your career choices.**

I hate **Math!**



I don't get any **homework done on time.**



It's hard to **stay focused in class** when I'd rather be talking to my friends.



**Everyone has different weaknesses or things they don't like. Some skills are hard to develop and may require too much work to try to improve.**

## WEAKNESSES

Something you don't do very well; something you need to improve.

### Character Traits

- uncreative, unimaginative (creative)
- unreliable (dependable)
- passive (assertive)
- unsociable (friendly)
- apathetic, indifferent (hard working)
- dependent (independent)
- impatient (patient)
- shy (out going)
- disorganized (organized)
- inattentive (good listener)
- fearful (adventurous)
- hurtful (kind)
- disrespectful, rude (respectful)
- late, tardy (punctual)
- inflexible (flexible)
- unfocused, distractible (paying attention/focused)
- pessimistic, sad & hopeless  
(optimistic, happy & hopeful)

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### Skills, Abilities, Talents

- athletic (motor skills)
- good memory
- geography skills
- fashion design
- math skills
- science skills
- writing skills
- problem solving
- social skills
- reading skills
- computer skills
- leadership skills
- communication skills
- managing money
- fixing things (mechanical skills)
- art skills

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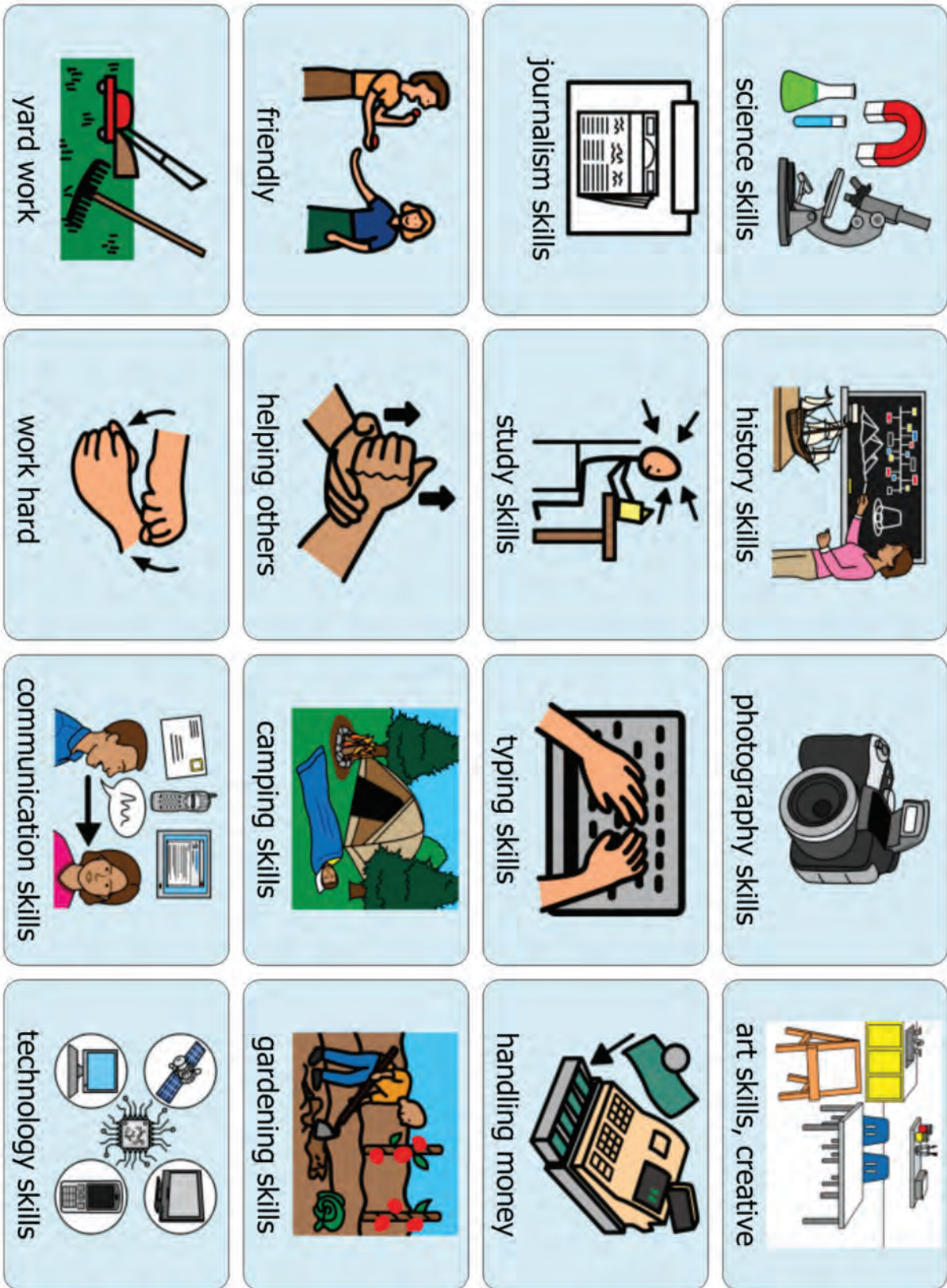
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**AGREE DISAGREE CARDS****agree****agree****agree****disagree****disagree****disagree**

## STRENGTHS/WEAKNESSES CARD SET



## STRENGTHS/WEAKNESSES CARD SET

<p>being on time</p> 	<p>presenting skills</p> 	<p>problem solving skills</p> 	<p>geography skills</p> 
<p>independent work skills</p> 	<p>customer service</p> 	<p>cleaning skills</p> 	<p>navigating skills</p> 
<p>transportation skills</p> 	<p>debate</p> 	<p>daily routine</p> 	<p>filing skills</p> 
<p>To-do list skills</p> 	<p>fashion skills</p> 	<p>optimistic</p> 	<p>data entry skills</p> 

## STRENGTHS/WEAKNESSES CARD SET





### Weaknesses Self-Disclosure Activity

List 3 people you will share your weaknesses with:

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

Do they agree with your weaknesses?

Do they see other weaknesses?

What are their suggestions for strengthening these skills?

NAME: \_\_\_\_\_



### Weaknesses Self-Disclosure Activity

List 3 people you will share your weaknesses with:

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

Do they agree with your weaknesses?

Do they see other weaknesses?

What are their suggestions for strengthening these skills?

NAME: \_\_\_\_\_



### Exit Slip – Weaknesses

Write one weakness you learned about yourself today.

Is that a weakness will you try to minimize or strengthen? Why?

NAME: \_\_\_\_\_



### Exit Slip – Weaknesses

Write one weakness you learned about yourself today.

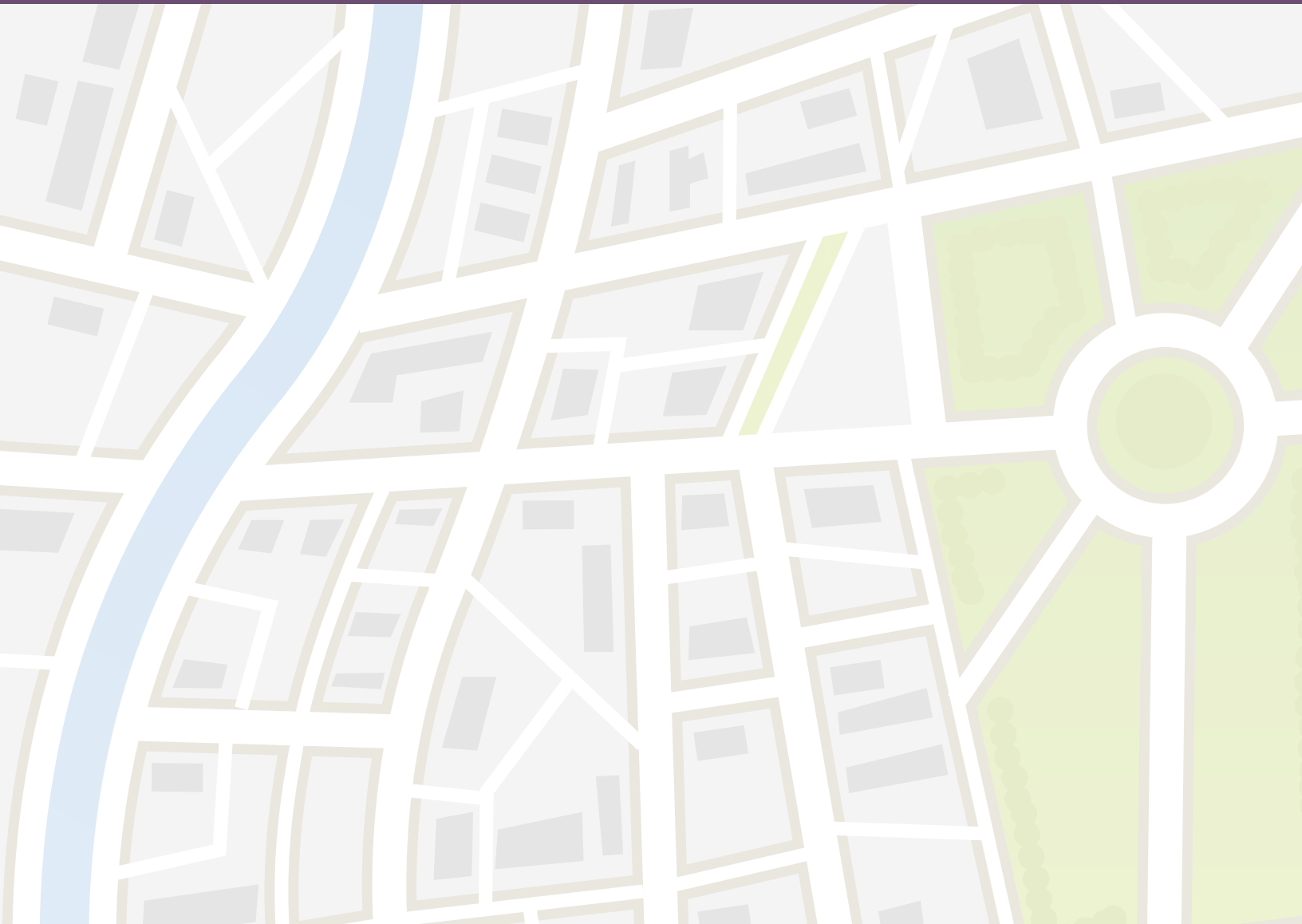
Is that a weakness will you try to minimize or strengthen? Why?

NAME: \_\_\_\_\_





WHO AM I?  
HARD SKILLS





## HARD SKILLS



### Learning Objectives

- Students will define a hard skill.
- Students will identify hard skills from a list of traits, strengths and weaknesses.
- Students will evaluate and rate a list of hard skills.



### Materials

- Map It Online (2 Slides): Hard and Soft Skills- Introduction, Hard Skills – Definition
- Map It Online (4 Videos): Hard and Soft Skills- Hard Skills vs Soft Skills (1:35), Rating Scale Explanation (0:57), Hard Skills Introduction (0:13), Hard Skills – Your Turn (8 slides with videos averaging 0:32 each)
- Hard Skills Visual Concept Page
- Hard Skills PowerPoint
- Teacher Page- Word Bank List
- Hard Skills Rating
- Hard Skills Rating Visual Support
- Hard Skills Career Analysis
- Graphic Organizer for Dissecting Hard Skills
- Hard Skills Exit Slip
- My Transition Plan



### Teacher Background

Students have now identified their traits, strengths and weaknesses. This lesson introduces the skills related to employment, hard and soft skills. The Map It online activities teaches both hard and soft skills at the same time, but in the next two lessons the concepts are taught separately. For this reason, the Map It online activities may be introduced out of order to focus only on hard or soft skills.

This lesson will introduce the concept of hard skills- skills that are the learned on the job or in the classroom. They include general skills such as reading, writing, math, typing and targeted skills such as driving a fork lift, running power tools, cleaning and/or cooking. These are all learned skills, they are taught and can be evaluated.

This lesson will begin to direct student's thinking of traits, strengths and weaknesses into employability skills. They will see the hard skills listed as requirements in the job announcements. They are the skills needed to get an interview. However, to have a good interview and to keep the job these hard skills must be paired with soft skills, the interpersonal skills. Soft skills will be covered in-depth in the next lesson.



## HARD SKILLS



### **Teacher Background** *(continued)*

As students plan for life after high school, it is important they recognize how their strength and weaknesses fit into the work world and can lead to smart choices for jobs or careers. Careers that rely on a student's strengths and minimizes their weaknesses is a career in which the success has a high probability.



## Key Terms & Definitions for this Section

### Hard Skills

The learned skills or training that you need for jobs or careers.

### Soft Skills

interpersonal or people skills.

### Employability skills

hard and soft skills needed for success in the workplace.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### **Kick-off Discussion:**

For the kick-off discussion, you'll want to access Slides 2-3 of the Hard Skills PowerPoint. Inform students that you would like to offer them a choice of three summer jobs: a fast food restaurant, childcare center, or home building supply store (PPT slide 2). If not using the Hard Skills PowerPoint, you will want to write these options on the board. Have students brainstorm possible job responsibilities for these three jobs, i.e. working the cash register, customer service, cleaning, facilitating lessons/activities, stocking shelves, etc. Ask students which job they would prefer? Why? Ask where they would learn to do some of these job responsibilities? Discuss with students that some of these skills are learned at school, on the job, or learned at a previous job.

#### **Hard Skills Classroom Discussion:**

To introduce the concept of hard skills to students, begin a discussion on compound words/concepts (PPT slide 4). Explain that sometimes when two words are put together in English they represent a completely different idea or concept. Depending on student's background knowledge, you may choose to review all 3 types of compound words: open compound (French + fry = french fry, fork + lift = fork lift), closed compound (foot + ball = football, weather + man = weatherman, child + care = childcare), or hyphenated (one + half = one-half, mass + produced = mass-produced).

Next, have students look at the words HARD and SKILLS (PPT slide 5) or write words on the board. Ask students what each word means individually and then ask them to guess what it might mean when used as a new concept. This may be a new concept for students and will require a discussion before it is understood.

After listening to their ideas, explain that hard skills are a type of skill (PPT slide 6). Stress that they are not hard like a table, or a wall, but they are the kinds of skills that students might learn in school (like math, history, or science) or that they might learn on the job (like driving a fork lift, running a cash register or a lawn mower). Maybe some of these skills were hard to learn, maybe not, but it doesn't matter, they are all called hard skills.

After you feel confident students have the concept of hard skills remind them that they just learned about their strengths and weaknesses and tell them that some strengths and weaknesses can also be categorized as a hard skill. For example, computer skills are hard skills and they may be a particular student's strength or weakness. Other examples include: putting items in alphabetical order, sewing, reading, or math. All of these are hard skills. Different jobs require different hard skills. Stress that if a job requires a hard skill that is their strength that that job would be a good fit for their future employment. Stress the relationship between a student's strengths and weaknesses and the importance of matching the different hard skills with jobs requirements.



## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities (continued)

#### \*Map It Online Activity



Set up technology access. Use the Hard and Soft Skills Map It slides and video: Hard and Soft Skills – Introduction, Hard Skills vs. Soft Skills (1:35), Hard Skills Definition and/or “Hard Skills Visual Concept Page” to introduce the definition and explanation of hard skills with students.

#### \*Identifying Hard Skills - Word Wall Activity:

Teachers please read the “Teacher Page- Introduction to Word Walls” before beginning this activity. This word wall will build on many words used in previous lessons. Before class begins, gather the word cards listed below and set up your word wall.

kind	independent	creative	computer skills
math	keyboard/typing	mechanical skills	assertive
respectful	friendly	good listener	outgoing
spelling	reading	art skills	writing
social skills	driving	passive	dependable
patient	motor skills	funny	photography

## EMPLOYABILITY SKILLS

### Hard Skills

#### Directions:

Point out to students that the words displayed are skills, abilities or talents and some are character traits. This activity will focus on identifying the hard skills. Remind students that hard skills are learned in school, college, or on the job. They are skills that are taught, require practice to get better, and can be tested.

Choose one of the words from the list. Have students evaluate if that word represents a hard skill. Is it learned? Do you need training? Is it taught? Can it be measured or tested? If the answer is “yes”, then it is a hard skill. Place the word on the word wall under hard skills. Continue until the list is completed.



## Application Activities

### Identify the Required Hard Skill Activity:

Employability skills, or skills that make you successful on the job, are made up of both hard and soft skills. This activity engages students to look at hard skills specific to careers mentioned during the Kick-off Discussion. You'll want to access the Hard Skill PowerPoint slides 7-11. Before you begin this activity, remind students that hard skills may be learned at a school, a post-secondary education program, at home, or on the job. Begin by discussing the Nursing profession (PPT slide 7). Some hard skills needed for a nurse include providing medical care (giving shots, drawing blood, taking blood pressure), using medical equipment (operating a stethoscope), managing records (reading/updating patient charts, using software programs), and transporting patients (steering a wheelchair). Next, students will assess hard skills associated with a job at a fast food restaurant, childcare setting, or hardware store (PPT slides 8-10). Support students in using the images and classroom word wall to help determine hard skills associated with job responsibilities.

Divide students up in small groups to complete the "Hard Skills Career Analysis" handout (also captured in PPT slide 11). Using the hard skill word bank at the top of the page, have students brainstorm the hard skills that will need to be learned for each career. Students should think about job responsibilities, or tasks, that need to be completed for each job. Give the group a time limit to complete this work. At the end of the time, come together as a whole group and have students share their answers.

### Make a Video of Hard Skills in Careers:

During this activity, students will work in small groups to produce a 3-5 minute video clip of various hard skills needed for an assortment of careers. At the end, videos will be shared as a whole class, allowing students to see a "visual collage" of hard skills related to different careers. Begin by placing students in groups of 2-3. Assign each group to a career that you know your students have some background knowledge. Ideas include: teacher, doctor, dentist, store clerk, lawyer, computer programmer, nurse, or custodian. Have each group brainstorm the hard skills needed for that particular career. If students have difficulty brainstorming hard skills, consider allowing time for students to access Career Central or refer to the Hard Skills Cards handout. Next have groups think about different questions they could use while interviewing an individual from that career field about their hard skills. Write these interviewer prompts on the board for students to refer to throughout the activity.



## Application Activities

### Make a Video of Hard Skills in Careers (continued):

Once groups have brainstormed, assign the various roles: interviewer, interviewee, and producer/recorder (eliminate this last role if using pairs, in which case have the camera propped). For this next step, consider letting students use props to help set the scene. Have students create a 3-5 minute video where the interviewer asks the interviewee (the assigned professional) what types of hard skills they need for their job. Additional questions students came up with earlier can be used for elaboration. During this time, the producer records the communication exchange, operates the recording device, times the video, and pauses the recording to offer feedback or redirection.

When all groups have finished recording, play the videos as a large group. During each video, consider offering a graphic organizer to help students summarize information, or summarize on board for students. Pause in-between videos to reflect on information presented, and then have students compare and contrast at the end.

### \*Map It Online Activity- Rating Hard Skills:



In this activity, students will rate their hard skills using Map It. You may want to preview the following slides as a class and discuss the videos and rating before beginning this activity. Have students log into Map It to complete the following pages in the Hard and Soft Skills section: Rating Scale Explanation, Hard Skills Introduction, Hard Skills - Your Turn.

Students will rate on a 1-10 scale the following hard skills: reading, writing, art, math, science, history, computers, and photography. As seen in the Map It video, ratings in the lower range (1-3) indicate a weakness for this skill. Ratings in the mid-range (5-6) are average. Ratings in a higher range (7-10) indicate a strength for this skill. As a class, discuss these ratings until students are comfortable. Project the “Hard Skills Rating Visual Support” on the board to guide understanding and support students in self-reflection. As a check and balance, you may ask students to think about the grades they have received in the various subject areas. If they list a subject as a strength they should have a good grade in that class.

\*Print the “Hard Skills Rating” handout and “Hard Skills Rating Visual Support” handout for students who would prefer to complete this on paper and then put their answers in Map It.

### \*My Transition Plan Activity:

Students will fill in the hard skills section of “My Transition Plan” worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.





## Synthesis Activities

### Dissecting Hard Skills Activity:

Large skill areas (math, English, science, etc.) can be broken down into smaller skills (English: spelling, creative writing, grammar, etc.). Students who are not taking higher level math classes, such as Calculus, might think they are bad at math. Point out that there are many different math hard skills: computation skills, money skills, measuring skills, working with fractions. These are all math skills and hard skills.

On the board take one of the hard skills listed in the “Teacher Page- Word Bank List”. Have students list smaller skills that make up this large skill area. Do this for several different large skill areas. Have students break into small groups or with partners to identify some smaller skills with a new large skill. Use the “Graphic Organizer for Dissecting Hard Skills” handout for additional support. When completed, have the groups share with the class.

### Hard Skills Career Analysis:

Refer back to the Hard Skill Analysis Worksheet- choose any of the careers to unpack further... i.e. Landscaper- they need to understand Math to figure out the cost of plants and how many to buy for a specific area. They may need art background to put the right colors and shapes together. Use the “Graphic Organizer for Dissecting Hard Skills” handout for additional support. When completed, have the groups share with the class.



## Closing Activity

### \* Hard Skills Exit Slip- Check for Understanding:

- ✓ At the end of your lesson or five minutes before the end of class, distribute the “Hard Skills Exit Slip” to students.
- ✓ This exit slip is a True/False quiz with four questions about hard skills.
- ✓ Review the exit slips to check for student understanding and how you might alter your instruction in the future to meet the individual needs of students.



NOTES



# HARD SKILLS

## Hard skills

Hard skills are the learned skills or training that you need for jobs or careers.

*Math, Science, Computers, Writing*



### Hard Skills - Reading Explanation



### Rate your reading hard skills

Weakness  1  2  3  4  5  6  7  8  9  10 Strength



**Hard skills are easy to measure. Think about the grades you get in school. If you get a good grade, this hard skill is a strength. If you get a bad grade, this hard skill is probably a weakness.**



## HARD SKILLS

Think about and rate your skill level in each of the examples below. Add additional examples in the blank boxes.

	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Reading		1	2	3	4	5	6	7	8	9	10	
Writing		1	2	3	4	5	6	7	8	9	10	
Art		1	2	3	4	5	6	7	8	9	10	
Math		1	2	3	4	5	6	7	8	9	10	
Science		1	2	3	4	5	6	7	8	9	10	
History		1	2	3	4	5	6	7	8	9	10	
Computers		1	2	3	4	5	6	7	8	9	10	
Photography		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	
		1	2	3	4	5	6	7	8	9	10	

## DARCIE'S HARD AND SOFT SKILLS

### Rating Scale Example

- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong



Weakness **1 2 3 4 5 6 7 8 9 10** Strength

Reading	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Writing	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Art	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Math	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Science	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
History	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Computers	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Photography	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

**HARD SKILLS**

**SOFT SKILLS**

Time management	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Good Study Habits	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Concentration	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Organization Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Motivation	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Commitment	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Positive Attitude	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Communication Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

## MARISSA'S HARD AND SOFT SKILLS

### Rating Scale Example

- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong



Weakness **1 2 3 4 5 6 7 8 9 10** Strength

Reading	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Writing	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Art	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Math	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Science	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
History	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Computers	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Photography	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

**HARD  
SKILLS**

**SOFT  
SKILLS**

Time management	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Good Study Habits	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Concentration	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Organization Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Motivation	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Commitment	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Positive Attitude	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Communication Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

## STEVEN'S HARD AND SOFT SKILLS

### Rating Scale Example

- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong



Weakness **1 2 3 4 5 6 7 8 9 10** Strength

Reading	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Writing	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Art	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Math	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Science	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
History	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Computers	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Photography	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

**HARD SKILLS**

**SOFT SKILLS**

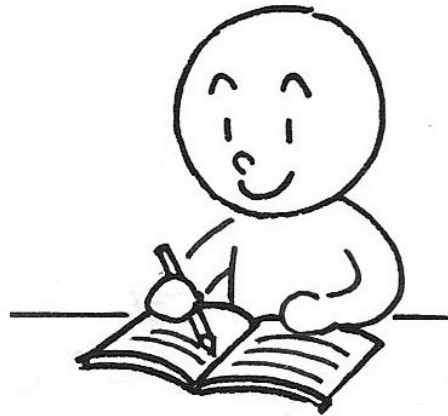
Time management	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Good Study Habits	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Concentration	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Organization Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Motivation	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Commitment	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Positive Attitude	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Communication Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

# Hard Skills Cards

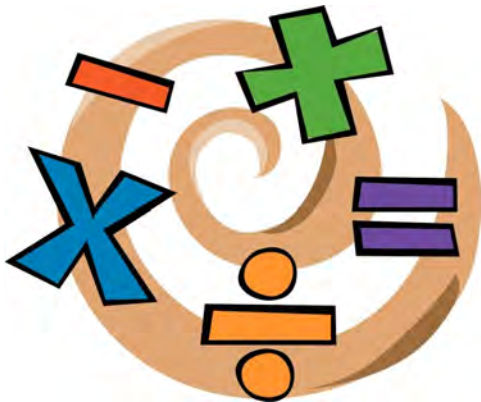
Reading



Writing



Math

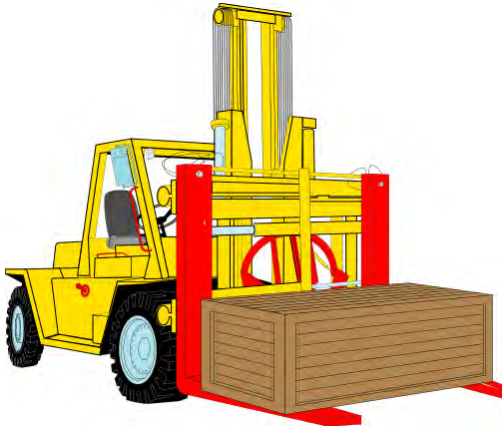


Computer Skills

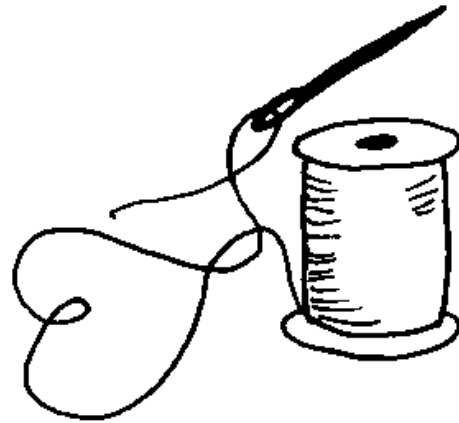




Driving a Fork Lift



Sewing



Organizing



Studying



Managing Records

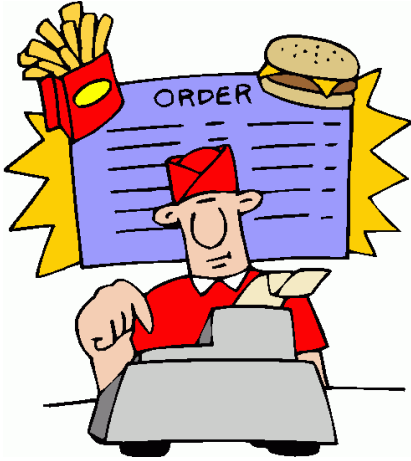


Using Medical Equipment





## Taking Orders



## Hanging clothes



## Teaching a Lesson



## Cleaning



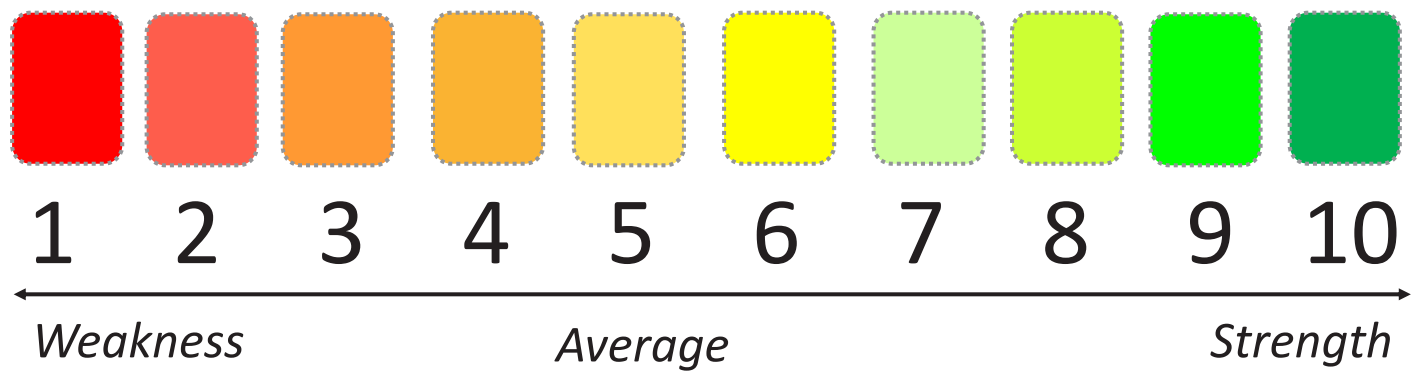
## Cooking



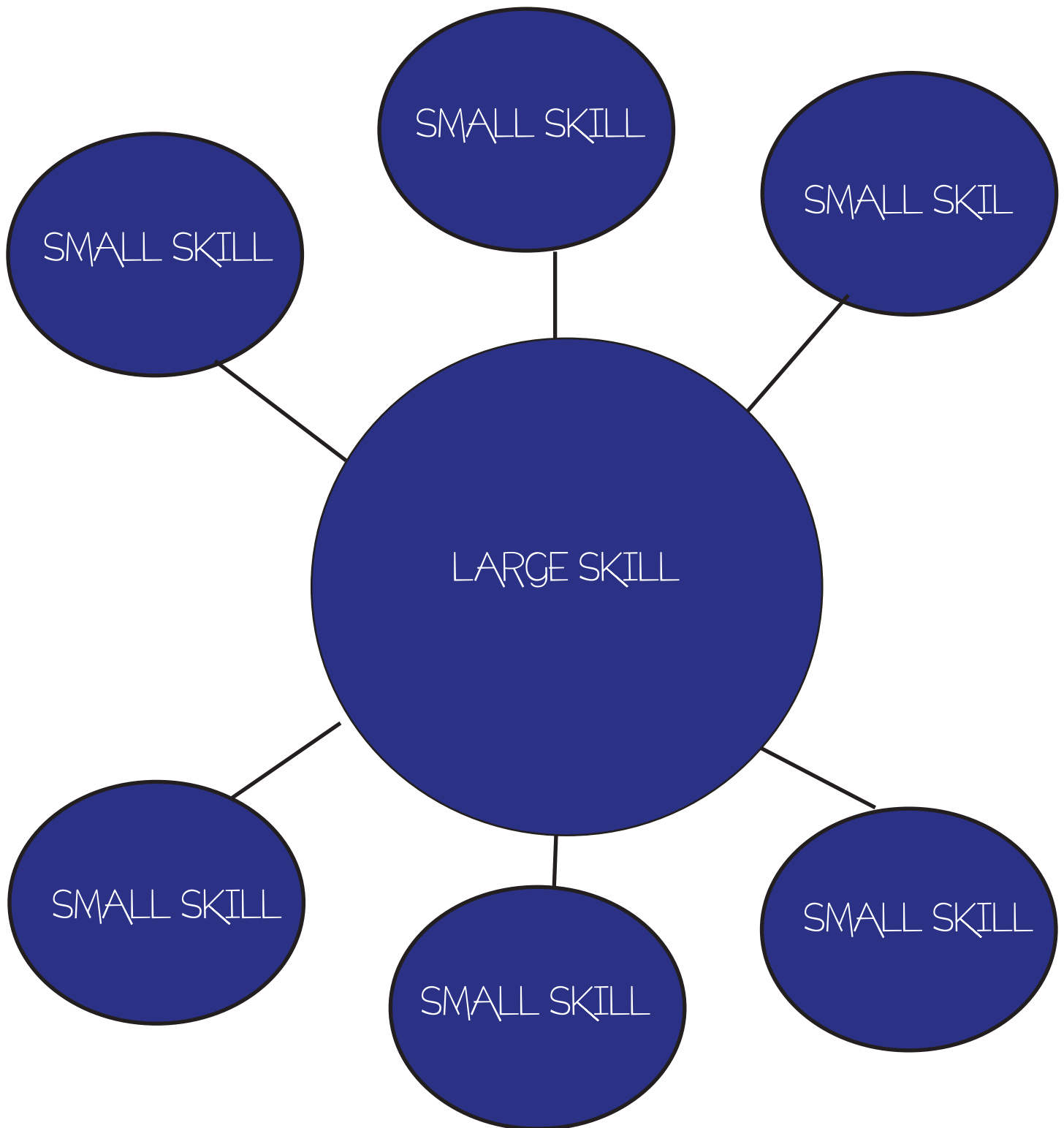
## Working cash register



# HARD SKILLS RATING SCALE



## DISSECTING HARD SKILLS





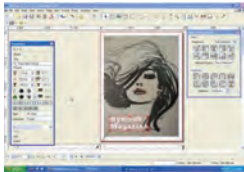



# HARD SKILLS CAREER ANALYSIS

Group Members: \_\_\_\_\_

Directions: List the hard skills that are needed for each career.

- |                   |          |              |                      |
|-------------------|----------|--------------|----------------------|
| Writing           | Typing   | Driving      | Listening            |
| Computer skills   | Spelling | Reading      | Art skills           |
| Mechanical skills | Math     | Motor skills | Degree/certification |

	Carpenter	
	Barista	
	Bank Teller	
	Landscaper	
	Graphic Designer	
	Chef	



### Exit Slip – Hard Skills

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

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

**Directions:** Check either true or false after reading each statement about hard skills.

True	False	Statement
		1. All hard skills are hard to do and are weaknesses
		2. Hard skills are learned skills you need for a job.
		3. A hard skill for a cashier is basic math skills.
		4. Being kind, hardworking and honest are all examples of hard skills.



### Exit Slip – Hard Skills

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

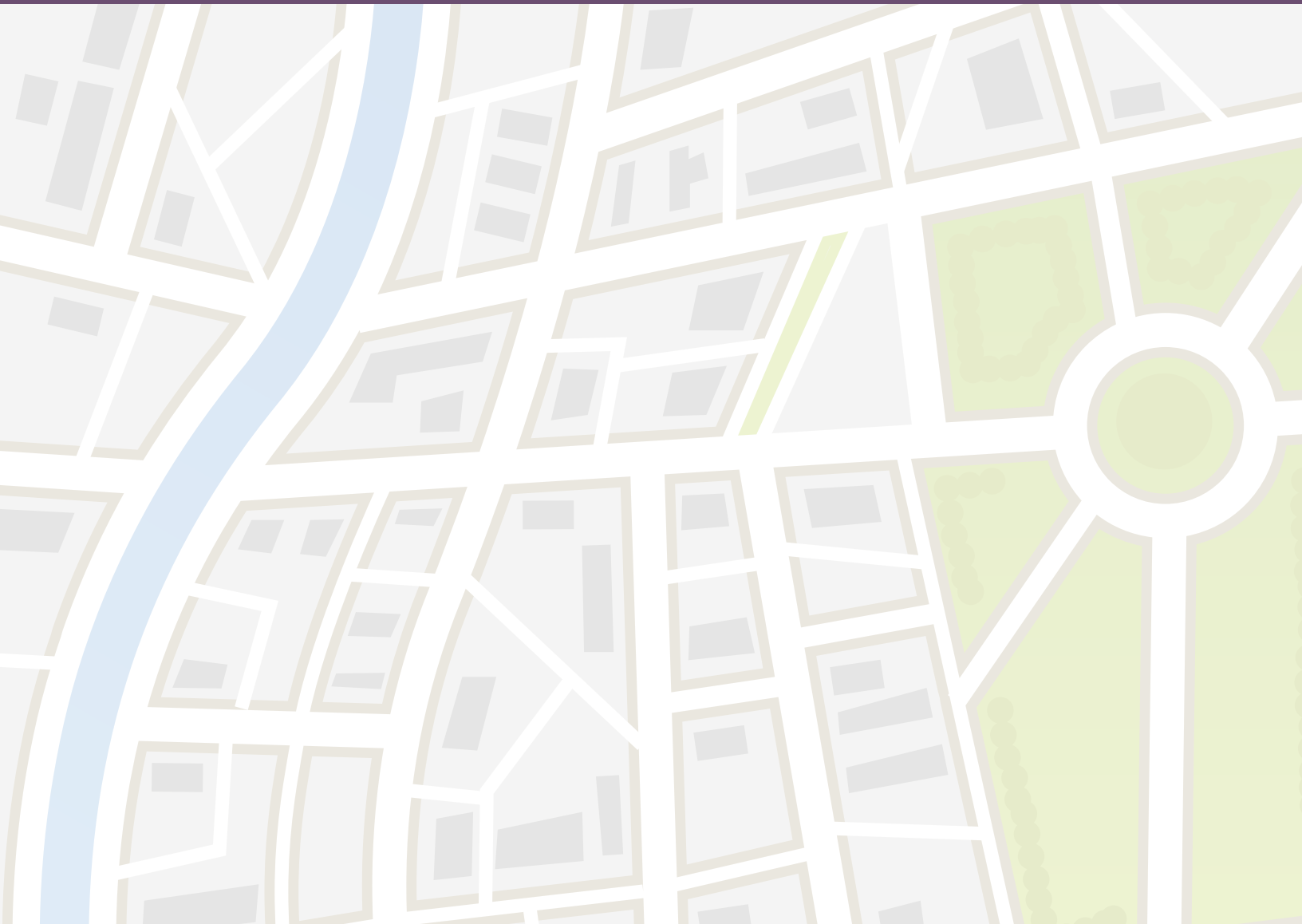
Date: \_\_\_\_\_

**Directions:** Check either true or false after reading each statement about hard skills.

True	False	Statement
		1. All hard skills are hard to do and are weaknesses
		2. Hard skills are learned skills you need for a job.
		3. A hard skill for a cashier is basic math skills.
		4. Being kind, hardworking and honest are all examples of hard skills.



WHO AM I?  
SOFT SKILLS





## SOFT SKILLS



### Learning Objectives

- Students will define a soft skill.
- Students will identify soft skills from a list of traits, strengths and weaknesses.
- Students will evaluate and rate a list of soft skills.



### Materials

- Map It Online (2 Slides): Hard and Soft Skills- Introduction, Soft Skills – Definition
- Map It Online (4 Videos): Hard and Soft Skills- Hard Skills vs Soft Skills (1:35), Rating Scale Explanation (0:57), Soft Skills Introduction (0:19), Soft Skills – Your Turn (8 slides with videos averaging 0:20 each)
- Soft Skills Entry-Quiz
- Soft Skills Visual Concept Page
- Soft Skills PowerPoint
- Teacher Page- Word Bank List
- Soft Skills Role Play
- Soft Skills Rating
- Soft Skills Rating Visual
- Soft Skills Career Analysis
- Soft Skills Graphic Organizer
- Soft Skills Exit-Quiz
- My Transition Plan



### Teacher Background

Students began to explore the concept of employability skills in the last lesson. This lesson will focus on the second type of employability skills, soft skills. Soft skills are a combination of communication skills (including technology), social skills, attitude, career attributes, and interpersonal people skills. Examples for the work place include greeting customers, communicating with co-workers and supervisors, showing dependability, having good manners, and working cooperatively. These skills can be acquired informally from experiences with family, friends, teachers, and community, or acquired through high quality instruction and research based intervention strategies. Soft skills can be rated using informal assessments (nonstandardized measures) and may include the following: rating scales, interest inventories, observations, interviews, conversations, curriculum based measurement, and situational assessments. Student understanding and application of soft skills is essential to getting and keeping a job. They are at the heart of successful employment. Furthermore, access to a language-rich environment is critical to the development of soft skills. Students with hearing loss who have had minimal exposure to language-rich environments may have a more difficult time developing these skills.





## SOFT SKILLS



### Teacher Background (*continued*)

It is often said that hard skills will get you the job, but soft skills are the skills needed to keep and succeed in the job. According to a study done by Harvard University, 80% of career achievements occur because of soft skills, and only 20% because of hard skills!

Since soft skills are key to long term successful employment it is recommended that teachers move through this section slowly and revisit the concept across settings throughout the year. Use positive reinforcement when students exhibit soft skills with teachers and peers. Compliment students when you see them hold a door open for another, pick up a piece of trash from the floor, or greet you with a smile and kind words. Relate these experiences to their employability and good citizenship. Helping students identify all the different ways soft skills show up in daily life will help them understand this concept and the importance of this topic.

During the last lesson students learned that some of their traits, strengths and weaknesses could be categorized as hard skills. This lesson will again ask students to reflect on their traits, strengths and weaknesses and to identify which of those are soft skills.



## Key Terms & Definitions for this Section

### Hard Skills

The learned skills or training that you need for jobs or careers.

### Soft Skills

interpersonal or people skills needed to maintain successful relationships.

### Employability skills

Hard and soft skills needed for success in the workplace

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### **Kick-off Discussion:**

Start the discussion by assessing student's background knowledge with a short, 8-question soft skills quiz. This should be done as a large group using the Soft Skills PowerPoint (PPT slides 2-9). Project the questions on the board as students complete a "Soft Skills Quiz Entry Slip" handout. Guide students through each scenario one at a time. This quiz is from the MYTransitions Soft Skills Curriculum, which can be accessed here:

<http://montanayouthtransitions.org/soft-skills-curriculum/>

#### **Soft Skills Classroom Discussion:**

Review the Soft Skills Quiz answer key (PPT slide 10) and allow students to ask for clarification and offer different examples as needed. This quiz offers specific scenarios to help students connect soft skills to the work place. Allow students to deepen the conversation and strengthen their understanding of the topic.

Extend classroom discussion by asking students to sit back and think about all the people they interact with. Ask them to think about all their friends, family, relatives, and teachers (people they know), but also to think about people they don't know very well. These could be people in the grocery store, sharing public transportation, or at the gas station. Ask them to think about how these people make them feel. Ask them to think about the people that make them feel good and treat them well. Connect with students that those people have a special skill that are called soft skills and that soft skills are very powerful and important for maintaining positive relationships. Soft skills include being friendly, kind, and dependable.

Remind students what they just learned about hard skills and how important they are to getting a job and that hard skills are taught in school, home, or on the job. Expand their understanding by telling them that although hard skills are important, that research shows that hard skills are NOT the most important skill. Soft skills can be even more important for keeping a job and having healthy relationships than hard skills.

#### **\*Map It Online Activity**



Set up technology access. Use the Hard and Soft Skills Map It slides and video: Hard and Soft Skills – Introduction, Hard Skills vs. Soft Skills (video 1:35 mins.), Soft Skills Definition and/or "Soft Skills Visual Concept Page" to introduce the definition and explanation of soft skills with students.



## Foundational Activities (continued)

### \*Identifying Soft Skills- Word Wall Activity:

Teachers please read the "Teacher Page- Introduction to Word Walls" before beginning this activity. This word wall will build on many words used in previous lessons. Before class begins, gather the word cards listed below and set up your word wall.

science skills	problem solving	positive attitude	managing money
optimistic	flexible	leadership skills	collaborative
painting	hard working	commitment	athletic skills
honest	history skills	study skills	paying attention/ focused
writing skills	organization skills	fixing computers	reading skills
decision making skills	communication	time management	Self-starter/ initiative

## EMPLOYABILITY SKILLS

Hard Skills

Soft Skills

### Directions:

Point out to students that the words displayed are skills, abilities or talents and some are character traits. This activity will focus on identifying soft skills and reviewing hard skills. Remind students that soft skills are interpersonal people skills, communication skills, attitude, and career attributes. Soft skills are influenced by values, beliefs, and experiences. Soft skills are important for maintaining healthy relationships and employment.

Choose one of the words from the list. Have students evaluate if that word represents a soft skill. Is it a people or organization skill? Can it be informally assessed through observations, rating scales, conversations? Does this skill apply to any job? If the answer is "yes", then it is probably a soft skill. Place the word on the word wall under soft skills.

If the answer is "no", ask the students if this meets the definition of hard skills. Do you need specialized training from a school program or on-the-job? Can it be formally measured or tested? If the answer is "yes", then it is a hard skill. Place the word on the word wall under hard skills.

Continue until the list is completed.



## Application Activities

### Soft Skills Role Play:

In this activity, students will have the opportunity to practice role playing various scenarios to deepen their understanding of the importance of soft skills in the workplace. Divide into appropriate size groups and ask groups to act out a short role play (each scenario is a minimum of 2 players and maximum can be adjusted to meet student numbers and needs). Allow enough time for students to develop roles and dialog, and then enough time to practice a few times. After each group takes a turn, reflect on what could have been done differently, what was done right, how characters may have felt, and how would they feel or behave in a similar situation. Connect the importance of soft skills for maintaining positive relationships and employment throughout the activity.

### \*Map It Online Activity- Rating Soft Skills:



In this activity, students will rate their soft skills using Map It. You may want to preview the following slides as a class and discuss the videos and rating before beginning this activity. Have students log into Map It to complete the following pages in the Hard and Soft Skills section: Rating Scale Explanation, Soft Skills Introduction, Soft Skills - Your Turn.

Students will rate on a 1-10 scale the following soft skills: time management, good study habits, concentration, organizational skills, motivation, commitment, positive attitude, and communication skills. As seen in the Map It video, ratings in the lower range (1-3) indicate a weakness for this skill. Ratings in the mid-range (5-6) are average. Ratings in a higher range (7-10) indicate a strength for this skill. As a class, discuss these ratings until students are comfortable. Project the "Soft Skills Rating Visual Support" on the board to guide understanding and support students in self-reflection. As a check and balance, students may want to think about feedback they have received about these skills from friends, family or school staff before deciding on a rating.

\*Print the "Soft Skills Rating" handout and "Soft Skills Rating Visual Support" handout for students who would prefer to complete this on paper and then put their answers in Map It.

### \*My Transition Plan Activity:

Students will fill in the soft skills section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.



## Synthesis Activities

### Dissecting Soft Skills Activity:

Large skill areas (communication skills, social skills, career attributes) can be broken down into smaller skills (Communication: greeting customers, making eye contact, problem solving interpersonal conflict). Students may have difficulty seeing how these smaller skills make up the larger skills needed for success.

On the board take one of the soft skills listed in the “Teacher Page- Word Bank List”. Have students’ list smaller skills that make up this large skill area. Do this for several different large skill areas. Have students break into small groups or with partners to identify some smaller skills with a new large skill. Use the “Graphic Organizer for Dissecting Soft Skills” handout to help for additional support. When completed, have the groups share with the class.

### Soft Skills Career Activity:

Employability skills, or skills that make you successful on the job, are made up of both hard and soft skills. This activity engages students to look at how soft skills are important to different careers. Students may want to use their word bank lists for this activity.

The Soft Skills PowerPoint (PPT slides 11-13), expand the discussion to employability and how jobs require both sets of skills. Ask students to think about the skills needed to be a photographer (PPT slide 10). Photographers need to know how to take good pictures (hard skill), but they also need to make their clients feel comfortable (soft skills) and to be well organized (soft skill). Both sets of skills are needed for a successful photographer. Another example is a news reporter (PPT slide 11). Ask students to consider the different skills needed for this job. Hard skills include knowing good reading and writing skills, while soft skills include good people skills (communication, listening), as well as being dependable and punctual.

Divide students up in small groups. Pass out the “Soft Skills Career Analysis” to each group (PPT slide 13). Students may remember this sheet from the last lesson. In the last lesson, students focused on the hard skills for these jobs. Now students will focus on the soft skills. Because soft skills are not for specific jobs, groups may use some of the soft skills for a variety of careers.

Give the group a time limit to complete this work. At the end of the time, come together as a group and ask students share their answers. Which soft skills came up most often? Why are these such important skills for a variety of jobs? Ask them what they think would happen if a person did not have those soft skills?



## Synthesis Activities *(continued)*

### Soft Skills Online Training:

Soft Skills Online Training: Skills to Pay the Bills: Mastering Soft Skills in the Workplace was developed by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). The materials were created for youth service professionals to assist them as they prepare all youth, including youth with disabilities, for employment. The activities in this publication were designed for youth ages 14 to 21 and were created to introduce the "basics" of soft skills. They were designed to be easily incorporated into current programming and/or already established curricula. The materials include a 139 page PDF with lesson plans on communication, enthusiasm & attitude, teamwork, networking, problem solving & critical thinking and professionalism. Accompanying videos are also included and listed on the Map It resource page.

PDF Materials: <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

Video Series: <http://www.dol.gov/dol/media/webcast/20121015-softskills/>

### Soft Skill Tips for Parents and Families:

Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families - This Info Brief discusses the importance of soft skills and offers strategies parents can use to help their child develop soft skills for employment services. Although not specifically written for students who are deaf or hard of hearing, these ideas can easily be adapted and modified for them.

Website: <http://www.ncwd-youth.info/information-brief-28>

PDF Materials: [http://www.ncwd-youth.info/sites/default/files/infobrief\\_issue28\\_0.pdf](http://www.ncwd-youth.info/sites/default/files/infobrief_issue28_0.pdf)



## Closing Activity

### \* Soft Skills Quiz

- ✓ At the end of the lesson or twenty minutes before the end of class, distribute the "Soft Skills Quiz" to students.
- ✓ Revisit slides 2-9 of the Soft Skills PowerPoint Quiz (from the Kick-off Discussion).
- ✓ Have student's fill in the answers as you review each slide.
- ✓ Consider offering students an alternate means of expression for completing the quiz or modifying the activity to meet student needs.



## NOTES





## SOFT SKILLS

Soft Skills - Positive Attitude Explanation



Rate your positive attitude soft skills



### Soft Skills

Soft skills are interpersonal or people skills.

Paying attention, being on time, being responsible, being a team player

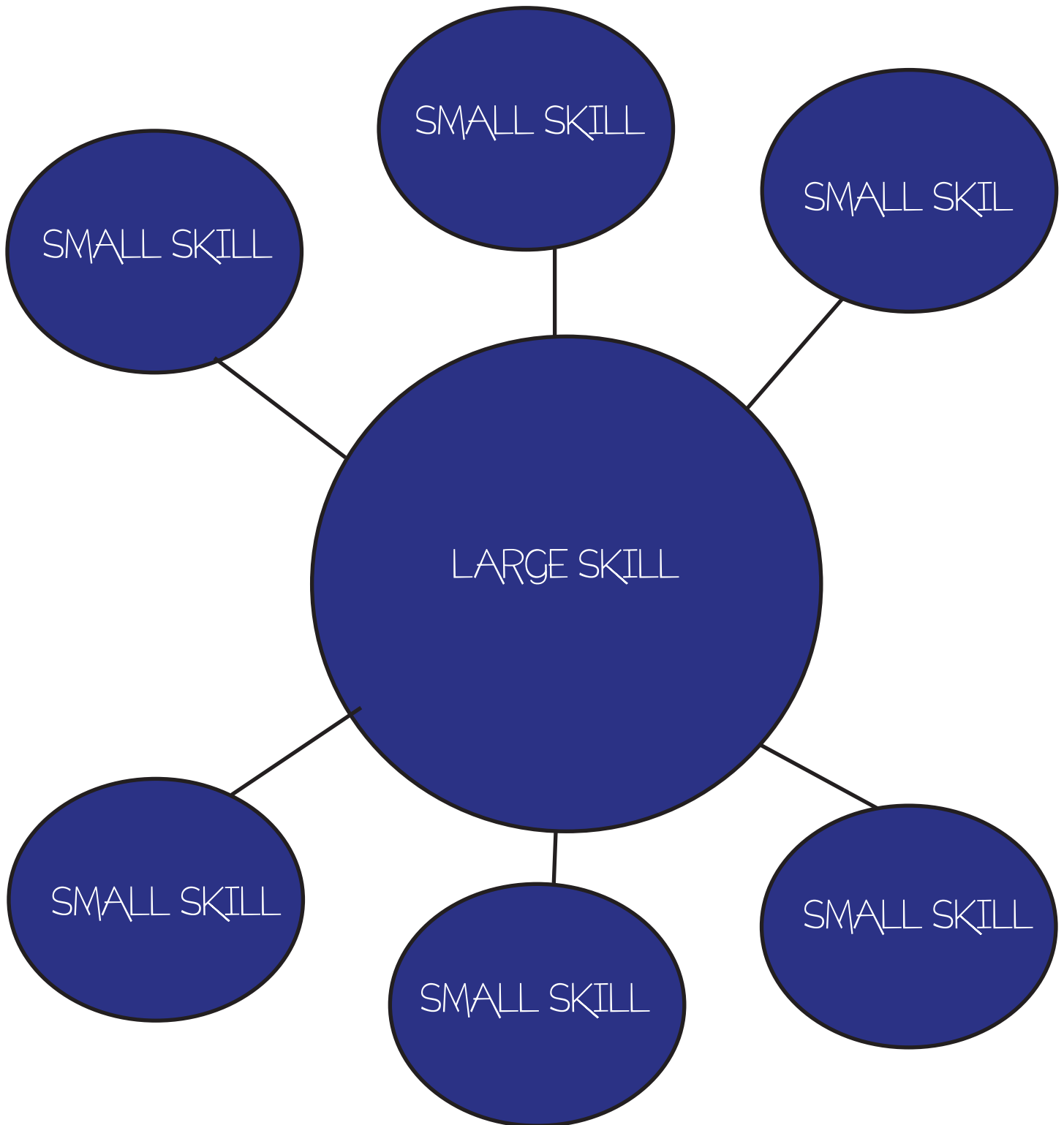


**Soft skills are not skills you learn in the classroom. You learn these skills from interacting with others.**

**Soft skills are the most important type of skill to have in most careers.**



## DISSECTING SMALL SKILLS



## SOFT SKILLS CAREER ANALYSIS

Group Members: \_\_\_\_\_

Directions: List the soft skills that are needed for each career.

Timekeeping

Flexibility

Positive attitude

Organization skills

Commitment

Professionalism

Team work





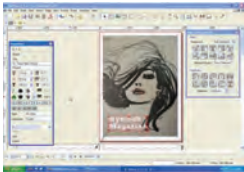

Good manners

Motivation

Communication skills

Concentration

Attendance

	Carpenter	
	Barista	
	Bank Teller	
	Landscaper	
	Graphic Designer	
	Chef	

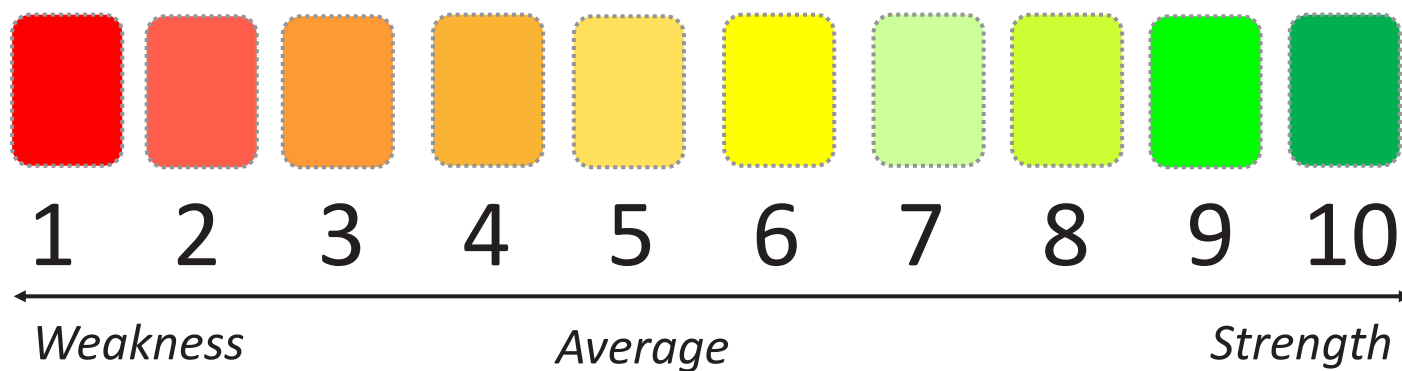


## SOFT SKILLS

Think about and rate your skill level in each of the examples below. Add additional examples in the blank boxes.

	Weakness	1	2	3	4	5	6	7	8	9	10	Strength
Time Management	1	2	3	4	5	6	7	8	9	10		
Good Study Habits	1	2	3	4	5	6	7	8	9	10		
Concentration	1	2	3	4	5	6	7	8	9	10		
Organizational Skills	1	2	3	4	5	6	7	8	9	10		
Motivation	1	2	3	4	5	6	7	8	9	10		
Commitment	1	2	3	4	5	6	7	8	9	10		
Positive Attitude	1	2	3	4	5	6	7	8	9	10		
Communication Skills	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		
	1	2	3	4	5	6	7	8	9	10		

# SOFT SKILLS RATING SCALE





## APPLICATION ACTIVITY: SOFT SKILLS ROLE PLAY

Hannah has been working as a clerk at a local convenience store for 3 months. Her boss notices that she arrives late for most of her shifts. Her tardiness has begun to impact her co-workers, who have to stay late until she arrives. *How does being tardy impact Jasmine's job and relationship with co-workers and supervisor?*

(2-4 students)

Anthony works as a barista at the coffee shop in the local library. He loves to read when there are no customers, but sometimes he becomes so focused in the story, that he doesn't notice a customer when they approach the counter. When he does serve customers, he doesn't greet them or make eye contact because he would rather be immersed in the book. *How does this lack of attention, motivation, and poor customer service skills impact his relationships with customers?*

(2-4 students)

Elijah has a job at a pet store. His responsibilities include feeding the animals, giving them water, and cleaning their cages. If time allows, he is allowed to play with the pets. His favorite part of the job is playing with the pets, so he often rushes through the other tasks in order to do so. This causes more work for his co-workers and has the potential to put the animals at-risk. When his supervisor approaches him to give constructive feedback, Elijah becomes defensive and gives a bad attitude. *How does his attitude and time management impact his relationship with his boss and job?*

(2-4 students)

Jasmine works at a clothing store in the mall. At closing time, staff are responsible for tidying up the store, which includes hanging up clothes, organizing shelves, wiping down surfaces, and vacuuming. As a team, staff have decided to rotate through these tasks during the week, but Jasmine only enjoys hanging up clothes and refuses to do the other tasks. *How does her lack of team work impact others?*

(2-5 students)

Tabitha works at a fast food restaurant. She is a very social person and enjoys chatting with her coworkers while working at the cash register with customers. This causes her to make mistakes with taking orders and handling money. Sometimes she accidentally gives customer more change back than needed, sometimes not enough. *How does her lack of concentration impact her ability manage money, complete tasks, and keep a job?*

(2-4 students)

## SOFT SKILL QUIZ

Measure how good your soft skills are by answering the following questions.

- 1) A co-worker is very negative about your idea(s) in front of your boss. *Do you...*
- Remind your co-worker of their last bad idea.
  - Say nothing. You will get even with this co-worker later.
  - Get angry.
  - Thank your co-worker and promise to consider their feedback.
- 2) Your boss has been less talkative and friendly lately. *Do you...*
- Avoid him/her.
  - Ask her feedback on your work performance.
  - Ask others if she has some personal problems going on.
  - Look for another job, you would rather quit than be fired.
- 3) You've found out that you are the target of a nasty rumor at work. *Do you...*
- Do nothing and stay positive; rumors blow over eventually.
  - Find out who started the rumor and confront them.
  - Start a rumor about someone else to take the spotlight off yourself.
  - Become depressed and distracted.
- 4) A co-worker that doesn't do their job as well as you do is promoted to a position you had hoped for. *Do you...*
- Start looking for another job—it is obvious you are not appreciated.
  - Make life difficult for your co-worker.
  - Ask the manager how you could be a stronger candidate next time.
  - Pout, and hope someone notices your hurt feelings.
- 5) You asked for vacation leave two weeks in advance and didn't get it. *Do you...*
- Take sick days and be gone anyway.
  - Quit, because your boss isn't flexible
  - Visit with your boss and review vacation policies and as well as dates that vacation leave is available.
  - Complain to your co-workers about how unfair your boss is.

Soft Skills Quiz Answer Key:	
1	D
2	B
3	A
4	C
5	C
6	A
7	D
8	B



## SOFT SKILL QUIZ

6) You make a mistake that will cost the company a lot of money. *Do you...*

- a) Tell your boss immediately and ask for advice on minimizing the damage.
- b) Resign as quickly as possible.
- c) Try to cover up the error, hoping nobody finds out.
- d) Blame others for their part; you won't take the heat alone.

7) A co-worker often gossips about management and it's hard not to listen! *Do you...*

- a) Listen eagerly, but never repeat what you hear.
- b) Tell her what you think of her lack of loyalty.
- c) Let your boss know your co-worker is gossiping.
- d) Tell her you are not interested, and change the subject quickly.

8) Your boss gave you a verbal reprimand for talking on your cell phone at work after your mom called you to ask you to bring pizza home for dinner. *Do you...*

- a) Explain that it was just your mom and it is not a big deal.
- b) Apologize and review technology policies at work if unsure what is allowed.
- c) Complain to customers nearby about how unfair the employer is and that he lives in the dark ages.
- d) Call the pizza place and order the pizza for your mom and then go back to work.

### MYT Soft Skills Assessment:

(Download from [www.montanayouthtransitions.org](http://www.montanayouthtransitions.org))

This assessment may be used as a pre and post soft skills course evaluation for students or it may be used as a discussion tool at the beginning of a soft skills class to help students begin the process of evaluating what skills they should be working on as well as where they feel their personal strengths are currently.

The Soft Skills Assessment may also be completed by a teacher, parent, or other adult active in a youth's life, as a way to identify areas on which a youth may build. This tool may be used as an informal transition assessment for the development of goals for a Transition IEP or Transition 504 Plan



## SOFT SKILL QUIZ

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- e) Remind your co-worker of their last bad idea.
- f) Say nothing. You will get even with this co-worker later.
- g) Get angry.
- h) Thank your co-worker and promise to consider their feedback.

2) YOUR BOSS HAS BEEN LESS TALKATIVE AND FRIENDLY LATELY. *Do you...*

- e) Avoid him/her.
- f) Ask her feedback on your work performance.
- g) Ask others if she has some personal problems going on.
- h) Look for another job, you would rather quit than be fired.

3) YOU'VE FOUND OUT THAT YOU ARE THE TARGET OF A NASTY RUMOR AT WORK. *Do you...*

- e) Do nothing; rumors blow over eventually.
- f) Find out who started the rumor and confront them.
- g) Start a rumor about someone else to take the spotlight off yourself.
- h) Become depressed and distracted.

4) A CO-WORKER THAT DOESN'T DO THEIR JOB AS WELL AS YOU DO IS PROMOTED TO A POSITION YOU HAD HOPED FOR. *Do you...*

- e) Start looking for another job—it is obvious you are not appreciated.
- f) Make life difficult for your co-worker.
- g) Ask the manager how you could be a stronger candidate next time.
- h) Pout, and hope someone notices your hurt feelings.

5) YOU ASKED FOR VACATION LEAVE TWO WEEKS IN ADVANCE AND DIDN'T GET IT. *Do you...*

- e) Take sick days and be gone anyway.
- f) Quit, because your boss isn't flexible
- g) Visit with your boss and review vacation policies and as well as dates that vacation leave is available.
- h) Complain to your co-workers about how unfair your boss is.



## SOFT SKILL QUIZ

6) YOU MAKE A MISTAKE THAT COULD COST THE COMPANY A LOT OF MONEY. *Do you...*

- e) Tell your boss immediately and ask for advice on minimizing the damage.
- f) Resign as quickly as possible.
- g) Try to cover up the error, hoping nobody finds out.
- h) Blame others for their part; you won't take the heat alone.

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- f) Tell her what you think of her lack of loyalty.
- g) Let your boss know your co-worker is gossiping.
- h) Tell her you are not interested, and change the subject quickly.

8) YOUR BOSS GAVE YOU A VERBAL REPRIMAND FOR TALKING ON YOUR CELL PHONE AT WORK AFTER YOUR MOM CALLED YOU TO ASK YOU TO BRING PIZZA HOME FOR DINNER. *Do you...*

- e) Explain that it was just your mom and it is not a big deal.
- f) Apologize and review technology policies at work if unsure what is allowed.
- g) Complain to customers nearby about how unfair the employer is and that he lives in the dark ages.
- h) Call the pizza place and order the pizza for your mom and then go back to work.

Adaptation of:

[http://www.mass-projectoreattachments/396\\_MASS%20wp4%20final%20report%20part-2%20%28Learning%20Materials,%20EN%29.pdf](http://www.mass-projectoreattachments/396_MASS%20wp4%20final%20report%20part-2%20%28Learning%20Materials,%20EN%29.pdf)



### Soft Skills – Entry Quiz

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

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

**Directions:** Measure how good your soft skills are by answering the following questions.

**Directions:** Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	



### Soft Skills – Entry Quiz

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

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

**Directions:** Measure how good your soft skills are by answering the following questions.

**Directions:** Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	



## Soft Skills – Exit Quiz

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

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

**Directions:** Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

**Directions:** Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	



## Soft Skills – Exit Quiz

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

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

**Directions:** Measure how good your soft skills are by answering the following questions.

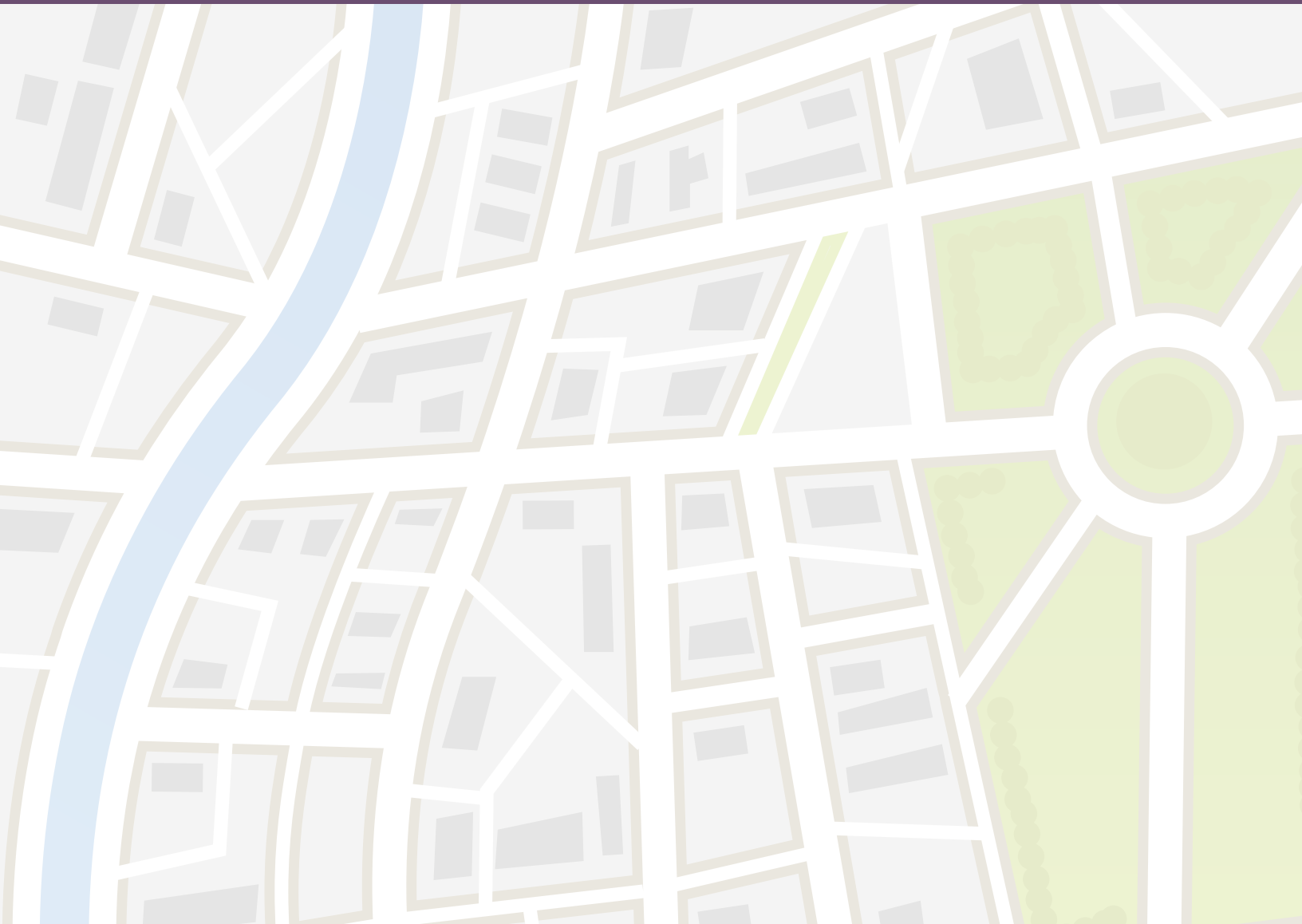
#	Answer
1	
2	
3	
4	
5	
6	
7	
8	

**Directions:** Measure how good your soft skills are by answering the following questions.

#	Answer
1	
2	
3	
4	
5	
6	
7	
8	



WHO AM I?  
REVIEWING HARD AND SOFT SKILLS





## REVIEWING HARD AND SOFT SKILLS



### Learning Objectives

- Students will differentiate between hard and soft skills.
- Students will evaluate their hard and soft skill ratings.
- Students will respond appropriately to interview questions regarding their hard and soft skills



### Materials

- Map It Online (5 Slides): Review Your Skills- Your Rating, What Did You Learn?, Your Strengths, Your Weaknesses, Impact of Weaknesses
- Map It Online (1 Video): Review Your Rating (1:08)
- Review Your Skills Visual Concept Page
- Review Your Skills Character Profile
- Review Your Skills Profile Template
- Carpet Installer Activity
- Practice Interview Questions
- My Transition Plan
- Hard and Soft Skill Cards
- Reviewing Your Skills PowerPoint
- One Minute Sentence Exit Slip



### Teacher Background

During the last two lessons students were introduced to the concept of employability skills. They categorized their traits, strengths and weaknesses into hard and soft skills. This unit will further explore how both hard and soft skills are required on every job and are critical to getting, keeping and being promoted in the work world. The right hard skills can get students' an interview but being successful in the interview and after being hired requires soft skills.

As students plan for life after high school, it is important they recognize how their strengths and weaknesses fit into the work world and can lead to smart choices for jobs or careers. Careers that rely on a student's strengths and minimizes their weaknesses is a career in which the success has a high probability. This unit will provide students an opportunity to practice job interview questions using the knowledge and results of their soft and hard skills ratings.



## Key Terms & Definitions for this Section

### Hard Skills

The learned skills or training that you need for jobs or careers.

### Soft Skills

Interpersonal or people skills.

### Employability skills

Hard and soft skills needed for success in the workplace



## IEP Application

- Ask students to share their soft and hard skills ratings during their IEP meeting and to discuss the potential impact of those on future career choices.
- Use the information the student identified as hard and soft skills as you write up the present level of performance or complete transition assessments.
- Add an annual goal or activity on the IEP to strengthen the identified weaknesses in hard or soft skills.
- Note: As a young adult, having a student's cooperation in identifying weaknesses and a willingness to work to improve this skill is more than half the battle! Capitalize on the student's recognition of need to work on a skill and use this as one of their annual goals, if appropriate to their transition plan. If possible, have the student become an active participant in writing the goals and objectives they want to work on.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### Kick-off Discussion:

This activity will use the Review Your Skills PowerPoint (PPT slides 2-6). Consider printing the "Review Your Skills Character Profile" handout, so students can easily refer to it throughout the discussion. Start by reviewing Steven's character profile (slide 2). Highlight the strengths and weaknesses of Steven's hard and soft skills. Then ask students which of the following jobs would be a good fit for Steven (PPT slide 3): assistant at a Pet Shop, cashier Attendant at a movie theater, or bagger at a grocery store. Spend time exploring the job tasks at each of these job sites. Consider writing jobsites on the board and adding other job task s students come up with. As a class, discuss which of these sites match Steven's skill set best. Ask the students why knowing about yourself is useful in choosing your future career.

#### \*Map It Online Video Discussion:



Set up technology access. In Map It, watch and discuss the "Review Your Rating" video together (1:08). Facilitate discussion with the following questions (PPT slide 6):

- How does knowing your strengths and weaknesses in both your hard and soft skills help you know yourself better? (Reiterate that it is important for students to keep this in mind as they plan for their future)
- Why does having a strong set of hard and soft skills create more career options?



**\*Map It Online Video Discussion (continued):**

- Why do more people get fired because of weak soft skills versus weak hard skills?
- Discuss what is meant by the following statement in the video, “A strength doesn’t stay a strength without work.” (If needed, have students review the TEDEd video, *Everyone is Smart: TEDEd Example*, by Bradley Lands, from the Weaknesses lesson).



## Application Activities

**Hard and Soft Skill Identification Activity:**

Print the “Hard and Soft Skills Card” handout double sided on cardstock and cut along the dotted lines (or have each student write ‘soft’ and ‘hard’ on either side of an index card). As you read off the following statements, ask students to hold up their cards with “soft” or “hard”, depending on which type of skill they consider it to be. This activity can foster conversation on how some tasks require both hard and soft skills (bagging groceries: hard skills (order of bagging and how many items per bag), soft skills (greeting customer, exchanging pleasantries, and asking if customer needs help out). As students hold up cards, ask them to justify their answers.

1. Changing oil in the car
2. Bagging groceries
3. Knowing when to talk to your boss about your summer vacation plans
4. Smiling at and being courteous to a co-worker that you do not like
5. Working as a team to solve a problem at work
6. Checking a patient’s blood pressure
7. Typing a letter to a customer who has a concern with your product.
8. Fixing the company computer and printer
9. Helping a customer find a product on the store shelf
10. Welding a trailer hitch

*(Activity adapted from MYTransitions Soft Skills Academy Curriculum, pg. 7-8)*

**Map It Online Activity:**

Set up technology access. Students will use Map It Online to access the following five slides: Review Your Skills- Your Rating, What Did You Learn? Your Strengths, Your Weaknesses, Impact of Weaknesses for this activity. Teachers can also use the “Review Your Skills Visual Concept Page” to show students what type of information they will see in this section of Map It. Below are directions for each of the slides used in this activity:



## Application Activities *(continued)*



### \*Map It Online Activity *(continued)*:

- **Your Rating** – In this slide, students will have an opportunity to review their hard and soft skill ratings completed in previous lessons. Have students transfer this information to the Review Your Skills section of their “My Transition Plan” worksheet.
- **What Did You Learn?** – Using this slide, lead a discussion about evaluating rating results. Ask students to identify their highest ratings in hard and soft skills. Are these skills strengths? Which of these strengths are hard skills? Which of these strengths are soft skills?  
  
Ask students to identify their lowest ratings in hard and soft skills. Which of these skills are weaknesses? Which of these weaknesses are hard skills? Which of these weaknesses are soft skills?  
  
Have students think about future career goals or postsecondary goals that they might have. Which of their weaknesses will be a barrier in achieving these goals? Have students think about one of their identified weaknesses. Who can help them improve this skill or advise them on how to improve the skill?
- **Your Strengths** – Have students use the Review Your Skills section of their “My Transition Plan” worksheet and answers from the previous discussion to fill in their strengths for both hard and soft skills.
- **Your Weaknesses** – Have students use the Review Your Skills section of their “My Transition Plan” worksheet and answers from the previous discussion to fill in their weaknesses for both hard and soft skills.
- **Impact of Weaknesses** – Have students use the answers from the previous discussion to fill in the questions about weaknesses. Then have students transfer this information to the Review our Skills section of their “My Transition Plan” worksheet.

### Creating a visual Hard and Soft Skills Profile Activity:

After completing the above Map It Online Activity, students will use their hard and soft skill ratings to create their own visual profile with the “Review Your Skills Profile Template” handout. As students review their hard and soft skill rating, have them circle where they rate on the visual scale template. Through paired or small group discussion, have students take turns discussing their “Review Your Skills” visual profile and share what they learned in the above Map It Online Activity in relation to their strengths and weaknesses. This visual profile is modeled after the Map It Character Profiles used in the Kick-off Discussion. Paired/ small group discussion prompts (PPT slide 7):

- Share their highest and lowest ratings in hard and soft skills.
- Are these skills strengths? Which of these strengths are hard skills? Which of these strengths are soft skills?



## Application Activities *(continued)*

### Creating a visual Hard and Soft Skills Profile Activity *(continued)*:

- Which of these skills are weaknesses? Which of these weaknesses are hard skills? Which of these weaknesses are soft skills?
- Which of their weaknesses will be a barrier in achieving future career goals?
- Who can help them improve this skill or advise them on how to improve the skill?

### Hard and Soft Skills Career Activity:

**Option 1:** To prepare students for this activity, talk about the job responsibilities of a Carpet Installer. Access specific tasks that carpet installers perform and watch a captioned video of this career by going to the Career One Stop <https://www.careeronestop.org> and entering “carpet installers” in the search engine (PPT slide 8).

Divide students up into groups and pass out the “Carpet Installer Activity” handout, which gives the knowledge, skills and abilities that are needed for this career. Have the groups discuss these skills and then decide if each one is a soft skill or hard skill and enter it on the second page of this hand out. After the small groups are finished, come together as a whole group and discuss the answers.

**Option 2:** Have student’s meet Kimberly Dodge, D.V.M, from Pepnet’s Phenomenal Professionals series <https://dcmp.org/media/5364-achieving-goals-phenomenal-professionals> (6:52). As students watch the video

(PPT slide 9), have them independently fill out a blank “Visual Identity Profile” handout for Kimberly. As students watch, pause when the video highlights various hard skills (reading, science, writing, and operating medical equipment). For soft skills, Kimberly notes specific soft skills such as working with people and communication. But some of the other soft skills may not be as obvious to students (time management, concentration, organization skills, and good study habits). Pause and make note of these soft skills during the video.

When the handout is complete, discuss ratings as a whole class and have students be prepared to justify their answer with evidence from the video.



## Synthesis Activities

### Hard and Soft Skills for Job Interview:

Print the “Practice Interview Questions” handout for each student and have students take out handouts from previous lessons, including word banks and their “My Transition Plan” worksheet.



## Synthesis Activities *(continued)*

### Hard and Soft Skills for Job Interview *(continued)*:

Begin this activity by reviewing the interview questions. Which questions relate to hard skills? #2, #3, #4, #5, #6, #10. Which questions relate to soft skills? #1, #2, #3, #5, #6, #10, #11 – 15. Have students review and think about their own strengths and weaknesses related to hard and soft skills. How would they answer these questions for themselves?

Begin this activity by modeling a positive interview. Ask for a volunteer to come to the front of the room to be the interviewer, while the teacher takes the interviewee role. Have the interviewer ask questions #1-3. After modeling appropriate interview skills, ask students to give feedback on what they observed (posture, response, engagement, and communication). If appropriate for your students, you may consider modeling inappropriate interview skills with the same questions, and have students compare and contrast between the two.

After sufficient modeling, group students in pairs. One student will choose one of the interview questions from the handout to ask the other student. The student will answer the question using his/her knowledge of personal strengths, weaknesses, soft and hard skills. The interviewer will give positive feedback on their partner's response. When finished, reverse the roles. Keep practicing until each student has answered at least three questions. As an alternative, have students switch to a new partner after sufficient time.

The teacher should move around the room during this activity to monitor the interviews, assist struggling students, and give positive feedback to the pairs working cooperatively.

### 1:1 Skills Assessment:

Sit down individually with students for a skills conference. Pull student records, current IEP, grades, assessments, teacher comments, etc. Help students explore these documents and create a list of traits, strengths, weaknesses, hard skills and soft skills noted in the documentation. We recognize this is a time-consuming activity, but it will help students look outside their own perceptions about themselves and look at data for a realistic view of self. Think about asking guidance counselors, social workers or other staff, to assist with this activity. It is great opportunity to discuss about *how* and *why* to strengthen certain skills. Students may share what they learned about themselves during IEP meetings or conferences.



## Closing Activity

### \* One Minute Sentence:

- ✓ At the end of your lesson have students find a partner or small group.
- ✓ Using the “One Minute Sentence” handout, have students list or talk about the most important ideas they remember about hard and soft skills.
- ✓ Then students will use these ideas to write or sign one or two sentences about hard and soft skills.
- ✓ Have groups share their sentences with the class



## NOTES



# REVIEWING HARD AND SOFT SKILLS

## Review Your Skills

### How did you rate?



Hard Skills Rating	Soft Skills Rating
Reading - 6	Time Management - 10
Writing - 3	Good Study Habits - 2
Art - 10	Concentration - 1
Math - 3	Organizational skills - 10
Science - 6	Motivation - 3
History - 4	Commitment - 10
Computers - 10	Positive Attitude - 10
Photography - 3	Communication skills - 5

Give examples of the strengths that make you unique.

Give examples of some weaknesses that you struggle with.

**Hard Skills**

Reading

P.E

**Hard Skills**

History

Science

**Soft Skills**

Friendly with people

Help with other people

**Soft Skills**

Distraction

Can't focus very well

Which of these weaknesses will make it harder for you to reach your goals?

If I keep getting distracted, in the future I won't get a good job.

Who is someone who can help you improve this weakness?

Mom, teachers, grandparents, Dre

**A strong set of hard and soft skills creates a worker who has a lot of options for the future. Your skills might change so be sure to update this section before your IEP/504 meeting every year.**

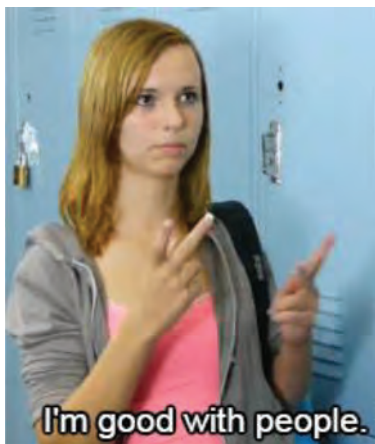


## Rating Your Skills

### Rating Scale Example

- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

Weakness **1 2 3 4 5 6 7 8 9 10** Strength



### Math

Weakness **1 2 3 4 5 6 7 8 9 10** Strength

### Science

Weakness **1 2 3 4 5 6 7 8 9 10** Strength

### People Skills

Weakness **1 2 3 4 5 6 7 8 9 10** Strength

### Math

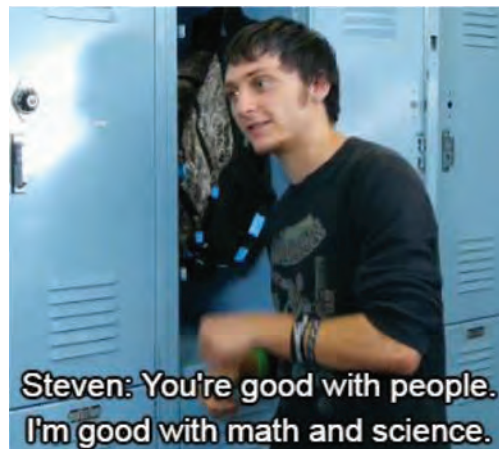
Weakness **1 2 3 4 5 6 7 8 9 10** Strength

### Science

Weakness **1 2 3 4 5 6 7 8 9 10** Strength

### People Skills

Weakness **1 2 3 4 5 6 7 8 9 10** Strength



**Be honest when you rate your skills because this will help you decide what you want to do in the future.**

**Remember everyone has strengths and weaknesses so don't be afraid to be truthful.**



## REVIEWING HARD AND SOFT SKILLS

### CARPET INSTALLER ACTIVITY

*What does a carpet installer do?* They install carpet on floors, laying out rolls, or blocks, of carpeting and then fastening it in place. They also install padding and trim flooring materials. Carpet installers can work with carpeting in residential homes or commercial properties.

*What skills, talents, abilities and character traits do you need to be a carpet installer?*



Here is a list of some of the skills that are needed to be a carpet installer:

- **Social Skills** – Understanding customer needs and keeping the customer happy with the work
- **Math** – Knowledge of basic math skills, fractions, geometry, measurement and word problems
- **Organization and Planning** – Schedule work, make sure all jobs are completed on time
- **English** – Able to write simple reports with correct spelling and grammar
- **Building and Construction** – Knowledge of basic construction skills and the tools
- **Team work/Collaboration** – Ability to work well with others when completing a job
- **Self-Starter** – Ability to evaluate your own work and make improvements when needed
- **Time Management** – Ability to show up on time and complete the work on time
- **Problem Solving** – Able to tell when something is wrong and find solutions
- **Physical Strength** – Able to carry heavy loads, bend and stretch while laying carpet all day long
- **Good Vision** – The ability to see details at close range

Source: Occupational Information Network: Carpet Installers.



## REVIEWING HARD AND SOFT SKILLS

### CARPET INSTALLER ACTIVITY

Name(s): \_\_\_\_\_

**Directions:** Using the list above, decide which skill is a hard skill or a soft skill. Write the skills in the chart below.

#### IS IT A HARD SKILL OR A SOFT SKILL?

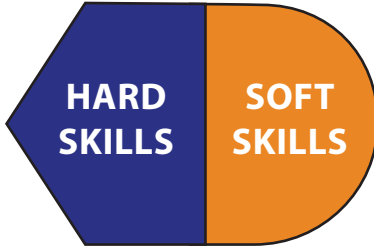
Hard Skill	Soft Skill

## HARD AND SOFT SKILLS CARDS

hard	hard
hard	hard
hard	hard
hard	hard
hard	hard

soft	soft
soft	soft
soft	soft
soft	soft
soft	soft

## HARD AND SOFT SKILLS



### Rating Scale Example

- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong

Weakness **1 2 3 4 5 6 7 8 9 10** Strength

Reading	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Writing	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Art	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Math	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Science	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
History	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Computers	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Photography	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

### HARD SKILLS



### SOFT SKILLS



Time management	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Good Study Habits	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Concentration	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Organization Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Motivation	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Commitment	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Positive Attitude	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Communication Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

## STEVEN'S HARD AND SOFT SKILLS

### Rating Scale Example

- 1 = a skill you are still developing
- 5 = a skill you do pretty well
- 10 = a skill that is really strong



Weakness **1 2 3 4 5 6 7 8 9 10** Strength

Reading	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Writing	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Art	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Math	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Science	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
History	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Computers	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Photography	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

**HARD SKILLS**

Time management	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Good Study Habits	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Concentration	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Organization Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Motivation	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Commitment	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Positive Attitude	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength
Communication Skills	Weakness <b>1 2 3 4 5 6 7 8 9 10</b> Strength

**SOFT SKILLS**



## One Minute Sentence

NAME: \_\_\_\_\_

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

First, write down the main ideas about hard and soft skills.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then take one minute to take these ideas and compose a sentence, or two, to summarize the most important elements of hard and soft skills.

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After a minute, share your sentence with your table group. Then, as a group, decide on sentence that best captures hard and soft skills.

## Practice Interview Questions

### General Interview Questions:

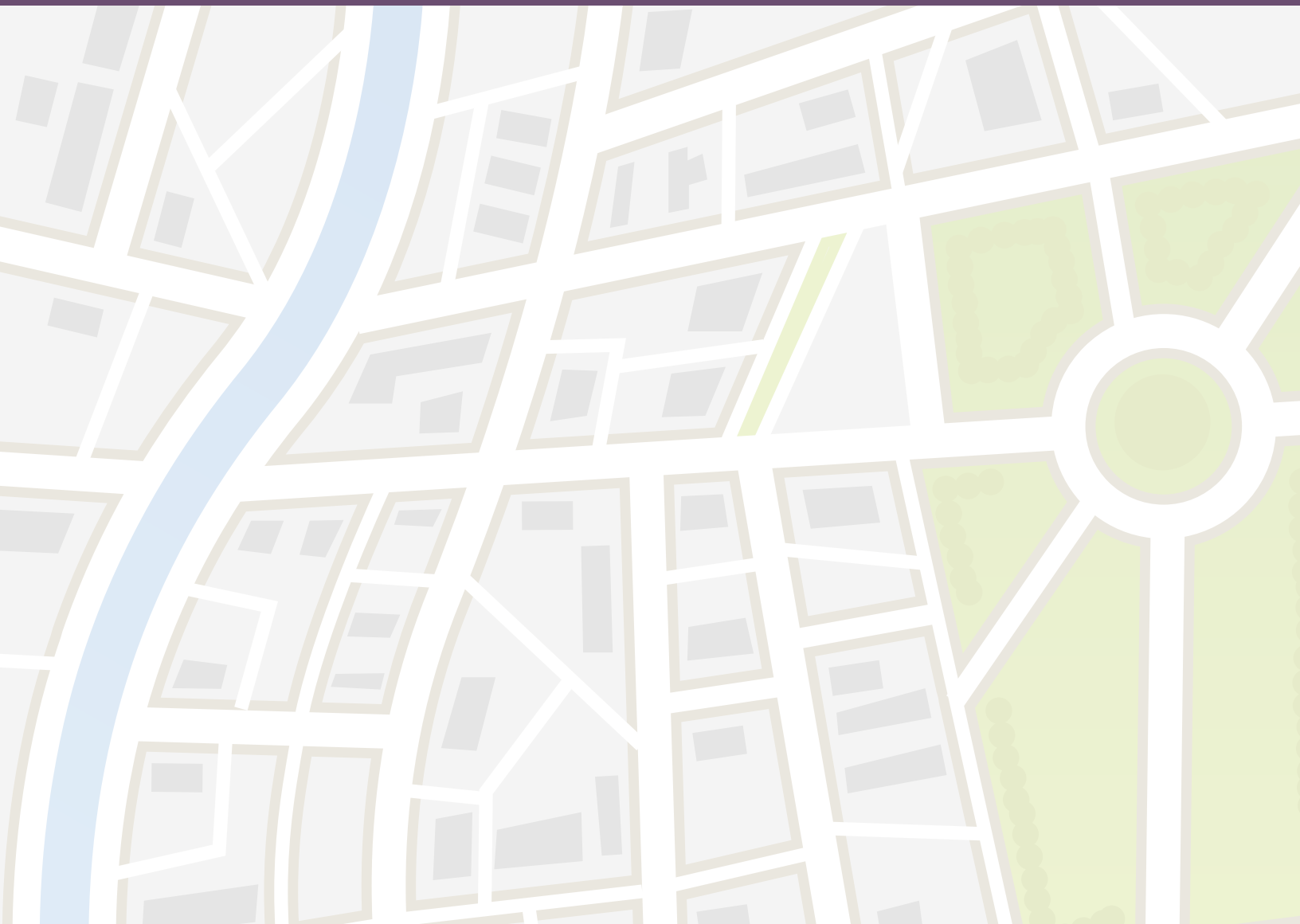
1. Tell me about yourself.
2. Why do you want to work here?
3. What qualifications do you have that relate to this position?
4. What are your strengths?
5. What is your greatest weakness?
6. What are some things you find difficult to do? Why?
7. Have you ever been fired? Why?
8. What do you know about this company? This industry?
9. What are the most important things for you in any job/company?
10. Why should we hire you?

### Questions that focus on your soft skills:

11. Tell me about a time when you had to handle a stressful situation.
12. Tell me about a time when you had to overcome difficulties or problems to get your job done.
13. What was the most difficult problem you've handled? How did you deal with it?
14. Tell me about a time when you had to adapt quickly to a change.
15. Give me an example of a time when you did more than the job required.



WHO AM I?  
BEING DEAF OR HARD OF HEARING







## BEING DEAF OR HARD OF HEARING



### Learning Objectives

- Students will recognize individual differences in hearing loss and communication.
- Students will discuss their hearing loss, communication preferences and accommodations in the school setting.



### Materials

- Map It Online (8 Slides): Deaf or Hard of Hearing- Definition, Student Examples 1 – 4, Understanding Your Needs, Your Communication and Accommodations, How Do You Communicate
- Deaf or Hard of Hearing Visual Concept Page
- IEP/504 Checklist
- Audiogram
- About My Hearing
- Deaf or Hard of Hearing Exit Slip
- My Transition Plan
- Being Deaf or Hard of Hearing PowerPoint
- Key Term Word Match Game



### Teacher Background

Students who are deaf or hard of hearing are a diverse set of learners. Their educational needs and accommodation preferences vary greatly. There are a number of factors that impact this huge variance including: age of onset, degrees of hearing loss, early intervention services, access to language rich environments, and appropriate accommodations. A student's ability to self-advocate, to talk about their hearing loss and subsequent accommodation preferences, is essential to their ongoing success in life. Teachers play an important role by providing opportunities and guidance needed for students to develop this self-awareness and ability to self-advocate. This skill is critical for students as they transition from high school and are expected to self-advocate in the community, workplace and at postsecondary education programs. Creating opportunities to practice self-advocacy skills in high school is significant to student ongoing success post-graduation.

This section will focus on the relationship between hearing loss and identity. It will provide information on accommodations and communication preferences. Students will review their current accommodation(s) and communication preferences at school, and review how these preferences might change for post-secondary education, community or employment settings.



## Key Terms & Definitions for this Section

### Accommodations

A service provided to create accessible environments.

### Assistive Listening Device (ALD)

Devices that use a microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student, either via a loop, headphones, or an ear bud. ALDs help overcome the problems of distance and surrounding noise.

### Closed Captioning

Displaying the audio portion of a television program, video, or movie as text on the screen. The captions are "closed" until the viewer activates them through a decoder.

### Cued Speech

A visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.

### Deaf or Hard of Hearing

refers to a person's hearing loss and identity. It impacts how someone communicates and the accommodations they use.

### Interpreter

An individual who facilitates communication between deaf and hearing persons. Interpreters may use a variety of communication modes - American Sign Language, Signed English, cued speech or oral methods. Qualifications vary from state to state.

### Note taker

A person who takes notes and provides them to the student with a disability. Notes include lecture information, diagrams, and comments from class discussions.

### Speech-to-text

Auditory information in text format allow student to read lectures and/or class discussion. CART, C-Print and Typewell are the most common types of speech-to-text systems.

### Speechreading (also known as lipreading)

The process of watching a person's mouth movements and facial expressions to ascertain what is being said. Speechreading ability varies from person to person and can be influenced by factors such as the amount of useable hearing a person has and their knowledge of spoken English, the lighting and ambient noise in the room, and speaker differences such as accents, lip movements, and facial hair.

### Tactile Sign Language

is used primarily by deaf-blind people who communicate in sign language by the technique of holding the hands of the other conversational partner and feeling the hand movements.

### Total Communication

incorporates all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, lipreading and speech to communicate with people who are deaf or hard of hearing.

### Video Relay Service (VRS)

A free online service which provides on-screen interpreters to facilitate phone calls between hearing and deaf or hard of hearing persons.

### Video Remote Interpreting (VRI)

Video remote interpreting is a fee-based service that utilizes videoconferencing technology to provide sign language interpreting services to different locations. In an educational setting, the instructor and all of the students are in the same room, while the interpreter is in another location. The interpreters appear on a computer monitor to provide interpreting services.



## IEP Application

- Have students share the “About My Hearing” information and/or “IEP/504 Checklist” during their IEP meeting.
- Use the information that the student identified as communication and accommodation preferences as you write up the present level of performance, accommodations/communications section of the IEP, or Summary of Performance.
- Use the information from The Hearing Loss Competency Checklist (See Synthesis Activities) in the IEP present level section or for transition assessments.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



## Foundational Activities

### Kick-off Discussion:

Have students watch the one of the following video options. Each video shows individuals who are deaf or hard of hearing talking about their identity.

**Option 1:** Watch the following YouTube video of a young woman sharing her experience growing up deaf in a hearing world: “CONFIDENCE: deaf in a hearing world” (PPT slide 2). <https://www.youtube.com/watch?v=fy8huTWmhHg&t=28s>

### Facilitate discussion with the following prompts:

- What is the woman’s main point about her identity?
- What are some of her strengths?
- What were some of her challenges when she was younger?
- What do you like about this video?
- Do you agree with this person?
- Do you have a different point of view you would like to share?
- Other thoughts?

**Video Option 2:** In the Strengths Classroom Discussion, students were introduced to Claudia Gordon from Pepnet’s Phenomenal Professionals series <https://dcmp.org/media/5364-achieving-goals-phenomenal-professionals> (6:04) (PPT slide 3). Students were asked to highlight her strengths (driven, determination, commitment, passion, hard worker, take chances) and find evidence from the video to support findings. Now, as students watch the video again, have students focus on

- What is Claudia’s main point about her identity?
- What are some of Claudia’s early childhood experiences?
- How has her experiences impacted her acceptance of being deaf?
- How does being deaf impact Claudia’s education and work experience?
- How does attitude impact one’s expectation of self and others?
- What does Claudia mean by “overcoming the superficial barriers created by society”?

### Being Deaf or Hard of Hearing Classroom Discussion:

Improving your self-awareness includes understanding how being deaf or hard of hearing impacts who you are. Just like there are no two people who have the same traits, strengths and weaknesses, people who are deaf or hard of hearing have individual preferences in how they communicate, accommodate, and view their hearing loss. Knowing about your hearing loss and how it impacts your identity is an important step in learning about who you are.

Students will need to recognize and understand the key terms for this lesson before completing the next activities. Have students review the key terms for this lesson on the PowerPoint (slide 4) or write on the board. Ask students if they recognize and can define these words by playing a word match games as a large group (PPT slide 5). There is a handout available “Key Term Word Match Game” for teachers to quickly access answers. If students have difficulty with the key terms, create a word wall to display in your class. For more information on word walls, see the “Teacher Page- Introduction to Word Walls”.

### \*Map It Online Activity



Set up technology access. Using Map It slides: Deaf or Hard of Hearing- Definition and Student Examples 1-4, ask students how being deaf or hard of hearing affects identity. As a class, review the four slides of student examples in Map It. Discuss how each character’s hearing loss might influence preference for communication and accommodations. Discuss the differences between the characters and their preferences. Have students think about what would be in the dialog box if their pictures were on these slides.



## Application Activities

### \*Identity (Deaf or Hard of Hearing) Activity

As a group, review and discuss hearing loss. Can students describe their hearing loss to peers, school staff, employers, co-workers, postsecondary staff, and community agencies?

- Give students a copy of their audiogram from school files. Or have them review a description of their hearing loss from assessments or IEP documents.
- As a class discuss the Audiogram handout (slide 6). If you have a school audiologist, invite them to come to class to practice ways to describe individual hearing loss to a variety of audiences in school, work or the community.
- Have students complete the identity section of the “About My Hearing” worksheet.



## Application Activities *(continued)*

### \*Communication Activity:

Have students discuss their communication preferences.

- Write the following communication methods on the board: American Sign Language, Combined ASL and English, Cued Speech, Signed English, Speed and Lipreading, Tactile Sign Language, Total Communication (PPT slide 7). Can students think of other communication methods?
- Discuss each method and have students practice stating what communication method they prefer. Do these communication preferences differ in different situations at school, work or in the community?
- Have students complete the communication section on the “About My Hearing” worksheet.

### \*Accommodations Activity:

Have students think about what accommodations they are currently using in school. Give students a copy of the accommodations section of the IEP, if needed.

- Make a list of accommodations on the board that might be used at your school (PPT slide 8). Some accommodations may include: sign language interpreter, oral interpreter, cued speech interpreter, Speech-to-text (CART, Typewell, C-Print), notetaker, early registration for classes, extended test time, Video Relay Service (VRS), Video Remote Interpreting (VRI), etc. Discuss each accommodation and have students identify the accommodations they currently use at school.
- Have students brainstorm other accommodations available in the community, postsecondary settings, or on the job. Do accommodation preferences differ in other settings? Discuss why it is important to be open to try new accommodations.
- Have students complete the accommodations section on the “About My Hearing” worksheet.

### \*Map It Online Activity:



Set up technology access. Using student answers from the “About My Hearing” worksheet, have students fill in the information on the three Map It slides: Understanding Your Needs, Your Communication and Accommodations, and How Do You Communicate.

### About My Hearing Visual (Word Bubble) Activity:

Have students create their own “About My Hearing” visual similar to the MapIt online examples (slide 9). Students can do this by using a word (speech) bubble app, drawing a self-portrait, or mounting a picture on cardstock/poster board. Next, have them design a speech bubble with the following “I” statements based on the above Map It “About My Hearing” worksheet: “I am \_\_\_\_\_. I use \_\_\_\_\_. I \_\_\_\_\_.” Students may type/print/handwrite these sentences onto their word bubble. Allow students to use this visual to help support the below think-pair-share activity.

### About My Hearing PowerPoint Activity:

Have students create a short PowerPoint to share information with a new teacher about their hearing loss. At minimum, have students include the following slides: intro with name and picture, their hearing loss, communication preferences, and accommodations at school. Allow students to individualize their presentation by choosing design, font, images, etc.

### \* My Transition Plan Activity:

Students will fill in the Deaf and Hard of Hearing section of “My Transition Plan” worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.

### Describing My Deaf or Hard of Hearing Identity (Think-Pair Share Activity):

- (1) Think – Using their “About My Hearing” worksheet, give students time to think about how they would describe their hearing loss, communication preferences, and accommodations to a new teacher.
- (2) Pair – Have students pair themselves with a comfortable partner and share their hearing loss/communication/accommodation description. The other student will give feedback and have the student practice again. When both are satisfied with the results, the other partner will describe their hearing loss/communication/accommodation description.
- (3) Share – Ask if any students want to share their descriptions with the whole group. The teacher should lead this discussion, thank students for sharing about themselves and remind them that students who can easily communicate about their hearing loss in a variety of settings and who take responsibility for their own communication accommodations demonstrate the necessary self-advocacy skills needed in their transition from secondary education to their future life goals.



## Synthesis Activities

### Hearing Loss Competency Evaluation:

Using the Hearing Loss Competency Checklist, available through the *Minnesota Transition Guide for Teachers of Deaf/Hard of Hearing*, students and their teachers can rate knowledge and skills in three areas: Understanding Hearing Loss, Amplification Management, and Interpreter Services.

Website: <http://www.cehd.umn.edu/DHH-Resources/Transition-Guide/Self-Advocacy.html>

### Preparing an Accommodations Plan:

After completing this lesson, engage students in helping decide appropriate accommodations for the new school year or for a new annual IEP/504. Using the “IEP/504 Checklist”, discuss with student’s possible accommodations/modifications appropriate for the educational environment. This activity is an excellent way to develop self-determination and self-advocacy skills.



## Closing Activity

### \*Deaf or Hard of Hearing Exit Slip:

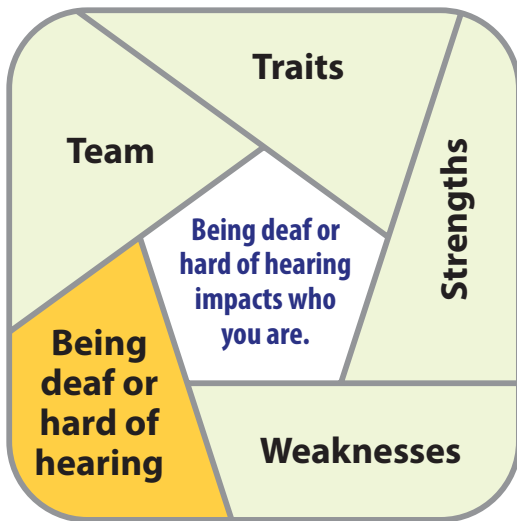
- ✓ As students exit the room, have them share their “I” statements, “I am \_\_\_\_\_ . I use \_\_\_\_\_ . I \_\_\_\_\_ .”

## NOTES





## BEING DEAF OR HARD OF HEARING



I am hard of hearing. I know ASL but at home I speak and lipread because my family and friends don't sign. At school I have an interpreter.



I am Deaf. I use ASL in school and with friends. It's hard to communicate with my parents because they don't know ASL.



I have cochlear implants and speak. I don't know any other deaf or hard of hearing people. I use CART.



I use sign but I have to learn tactile sign because I am becoming blind. I use interpreters but I do have some hearing left.



I'm Deaf. I use American Sign Language, an interpreter, and hearing aids for environmental cues.



**Being deaf or hard of hearing will impact how you access information and communicate. There is no right or wrong way to express your identity.**

## IEP CHECKLIST: RECOMMENDED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Note: Accommodations provide access to communication and instruction; Modifications alter the content, the expectations, and the evaluation of academic performance.*

### Amplification Accommodations

- Personal hearing instrument (hearing aid, cochlear implant, tactile device)
- Personal FM (hearing aid + FM or FM only)
- FM hearing assistance technology system (without personal hearing instrument)
- Classroom amplification/sound distribution system

### Assistive Devices Accommodations

- Videophone or TDD
- Alerting devices
- Other

### Communication Accommodations

- Priority seating arrangement: \_\_\_\_\_
- Obtain student's attention prior to speaking
- Reduce auditory distractions (background noise)
- Reduce visual distractions
- Enhance speechreading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
- Present information in simple, structured, sequential manner
- Clearly enunciated speech
- Extra time for processing information
- Repeat or rephrase information when necessary
- Frequent checks for understanding
- Speech to text software (speech recognition)
- Interpreting (ASL, signed English, cued speech, oral)

### Instructional Accommodations & Modifications

- Visual supplements (overheads, charts, vocabulary lists, lecture outlines)
- Interactive whiteboard (e.g., Smart Board, Mimio)
- Classroom captioning (CART, \_\_\_\_\_)
- Captioning and/or scripts for television, videos, movies
- Buddy system for notes, extra explanations/directions
- Check for understanding of information
- Down time/break from listening/watching
- Extra time to complete assignments
- Step-by-step directions
- Interpreting (ASL, signed English, cued speech, oral)
- Speech to text software (speech recognition)
- Tutoring
- Notetaker
- Direct instruction (indicate classes): \_\_\_\_\_

### Physical Environment Accommodations

- Noise/reverberation reduction (carpet & other sound absorption materials) reANSI.s12.60
- Special lighting
- Room design modifications: \_\_\_\_\_
- Flashing fire alarms/smoke detectors

### Curricular Modifications

- Modified reading assignments (shorten length, adapt or eliminate phonics assignments)
- Modified written assignments (shorten length, adjust evaluation criteria)
- Extra practice
- Pre-teach, teach, re-teach vocabulary, concepts
- Strategies to adapt oral/aural curriculum/instruction to accommodate lack of auditory access
- Supplemental materials to reinforce concepts of curriculum
- Alternate curriculum

### Evaluation Accommodations & Modifications

- Reduce quantity of tests
- Alternate tests
- Reading assistance with tests for clarification of directions, language of test questions (non-reading items)
- Extra time
- Special setting
- Other: \_\_\_\_\_

### Other Needs/Considerations

- Expanded core curriculum instruction (speech, language, pragmatic language/communication, audition and listening, speechreading, signlanguage, self-advocacy, transition planning, deaf studies)
- Counseling
- Vocational Rehabilitation services
- Deaf/Hard of Hearing peers
- Deaf/Hard of Hearing role models
- Recreational/Social opportunities
- Sign language instruction for family
- Family supports and training
- Financial assistance
- Transition services

1 Johnson, CD, Benson, P, & Seaton, J. 1997. Educational Audiology Handbook, Appendix 11, Revised 2007- CDJ



### Exit Slip – Deaf or Hard of Hearing

Share your “I” statements:

I am

---

I use

---

I

---



### Exit Slip – Deaf or Hard of Hearing

Share your “I” statements:

I am

---

I use

---

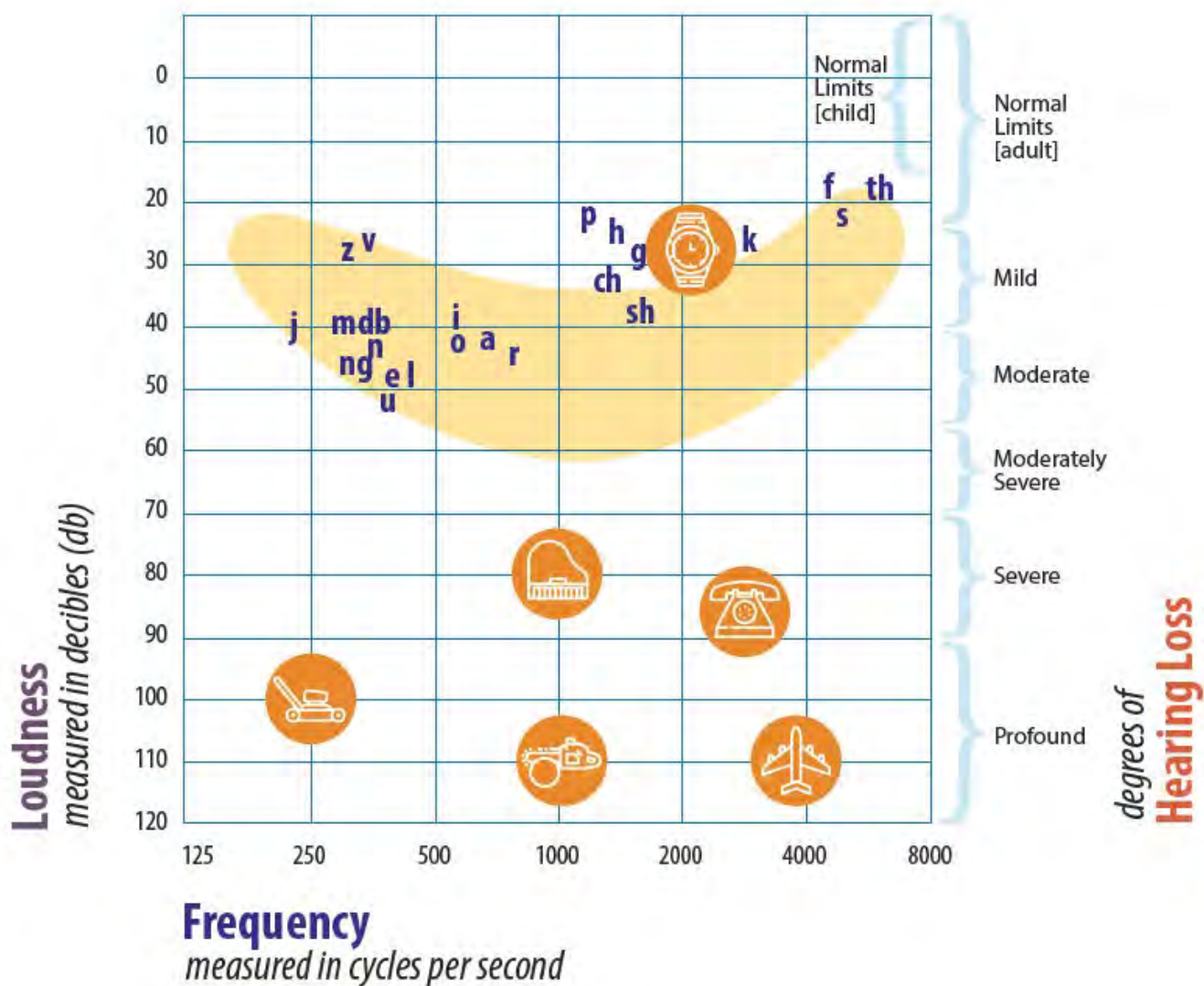
I

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## Audiogram of Familiar Sounds

The speech sounds on this chart are approximations. The specific pitch of a human voice will vary depending on whether a man, woman or child is speaking.

The distance between the speaker and listener will also impact speech sounds, creating a variety in sound intensity (loud or soft) for the listener.



Adapted from the American Academy of Audiology and Northern, J. & Downs, M., Hearing in Children, (5th Edition, pg. 18), Lippincott Williams and Wilkins, Baltimore, MD, 2002.



## Key Term Word Match

**Directions:** Write the letter of the correct match next to each key term.

### KEY TERMS

- 1 \_\_\_\_\_ Closed Captioning
- 2 \_\_\_\_\_ Assistive Listening
- 3 \_\_\_\_\_ Accommodations
- 4 \_\_\_\_\_ Cued Speech
- 5 \_\_\_\_\_ Deaf or Hard of Hearing
- 6 \_\_\_\_\_ Interpreter
- 7 \_\_\_\_\_ Notetaker
- 8 \_\_\_\_\_ Speech-to-text
- 9 \_\_\_\_\_ Speechreading
- 10 \_\_\_\_\_ Tactile Sign Language
- 11 \_\_\_\_\_ Total Communication
- 12 \_\_\_\_\_ Video Relay Service (VRS)
- 13 \_\_\_\_\_ Video Remote Interpreting

### DEFINITIONS

- a Displaying the audio portion of a television program, video, or movie as text on the screen.
- b The process of watching a person's mouth movements and facial expressions to ascertain what is being said.
- c A service provided to create accessible environments.
- d Auditory information in text format allowing students to read lectures and/or class discussion.
- e A person who takes information from a class discussion and provides them to the student with a disability.
- f The technique of holding the hands of a conversation partner and feeling hand movements.
- g A microphone positioned close to the speaker's mouth to transmit speech to the receiver worn by the student.
- h A free online service with on-screen interpreters to facilitate phone calls between hearing and deaf or hard of hearing.
- i A fee-based service that utilizes videoconferencing technology to provide sign language interpreting services.
- j Includes all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, lip-reading, and speech.
- k An individual who facilitates communication between deaf and hearing persons.
- l Refers to a person's hearing loss and identity. It impacts how someone communicates and the accommodations they use.
- m A visual mode of communication that uses handshapes and placements

## About My Hearing

NAME: \_\_\_\_\_

### Identity:

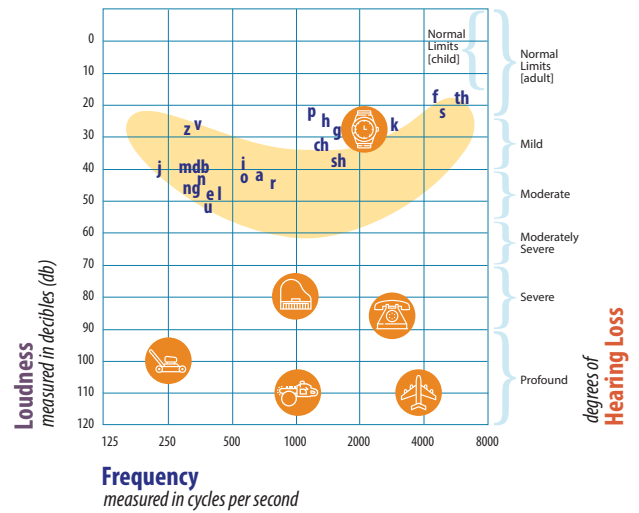
# HELLO I AM

Deaf  
 Hard of Hearing

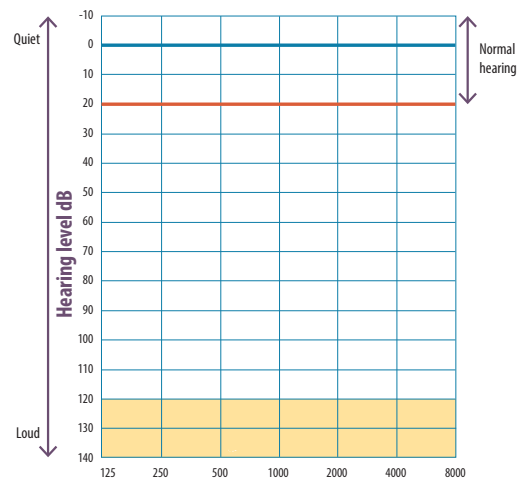
Degree of Hearing Loss	Right	Left	Both
Normal			
Mild			
Moderate			
Moderately Severe			
Severe			
Profound			

### Assistive Listening Device I use:

Device	Right	Left	Both
<input type="checkbox"/> Hearing Aid(s)			
<input type="checkbox"/> Cochlear Implant(s)			
<input type="checkbox"/> FM System			
<input type="checkbox"/> I do not use Assistive Listening Devices			
<input type="checkbox"/> Other:			



### Fill in the audiogram:



Write a short paragraph explaining your hearing loss:

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## About My Hearing *(continued)*

### Communication Preferences:

*Check all that apply.*

- American Sign Language
- Combined ASL and English
- Cued Speech
- Signed English
- Speech and Lipreading
- Tactile Sign Language
- Total Communication
- Other \_\_\_\_\_

### Accommodations:

*Check all that apply.*

- Sign Language Interpreter
- Oral Interpreter
- Cued Speech Interpreter
- Speech-to-text (CART, Typewell, C-Print)
- Notetaker
- Early registration for classes
- Extended test time
- Other \_\_\_\_\_

### What are your communication and accommodation preferences?

At School

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With Your Family

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With Your Friends

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At Work

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In the Community

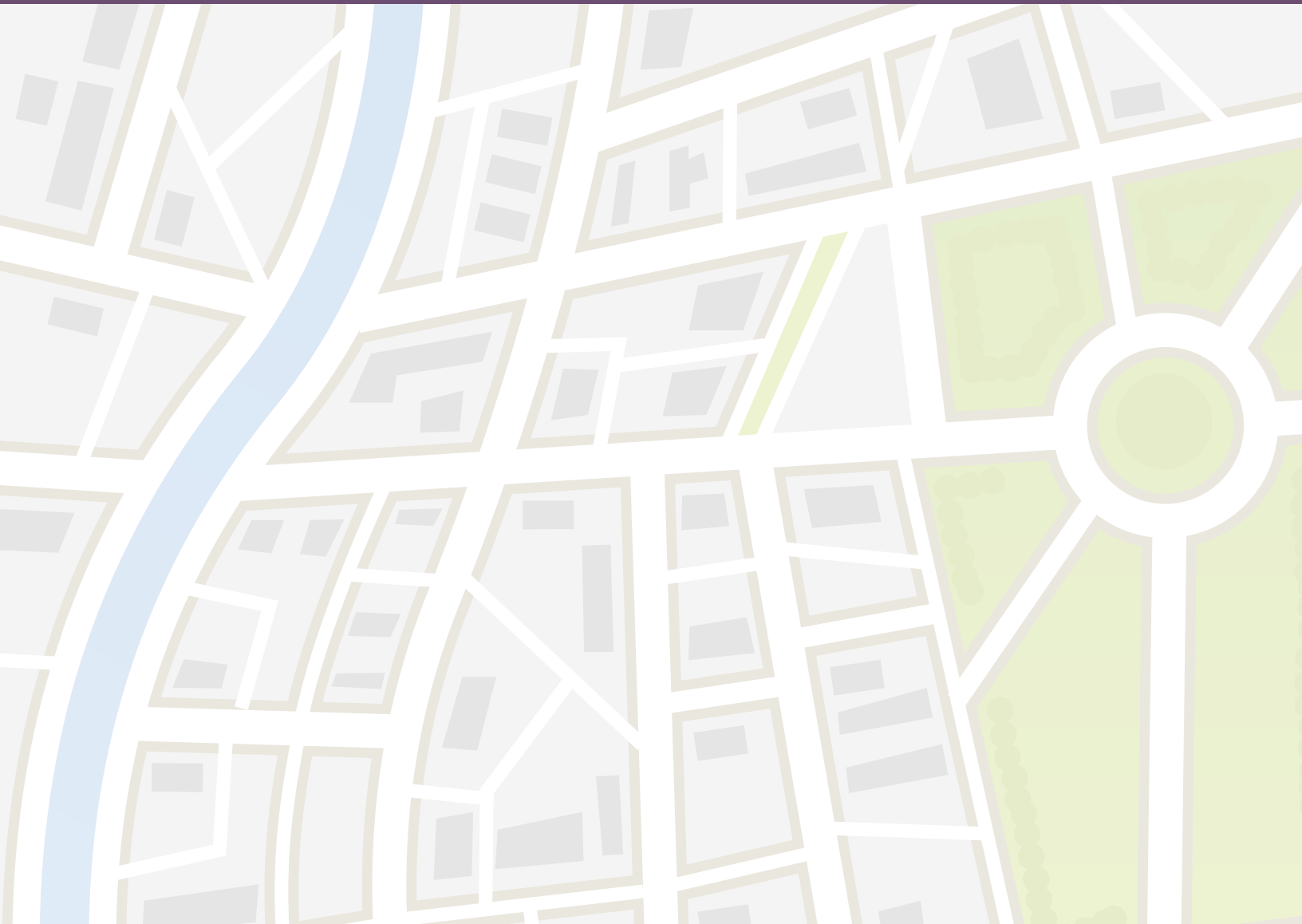
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WHO AM I?  
TEAM







## TEAM



### Learning Objectives

- Students will identify members of their IEP team or transition team.
- Students will state the roles of the members on their team.



### Materials

- Map It Online (5 Slides): Team-Definition, Explanation, Examples, Your Team, Identify Your Team
- Team Visual Concept Page
- My Team
- My Transition Plan
- Circle of Support handout
- IEP Dream team Checklist
- Team PowerPoint
- Triangle-Square-Circle Exit Slip



### Teacher Background

Transition planning, under the reauthorized Individuals with Disabilities Education Act (IDEA 2004), emphasizes that special education and related services are to be designed to meet the unique needs of students with disabilities and prepare them for further education, employment and independent living. During transition planning, the student, with the support of the family and school staff, develops a vision for their future. Building an effective team is a critical part of the transition process. No one individual or agency can provide comprehensive transition planning for a student. It requires a collective effort and commitment of all key stakeholder's in a student's life. That is why IDEA states that the local education agency (LEA) must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the child's IEP team meeting.



## TEAM



### Teacher Background

As the transition planning team begins to form, it is important that each member know why they are serving on the team and their role in supporting the student identify and plan for their future goals. It is critical that they understand and share the philosophy of empowering students for their life after high school. As part of IDEA, students are to be invited to and encouraged to lead IEP meetings. It is recommended that IEP teams support active student participation in meetings and allow students to be involved in the decision making and goal setting process. By being an active member of their IEP team, students will learn and practice the self-determination and self-advocacy skills needed for their future. The development of self-determination and self-advocacy skills is a complex process. Helping students understand who is on their team and the role of each member is an important component to learning to self-advocate. In addition, students need to understand that the IEP team members may change each year depending on their needs and goals. As graduation draws near, IEP teams should help the student bring in new members from outside agencies that can help the student and their family with support after leaving high school.



## Key Terms & Definitions for this Section

### Teams

Are the people in your life that support and influence you.



## IEP Application

- Have students introduce the team members at the beginning of their IEP meeting.
- When appropriate, have students make a list of questions to ask team members (VR Counselors, Administrators, Teachers, Transition Coordinators) at the IEP meeting concerning graduation questions, scheduling, course selection, employment needs, requests for help in transition planning, etc.
- Near graduation, use the information that the student identified as future team members on the Summary of Performance.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



## Foundational Activities

### Kick-off Discussion:

Watch the video Henry's Story, showcasing Henry, an 18 year old experiencing post secondary transition, <https://www.youtube.com/watch?v=8YfliBKMeYA> (5:24) (PPT slide 2). After watching facilitate discussion with the following prompts (slide 3):

- How is a "circle of support" like a team?
- Who is in Henry's circle?
- Why is it important to include different skills and knowledge to the team?
- What is needed to make a great team?

Relate the effectiveness of one's Circle of Support to the qualities needed for a winning team. To have a winning season, all the players need to work together and do their part for achieve the same goal. Transition teams are the same way. The student is like the Team Owner. They direct their team on what they want to accomplish in the future (a student's goals and dreams after high school). The members of the IEP team each do their part to help the student in their journey. In addition, just like most teams, team members (players) may change over time. An IEP team changes too.



## Foundational Activities

### Team Classroom Discussion:

In this classroom discussion, students will discuss Circles of Support and how each circle has an influence on the student's life (PPT slide 4-6).

Explain to students that each circle plays an important part in a student's life, and ideally, students will be able to identify individuals in each circle. When thinking about a student's IEP team, all too often, the team involves the students, parent(s) or guardian(s), and members from Circle Four, Circle of Exchange. However, for a circle of support to continue after high school, it is important for students to involve members from each circle. It is also critical for student's to realize that the most important part is the student. The student is who should always be at the center of team discussion.

Project or display the "Circle of Support" handout on the board (PPT slide 4). Give a description of each circle and then use Think-aloud Strategy to discuss who you would include. Note that there are four circles of varying sizes and each circle is meant to include different people in your life (PPT slide 5).

- The central circle (Circle One) represents the Circle of Intimacy, which is made up of those closest to us that we interact with on a regular basis. Circle of Intimacy may include family and friends (as well as animals and objects). If I were to build my "Dream Team", who would I include in my Circle of Intimacy? Who knows me best? My husband, sister and mother know me best, as well as my best friend. I talk to these people on a regular basis and feel as though I am my true self around them.
- Circle Two is the Circle of Friendship, and is made of friends and relatives that one is close to, but may not see on a regular basis. In my Circle of Friendship, I would put my other friends and siblings, as well as my aunt. I am close to these people, but do not talk with them on a daily basis.
- Circle Three is the Circle of Participation, which consist of one's relationships to community and may include people from the other two circles. I wonder who would be in my Circle of Participation. Maybe members of my Book Club fit here and people from my running group. Some of my co-workers also belong here.
- And finally Circle Four is the Circle of Exchange, and is made of people who are paid to be in one's life. I'll put my boss here, and my dentist and doctor.

After the handout is filled in, lead class discussion with the following prompts (PPT slide 6):

- Is there anyone else I should consider to be part of my circle?
- Why do you think it's important to include people in each circle?
- How is my circle of support similar to a good team?
- What traits would I look for in a good team? (Possible answers include: work together, commitment, support, encouragement, practice, and connection are all examples of traits that make teams successful.)



## Application Activities

### \*Map It Online Activity:



Set up technology access. Use the Team Map It slides: Definition, Examples and/or “Team Visual Concept Page” to introduce the concept of team with students.

### \*Circle of Support/IEP Dream Team Activity:

Now that students have been introduced to the concept of circle of support, have each complete a “Circle of Support” handout (overview PPT slide 4-5). This handout can be used to support other Map It activities later in this unit. This activity can be walked through as a whole class to help guide students as they complete each circle by using the following prompts:

- For Circle One, Circle of Intimacy: Who are the people you are closest to, people who know you the best? Who do you spend the most time with or turn to for help? These may be people in your family (parents, siblings, extended relatives) or your best friends.
- Circle Two, Circle of Friendship: Who are the people you talk to on a regular basis, but may not know or understand you as deeply as those in your first circle? Like Circle of Intimacy, these people may include family members or friends (acquaintances) you see at school. These could also be coworkers you interact with on a regular basis.
- Circle Three, Circle of Participation: Who are the people who you play a team sport with or participate in a school club? These may be people in your church or spiritual group or those in your neighborhood. Or maybe people you take classes with or those you work with.
- Circle Four, Circle of Exchange: Who are your teachers? Principal? Case managers? These may be a person who is your boss/supervisor, interpreter, audiologist, speech therapist, vocational rehabilitation counselor, job coach, transition specialist, mentor, athletic coach, or counselor (school or community).



## Application Activities (continued)

### \*Circle of Support/IEP Dream Team Activity (continued):

Next, have student circle or highlight people in their circle they would choose to be part of their “IEP Dream Team”. Model this by circling or highlighting the handout completed during Classroom Discussion. Then have students transfer the names of people from their Circle of Support to the “IEP Dream Team Checklist” Handout (PPT slide 7-8). This activity will help students think about who all is able to participate on their team and introduce different roles of key players. Encourage students to circle at least one person from each circle. Finally, have students review their IEP Dream Team through the IEP Dream Team Checklist handout (PPT slide 8) to mark who currently attends their IEP meetings and who they would like to invite in the future. To know who has attended IEP meetings in the past, consider showing students their most recent signed file. Have students use the checklist to mark boxes and add names of those who attended to last meeting. Ask students if there others from their “IEP Dream Team” that they would like to invite in the future. Remind students that these are people whose background, relationship, experience, and expertise would add to their transition planning efforts. Mark the boxes and add names. Students may fill in the “Other” with people not included on the checklist.

Discussion prompts (PPT slide 9):

- Who makes up your IEP Dream Team?
- Who is the most important person on your team? (Answer: The student)
- Why it is important to include people from all circles on your team?
- How do these people play different roles in your life?
- Is your Dream team the same as your peers?
- Do you think it would be the same 3 or 5 years from now? Why?

Share with students that IEP teams have a legal obligation to take into account the student’s skills, abilities and preferences when planning for employment, postsecondary education and independent living. The student, with help from other team members, needs to develop their plan for life after high school. If students don’t know their preferences, don’t share their preferences, or take an active role in trying to figure out their preferences, the IEP team cannot do its job correctly. The team is planning for the student’s life; therefore, the student is the most important person on the team. Ask students to think about other team member roles.

### Team Building Activities:

Play one of the following team building activities to help teach the importance of working together to achieve a shared goal.



## Application Activities (continued)

### Zombie Tag:

A mad scientist (the teacher) has secretly turned a student into a zombie, whose job is to turn all other students into zombies. The game starts by students walking around the classroom. The original zombie discreetly begins to tap other students on the back or arm. Once tagged, the student now turns into a zombie by switching to a slow zombie pace with their arms outstretched. They are now to turn others into fellow zombies by touching them with their outstretched hands. Last person wins. Students can try to guess original zombie at the end of the game.

### Tower of Cups:

Divide students into groups of 5. Each group receives 5-10 plastic cups of equal size (without handles), one rubber band to fit around cup, and 5 pieces of string (24-36" long). Prior to the activity, tie and evenly space 5 strings (each measuring 24-36" long) on each rubber band (evenly spaced).

With the cups scattered face down in the middle of each group, the objective is for each group to work together to build a tower of cups. Students may not touch the cups with their hands and each person needs to hold on to one of the strings attached to the rubber band at all times. The rubber band can be the only object that picks up the cups, so students need to pull and release the strings using team work.

Depending on class size, adjust your group numbers as needed. For example, for groups less than 5, select students to hold more than one string. To make the activity more challenging, use more cups and build a specific pyramid (i.e. 5 cups for base, 4 cups middle, 3 cups top).

Discussion Prompts:

- What was needed to complete the task?
- What helped achieved the goal?
- What made it challenging?
- Why is it important to work as a team?
- What skills did you use?





## Application Activities (continued)



### \*Map It Online Activity:

Set up technology access. To prepare students for completing this activity, display notes taken during the Team Classroom Discussion and give each student a copy or the page of their IEP/504 plan that lists team members. Students will use the two Team Map It slides: Your Team and Identify Your Team to fill in information about their teams. On the Your Team slide, students will check off their team members. Next, on the Identify Your Team slide, students will write the name of these team members and how they help the student.

### Circle of Support Gallery Walk:

Have students further develop their Circle of Support by creating a Circle of Support photo project and gallery walk. Each student receives a large black poster board to mount different pictures of family, friend(s), community members, team members, pets/animals, and/or other meaningful people, places, and things. Students may add personal statements, quotes, hopes, and dreams. When finished, have the students take a gallery walk around the room. Each student gives a 3-5 min presentation of their photo project and then has 1-2 minutes of question/answer. As a wrap up activity, compare and contrast photo projects as a large group.

### \*My Transition Plan Activity:

Students will fill in the Team section of "My Transition Plan" worksheet. Have students keep this sheet, either as a hard or electronic copy, in their transition folder. This worksheet is a cumulative report that students can use as a guide when sharing with their transition team. It will be used to add information at the end of each lesson in the Map It: *Who Am I?* unit.



## Application Activities (continued)

### Team Career Activity:

Watch the film (or parts of) *Teamwork in Hospitality* from the Described and Captioned Media Program (DCMP), <https://dcmp.org/media/6521-teamwork-in-hospitality/stream?digest=32859> (26:00) (PPT slide 10).

This film explores the meaning of team in the Hospitality Industry by exploring team structure, teamwork, roles and responsibilities, communication, and feedback. Use appropriate graphic organizers for notetaking to help guide discussion after the film. Pause and review as needed.

Discussion prompts:

- What are the various jobs in hospitality industry?
- What are the roles of each job?
- Why is it important to have smooth teamwork in hospitality?
- What are characteristics of an effective team?



## Synthesis Activities

### My Team Activity:

This activity can be used during a student's junior or senior year of high school. It reinforces the knowledge that IEP team members will change after graduation. As graduation gets closer, students should be able to identify their current team and know how to contact each member. They also need to build a new team for after graduation, recognizing that many school members on their current team will not be part of their transition team after high school. Work with the student to fill out the "My Team" worksheet and identify community members and organizations that may assist students after high school. This activity can be supported by reviewing the student's Circle of Support handout. Who from this handout can be included after graduation? Help students obtain contact information for current team members and future team members.

### Creating a Circle of Support Project:

Share with students and families the concept of creating an active Circle of Support. Explore benefits and steps and determine if students could benefit from such meetings. More information can be found through Community Circles video [https://youtube.com/watch?v=uq\\_KTpQC1uE](https://youtube.com/watch?v=uq_KTpQC1uE) or at the Indiana University Bloomington, Center for Autism: <https://www.iidc.indiana.edu/pages/creating-a-circle-of-support>.



## Closing Activity

### Triangle-Square-Circle:

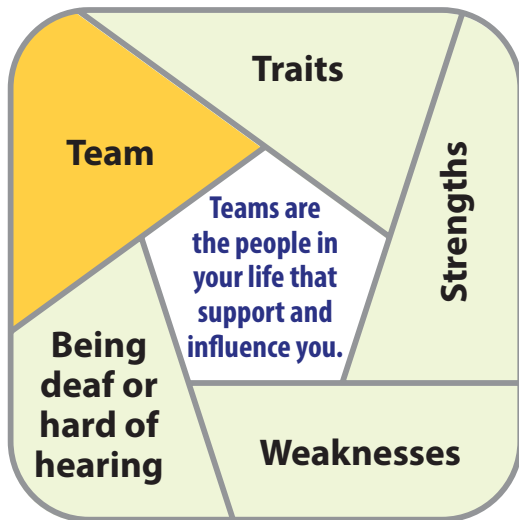
Use the “Triangle-Square-Circle” handout to lead a class discussion about the lesson, or have students fill out this sheet individually. This strategy encourages students to reflect on their learning and process information presented in the lesson. It asks students to pick out important pieces of information and to question anything they don’t completely understand. As a teacher, it is a tool that will be used to gauge understanding and determine if anything needs to be re-addressed in future lessons.

- ✓ TRIANGLE - Students state or write down three important points from the lesson.
- ✓ SQUARE - Students state or write down anything they agree with about the lesson or that “squares” with their thinking.
- ✓ CIRCLE – Students state or write down anything that they still have questions about or are “circling” in their heads.

## NOTES



## TEAM



Education



Employment



Life



Who is on your team?



**To reach your education, employment, and life goals you will need a strong team. Your team will not do the work for you, but they will support you on your journey.**

## MY TEAM

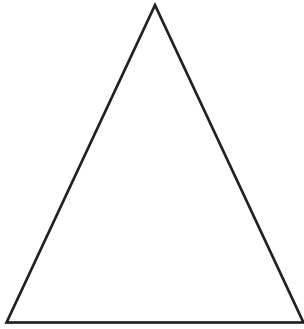
My IEP Team:	Contact Information:
IEP Manager _____ Administrator _____ Teacher(s) _____ Vocational Rehabilitation Counselor _____ Audiologist _____ School Social Worker _____ Family _____ Other _____ Other _____ Other _____	_____ _____ _____ _____ _____ _____ _____ _____ _____
After I graduate, my team will be:	Contact Information:
Family _____ Vocational Rehabilitation Counselor _____ Teacher(s) _____ Disability Services _____ Audiologist _____ Counselor _____ Other _____ Other _____ Other _____	Family _____ Vocational Rehabilitation Counselor _____ Teacher(s) _____ Disability Services _____ Audiologist _____ Counselor _____ Other _____ Other _____ Other _____



## TRIANGLE • SQUARE • CIRCLE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

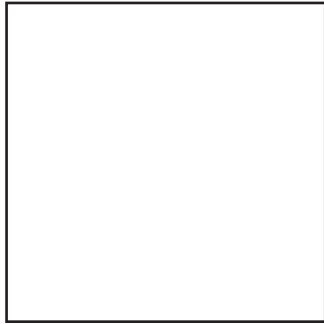


What *three important points* that you have learned?

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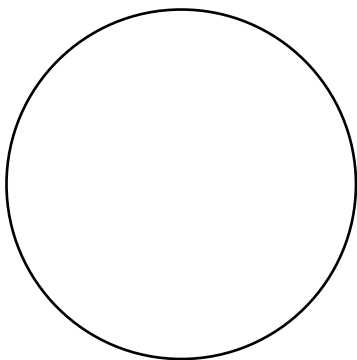


What is something that *squared* or agreed with your thinking?

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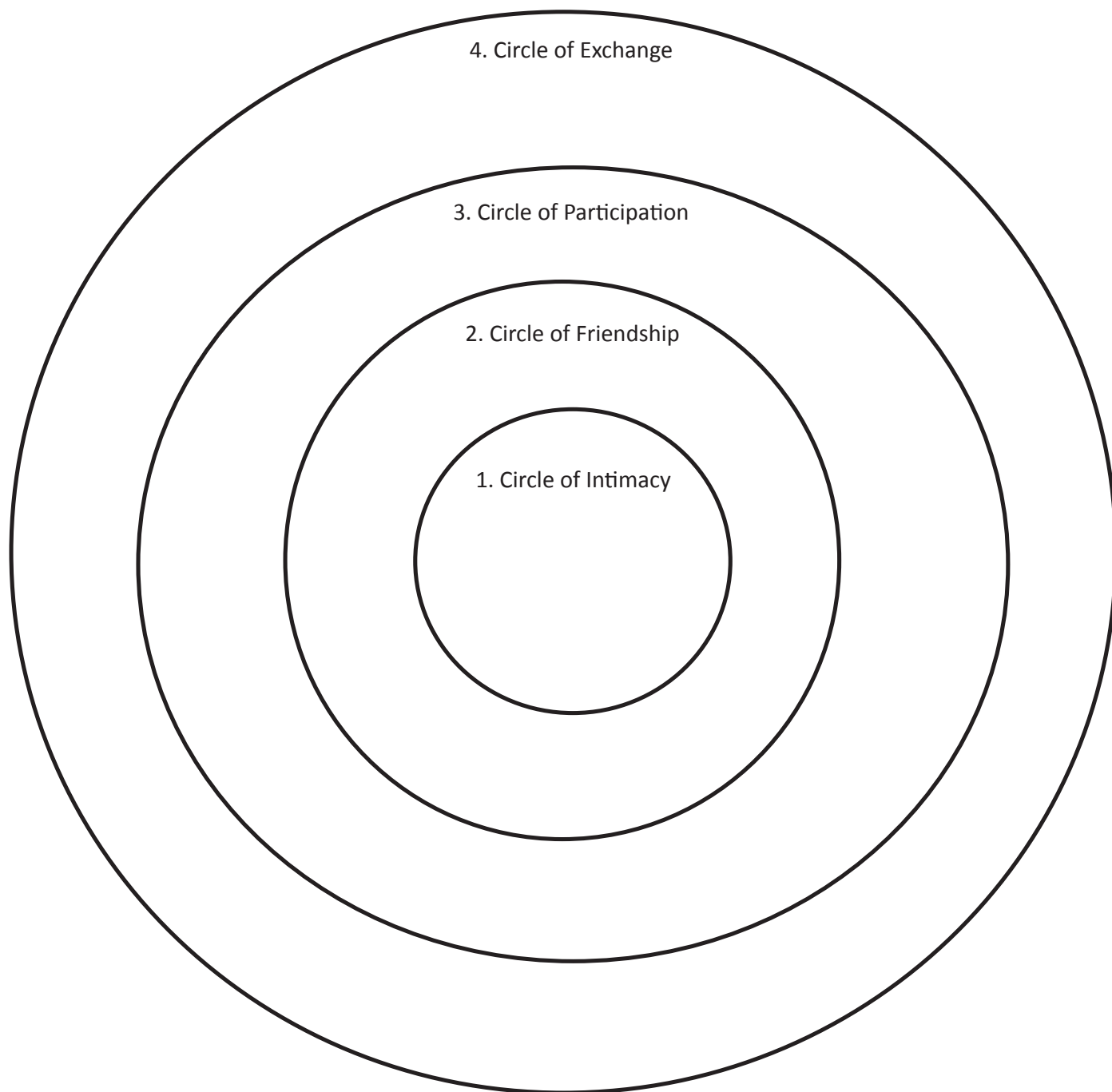
What is something still *circling* in your head?

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# Circle of Support

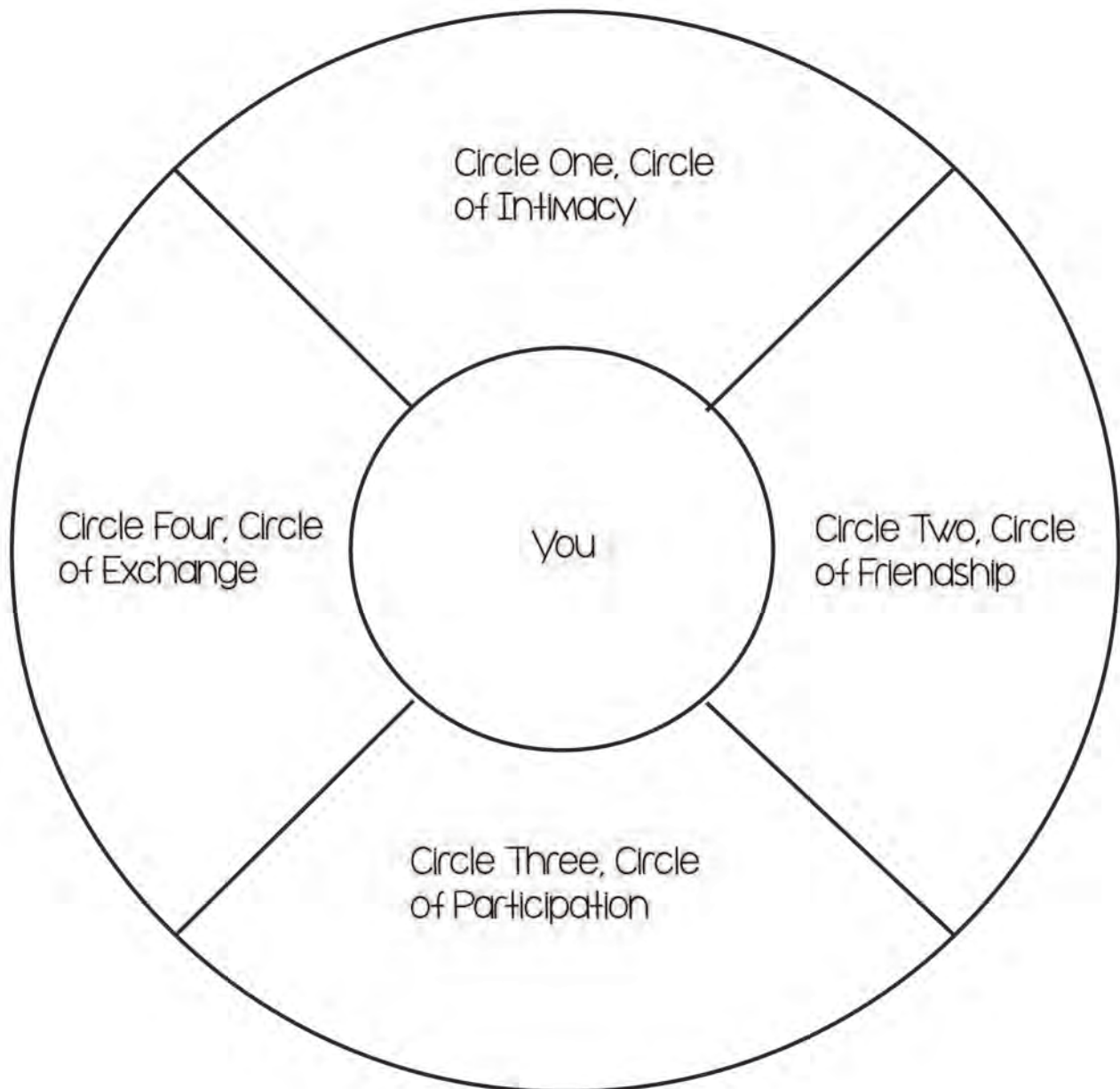


Name: \_\_\_\_\_



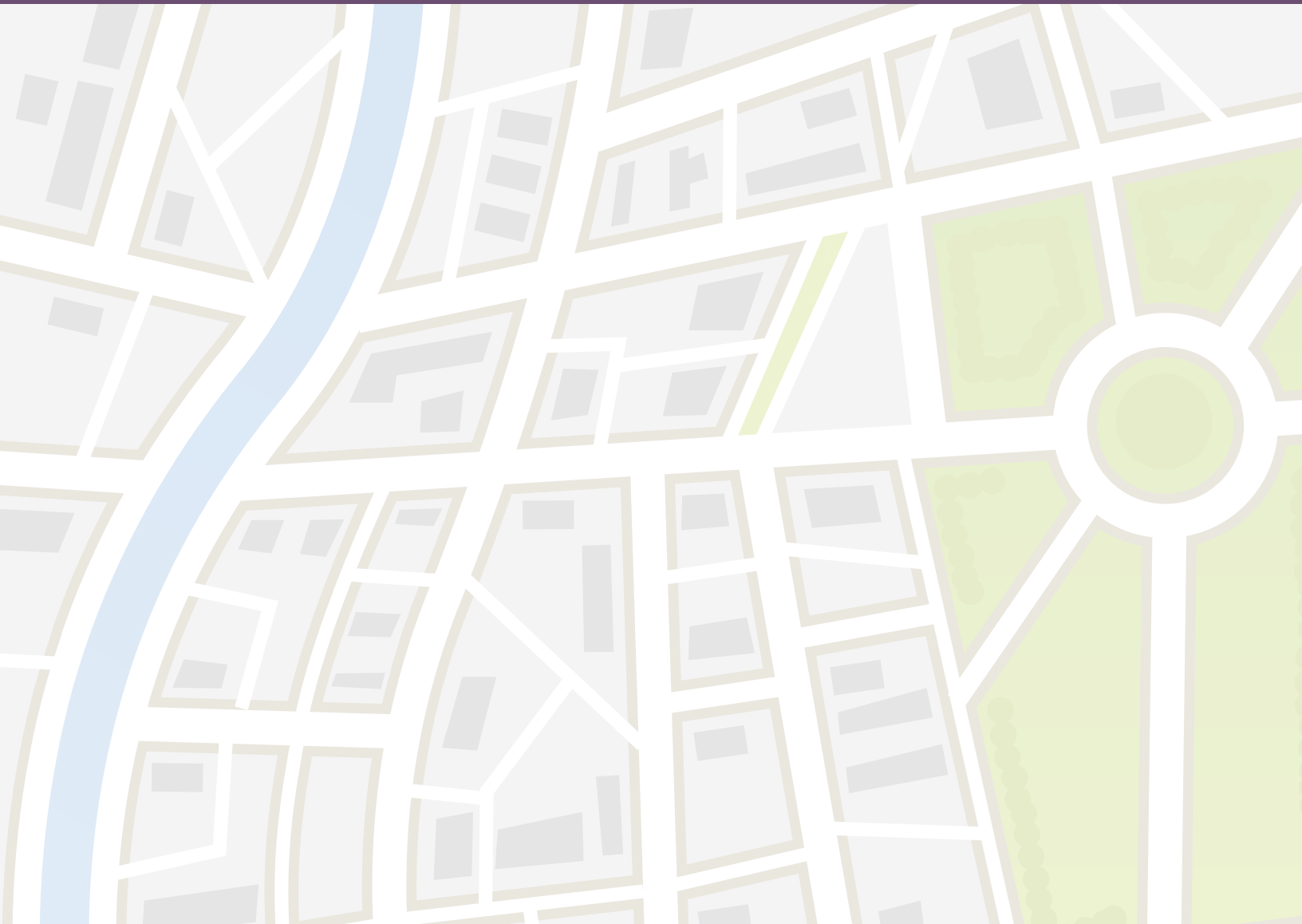


# IEP Dream Team





WHO AM I?  
PERSPECTIVES





## CHECKING IN WITH OTHERS (PERSPECTIVES)



### Learning Objectives

- Students will compare ideas about their identity with the perspective of others.



### Materials

- Map It Online (3 Slides): Checking In- At a Glance, Check In: Your Turn, Comparing Views
- Map It Online (1 video): Checking In- Perspectives (0:49)
- Perspectives Visual Concept Page
- My Transition Plan
- Perspectives PowerPoint
- Peer Review handout
- Sharing My Perspective Activity handout



### Teacher Background

Now that students have completed an identity profile of themselves, this lesson introduces the idea of checking that identity profile through the perspectives of others. The activities in this unit will give students practice in sharing information about their identities and gathering input. Teaching students to seek the advice and counsel of others, whether checking the assumptions we make about ourselves, or seeking advice on career decisions, is an important step in developing a transition plan. Students will be introduced to the idea that people have different ideas and opinions based on life experiences; this gives them a different perspective. Students can learn things they didn't know before by seeking another person's perspective.

This perspectives unit will use the first four slides in the Checking In section (Perspectives, At a Glance, Check In: Your Turn, and Comparing Views). The last three slides (More About Identity, Understanding Yourself, Importance of Assessments) will be used in the next unit.

Before beginning, teachers may want to consider if students need additional skill development in the peer review process to ensure the following activities are meaningful for students (slide 8). If needed, pre-teach with a PowerPoint tutorial showing the principles of peer editing, offer a visual Peer Review Guide, or display a chart to show the roles of the presenter and listener. Teach students the three important steps of peer review: compliment, suggest, and correct. Remind students to follow classroom rules (such as be respectful, kind, and helpful) during the peer review process.



## Key Terms & Definitions for this Section

### **Perspectives**

The way you see something. Everyone has different thoughts, ideas, and opinions. This is called their perspective.



## IEP Application

- Have students share their My Transition Plan with members of their IEP team for feedback.
- Have students transfer profile information to Part 5 of their

Summary of Performance: Student Perspective (*Section E: What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?*).

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### Kick-off Discussion:

Display the following pictures of the optical illusion (PPT slide 2). Ask students to look at the horizontal landscape scene and to describe what they see. Next, rotate the picture (PPT slide 3). Again ask students to describe what they see. Tell students the angle at which they view the images allows them to see different images. Ask students if they know of other things that might impact how we view a situation? Guide the discussion to include gender, age, and experience. These factors may affect what we see, that people may view things differently, but it doesn't necessarily mean one perception is wrong and the other is right (PPT slide 4).

If additional practice is needed, additional images can be found at on the BrainDen.com website: <http://brainden.com/face-illusions.htm>

#### Perspective Classroom Discussions:

This "Spend the Day in my Shoes" activity supports student discussion by exploring perspective from various situations and characters. Students will have the opportunity to share their interpretation with others to experience different points of view, and practice sharing ideas, receiving feedback, considering differences, and incorporating input from others.

Begin by placing chairs in a large circle. Next, read a quote by Atticus Finch from *To Kill a Mockingbird* (PPT slide 5), "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it". Take a moment to let the quote sit with the students and then ask the class what they think the author was trying to say (PPT slide 6).



## Foundational Activities *(continued)*

### Perspective Classroom Discussions *(continued)*:

In the center of the circle, present different shoes (or pass out pictures of shoes) for students to investigate. Include interesting shoes and consider students background knowledge with certain types of shoes. Examples may include: worn out cowboy boot, dress shoe, athletic shoe (running, cleat, climbing), sandal, or sneaker. Pass around the first shoe for each student to hold and examine. Then place it in the middle of the circle. As a group, have students answer questions about the shoe's owner. Ask students to imagine what the owner looks like, their age, actions, character traits, or series of events (PPT slide 7). While guiding students through this activity, model how to use a storyboard (a visual outline) to tell a day-in-the-life story. Make meaningful connections to how different life experiences give people different perspectives.

Show another shoe and divide students into pairs. Have students work together to answer the above questions and develop their own narrative of the shoe. Access free storyboard templates online or have students create their own by quickly drawing comic-book style panels on a blank sheet of paper to help students visualize their own theory of the shoe's owner. When finished, rejoin as a whole class and have pairs share their storyboard with others. While students share, collect essential information on the board and facilitate inquiry-based discussion on the differences and similarities between perspectives.

(Lesson adapted from: <http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html?tab=3#tabs>)

### \*Map It Online Activity:



Set up technology access. Watch the Perspectives video (0:49) together as a class. This video reviews the definition of perspective and asks students to share what they learned about their identity with members of their team. Tell students that they will be doing this in the next Map It activity.

Have students open the next slide, At a Glance, on their own computers. In this activity, students are asked to click on the nine links and review their answers to the previous identity activities. Students are directed to print a copy of these pages for upcoming activities. However, students who have completed their "My Transition Plan" can use this document for the upcoming activities.



## Application Activities

### Four Corners Debate Activity:

Place four posters labeled Strongly Agree, Agree, Disagree, Strongly in four corners of room. Print a list of debate topics here, ([http://kiwiyert.tripod.com/ideas\\_for\\_debate\\_topics.htm](http://kiwiyert.tripod.com/ideas_for_debate_topics.htm)) or develop a list of questions/topics relevant to the school's current affairs or curriculum topics, or make your own. Read a statement and ask students to go to the corner they feel best describes how they feel. After students practice this process a few times, begin to have them share their opinion from their chosen corner. Then, work as large group to write clear statements explaining their position on the board.

(Lesson adapted from [http://www.educationworld.com/a\\_lesson/lesson/lesson304b.shtml](http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml))

### Character Guessing Game:

Have students watch a scene played out in a video or share a passage from an age appropriate book. Begin with a whole class discussion on one of the characters and ask the class to imagine that they have "become" the character. Ask students to share different adjectives that describe the scene. Choose a graphic organizer to meet student needs (<http://udltechtoolkit.wikispaces.com/Graphic+organizers>) and fill in as students share ideas. After 5 adjectives are listed, review and make the connection of how the details connect to the character's perspective.

Next, divide students into small groups. Give each group a different character from the passage, or video, and have them analyze the character's actions, traits and values. Groups shouldn't share their character with other groups because the activity leads to a guessing game. Let students revisit the scene multiple times while filling in a group graphic organizer. If needed, offer students a list of adjectives for additional support.

After graphic organizers are compiled, the whole class plays a matching game. Start by sharing character details and ask students to identify which character is being described. Facilitate inquiry-based questions by asking students to find evidence to support why they think it was certain character. Have students examine commonalities and differences among the lists to help connect detail to inference.

Depending on classroom needs, access grade-aligned literature from StoryboardThat (<http://www.storyboardthat.com/education/lesson-plans-for-high-school-ela>).

Additional literacy tools can be accessed on the UDL Tech Toolkit: <https://udltechtoolkit.wikispaces.com/Literacy+tools>.

(Lesson adapted from <http://www.readwritethink.org/classroom-resources/lesson-plans/become-character-adjectives-character-168.html>)



## Application Activities *(continued)*

### **\*Map It Online Activity:**



Set up technology access. To prepare students for completing this activity, students will use their “My Transition Plan” worksheet or the printed pages from the previous activity. Have students view the Check In: Your Turn slide. Students should find a comfortable partner to share the information about their identity (PPT slide 8-10). Students will practice describing themselves using the information on the “My Transition Plan” or printed sheets. They will then ask their partner the two questions on the slide: Do you agree with my view of myself? Do you have a different view than I do? Encourage the partners to give at least one additional perspective about the student. When completed, the students will change roles.

After the activity is completed, display the Comparing View slide. Ask students if their partners agreed with their view. Ask students if there were any different perspectives. Ask students for volunteers to share their examples of differences. Lead a discussion about how easy or hard this was to share information about them and ask for feedback. Ask students if they would like more practice before sharing with members of their IEP team.

Consider offering students a role-play activity before they share information about their identity with a peer. Select a student and role-play what the peer review process looks like in front of the class. Ask the student to share a part of their identity from their My Transition Plan, and model active listening and meaningful feedback. Students may benefit from conversation starters such as “I agree that you are \_\_\_\_\_ because \_\_\_\_\_. A suggestion is to add \_\_\_\_\_ because \_\_\_\_\_.”





## Synthesis Activities

### Sharing My Perspective Activity and Evaluation:

Students will identify at least one member of their team to share the information collected about their identity. After the meeting, students will set up a time to discuss the meeting with their teacher. Have students use the “Sharing My Perspective” handout to guide the discussion with their team member and then self-reflect. They can use the handout to take notes or use a digital tool to film the discussion. The following questions are included to help guide the student in this process:

- Do you think you used traits that accurately described yourself? If no, what other traits would work better to describe yourself?
- Did the team member agree with your view of yourself?
- Did the team member have a different perspective or view than you did? If yes, what was it? Do you agree with the different perspective?
- Do you want to add or change any information on your “My Transition Plan” worksheet as a result of this activity?
- Discuss with the student about sharing their identity information with another member of their team. What is the benefit of doing another meeting? What new information could you learn about yourself?

Based on the perspectives of others, give students time to add or change information on their “My Transition Plan” worksheet.



## Closing Activity

### Learning From Others Perspectives:

Have students reflect on their understanding by sharing two things they learned about their identity from the perspective of others.

## NOTES



## PERSPECTIVES

We all see things a little differently, and because we have different perspectives we can learn from each other.



Weird!!

My view of myself was not the same as my team's. But I can see their point, and I am glad we talked about it.



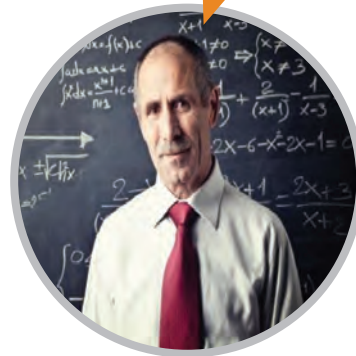
My Perspective:

I like Math. I got a C in my Math class but I know I can do better. I want to be an engineer and I know Math is important.



Teacher's Perspective:

I know you really like Math, but let's talk about how you can improve your skills by slowing down and checking your work.



VR Counselor's Perspective:

If you want to become an engineer, you really need to work on your Math hard skills. If you can't improve them, we should talk about a different career.



Talking about different perspectives helps us understand our strengths and weaknesses better and lets us problem solve in new ways.

## SHARING MY PERSPECTIVE ACTIVITY AND SELF-REFLECTION

NAME: \_\_\_\_\_

**Identify at least one member of your IEP team to share the information collected about your identity. Ask the person the following questions and then reflect on their perspective. Use the worksheet to gather notes or consider filming the discussion and self-reflection.**

Name of Team Member: \_\_\_\_\_

**Share information about your identity, and then ask your team member the following questions:**

1. Do you agree with my perspective, or view of myself?
2. Do you have a different perspective, or view of me?  
If yes, what was it?

**Self-Reflection- Before meeting with your teacher, reflect on the following questions:**

1. Do you think you used traits that accurately describe yourself? Yes or No  
If yes, why?  
If no, what are other traits that would work better to describe yourself?
2. Do you agree with your team member's perspective, or point of view?
3. Do you want to add or change any information on your "My Transition Plan" worksheet as a result of this activity?
4. What is the benefit of sharing your perspective?
5. What new information did you learn about yourself?



## PEER EDIT WITH PERFECTION! HANDOUT

### There are three steps to good peer editing:

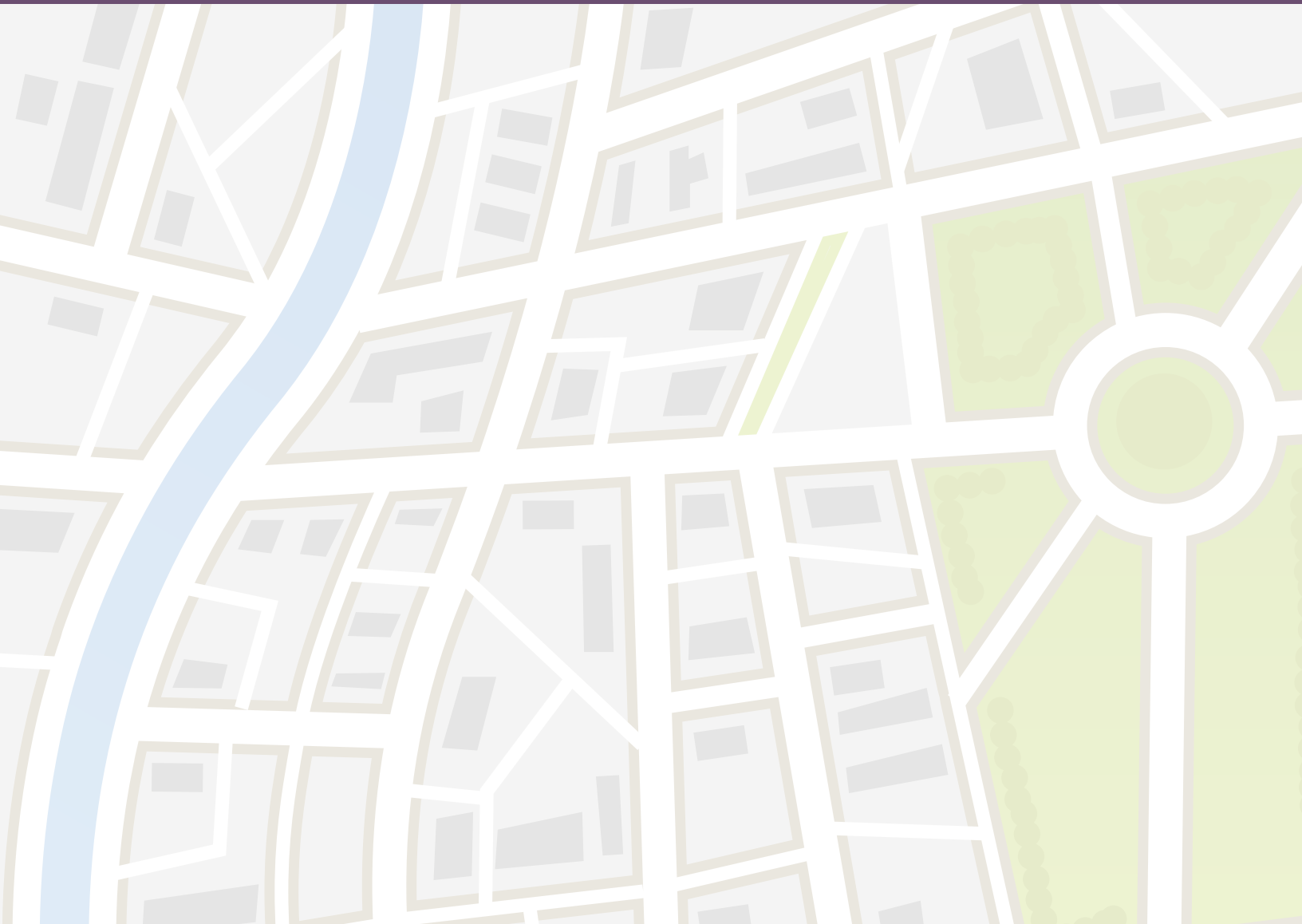
1. Compliment the author
  - What are a few things that you liked about the author's writing?
2. Make specific suggestions regarding the author's
  - Word choice
  - Use of details
  - Organization
  - Sentence length
  - Topic
3. Mark corrections on the writing piece
  - Look for spelling, grammar, and punctuation mistakes.

### In addition, remember to:

- **Stay positive!**
- **Be specific!**



WHO AM I?  
VALUES





# VALUES



## Learning Objectives

- Students will define a value.
- Students will identify three of their personal values.
- Students will state how their values affect their choices in everyday living.



## Materials

- Map It Online (8 Slides): Checking In-More About Identity, Understanding Yourself, Importance of Assessments; Values- Definition, Allison's Values, Your Rating, Your Turn, Your future
- Map It Online (2 Videos): Checking In- Importance of Assessments (:037); Values- Values Assessment Introduction (1:04), Assessment (The values assessment is made up of 21 questions/slides with videos for each question.)
- Values Visual Concept Page
- Values Word Cards
- Values Assessment Sheet
- My Transition Plan
- Values PowerPoint
- Values Exit Slip



## Teacher Background

The next two lessons in *Map It* "Who Am I" introduces students to career assessments (values and personality). These assessments can help students find out more about themselves and possible career matches. Many schools use career assessments as part of their curriculum in middle school or high school. Find out what career assessments your school conducts and how it might fit into these lessons.

The first part of this lesson focuses on values. Values are the ideas and beliefs each person holds and they are different for everyone. An individual's values are based on many aspects including family, religion, peers, culture, race, social background, gender, etc. It is important for students to recognize their values because they impact everyday life decisions and decisions about the future. Individuals decide what is important, or not, based on their values.

The second part of this lesson is a values assessment. This assessment will help students learn more about their own values and how this may affect the decisions about their future. The values assessment included in this lesson is reading intensive, as it contains 21 different statements about values. Students will be presented with a statement and then are asked to rate that statement from three choices: very important to me, somewhat important to me, and not important to me. Videos of these statements are presented in ASL. This test may be too language intensive for some students. For this reason, alternative activities are presented in in the lesson activities.



## Key Terms & Definitions for this Section

### Values

The ideas and beliefs that are important to you.





## IEP Application

- Information learned about what a student values may be placed in the present level of performance on the IEP or included as part of transition assessment information.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### **Kick-off Activity:**

Ask students to think and respond to this scenario (PPT slide 2). Students are told they must leave their house quickly, within 10 minutes, and never return. They can only take three items with them. Ask students what they would take. Why did they choose these items?

#### **Map It Online Activity - Introduction to Career Assessments:**



Set up technology access. Use the following Checking In Map It slides: More About Identity, Understanding Yourself, Importance of Assessments (video 0:37) as an introduction to the next two units in Map It – Values and Personality. These slides introduce students to the idea that identities are also influenced by values and personality. Lead a discussion about career testing that helps a person figure out their values and personality. Explain to students that knowing this information can help them find a career that is a good match. Talk about any career testing that might have been done in school, and have students review their results.

#### **Map It Online Foundational Activity:**



Set up technology access. Use the Values Map It slides: Definition and Allison's Values and/or "Values Visual Concept Page" to introduce the definition of values with students.



## Foundational Activities *(continued)*



### Map It Online Foundational Activity *(continued)*:

Share with students a few main ideas about values (PPT slide 3):

- Values are your ideas and beliefs.
- Each person has different values.
- Our values are based on many aspects including family, religion, peers, culture, race, social background, gender, etc.
- Our values help us decide what is important, or not, in our life.
- Values impact our decisions every day.
- Knowing your values is important because values guide decisions about our future.
- Not only is the career itself important, but sometimes what the career can offer (i.e. lots of money, status, relationships, meaningful work) satisfies a person's values.

### Values Classroom Discussion:

To prepare for a discussion about values, find a short news clip, YouTube video, short segment from a TV show, or a character's actions from a book you are reading in class, that shows someone acting a certain way based on values. Examples for this discussion may include: finding and giving back a stolen item, doing something good for the environment, helping someone in need, making sacrifices to get an education, working hard to get a good paying job, etc. Discussion prompts include (PPT slide 4): why did the person act this way? What personal values might have caused them to act in this way? Ask students to name a value that is important to them. How does this value show up in your actions? In decision making? In the way you relate to others?



## Foundational Activities *(continued)*

### Word Wall Activity:

Read the “Teacher Page- Introduction to Word Walls” before beginning this activity. Before class begins, write the words from the value section of the “Teacher Page- Word Wall List” on cards for the word wall (PPT slide 5). These six values categories are just a sampling and will be used in some of the lesson activities. See the word wall set-up below:

VALUES	
Adventure/Fun	Friendship/Family
Money/Wealth	Justice/Honesty
Spirituality/Religion	Knowledge/Education

For the class discussion, teachers will display and talk about one word card at a time, for example “Money/Wealth”. Discuss the words, the sign/s for the words. Discuss what this might mean for values, i.e. a good paying job, a financially comfortable life, a beautiful home in the setting of your choice, having enough money to pay bills each month, etc. Continue this discussion until all word cards are placed in the appropriate place on the word wall.



## Application Activities

### Values Word Wall Extension - What’s Important to Me?:

Pass out the “Values Word Cards” handout to each student (PPT slide 6). Give students a limited time to put these six value cards in order from 1-6, with 1 being very important to me, 3-4 somewhat important to me, and 6 being least important to me. Share with students there are no right or wrong answers to the ranking. Acknowledge that students may hold different but equally acceptable values.

When finished, have students compare their results with a partner. Ask students to see if their ranking was similar or different than their partners. Tell students to share with their partners some of the reasoning behind their ranking.



## Application Activities *(continued)*



### Map It Online Application Activity:

Set up technology access. Students will log into Map It and open the Values Assessment Introduction video in the Values section. This introduction is a 0:57 minute video that students can watch individually or as a class. The video describes the values assessment where students rate 21 value statements as: Very important to me, Somewhat important to me, Not important to me. If students need additional practice with this ranking system, have them use their six value cards, remembering their ranking, and put each card in a pile of very important to me, somewhat important to me and not important to me.

After watching the video, have students complete the values assessment. When completed, they can check their answers on the “Your Rating” slide that follows.

Teacher Note: As an alternative instruction for this activity, pass out the “Values Assessment Sheet”. As a class, go through each of the questions in the activity and allow time for students to rate. When completed, this sheet can be used to fill in the answers to the Map It online values assessment.

### My Transition Plan Activity:

Students will fill in the values section of “My Transition Plan” summary worksheet using information learned from the word wall extension activity or values assessment on *Map It*. The information can be saved as a hard copy in their transition folder or as an electronic copy on their computer. This worksheet will become part of a cumulative report that students can use to guide their work with their transition team.

### “Understanding Yourself” Puzzle Activity:

Using a 6-12 piece jigsaw puzzle template, have each student create a puzzle of their values (PPT slide 7). Start by printing a puzzle template on cardstock (or heavier) letter size paper. This activity can be individualized to meet student needs with different levels of puzzle complexity. Have students decorate their puzzle, or each puzzle piece, by writing their values and/or value statements from the Map It Online Assessment Activity and incorporating images and design. If additional statement are needed, student can include other pieces of their identity such as strengths, hard/soft skills, and interests. Have students present their puzzle in a small group or through a gallery walk.



## Application Activities *(continued)*

### Values in Career Activity:

Students will deepen their understanding on how values relates to careers. Begin by adding the following work terms to the Word Wall: achievement, relationships, independence, support, recognition, and work conditions. Discuss the words, the sign/s for the words and what the term might mean for work values. Continue this discussion until all word cards are placed in the appropriate place on the word wall. Brainstorm careers that support each of the word cards.

Continue to connect the idea that people perform better at their job and are more satisfied with their work if they are in a position that meets their needs. To best meet our needs, it is important to take our values into consideration. Ask students what they think the following quote by Dawis and Lofquist (1984) means, “People with certain values and needs are best suited for jobs that have requirements that correspond with those characteristics” (PPT slide 8).

Discuss the key elements of Dawis and Lofquist’s (1984) Theory of Work Adjustment (presented in *Psychological Theory of Work Adjustment: An Individual-Differences Model and Its Applications*):

- Explains the interaction between an individual and a work environment.
- The individual brings a set of skills to perform the tasks of the work setting.
- In exchange, the individual receives a paycheck.
- Ongoing adjustment by the individual and the work environment is required to maintain positive interaction (called work adjustment).
- Work adjustment leads to satisfaction of both individual and work setting.

Similar to the Values Word Cards Activity above, pass out the “Work Values Word Cards” to each student: **achievement, relationships, independence, support, recognition, working conditions** (PPT slide 9). Give students a limited time to put these six value cards in order from 1-6, with 1 being very important, 3-4 somewhat important, and 6 being least important. Share with students there are no right or wrong answers to the ranking. Acknowledge that students may hold different but equally acceptable values.

When finished, have students compare their results with a partner. Ask students to see if their ranking was similar or different than their partners. Ask students to share with their partners some of the reasoning behind their ranking.

In the next Map It section, students will access O\*NET Resource Center Work Importance Locator and Work Importance Profiler to help pinpoint what is important to them in a job.

(Activity adapted from the University of Oregon, Intocareers)



## Synthesis Activities

### Map It Online Synthesis Activity:



Have students complete the next two slides in the Values section: Your Turn and Your Future. In the Your Turn slide, students will type three of the values that were most important to them based on the assessment or the word wall extension activity. In the Your Future slide, students will write down which of the three values are most important to their future and how it will impact their future. For example, if a student chose “Helping other people” as a value that is important, they might say that finding a job where they can help people is how that value impacts their future.

### Differentiate Between Values:

The teacher will use the “Value Word Cards” for this activity. Students will be given a scenario and then asked to tell what they would do based on one of the values cards: religion, justice, money, friendship, and knowledge.

Scenario: You decide to have dinner at local restaurant. While sitting at the table, you notice two students who go to your school sitting at the table across from you. They are just finishing their dinner and receive their bill. They look at the bill and then in their wallet and purse. You notice concerned looks on their faces as they begin to count their money. Then you notice them looking at the back door to the restaurant and begin to stand and head toward the door. What do you do?

Give each student one of the six cards. If there are more than six students participating, have students with the same cards break up into small groups to discuss their answer.

Ask students, based on their value card, what would they do? Lead a discussion about how these different values might have led to the person acting in different ways and with different outcomes for all involved.



## Closing Activity

### Check for Understanding:

As students leave class, ask students to list two of their most important personal values.



NOTES



# VALUES



**Education**



**Technology or things**



**Friends**



**Respect for others**



**Helping others**



**Money**



**Taking care of the planet**



**Values are your ideas and beliefs. Your values are important guides for future decisions. Just because something is important to you, doesn't mean it will be important to someone else. We all have different values.**



## VALUES ASSESSMENT

Question	Not Important	Somewhat Important	Very Important
Doing something to make the world a better place			
Helping other people			
Participating in activities (like football, track that let me compete against other people!			
Thinking of new ideas for how things can be set up and run better.			
Doing things like painting, writing, acting or other kinds of art.			
Learning new ideas , facts- could be in history or science or another field.			
Being in control or influencing other peoples' opinions and activities.			
Being around other people every day			
Working alone, and not with other people			
Participating in spiritual activities-- like going to church, or temple or praying.			
Having people tell me (or tell other people) that I did a good job.			
Doing activities that require strength, speed, or the ability to move quickly.			
Doing work that is really interesting and not boring.			
Knowing that other people think I am really smart or an expert.			
Doing work that is different everyday- not the same thing all the time.			
Having structure with my daily activities.			
Earning lots of money.			
Having fun in my life, no matter what I do			
Working collaboratively on projects with other people.			
Doing activities that have some risk, like ski racing or mountain biking.			
Being my own boss and not having somebody telling me what to do			

## VALUES WORD CARDS

**Adventure/Fun**

**Money /Wealth**

**Spirituality/ Religion**

**Friendship/Family**

**Justice/Honesty**

**Knowledge/Education**



### Exit Slip – Values

**What are the most important work values to you?**

Values may include: being part of a team, outdoors, variety, helping others, working alone, making choices, creativity, making a difference, opportunity for growth/advancement, stability, travel, challenging environment, consistency, etc.

Answer:

NAME: \_\_\_\_\_



### Exit Slip – Values

**What are the most important work values to you?**

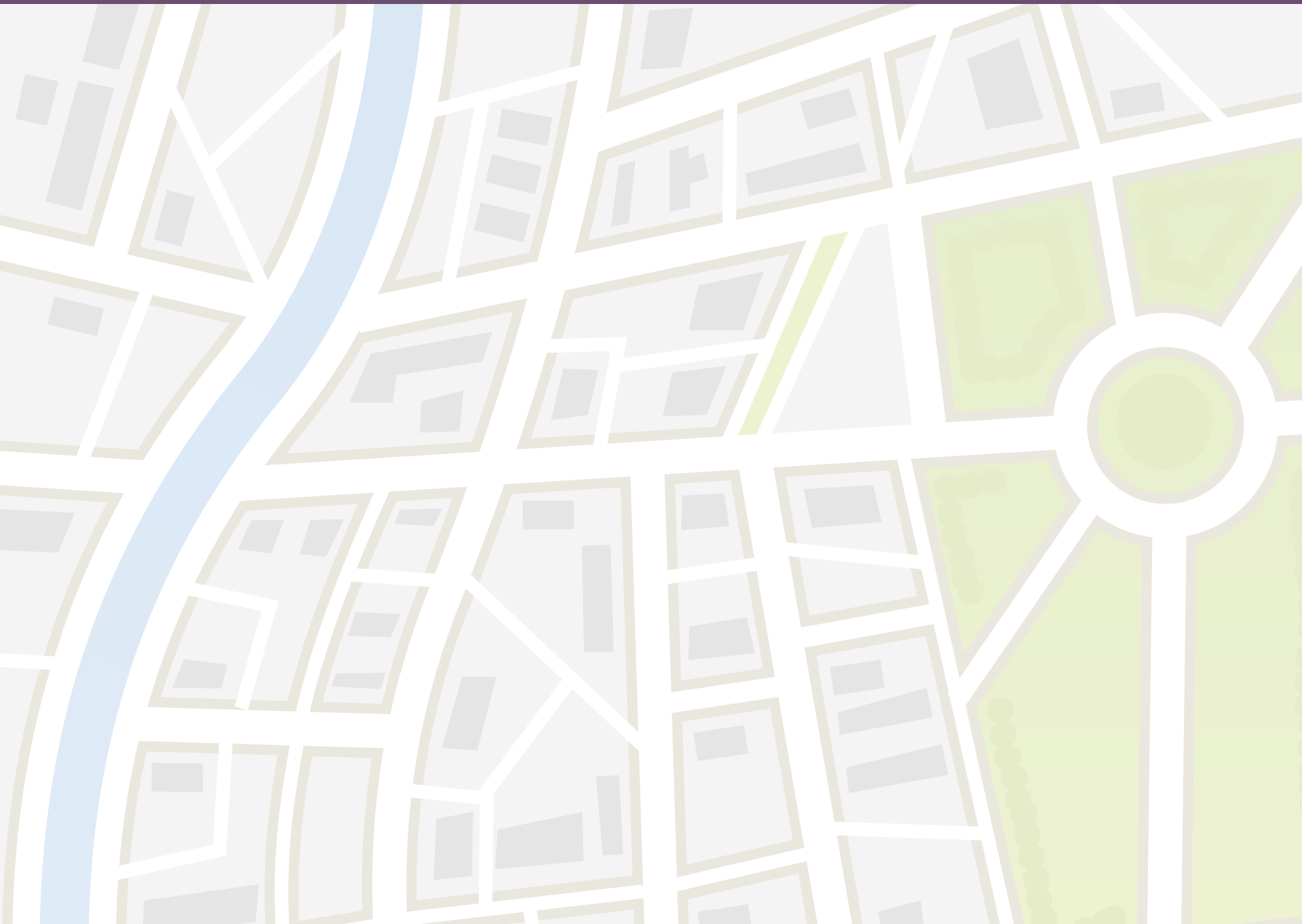
Values may include: being part of a team, outdoors, variety, helping others, working alone, making choices, creativity, making a difference, opportunity for growth/advancement, stability, travel, challenging environment, consistency, etc.

Answer:

NAME: \_\_\_\_\_



WHO AM I?  
PERSONALITY





# PERSONALITY



## Learning Objectives

- Students will describe their personality.
- Students will state how knowing about their personality can affect career choices.



## Materials

- Map It Online (7 Slides): Personality-Definition, Your rating, Different Personalities, Brooke's Personality, More About Brooke's Personality, Personality Code, Your Turn
- Map It Online (2 Videos): Personality-Assessment Introduction (1:10), Personality Assessment (The personality assessment is made up of 20 questions/slides with videos for each question.)
- Personality Visual Concept Page
- Personality Assessment Sheet
- "My Transition Plan" Worksheet
- Personality PowerPoint



## Teacher Background

This lesson will focus on personality which is made up of how a person thinks, feels and acts. Everyone's personality is different and can influence career decisions. Students describe their personality effectively by using information they learned about themselves in previous lessons (traits, strengths, weaknesses, hard skills, soft skills and values).

Students who know what they are good at doing, what they enjoy doing, and what is most important in their lives, find it easier to find a career that's a good match. The second part of this lesson is a personality assessment. This assessment will help students learn more about themselves and match their personality with career interests. The personality test in *Map It* is based on the MBTI® test (Myers-Briggs Type Indicator® Assessment), which results in an identification of one of sixteen personality codes. These codes are listed and describe in *Map It* on the "Personality Code" slide. In the next section of *Map It*, "What Do I Want", students will use their personality codes to find career matches.

# PERSONALITY



## Teacher Background (*continued*)

There are 8 letters that are used in the assessment, and they make up sixteen possible Myers-Briggs Types.

E – Extroversion indicates people who focus on the outer world of people and things. Indicates a tendency inwards towards your thoughts and ideas.

I – Introversion represents people who focus on the inner world of ideas and impressions.

S – Sensing defines people who process information through their five senses.

N – Intuition defines people who process information through patterns and possibilities.

T – Thinking people are objective and base their decisions on logic.

F – Feeling people are subjective and tend to base their decisions on how options affects people.

J – Judging indicates people who order their lives through planning and keeping schedules.

P – Perceiving indicates people who prefer the flexible and spontaneous approach to life.

The *Map It* online personality test is twenty questions. Students will be presented with two statements and they are asked to choose the statement that best fits them. Videos of these statements are presented in ASL. This test may still be too language intensive for some students. For this reason, alternative activities are presented in this lesson.



## Key Terms & Definitions for this Section

### **Personality**

The mixture of how you think, behave, and feel that makes you different from other people.



## IEP Application

- Information learned about a student's personality may be placed in the present level of performance on the IEP or included as part of transition assessment information.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



### Foundational Activities

#### Kick-off Discussion:

The purpose of this discussion is for students have the opportunity to explore how their teacher's (or other faculty staff) career path was determined through series of previous experiences, interests, opportunities, personality, and process of self-identity (PPT slide 2-3). Each student takes a turn asking the teaching a question from the "21 Questions for Your Teacher" handout. Prior to the discussion, review and answer the questions for preparation (you may choose to switch out questions to meet your needs). Keep in mind that the purpose is for your students to get a better understanding of your career path, and how your interests, strengths, skills, and personality supported your process. Have students take simple notes to refer back to during the classroom discussion.

#### Classroom Discussion:

After answering the list of questions, have students work in small groups to create a narrative highlighting the teacher and how s/he became a teacher (PPT slide 4). Students should be able to pull information they learned about their teachers and summarize ideas regarding their traits, strengths, weaknesses, hard and soft skills, values, and interests. Think about how you can incorporate the above personality code terminology into your answers to familiarize students with language use in the Personality Assessment. Students can ask clarifying questions during this process or ask the teacher to elaborate on certain questions. After the students have time to create a short narrative, have groups present to the whole-class. Consider allowing students to create the narrative though preferred mode of communication and encourage the use of video narrative, PowerPoint, story board, or Reader's Theater strategies. Compare and contrast narratives and create insightful dialog as needed.

Consider extending this conversation by having students ask one another a list of student orientated questions in pairs and then returning to a whole-class discussion. This activity can be supported by students videotaping their interview (no more than 3-4 min each), or creating a PowerPoint presentation or visual profile page.





## Foundational Activities *(continued)*

### Map It Online Activity - Foundation activity:



Set up technology access. Use the Personality Map It slides: Definition and/or “Personality Visual Concept Page” to introduce the definition of personality with students (PPT slide 5).



## Application Activities

### \*Map It Online Activity- Personality Assessment:



Set up technology access. Students will log into Map It and open the Personality Assessment Introduction video. This introduction is a 1:10 minute video that students can watch individually or as a class. The video describes the personality assessment with 20 questions (PPT slide 6). Students choose between two statements and select the one that fits them best. Each question has a matching ASL video.

After watching the video, have students complete the personality assessment. When completed, they can check their answers on the “Your Rating” slide that follows. Students will be using this four-letter code to explore possible career matches in the next section of *Map It*, “What Do I Want”.

Teacher Note: As an alternative instruction for this activity, pass out the “Personality Assessment Sheet”. As a class, go through each of the questions in the activity and allow time for students to rate. When completed, this sheet can be used to fill in the answers to the Map It online values assessment.

### Alternative Personality Assessment: (16 Personality Codes)

If the above personality test is not appropriate for some students, consider using this alternative assessment. It is based on four simple questions and gives students the same personality code as the assessment above. They can use this personality code in the next section of *Map It*, “What Do I Want”, to find possible career matches.

Personality Quiz: <http://www.personalityquiz.net/profiles/typology/index.htm>



## Application Activities *(continued)*

### Alternative Personality Assessment: (Holland Code)

This alternative assessment, located on the University of Missouri Career Center Website, is based on the Dr. John Holland's theory that people and work environments can be classified in six different groups: Realistic, Investigative, Social, Artistic, Enterprising, and Conventional. People's personality plays a role in which work environment attracts them. In this game, students read about the six codes and choose one that matches their personality. They can click and learn more about their choice and finally find possible careers that match their code.

The Career Interests Game: <https://career.missouri.edu/career-interest-game>

### Alternative Career Assessment (Interest Inventory)

This online assessment is an interest inventory developed by the U.S. Department of Labor for students. Students will answer questions about what type of work they might enjoy, i.e. build kitchen cabinets, and rate using five emoji faces from strongly like to strongly dislike. When completed, the online assessment suggests possible career matches and training.

O\*Net Interest Profiler: <https://www.mynextmove.org/explore/ip>

### Personality Guessing Game:

Using the students' "Who Am I Summary Worksheet", have students write five words that describe themselves on a piece of paper. Students will hand their lists to the teacher. Next, the teacher will randomly select one of the papers and read the five words. Students will guess which classmate these words describe.



## Application Activities *(continued)*

### Personality Career Discussion:

Discuss with students how parts of their identity (traits, strengths, weaknesses, soft skills, hard skills, values) often contribute make up their personality. Ask students the following questions (PPT slide 8):

- What type of personality is usually associated with a doctor, nurse or others in the health care profession?
- What type of personality is usually associated with careers in law enforcement?
- What type of personality would you want a teacher to have?
- What type of personality would you need to be a truck driver?
- What type of personality do you need to work with computers all day?
- What type of personality do you need to have if your job has you working with customers? (sales person, waitress/waiter, fast food worker, etc.)
- How do you think personality plays a role when you are choosing a career?



## Synthesis Activities

### Map It Online Activity - Synthesis Activity:

Set up technology access. Have students complete the next five slides in the personality section: Different Personalities, Brooks Personality, More About Brooke's Personality, Personality Code, Your Turn.

The first three slides states that everyone has a different personality. Students will see Brooke's personality codes and what she learned about her personality based on the codes. Brooke answers what personality trait is most important for her future and describes how it might impact her future. Students will answer these same two questions in the "Your Turn" slide.

The Personality Code slide gives students an opportunity to see their personality code and learn more about themselves. The slide also includes all 16 personality codes. They can click on each code and see a description of this personality type. Due to the higher level of reading content in this slide, a classroom discussion about these personality types may be more appropriate (PPT slide 7).



## Synthesis Activities *(continued)*

### Map It Online Activity- Synthesis Activity *(continued)*:

In the Your Turn slide, students will type answers to three questions (PPT slide 8). Students can answer these questions based on the result of the online personality test in *Map It* or an alternative assessment.

- What did you learn about your personality?
- Which personality trait do you think will be most important to your future?
- How will it impact your future?

### “My Transition Plan” Activity:

Students will fill in the personality section of “My Transition Plan” worksheet. The information can be saved as a hard copy in their transition folder or as an electronic copy on their computer. This worksheet will become part of a cumulative report that students can use to guide their work with their transition team.

### Cross-Curriculum Activity:

**Option 1:** Watch the following TED-Ed video “Historical Role Models”, which showcases historical figure’s values, character traits, and personality traits needed to achieve great things: <http://ed.ted.com/lessons/historical-role-models-amy-bissetta> (2:36) (PPT slide 9). Prior to the video, inform students that the term “virtue” can be considered a character trait that means morally good. As students watch the video, have student note on how the figures show the following traits: bravery, compassion, dedication, and wisdom.

At the end of the video, use TED-Ed lesson that accompanies it to Think, Dig Deeper, and Discuss. As a large group, start by discussing the sever questions in Think (PPT slide 10). Consider having students hold up their answer sign or letting students work in pairs for 30-sec and then show answer. Call on students to justify their answer and re-watch the video (or sections) as needed. If students answer the question wrong, they are presented with the opportunity to watch a section of the film over again.

- How has history been shaped by the character traits of leaders?
- How does learning one’s character traits lead to understanding a person’s personality?



## Synthesis Activities *(continued)*

### Cross-Curriculum Activity *(continued)*:

Discussion prompts:

- What is a virtue?
- What virtue did George Washington demonstrate when he crossed the Delaware to attack the Hessians on Christmas Night?
- What virtue did Sybil Ludington demonstrate when she rode 40 miles through the damp, cold night of April 1777?
- Who is Beriah Green?
- What virtue did President Lincoln demonstrate by his ability keeping the Union together?
- You just heard about many history figures that were able to accomplish great deeds because of their “virtues.” Describe a historical figure not mentioned in the video who you feel possessed a positive virtue and explain how that virtue helped him/her accomplish a “good deed.”

**Option 2:** Watch the following TED-Ed video *Who Am I? A Philosophical Inquiry*, which investigates the timeless question, “*Who am I?*” (PPT slide 11). The author takes you on a journey throughout the history of mankind, where the subject of identity has sent poets to the blank page, philosophers to the agora and seekers to the oracles. These murky waters of abstract thinking are tricky to navigate, so it’s probably fitting that to demonstrate the complexity, the Greek historian Plutarch used the story of a ship. Here, Amy Adkins illuminates Plutarch’s *Ship of Theseus*: <http://ed.ted.com/lessons/who-am-i-a-philosophical-inquiry-amy-adkins>. At the end of the video, have students go through other components of the lesson: Think, Dig Deeper and Discuss.



## Closing Activity

### Classroom Discussion:

Use Turn-and-Share strategy as students think about someone in their lives whose personality matches their career. Ask students what this person’s career is and what personality trait(s) makes this career a good match (PPT slide 12). Bring students back around for a whole-class analysis. Facilitate discussion to further analyze elements of a strong career match.

## NOTES



## PERSONALITY

**Your personality guides the decisions you make at home, at school, and on the job. Use your four letter personality code to start looking at jobs that would be a good fit for you.**

Some people think I am shy, but really I'm just quiet. I like listening to different ideas before I make a decision.



I am a people person. I like to have people around me, and most of the time my friends follow my ideas.



Doctor (ESTJ)  
Extrovert, Sensor,  
Thinker, Judger



Teacher (ENFJ)  
Extrovert,  
Intuitive,  
Feeler, Judger



Athlete (ENFP)  
Extrovert, Intuitive,  
Feeler, Perceiver



Construction (ISTP)  
Introvert, Sensor,  
Thinker, Perceiver



**Our personalities guide how we think and act. Your personality is an important piece to think about when making decisions about your future.**

## PERSONALITY ASSESSMENT

Check the box next to which one fits you best in each section:

Extrovert		Introvert	
I have a lot of energy		I am laid back	
I prefer to be around people		I prefer to be alone	
I do things without stopping to think		I like to think before doing something	
I like to do many things at the same time		I need to focus on one thing at a time	
I like when people pay attention to me		I like to pay attention to other people	
Total:		Total:	

Sensors		iNtuitives	
I like clear and specific information		I like to be creative and come up with new ideas	
I like clear instructions/directions		I like to figure things out on my own	
I like facts, timelines, and details		I like to think outside the box/be creative	
I always use past experience to make decisions		I follow my instincts to make decisions	
I like to use data		I like more abstract ideas	
Total:		Total:	





## PERSONALITY ASSESSMENT

Check the box next to which one fits you best in each section:

Thinkers		Feelers	
I use facts to make decisions	<input type="checkbox"/>	I use feelings to make decisions	<input type="checkbox"/>
I think about different parts of the problem	<input type="checkbox"/>	I think about how other people feel	<input type="checkbox"/>
I use direct and honest language	<input type="checkbox"/>	I use vague and not direct language	<input type="checkbox"/>
I make decisions using my head	<input type="checkbox"/>	I follow my heart to make decisions	<input type="checkbox"/>
I like to debate and argue with others	<input type="checkbox"/>	I don't like to debate or argue with people	<input type="checkbox"/>
Total:	<input type="checkbox"/>	Total:	<input type="checkbox"/>

Judgers		Perceivers	
I like to make a "to do" list	<input type="checkbox"/>	I like to go with the flow	<input type="checkbox"/>
I like to have a schedule/plan for the day	<input type="checkbox"/>	I do not like to have a schedule/plan	<input type="checkbox"/>
I always study first, then play	<input type="checkbox"/>	I usually play first, then study	<input type="checkbox"/>
I start and finish all projects	<input type="checkbox"/>	I start projects, but don't always finish	<input type="checkbox"/>
I think it is important to be on time	<input type="checkbox"/>	I think being late is fine	<input type="checkbox"/>
Total:	<input type="checkbox"/>	Total:	<input type="checkbox"/>

**Four Letter Code:** \_\_\_\_\_

## GETTING TO KNOW YOUR TEACHER ACTIVITY

1. Where were you born? \_\_\_\_\_
2. How many people are in your family? \_\_\_\_\_
3. What was your favorite activity as a child? \_\_\_\_\_
4. What was one of your favorite childhood memories? \_\_\_\_\_
5. Who was your favorite teacher? Why? \_\_\_\_\_
6. What was your favorite subject? \_\_\_\_\_
7. How were you involved in the community? \_\_\_\_\_
8. What was your neighborhood like? \_\_\_\_\_
9. What was your first job? Did you like it? \_\_\_\_\_
10. Where did you go to get your degree/certification? \_\_\_\_\_
11. List two or three different places you've lived. \_\_\_\_\_
12. What is your favorite genre of music? \_\_\_\_\_
13. What is the hardest thing you've ever done? \_\_\_\_\_
14. What's your favorite recreational activity? \_\_\_\_\_
15. If you could travel anywhere, where would you go? Why? \_\_\_\_\_
16. What is one thing on your "bucket list"? \_\_\_\_\_
17. What is one thing you would do to change the world? \_\_\_\_\_
18. What has been your least favorite job? Your favorite? \_\_\_\_\_
19. What will you be doing five years from now? \_\_\_\_\_
20. If you could have a superpower, what would it be? Why? \_\_\_\_\_
21. How would your best friend describe you? \_\_\_\_\_



### Exit Slip – Values

**What are the most important work values to you?**

Use Turn-and-Share strategy as students think about someone in their lives whose personality matches their career. Ask students what this person's career is and what personality trait(s) makes this career a good match (PPT slide 12). Bring students back around for a whole-class analysis. Facilitate discussion to further analyze elements of a strong career match.

Answer:

NAME: \_\_\_\_\_



### Exit Slip – Values

**What are the most important work values to you?**

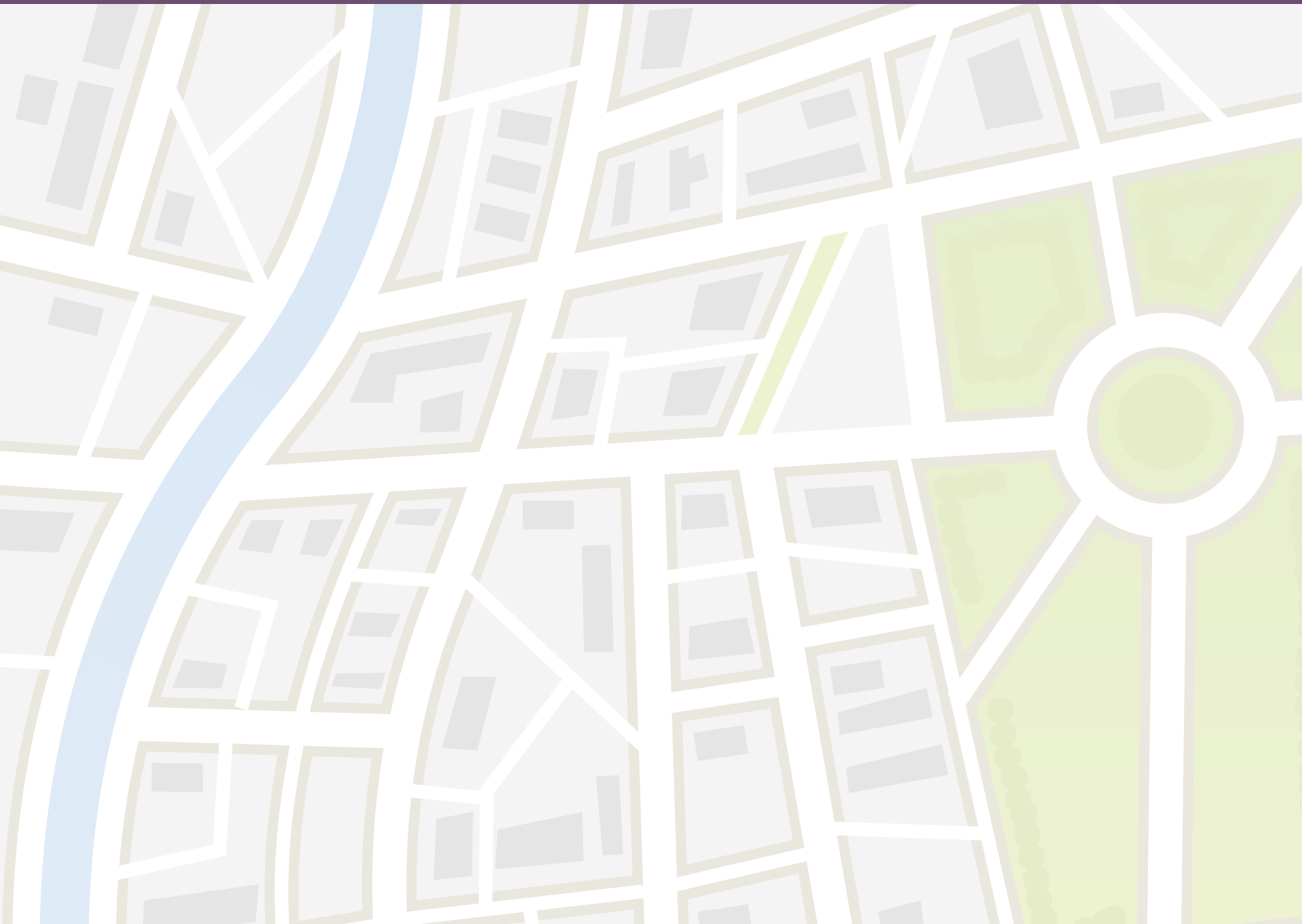
Use Turn-and-Share strategy as students think about someone in their lives whose personality matches their career. Ask students what this person's career is and what personality trait(s) makes this career a good match (PPT slide 12). Bring students back around for a whole-class analysis. Facilitate discussion to further analyze elements of a strong career match.

Answer:

NAME: \_\_\_\_\_



WHO AM I?  
DREAMS AND THE GOAL TESTER





## DREAMS AND THE GOAL TESTER



### Learning Objectives

- Students will identify a personal dream in the areas of education and training, employment, relationships, and independent living.
- Students will analyze their dreams and determine which of their dreams should become personal goals.



### Materials

- *Map It* Online (10 Slides): Dreams- Developing Dreams, Different Types of Dreams, Your Turn, Making Dreams Happen
- The Goal Tester- Test It Out, Testing Goals, Testing Marissa's Goal, Goal Tester: Your Turn, Now What?, Putting It All Together: My Identity Map
- *Map It* Online (1 Video): Dreams- Dreams for the future (2:00)
- Dreams Visual Concept Page
- The Goal Tester Visual Concept Page
- "My Transition Plan" Worksheet
- Dreams PowerPoint



### Teacher Background

This lesson combines Dreams and The Goal Tester units in *Map It*. Now that students have learned about their unique identity, they will use this information to develop plans for their future. The first step in that process is helping students identify their dreams. Dreams are not the same as goals. Dreams tend to drive and inspire people, they are big picture ideas of what you want for your future. While dreams help students create a vision for their lives, students need to realize that not all dreams are realistic. This lesson will help students take their dreams, test them out and create more realistic goals for their future.

In the Dream unit of *Map It*, students will identify goals in three areas: education and training, employment, and life (relationships and independent living). These areas are similar to the measurable postsecondary goals that are required on the IEP.

The second step in developing a student's future plan is evaluating and analyzing dreams to decide which should become goals. Goals takes your dreams down to reality. They require planning and commitment. In the Goal Tester section of *Map It*, students will put their dreams to the test to see if the dream should become a goal. Dreams are tested by evaluating the fit and how much work it will take for the dream to become a goal. Finally, students will decide which of their dreams should become a goal.



## Key Terms & Definitions for this Section

### **Dreams**

Something that you have wanted very much to do for a long time.

### **Goals**

Something that you are trying to do or achieve.



## IEP Application

- Every student age 16+, or earlier for some states, must have measurable postsecondary goals on the IEP. These goals must address two areas: education/training AND employment. Some students, based on decisions from the IEP team, will have a third goal in the area of independent living.
- Measurable postsecondary goals should not be confused with annual IEP goals. Measurable postsecondary goals are long-term goals and are to be achieved after a student leaves high school. These measurable postsecondary goals are what the student, with help from the IEP team, is working towards and are based on transition assessments and the student's strengths, preferences and interests.
- The work a student has completed in the *Map It* "Who Am I" unit gives the student and their IEP team the information needed to create these measurable postsecondary goals.
- Using the student's goal tester activity results, discuss with the student if they want to propose any of these goals to the IEP team for measurable postsecondary goals.

## INSTRUCTIONAL ACTIVITIES

*\* Recommended activities are marked with an orange asterisk.*



## Knowledge-Based Activities

### Kick-off Activity:

Choose of the following videos to introduce the Wright brothers, Orville and Wilbur, and their dream to fly (PPT slide 2):

- Aerial America: The Home of the Wright Brothers, <http://www.smithsonianchannel.com/videos/the-home-of-the-wright-brothers/20903> (3:30)
- DCMP Inventing Flight for Schools: History of Flight Videos <https://www.dcmp.org/media/5766-inventing-flight-for-schools-history-of-flight-videos/stream?digest=32052#> (first 20:00)

Have students take notes, fill in a graphic organizer, or create a story board as they watch the video. When finished, select a few of the following prompts for whole classroom discussion (slide 2):

- What dream did Orville and Wilbur share?
- What fueled (inspired) their dream?
- Who helped them along the way? How?
- What other experiences influenced the brothers along the way?
- What obstacles did the brothers face?
- How did the brother's dream match their traits, strengths, interests, personalities and skills?



## Knowledge-Based Activities *(continued)*

### Dreams Classroom Discussion:

Ask students to share a time when they had to work hard for a dream or something they really wanted (slide 3). Did they succeed? What obstacles did they face? What/who helped them along the way?

### \*Map It Online Foundational Activity:



Set up technology access. Use the *Map It* slide and video: *Developing Dreams and Dreams for the future* (2:00) and/or “*Dreams Visual Concept Page*” to introduce the definition of dreams with students.

As a whole class, ask students to refer back to the *Developing Dreams* slide. Have students visualize what dreams “surround” the image they have of themselves. Next, have students fill in the *My Dreams Graphic Organizer* handout with their dreams for school, career, where/how they want to live, places they hope to travel, and what relationships they want to have. At this point, have students think big and write down all they think is possible. After students complete the handout, have them discuss their dreams in pairs, small groups, or whole class.

Extend the conversation by asking students what makes some dreams realistic and other dreams unrealistic? Answers will vary, but some possible answers include:

- You need specific skills and abilities to make some dreams realistic.
- You need to be able to work hard, have commitment for some dreams.
- Some dreams are unrealistic because they are out of your control.





## Application Activities

### Everyone Needs a Dream Activity:

Read *Dream: A tale of Wonder, Wisdom, & Wishes* by Susan V. Bosak. This intergenerational storybook offers a visual narrative fitting for students across grade levels. *Dream* includes historical quotations which can help extend classroom lessons. This visual representation takes a reader on a journey from infancy through adulthood, and highlights great people, ideas, and cultures throughout history. Consider having students participate in Readers Theater activities while reading. You can purchase a hardcopy of the book on-line or order a digital copy that can be used on computer, tablets, projectors, or SMART Boards here: <http://www.legacyproject.org/books/dreamslides.html>

Follow this link to access *Dream* classroom activities from the Legacy Project:

<http://www.legacyproject.org/activities/index.html>

Club of Dreamers Extension: Visit <http://www.legacyproject.org/activities/clubofdreamers.html> to help students learn more about historical figures highlighted in *Dream*.

### \*Map It Online Application Activity:



Set up technology access. Students will log into *Map It* and open the Different Types of Dreams in the Dreams section (PPT slide 5). Discuss with students the three different categories of dreams: 1. Education and Training, 2. Employment, and 3. Life (relationships and living independently). Using a three-grid graphic organizer, brainstorm possible dreams that would fit in these three categories. Students can refer to personal dreams listed in their My Dreams handout. Help students come up with dreams for themselves in these areas as needed. Everybody is at a different place in developing their dreams. For example, a student may not know an exact career, but they may know they want to work in the medical field, or work in an office, or want to help people. Students should have an idea of dreams for each category before moving onto the next step. This activity can be executed as a whole class discussion or as a Think-Pair-Share after initial brainstorming session.

### Stating My Dreams (*Map It Online and "Who Am I" Summary Worksheet Activity*):



Set up technology access. Students will log into *Map It* and the Your Turn slide in the dreams section.

Using the ideas generated in the previous activity, students will fill in the dreams section of the "Who Am I" summary worksheet by writing their dreams in the areas of education and training, employment, relationships, and independent living. After students complete the "Who Am I" summary, have them share in pairs, small group or as a whole class.



## Synthesis Activities

### Map It Online Goal Testing Discussion:



Set up technology access. Use the *Map It* slides and video: Making Dreams Happen, Test It Out, Testing Goals, and Testing Marissa's Goal to lead a discussion about testing dreams to see if they should become goals. Review the Making Dreams Happen slide with students. Ask students to look at the Test It Out slide. The following discussion prompts are also available for whole-class discussion on the Dream PowerPoint (PPT slide 6-7)

What are the four steps for analyzing your dreams? (*Identify a dream to test, evaluate the fit, determine how much work required to reach the goal, and ask yourself if you want the dream to become a goal*). Ask students why they think it is important to evaluate their dreams to see if it fits their traits, strengths, skills, values and personality? Ask why it is important to evaluate how much work the dream will take to become a goal?

Use the Testing Goals and Testing Marissa's Goal slides, lead a discussion about how the two *Map It* characters followed the four-step process in goal testing. Why do you think Marissa did not want her dream of owning a huge house to become a goal? Why do you think Brandon chose to make a goal about getting a Corvette? If Marissa still dreams of her own place to live, how can she change her dream to be more realistic and a better fit?

### Map It Online Synthesis Activity:



Set up technology access. Have students complete the Goal Tester: Your Turn slide in *Map It*. Students can use the four dreams they wrote down on their "Who Am I" Summary Worksheet to test if these should become goals. For this slide, students can type one goal and then evaluate. When finished, they will hit submit. Have students stay on this slide and type the next dream and evaluate. After hitting submit, they will see their two submissions at the bottom of the page. Students can continue this process for their next two goals.

### Dreams Art Cross Curriculum Activity:

After evaluating their dreams and determining which should become a goal, students will have the opportunity to integrate the arts for representing their chosen dreams (PPT slide 8-9). Ideas for this activity include: creating a collage, creating a video, song, poem, or using performance art. Ask students to think about their dreams. If they could have anything or do anything, what would that be? Give students time to create their dream project and consider breaking students into sub groups if you allow them to choose preferred means of communication. When finished, students can share their dream project through a gallery walk or whole-class presentation.



## Synthesis Activities

### Dreams Art Cross Curriculum Activity (continued):

Teacher's note: This collage will be used in other activities in this lesson. Let students note that this project will be used in other activities in this lesson, so it is important to be thoughtful and thorough.

- Collage: use drawings, pictures in magazines, multi-media, or images copied from the Internet.
- Video: record yourself or images that represent your dream, add music, type, etc.
- Poem: consider haiku, couplet, free verse with collage, or shape poetry can take on the features of your dream.
- Song/Rap: create lyrics and put to your style of background or theme music.

When projects are complete, lead a whole-class discussion about dreams (PPT slide 5). First, review what makes some dreams realistic and other dreams unrealistic.

- You need specific skills and abilities to make some dreams realistic.
- You need to be able to work hard, have commitment for some dreams.
- Some dreams are unrealistic because they are out of your control.

Next, using the students' project, have students present their project and share why the dream was chosen and how it is a realistic.

To help get started, offer students inspiration:

Song:

- Soon We'll Be Found, by Sia:  
[https://youtu.be/t1x8DMfbYN4?list=PLx1wHz1f-8J\\_xKVdU7DGa5RWlwWzRWNVt](https://youtu.be/t1x8DMfbYN4?list=PLx1wHz1f-8J_xKVdU7DGa5RWlwWzRWNVt)
- Happy by CM7 Deaf Film Camp: <https://youtu.be/H3KSKS3TTbc>

Poetry:

- "Dreams" by Langston Hughes: <https://youtu.be/-HSn3o0kv4k>

Inspirational quotes:

- "Obstacles cannot crush me. Every obstacle yields to stern resolve. He who is fixed to a star does not change his mind. Obstacles cannot crush me.", Leonardo da Vinci (Artist, Inventor, Scientist)



## Synthesis Activities

### Dreams Literacy Cross Curriculum Activity:

Continue to explore the science and engineering behind flight by learning more about Orville and Wilbur Wright's story (PPT slide 10). Access biographical information on the Wright brothers through CommonLit (*the Wright Brothers: Air Pioneers*), <https://www.commonlit.org/texts/the-wright-brothers-air-pioneers>. This site offers synthesized writings, highlighted text, discussion questions, and opportunities for student assessment. Students may also benefit from exploring information on Duckster, [http://www.ducksters.com/biography/wright\\_brothers.php](http://www.ducksters.com/biography/wright_brothers.php).

In addition, students can continue watching the Kick-off video, Inventing Flight for Schools series on DCMP, <https://www.dcmp.org/media/5766-inventing-flight-for-schools-history-of-flight-videos>, to learn more about aviation concepts of flight: control, lift, and propulsion. Then access DCMP's flight tutorial, <https://www.dcmp.org/media/5767-inventing-flight-for-schools-tutorials/stream?digest=32054>, to further explore the Four Forces of Flight and Newton's Laws. Additional segments on DCMP offers access to classroom flight activities including building models and performing demonstrations.



## Closing Activity

### "My Transition Plan" Activity:

After students have evaluated their four dreams in *Map It*, have them check the goal box on the "My Transition Plan" Worksheet for any dream they would like to become a goal (PPT slide 11).

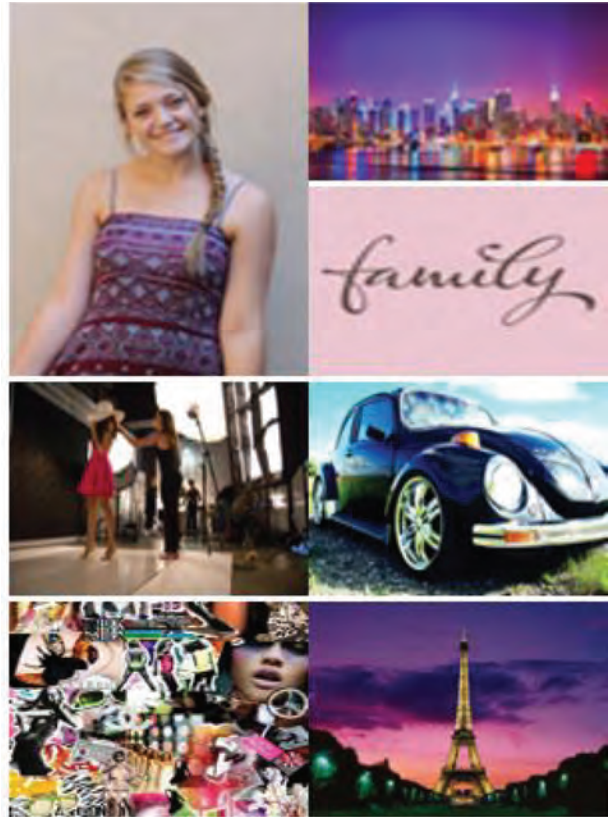


NOTES



# DREAMS

Your dream becomes your goal.



Dreams don't just happen. For a dream to become possible, it has to be a good fit with everything you know about yourself.



Learning who you are and understanding what makes you unique lead to effective dreams for the future. We all have different kinds of dreams for education, employment, and life.



# GOAL TESTER



## GOAL TESTER

### Plug your dreams in to find out if they pass the test!

Step 1: Identify a dream you want to test:

**I want to own a huge house**

Step 2: Evaluating the fit

This dream:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Fits with my traits    | <input checked="" type="checkbox"/> Fits with my values |
| <input type="checkbox"/> Fits with my strengths and skills | <input checked="" type="checkbox"/> Fits my personality |

Step 3: How much work will this dream require to become a goal?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> A little bit | <input type="checkbox"/> Some                |
| <input type="checkbox"/> A lot        | <input checked="" type="checkbox"/> Too much |

Step 4: Do you want this dream to become a goal?

- |                              |  |
|------------------------------|--|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
|------------------------------|--|

### MAY BE!

Be a computer  
engineer  
Have a family  
Teach Deaf kids



### CHANGE IT!

Play pro ball  
Own a huge home



Now that you have identified some ideas for goals, the real work begins.  
Section 2, *What Do I Want*, focuses on what you need to do next to make your dreams happen.

# DREAMS GRAPHIC ORGANIZER

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

