

Lessons for Living, Learning, and Working



Presented by
Project | SEARCH®

What is it?

This pre-transition curriculum is available to high school programs that are engaged with a Project SEARCH program, adult employment centers, Pre-ETS, and other transition programs that serve people whose end goal is competitive integrated employment. These lesson plans can complement a daily schedule for high school-age students and adults with intellectual and developmental disabilities to facilitate a successful transition to employment.

How to Use it:

There are eight units and 38 objectives in this curriculum. Each objective has its own lesson plan with a glossary, five activities, and critical thinking extension activities to expand the students' experiences. Feel free to choose lessons and activities that meet the needs and learning styles of your students/clients. The minutes listed for each activity are estimated durations; your time will vary based on your students' needs and interest in the activity.

Who Created it?

Twenty-five experienced Project SEARCH instructors from across the United States developed this curriculum with Project SEARCH National staff. The teachers developed eight units with corresponding objectives they felt were critical for interns to know to be ready to make the transition to competitive, integrated employment. Next, they created activities that reflect critical objectives adults need to live and work successfully.

How Do You Get it?

This curriculum is available free of charge to any school district or organization connected to an existing Project SEARCH program.

Unit 1: Demonstrate an understanding of basic daily living skills to manage transition to adult living.			
Objective	Daily Living Skills	Activities	Instructor Notes
1.1	The student will be able to identify and follow safety procedures across environments.	<ol style="list-style-type: none"> 1. Identifying safety signs 2. Locating places on a map 3. PPE: Why we use it and how to properly wear it 4. Sign Game 5. Universal Emergency Codes 	
1.2	The student will build, and practice problem-solving/critical thinking related to life skills.	<ol style="list-style-type: none"> 1. Getting to Know Each Other 2. Understanding Communities 3. What are Social Skills? 4. Feeling and Emotion 5. Problem Solving 6. Compromising 	
1.3	The student will foster independence with daily living tasks in simulated lessons and activities.	<ol style="list-style-type: none"> 1. Making a Grocery List 2. Microwave Mac N Cheese 3. Loading the Dishwasher 4. Laundry 5. Getting Ready (For school/work) 	
1.4	The student will understand and demonstrate how to navigate through the community using public and other means of transportation	<ol style="list-style-type: none"> 1. What is Public Transportation? 2. Bus Training 3. Reading Signs 4. Identifying Landmarks 5. Calling a Lyft or Uber 	

Unit 2: Demonstrate an understanding and basic use of reading and writing skills to manage transition to adult living.			
Objective	Functional Literacy	Activities	Instructor Notes
2.1	The student will be able to develop context clues and decoding skills to increase reading across environments.	<ol style="list-style-type: none"> 1. Prerequisite Skills 2. Divide and Conquer 3. What Do You See? 4. Name It 5. Does This Make Sense 	

2.2	The student will be able to identify high frequency words specific to their environment. (vocational, daily living, etc.)	<ol style="list-style-type: none"> 1. DIY Flash Cards 2. Established Readers – High Frequency Words – BINGO 3. Word Connections – Mapping 4. Graffiti Wall 5. Vocabulary Playlist 	
2.3	The student will know basic punctuation, grammar, and common abbreviations they can use in daily communication.	<ol style="list-style-type: none"> 1. Punctuation In Professional Writing 2. Starting and Ending Conversations 3. Review Basic Capitalization and Punctuation Rules 4. Professional Emails 5. Completing Forms & Applications 	
2.4	The student will identify and understand context clues and be able to read signs, materials, manuals, and basic instructions.	<ol style="list-style-type: none"> 1. Introduce Context Clues 2. Context Clues 3. Context Clues in the Workplace 4. Following Directions 5. Create a Public Service Announcement 	

Unit 3: Demonstrate an understanding of functional math skills to manage transition to adult living.			
Objective	Functional Math	Activities	Instructor Notes
3.1	The student will demonstrate functional calculator skills for basic math operations and daily activities.	<ol style="list-style-type: none"> 1. Calculator Symbol Match Activity & Locating a Calculator on Your Phone Videos 2. Developing Basic Calculator Skills PPT 3. Calculator Skills – How Much Does It Cost – PPT 4. What is On Sale? 5. Calculating Discounts and Sales Tax PPT 6. Better Deals 	

3.2	The student will be able to use their phone, timer or a visual prompt for time managements.	<ol style="list-style-type: none"> 1. Introduction: Clocks, Time and Schedules 2. Telling Time 3. Setting an Alarm on a Mobile Device 4. Reading a Bus Schedule 5. Elapsed Time – BINGO 6. Prioritizing Tasks 	
3.3	The student will be able to utilize basic banking skills including opening an account, simple transactions, and monitoring spending.	<ol style="list-style-type: none"> 1. Introduction: What is a Bank? 2. Depository Institutions- PPT 3. Depository Institution Research 4. Understanding Checking Accounts and Debit Card Transactions PPT 5. On-Line Banking 6. PLAY: Payment Decisions 	
3.4	The student will understand how personal attitudes, values, and habits affect money decisions.	<ol style="list-style-type: none"> 1. Introduction: Needs vs. Wants 2. Needs vs. Wants – 3 Mini-Activities 3. Budgeting – 2 Mini-Activities 4. Comparison Shopping – 4 Mini-Activities 5. Money Decisions Games – 2 Mini-Activities 6. Shake Out My Future 	
3.5	The student will be able to demonstrate basic money skills with real coins, bills and digital monetary transactions.	<ol style="list-style-type: none"> 1. Sorting Coins Review Game 2. Dollar-Up – 4 Mini-Activities 3. Making Change- Review Video and 2 Mini Activities 4. Reading Grocery Ads 5. How to Use an ATM – 4 Mini-Activities 6. Online Shopping 	

Unit 4: Demonstrate an understanding of the job search process to manage transition to adult living.			
Objective	Job Search Process	Activities	Instructor Notes
4.1	The student will be able to communicate and/or locate personal identification information (other important information).	<ol style="list-style-type: none"> 1. Sharing Personal Information 2. Safe Websites 3. Do We or Don't We 4. Creating an "All About Me" Identification Flip Book 5. Family Safety 	
4.2	The student will be able to complete forms including applications, onboarding, state ID's, community resources, etc., resumes, cover letters and thank you letters.	<ol style="list-style-type: none"> 1. Creating your resume 2. Creating a cover letter 3. Filling out a Job Application & References 4. Job Search with Indeed 5. Thank You Note 	
4.3	The student will be able to conduct a job search (traditional and electronic) using a variety of resources (Indeed, LinkedIn, etc.)	<ol style="list-style-type: none"> 1. Using the Networking Sheet to Interview Your Contacts 2. Searching for Jobs Using Local Employers' Websites 3. Prepping to Fill out an Application: Filling out a "Cheat Sheet" 4. What's Indeed.com? 5. Review 55 Networking Tips 	
4.4	The student will be able to show, understand, and actively participate in a mock interview process	<ol style="list-style-type: none"> 1. Looking Good 2. Introductions and Body Language 3. Be Positive 4. Complete a Practice Interview 	
4.5	The student will display an understanding of the goal of work and identify some employment preferences.	<ol style="list-style-type: none"> 1. Jobs Collage 2. Jobs Kahoot 3. Evaluate Job Opportunities Worksheet 4. Understanding the Difference Between school and Work Activity 5. Understanding the Benefits of Work 	

Unit 5: Demonstrate an understanding of self-advocacy skills to manage transition to adult living.

Objective	Self-Advocacy	Activities	Instructor Notes
5.1	Student will be able to identify and apply for appropriate community services and resources.	<ol style="list-style-type: none"> 1. The Relationship Between Transition and Self-Advocacy 2. Recognizing the Need for Self-Advocacy 3. Understanding the VR Website and Practice Applications 4. Transition Guest Speaker 5. Self-Assessment Transition Survey 	
5.2	The student will be able to identify and explain their disability and when necessary, understand potential accommodations.	<ol style="list-style-type: none"> 1. Identifying Areas of Struggle 2. Identifying Accommodations I Need 3. Writing a self-advocating script 4. My Brain is Unique 5. Who Am I 	
5.3	Students will be able to describe their learning style across environments.	<ol style="list-style-type: none"> 1. Learning Style Survey 2. Learning Style Scripts 3. Characteristics of Learning Styles 4. Learning Style Profile 5. Learning Style Scripts 	
5.4	The student will be able to access and apply their personal information across environments.	<ol style="list-style-type: none"> 1. Personal Information Sheet 2. Locating Personal Information 3. Fill Out an Application for a Library Card 4. Applying for Public Transportation 5. Mock Job Applications 	
5.5	Students will recognize natural supports across environments.	<ol style="list-style-type: none"> 1. Circle of Support 2. Supports in Different Environments 3. Support Role Plays 4. Support Scenarios 5. Identifying Natural Supports 	

Unit 6: Demonstrate an understanding of social and communication skills to manage transition to adult living.

Objective	Social and Communication Skills	Activities	Instructor Notes
6.1	The student will demonstrate appropriate speech across environments (home, community, work, school, etc.) using appropriate clarity, volume and tone of voice/speech of spoken language.	<ol style="list-style-type: none"> 1. Runner/Sketcher/Drawer 2. Leaving Work Voicemails 3. Recording a Personal Greeting 4. Preparing presentation of "Day in the Life" 5. Interview Follow Up 	
6.2	The student will demonstrate appropriate conversational etiquette in all situations (home, community, work, school, etc.)	<ol style="list-style-type: none"> 1. Starting A Conversation 2. How do you end a conversation? 3. What Does a Good Conversation Look Like? 4. What Type of Conversation is Right for What Type of Situation? 5. Conversation Role Play 	
6.3.	The student will demonstrate appropriate use of body language and emotions during all situations (home, community, work, school, etc.).	<ol style="list-style-type: none"> 1. Emotion Charades 2. How Are You Feeling Today? 3. 10 Tips: Change How People See You! 4. Curse Word Alternative 5. Workplace Outward Expressions 	
6.4	The student will utilize a verbal/nonverbal communication system as needed to make needs known, communicate with others and participate in daily activities.	<ol style="list-style-type: none"> 1. Telephone Activity 2. Stop Listening Exercise 3. Listener and Talker Activity 4. Memory Test Activity 5. Just Listen Activity 	
6.5	The student will demonstrate active listening skills across environments (home, community, work, school, etc.).	<ol style="list-style-type: none"> 1. How to Improve Your Listening Skills 2. Popcorn Storytelling 3. Simon Says 4. Memory Circles 5. Storytelling and Predicting 	

Unit 7: Demonstrate an understanding of soft skills to manage transition to adult living.

Objective	Soft Skills	Activities	Instructor Notes
7.1	The student will display the appropriate communication verbally and non-verbally.	<ol style="list-style-type: none"> 1. What is Nonverbal Communication? 2. Manners 3. Be Careful with Your Words 4. Accepting Feedback 5. Power of Body Language 	
7.2	The student display appropriate adult mannerisms.	<ol style="list-style-type: none"> 1. Perception 2. First Impression 3. Personal Space 4. Manners and Etiquette 5. Crafting Connections 	
7.3	The student will be able to solve conflicts and problem solve.	<ol style="list-style-type: none"> 1. Conflict Scenarios 2. Tower Building 3. Active Listening 4. What Would You Do 5. Empathy – Someone Else’s Shoe 	
7.4	The student will be able to demonstrate the ability to take responsibility for their own actions.	<ol style="list-style-type: none"> 1. What is Responsibility? 2. Scavenger Hunt 3. Filling the Jar 4. Taking Responsibility 5. What’s On Your Plate 	
7.5	The student will be able to monitor and assess social skills across environments.	<ol style="list-style-type: none"> 1. Different Social Environment Scenarios 2. Take Initiative Across Environments 3. Self-Awareness Across Environments 4. Patience with Plants 5. Self-Advocacy 	

Unit 8: Demonstrate an understanding of technology to manage transition to adult living.

Objective	Technology	Activities	Instructor Notes
8.1	The student will be able to understand and use the internet and technology safely.	<ol style="list-style-type: none"> 1. Finish the Sentence – Internet Safety 2. Saving Passwords on Phones 3. Scanning a Document Using a Phone 4. Internet Safety 5. Safety Tips for Online Applications: Job Scams and how to Avoid Them 	
8.2	The student will be able to develop and demonstrate pre-requisite technology skills.	<ol style="list-style-type: none"> 1. Microsoft Word 2. Setting Up & Using a Professional Email Account 3. Using Spell Check 4. Saving an Image from Google to your Computer 5. How to Create a PowerPoint 	
8.3	The students will be able to use their technology as a professional tool and appropriate across environments.	<ol style="list-style-type: none"> 1. How to Fill Out a Job Application 2. Setting Up a Medical ID on Your Phone 3. How to Set Alarms & Timers and Use Calendars 4. How to Send Email Using Gmail 5. Setting Up Voicemail 	
8.4	The student will develop and demonstrate basic clerical skills.	<ol style="list-style-type: none"> 1. Typing.com 2. Microsoft Word 3. How to Use Google 4. Convert a Document to PDF Using Word 5. Excel Basics 	

38 Total Objectives /38 Lesson Plans

Curriculum Authors and Contributors

We would like to acknowledge the following individuals for their contributions of advising, creating, writing, and editing this curriculum:

Joy Burress, Project SEARCH National Headquarters Staff, Cincinnati, OH
Chelsea Chairion, City of Farmington, Farmington, NM
Dennis Cleary, Project SEARCH National Headquarters Staff, Cincinnati, OH
Meghan Dahlman, Arc of Erie County, Buffalo, New York
Maryellen Daston, Project SEARCH National Headquarters, Cincinnati, OH
Anne Dick, Marshfield Medical Center, Marshfield, WI
Kelli Fenlon, MyMichigan Hospital, Sault St. Marie, MI
Sandy Finnimore, University of Connecticut Health Center, Farmington, CT
Sharmey Holloman, The Miriam Hospital, Providence, RI
Tammy Hearon, Hilton Hotel, Knoxville Airport, Maryville, TN
Lindsay Heiert, Northern Kentucky University, Highland Heights, KY
Cathe Hoskins, Grady General Hospital, Cairo, GA
Nancy Joyce, Mayo Clinic, Rochester, MN
Kurt Kominek, ProMedica Bixby, Adrian MI
Lisa Laqua, Fairbanks Memorial Hospital, Fairbanks, AK
Colleen Lichtenwalner, TidalHealth Nanticoke, Seaford, DE
Angie Mulder, Avera McKennan, Sioux Falls, SD
Stefanie Patterson, Cape Cod Healthcare, Hyannis, MA
Brandi Pittman, Embassy Suites Raleigh Durham, NC
Susie Rutkowski, Project SEARCH National Headquarters Staff, Cincinnati, OH
Rebekah Seljan, Access Group, Inc., Little Rock, AR
Colleen Tenfelde, Golisano Children’s Hospital of Southwest Florida, Fort Myers, FL
Nick Vrettos, Otterbein Senior Life, Lebanon, OH
Erik Warner, BayHealth, Dover, DE
Nichole Wetjen, York General Hospital, York, NE



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VocFit.com



This curriculum is cross-walked to VocFit employment skills. You will find the relevant VocFit skills listed in the lefthand column next to the activities of each lesson plan. The Vocational Fit Assessment (VocFit) is an age-appropriate transition assessment focusing on employment skills. The assessment contains 133 employment skills divided into eleven categories that cover the scope of work for entry-level employment. The assessment is used to evaluate employment skills and measure skill changes over time, and allows users to create reports based on student skill level. Visit VocFit.com for more information. The 133 VocFit skills are listed on the following two pages.

VocFit.com



The Vocational Fit Assessment assesses the student/intern/worker and internship/job on 133 items
 For the student/intern/worker, do they have: **High Ability, Some Ability, or Low Ability** for a particular skill?
 For a particular internship/job, is the skill required: a **High Demand, Some Demand, or Low Demand**?

PHYSICAL ABILITIES

Stand	Run	Twist the body
Bend the body	Keep or regain balance	Work low to the ground (e.g. crouch, stoop, kneel)
Perform physical activities (e.g. working on an assembly line) repetitively	Lift heavy materials (i.e. 40 pounds)	Work in awkward positions
Work in cramped work spaces	Work for prolonged periods (e.g. 30 minutes) without a break	

SELF-DETERMINATION

Make choices, decisions, and plans to meet own goals	Take action to complete own plans successfully	Determine priorities
Set personal goals that satisfy own interests and needs	Evaluate the results of own actions to determine effectiveness	Change actions or plans to meet work goals
Make decisions independently	Determine customers' needs	Determine work activities
Identify and express own strengths and weaknesses	Anticipate the thoughts/actions of others	

GENERAL

Handle stress	Makes eye contact	Refrains from unnecessary social interactions (talking)
Admits mistakes	Accepts praise	Cooperative and courteous
Listens and pays attention	Expresses personal needs (restroom breaks, doctor visits)	Respects rights and privacy of others
Asks for help and clarification when needed	Communicates adequately (initiates conversation, does not interrupt)	Maintains clean appearance
Dresses appropriately for job	Body hygiene	Follows directions
Accepts constructive criticism/feedback	Follows rules and regulations	Maintains good attendance
Arrives on time for work and leaves on time	Attends to job tasks consistently	Completes tasks accurately
Works at an appropriate rate	Initiates new tasks	Works well with co-workers
Follows the proper chain of command		

SAFETY

Work exposed to hazardous equipment or conditions	Work exposed to contaminant (e.g. pollutants, gases, dust, odors)	Work exposed to minor burns, cuts, bites, or stings
Work exposed to potential disease or infection	Maintain sanitation, health, and safety standards	Wear common protective or safety equipment (e.g. safety glasses, gloves, hard hat)
Follow institutional hand-washing standards	Monitor personal hygiene	Identify safety hazards

WORK STRUCTURE

Meet strict deadlines	Pace work according to the demands of the work (productivity)	Follow established procedures
Follow a regular schedule of tasks and work	Follow the chain of command	Work a full week (1 FTE; i.e. 32-40 hours per week)
Deal with change	Work outdoors, exposed to all weather conditions	Work outdoors, under cover
Work in very hot (above 90 F degrees) temperatures	Work in very cold (below 32 F degrees) temperatures	Work exposed to uncomfortable sounds/noise levels
Work exposed to distracting sounds/noise levels		

COGNITIVE ABILITIES

Perform mental activities (e.g. checking entries in a ledger) repetitively	Count, weigh, measure, or organize materials	Sort, assemble, and proof completed work
Comprehend/read instructions	Be very exact/very accurate	Recognize when equipment is not working
Recognize when supplies are running low	Add, subtract, multiply, and divide	Concentrate on a task over time without becoming distracted
Shift attention back and forth between tasks or sources of information	Know your location in relation to the environment	

COMPUTER SKILLS

Navigate to a specific web address	Save a file/document to a specific location	Locate and open a saved file/document
Click on a desired web link	Type text to create a document	Scroll through a web page to find specific information
Access an email system using a username and password	Enter text applying basic key functions (e.g. Space bar, enter/return, shift, delete, backspace)	Print a file/document
Reply to an email message	Close a software program	Read a received email
Use an online search engine	Recognize and start a software program	Attach a file to an email
Compose and send an original email message		

HIGHER TASK-RELATED ABILITIES

Load machines with office or industrial materials (e.g. blank paper)	Deliver completed work	Stock or restock supplies
Operate office machines (e.g. copiers, scanners, faxes)	Place materials into storage (e.g. file cabinets, boxes, bins)	Perform clerical duties (e.g. sort mail, run errands, send faxes, scan)
Select materials needed to complete work tasks	Setup and adjust machines	Setup work station
Monitor system status		

LOWER TASK-RELATED ABILITIES

Start and stop machines using levers or buttons	Clean work surfaces (e.g. shelves, counters, tables)	Clean work tools (e.g. equipment, tools, dishes)
Select items from serving or storage areas and place them in dishes, on trays, or bags	Clean work areas (e.g. sweeping, mopping)	Prepare dining areas for meals and/or snacks
Move supplies (e.g. by hand, cart, dolly)	Serve food orders to customers	Gather and empty trash
Service, clean, and supply restrooms		

COMMUNICATION SKILLS

Communicate face-to-face with others	Work with external customers or the public	Deal with conflict
Deal with unpleasant, angry, or discourteous individuals	Communicate with others on the telephone	Answer questions about items available for public use or purchase
Speak clearly so that others can understand	Understand the speech of another person	

INTERPERSONAL SKILLS

Work with a co-worker in a group or team	Cooperate with others to accomplish work activities	Show compassion towards coworkers and/or clients
Work in close physical proximity to other people	Follow directions	Greet customers entering establishments
Monitor own body language	Listen actively	Ask clarifying questions



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COLORADO STATE UNIVERSITY

admin@vocfit.com

