

# Unit 1: Daily Living Skills



Lessons for  
Living, Learning,  
and  
Working



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and  
Working**



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**Lesson Plan Contents Page  
Unit 1: Daily Living Skills**

**Objective 1.1: The student will be able to identify and follow safety procedures  
across environments.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 1.1: The student will be able to identify and follow safety procedures across environments</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
<b>Lesson Plan Summary: This lesson is designed to teach students some of the most basic daily living skills as it relates to safety across multiple environments.</b>		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● Site Maps</li> <li>● PPE</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer, overhead projector and/or smartboard, whiteboard, Boardmaker or Boardmaker Share (for interactive use)</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Pencil/paper</li> <li>● Site maps</li> <li>● Handouts of signs/symbols</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Teacher ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary accurately presented in a variety of settings	Check the context of their vocabulary used in class discussions and other daily situations to ensure their understanding.
Students will know what signs and symbols are telling us.	Be able to follow safety and directional signs and symbols while at work and elsewhere, which allow them to keep themselves and others safe while navigating the worksite.	Assess the correct answers during Kahoot for an understanding of signs.
Students will know how and why a map can be useful to locating something	Be able to use a map to locate something throughout the building – which will allow them to navigate the building safely and securely.	Assess photos of signs/objects found while following map of the building.

<b>STEP TWO: The Lesson Plan</b>	
<i>Please customize these activities according to your school setting, its policies, vision, and core values. ons and ideas. Please use and modify them based on the objective and the needs of your students.</i>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p>

	<p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Safety:</b> Being protected from or unlikely to cause danger, risk, or injury.</li> <li>• <b>Workplace Safety:</b> the working environment at a company that encompasses all factors impacting the <i>safety</i>, health, and well-being of employees.</li> <li>• <b>Safety Procedure:</b> A document that is put together by groups within the organization, and is used as a template when performing a particular task on the job.</li> <li>• <b>Situational Awareness:</b> Knowing what is going on around us.</li> <li>• <b>Signs or Symbol:</b> A picture that is drawing your attention to something, telling you something, or representing an idea, object, or warning.</li> <li>• <b>First Responder:</b> is a person with specialized training who is among the first to arrive and provide assistance at the scene of an emergency, such as a natural disaster, accident, or terrorism. First responders include law enforcement officers, paramedics, EMTs, and firefighters.</li> <li>• <b>PPE:</b> Personal Protective Equipment, is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses.</li> <li>• <b>Workplace Safety:</b> the working environment at a company that encompasses all factors impacting the <i>safety</i>, health, and well-being of employees.</li> <li>• <b>Signs or Symbol:</b> A picture that is drawing your attention to something, telling you something, or representing an idea, object, or warning.</li> <li>• <b>Pain:</b> is an uncomfortable feeling that tells you something may be wrong. It can be throbbing, steady, aching, stabbing, or pinching. Pain is always subjective.</li> <li>• <b>Acute Pain:</b> is usually severe, lasts for a short period of time, and is a signal that our body has been hurt.</li> <li>• <b>Chronic Pain:</b> can range from mild to severe, lasts for a long period of time, and is often the result of a disease that may require ongoing treatment.</li> <li>• <b>Subjective:</b> based on or influenced by personal feelings, tastes, or opinions.</li> </ul>
<p><b>Introduction:</b>  <b>Connect to Purpose</b>  <b>VocFit Crosswalk:</b>  <b>Safety:</b>  Identify safety hazards</p>	<p>Review glossary terms with students. This can be done as a group or individually. To make this activity more engaging, add the terms to a <a href="#">Kahoot!</a> game.</p> <p>Ask the students how they keep themselves safe. Where do we need to be safe? Are there rules for being safe at home? At work?</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1  Time: 1 hour  <b>VocFit Crosswalk:</b>  <b>General:</b>  Admits mistakes  Listens and pays attention  Works at an appropriate rate  Follows rules and regulations</p>	<p><b><u>Identifying safety signs</u></b></p> <p>Watch Video 1 &amp; 2; they discuss safety signs and their meanings</p> <p>Video 1:  <a href="https://www.youtube.com/watch?v=izeWHwDCUes&amp;ab_channel=ClarionSafetySystems">https://www.youtube.com/watch?v=izeWHwDCUes&amp;ab_channel=ClarionSafetySystems</a></p> <p>Video 2: <a href="https://www.youtube.com/watch?v=w2bhngAHLVo">https://www.youtube.com/watch?v=w2bhngAHLVo</a></p> <p>Step one: Gather your class and take an "I Spy Safety Signs" trip around your site.</p> <p>Step two: As you walk around, look for words and symbols on signs, doors, and</p>

<p>Completes task accurately Follows direction <b>Safety:</b> Work exposed to hazardous equipment or condition Work exposed to contaminant (e.g., pollutants, gases, dust, odors) Maintain sanitation, health, and safety standards Identify safety hazards <b>Cognitive:</b> Know your location in relation to the environment <b>Communication:</b> Communicate face-to-face with others</p>	<p>equipment that serve to keep people safe.</p> <p>Step three: When someone spies a sign, stop and look at it together. Talk about what the word or symbol might mean. Point out that the symbols can help you guess the meaning of the sign. For example, a picture of a fire hydrant can be used by firefighters or people parking on the street to identify where a hydrant is located.</p> <p>Step four: Help the students see the different ways signs are used, such as helping people find places and warning them about dangers.</p> <p>Step five: Back in the workspace, debrief about the different signs that you came across in your walk.</p> <p>Refer to <a href="#">Appendix A</a> for examples of signs.</p>
<p>Activity 2: Time: 45 minutes <b>VocFit Crosswalk:</b> <b>General:</b> Admits mistakes Listens and pays attention Works at an appropriate rate Follows rules and regulations Complete task accurately Follow direction <b>Cognitive:</b> Know your location in relation to the environment <b>Communication:</b> Communicate face-to-face with others</p>	<p><b><u>Locating places on a map</u></b></p> <p>Step one: Review what a map is, why it's important and how it relates to safety in the workplace. Provide students with a site map of your school or the location where your class is located. Have them choose up to 3 people in each group.</p> <p>Step two: Explain to the class that there are places on the map that they will need to navigate to in this activity. (Have something at each location that they have to take a picture of, or bring something back at the end).</p> <p>Step three: Using a map of the building (just one floor at first) put small circles on the map where a sign or symbol from earlier will be. Once students use the map to locate all these signs and symbols, they can check off they found it on their map in the circle representing that sign and symbol. (Include: exit sign, fire alarm, do not enter, arrows in different directions, etc.) Option: perform as a group using the map to find different items either together as one large group or assign one area to a pair or individual to use map alone or with a partner to find just one or two signs.</p> <p>Step four: When you are all back together, ask the students to show you the pictures or objects that they got from each place. Ask them what was easy and what was difficult about this activity? What resources did they use if/when they needed help?</p>
<p>Activity 3: Time: 45 minutes <b>VocFit Crosswalk:</b></p>	<p><b><u>PPE: Why we use it and how to properly wear it</u></b></p> <p>Students will watch "The Globus Guide to Putting-on and Removing Non-Sterile</p>

<p><b>General:</b> Listens and pays attention Asks for help and clarification when needed Works at an appropriate rate Follows rules and regulations Cooperative and courteous Follows directions</p> <p><b>Safety:</b> Work exposed to hazardous equipment or conditions Work exposed to minor burns, cuts, bites, or stings Identify safety hazards</p> <p><b>Cognitive:</b> Know your location in relation to the environment Concentrate on a task over time without becoming distracted Comprehend/read instructions</p> <p><b>Communication:</b> Communicates face-to-face with others Speaks clearly so that others can understand</p> <p><b>Interpersonal:</b> Work with a co-worker in a group or team Listen actively Ask clarifying questions</p>	<p>Disposable Gloves” (<a href="https://www.youtube.com/watch?v=3I_kKVNrEMo">https://www.youtube.com/watch?v=3I_kKVNrEMo</a>), and “Eye Protection in a Medical Setting” (<a href="https://www.youtube.com/watch?v=TmpQbh9PbAU">https://www.youtube.com/watch?v=TmpQbh9PbAU</a>)</p> <p>Step one: The teacher will discuss jobs where using PPE is required and what that will look like. Students will have the opportunity to ask questions.</p> <p>Step two: The students will work in pairs to put on the appropriate PPE for a given job setting. After the pair is checked-off by staff, they will take off the PPE correctly.</p> <p>Step three: In small groups, instruct the students to make a T-chart and list what PPE looks like vs what it feels like.</p> <table border="1" data-bbox="443 579 1455 766"> <thead> <tr> <th data-bbox="443 579 946 621">What Does PPE Look Like?</th> <th data-bbox="946 579 1455 621">What Does PPE Feel Like?</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 621 946 657"></td> <td data-bbox="946 621 1455 657"></td> </tr> <tr> <td data-bbox="443 657 946 693"></td> <td data-bbox="946 657 1455 693"></td> </tr> <tr> <td data-bbox="443 693 946 728"></td> <td data-bbox="946 693 1455 728"></td> </tr> <tr> <td data-bbox="443 728 946 766"></td> <td data-bbox="946 728 1455 766"></td> </tr> </tbody> </table> <p>In the same groups, instruct the students to make Venn Diagrams comparing PPE practices in different settings (i.e. home, work, grocery store, etc.) Coming back together in a large group, have a representative from each group explain their chart and diagrams and make a comprehensive list on a poster board or whiteboard.</p> <p>Step four: Discuss with the students where they will wear PPE, what type, the reasons behind wearing PPE, and their personal experiences with it.</p>	What Does PPE Look Like?	What Does PPE Feel Like?								
What Does PPE Look Like?	What Does PPE Feel Like?										
<p>Activity 4: Time: 30 minutes <b>VocFit Crosswalk:</b></p>	<p><b>Sign Game</b></p> <p>Kahoot Game: Check for understanding by playing a Kahoot review game for the</p>										

<p><b>General:</b> Admits mistakes Listens and pays attention Works at an appropriate rate Follows rules and regulations Completes task accurately Follows direction</p> <p><b>Cognitive:</b> Sort, assemble, and proof completed work Concentrate on a task over time without becoming distracted</p>	<p>safety and directional signs reviewed as well as 10 more so that 20 signs total have been introduced to the students. Total of 15 minutes to complete this game.</p> <p>Memory Game: Print out 2 copies of the signs from Activity 1 and cut them out individually. Repeat this step 5 times if you have a total of 10 students and so on. Then ask the students to find a partner and hand out the individual cut-out sign stacks to each pair. Each pair will turn the signs facing down and will take turns to play the memory game. Allow total of 15 minutes to complete this game.</p>
<p>Activity 5: Time: 30 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>General:</b> Listen and pays attention Communicates adequately Follows directions</p> <p><b>Cognitive:</b> Comprehend, read instructions</p> <p><b>Communication:</b> Speaks clearly so that others can understand Communicate face-to-face with others</p> <p><b>Interpersonal:</b> Monitor own body language Cooperate with others to accomplish work activities</p>	<p><b>Universal Emergency Codes</b></p> <p>Find the emergency procedures for your school (or wherever your class/program is located). That could include procedures for a fire drill, a tornado drill, an active shooter, a hostage situation, etc. The processes may be different in each school or other organization. A list of emergency codes that have been adopted by many hospitals and residential facilities can be found in <a href="#">Appendix B</a>.</p> <p>Step one: Discuss emergency procedures for your school or organization. Students need to know what to do if they are in their classroom, hallways or at a community work site.</p> <p>Step two: Distribute the list of emergency codes to review.</p> <p>Step three: Post the list in a highly visible area of the classroom.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation</b></p>	<p>1. Knowledge / Remembering:</p> <ul style="list-style-type: none"> <li>• Identify what signs and symbols mean after showing students pictures. What does this mean?</li> <li>• What does a map do?</li> </ul>

<p><b>Tools</b></p>	<ul style="list-style-type: none"> <li>• How is a google or Apple map different than a paper map? Which one do you like better and why?</li> </ul> <p>2. Comprehension / Understanding:</p> <ul style="list-style-type: none"> <li>• Get some maps of different paper state maps (of your state) from Triple A or from travel areas</li> <li>• Ask the students to locate the following: <ul style="list-style-type: none"> <li>○ The state capital</li> <li>○ Their home town</li> <li>○ The town where their school is located</li> <li>○ A different town that they have visited</li> </ul> </li> <li>• What can you do with a paper map that is different from a Google or Apple Map</li> <li>• What would happen if you didn't have Google or Apple maps?</li> <li>• How could you find information using a paper map?</li> <li>• What can't you find on a paper map?</li> <li>• When would you need to use a map on your phone?</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Who could you ask if you do not know what a sign or symbol meant?</li> <li>• What would you do if you were alone and saw a sign that you have never seen?</li> <li>• Can you think of a time when you might be unsafe if you don't follow a sign?</li> <li>• Can you explain how to use a map (show the map of this building and ask, "Where are we on this map?")</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Can you explain the difference between these signs (showing two similar but different meaning signs like stairs and emergency stairs only)?</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• How would you feel if there was an injury/safety event, and you didn't know what to do?</li> <li>• How would you feel if there was an injury/safety event, and you did know what to do because you have read the signs and discussed a plan?</li> <li>• What if a sign looks similar but different how will you determine what it means?</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Ask the students to create a map of their house, school or neighborhood.</li> </ul>
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Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



Appendix A

Exit signs:



Fire related:



Directional signs/symbols/arrows:



Stop Signs:



Stair signs:



Other:



All from: [www.roadtrafficsigns.com](http://www.roadtrafficsigns.com)

Appendix B: Universal Emergency Codes

Codes:	What does it mean?	What do I do?
<b>Black</b>	Bomb Threat	Stay in your area and listen for more instructions
<b>Blue</b>	Respiratory or Cardiac Arrest	Stay in your area; watch for movement while in hallways
<b>Gray</b>	Severe weather	Shut windows and doors, close curtains. Move to an inside office or work area
<b>Orange</b>	Hazardous material spill	Leave the area; keep other people from the area and contact environmental services
<b>Red</b>	Fire	Follow RACE and PASS guidance.
<b>Silver</b>	Weapon or hostage	Stay in your area.
<b>Violet</b>	Violent patient or visitor	Stay in your area.
<b>Yellow</b>	All hazard disaster	Stay in your area and listen for more instructions.
<b>Pink</b>	Infant Abduction	All staff movement stops. Monitor the entrances for persons leaving the hospital.

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**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.2: The student will build, and practice problem-solving/critical thinking related to life skills.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

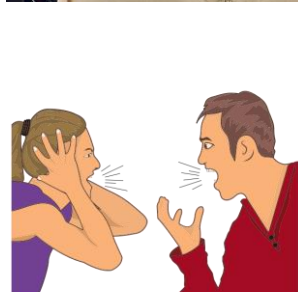
**Appendices & Additional Resources**

<b>Unit 1.2: The student will build and practice problem-solving/critical thinking related to life skills.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> The activities contained within this lesson are designed to help students understand feeling and emotions, identify facial expressions and other body language to express emotions, and help develop problem-solving skills in personal and work life.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Worksheets are embedded within the activities.</li> <li>• Appendices A and B for pictures for activities and as visual reminders in the classroom, work, or home.</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer or tablet</li> <li>• Electronic games</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Writing utensil</li> <li>• Games (Uno, Trouble, Apples to Apples, cards, etc.)</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the teacher ask/do to determine students' level of understanding? How can the student <b>demonstrate their understanding?</b>
Students will know the definition of a community.	Students will be able to identify different types of communities and their involvement.	Check that students retain the knowledge of the different types of communities they are involved in. Check that they can find the different communities on a map.
Students will know what inappropriate and appropriate social skills look like.	Students will be able to identify social skills and how they relate to problem solving.	Students will use appropriate social skills while problem solving.
Students will know what feelings and emotions look like.	Students will be able to identify how feelings and emotions impact problem solving.	Students will express and regulate their feelings and emotions while solving problems.
Students will identify types of problems.	Students will create solutions to problems.	Students will implement solutions to problems and use appropriate manners while doing so.
Students will understand what negotiating and compromising means.	Students will identify situations that need to be negotiated or compromised.	Students will implement negotiating and compromising when resolving a conflict.

<b>STEP TWO: The Lesson Plan</b>	
<b><i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i></b>	
<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Interpersonal relationships:</b> connections or interactions between two or more people</li> <li>• <b>Social skills:</b> learned abilities that allow an individual to interact appropriately in a given social situation</li> <li>• <b>Empathy:</b> identifying with the emotions or attitudes of another person</li> <li>• <b>Constructive feedback:</b> comments, advice or suggestions that are useful for improving ones performance or attitude</li> <li>• <b>Community:</b> an area or place with a group of people, oftentimes with similar interests and beliefs, such as a town, city, or village.</li> <li>• <b>Feelings:</b> emotions</li> <li>• <b>Emotions:</b> personal feelings or mood</li> <li>• <b>Problem solving:</b> figuring out solutions to issues</li> <li>• <b>Compromising:</b> making a decision between two people/parties that both agree upon</li> <li>• <b>Negotiating:</b> discussing and working through a problem</li> </ul>
<b>Introduction: Connect to Purpose VocFit Crosswalk:</b>	<p><b>Getting to Know Each Other:</b></p> <p>In groups of two, introduce yourself and get to know each other with the following questions:</p> <ol style="list-style-type: none"> <li>1. What is your name?</li> <li>2. Where are you from?</li> <li>3. What do you like to do during the summer?</li> <li>4. What is your favorite part of summer?</li> <li>5. Did you go on any trips?</li> <li>6. If yes, where did you go? If no, are there any places that you would like to go?</li> <li>7. Is there anything you would like to learn how to do?</li> </ol>
<b>Lesson Activities</b>	
<p>Activity 1</p> <p><b>Time: 45 mins</b></p> <p><b>VocFit Crosswalk:</b></p> <p><b>Cognitive Abilities:</b></p> <p>Comprehend/read instructions, know your location in relation to the environment</p>	<p style="text-align: center;"><u>Understanding Communities</u></p> <p>Communities for Kids   Types of Communities   Social Studies for Kids   Kids Academy: <a href="https://www.youtube.com/watch?v=IGC0zgxRNJQ">https://www.youtube.com/watch?v=IGC0zgxRNJQ</a></p> <ol style="list-style-type: none"> <li>1. Who is in your family/home community?</li> <li>2. What is your school community?</li> <li>3. Who is in your classroom community?</li> <li>4. Who is part of your social community?</li> <li>5. Where is your neighborhood? Use a map to locate it.</li> </ol>

<p><b>Computer Skills:</b> Use an online search engine, scroll through a web page to find specific information</p> <p><b>Interpersonal Skills:</b> Follow directions, listen actively, ask clarifying questions</p>	<ol style="list-style-type: none"> <li>6. What city do you live in?</li> <li>7. What country do you live in?</li> <li>8. What continent do you live in?</li> <li>9. Which pictures show being a part of your community?</li> <li>10. What problems do you see in your community?</li> <li>11. What are ways to make your community better?</li> </ol> 
<p><b>Activity 2:</b> <b>Time: 45 mins</b> <b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Work with a co-</p>	<p style="text-align: center;"><u>What Are Social Skills?</u></p> <p>Social Skills - What Are Social Skills - Improving Social Skills: <a href="https://www.youtube.com/watch?v=ku_XltAHvjA">https://www.youtube.com/watch?v=ku_XltAHvjA</a></p> <p>Which pictures show people using good social skills?</p>

worker in a group or team, monitor own body language, follow directions, listen actively, ask clarifying questions



How do you show good social skills?

How do you use social skills in problem solving?

Activity 3:

**Time: 90 mins**

**VocFit Crosswalk:**

**Cognitive Abilities:**

Comprehend/read instructions

**Interpersonal Skills:**

Monitor own body language, follow directions, listen actively, show

Feeling and Emotion

Feeling and Emotion for Kids | How to Manage Emotions:

<https://www.youtube.com/watch?v=ZJAEkDXtyQQ>

1. What could make you happy at work?
2. How should you display happiness at work?
3. What could make you sad at work?
4. What should you do when you feel sad at work?
5. What could make you angry at work?
6. What should you do when you feel angry at work?
7. What could make you feel excited at work?
8. How should you display being excited at work?



<p>compassion towards coworkers and/or clients, ask clarifying questions</p>	<ol style="list-style-type: none"> <li>9. What could make you feel jealous at work?</li> <li>10. What should you do when you feel jealous at work?</li> <li>11. What could make you feel loved?</li> <li>12. What should you do when you feel loved?</li> <li>13. What could make you feel disappointed at work?</li> <li>14. What should you do when you feel disappointed at work?</li> <li>15. What could make you feel lonely at work?</li> <li>16. What should I do when I feel lonely at work?</li> <li>17. What could make you feel scared at work?</li> <li>18. What should I do when I feel scared at work?</li> <li>19. What could make me feel shy at work?</li> <li>20. What should I do when I feel shy at work?</li> <li>21. What could make me feel confident at work?</li> <li>22. What should I do when I feel confident at work?</li> <li>23. What could make me feel worried at work?</li> <li>24. What should I do when I feel worried at work?</li> </ol> <p>See <a href="#">Appendix A</a> below. You can print the pictures and words separately. Students can match the pictures with words. Students can match pictures and words to emojis. Discuss how they can tell how the person is feeling. Discuss what might make them feel that way. Discuss what you would do at work if you saw someone feeling that way.</p>
<p>Activity 4: <b>Time: 60 mins</b> <b>VocFit Crosswalk:</b> <b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Work with a co-worker in a group or team, monitor own body language, follow directions, listen actively, ask clarifying questions</p>	<p style="text-align: center;"><u>Problem Solving</u></p> <p>Answer the questions 1-5 for both videos. Stuck on An Escalator - Wake Up and Go After Your Dreams! <a href="https://www.youtube.com/watch?v=Kq65aAYCHOW">https://www.youtube.com/watch?v=Kq65aAYCHOW</a> Conflict Resolution: How to Settle Your Differences Fairly   BrainPOP: <a href="https://www.youtube.com/watch?v=jg_Q34kGsKg">https://www.youtube.com/watch?v=jg_Q34kGsKg</a></p> <ol style="list-style-type: none"> <li>1. What happened in the video?</li> <li>2. What was the problem?</li> <li>3. What did the people do to solve the problem?</li> <li>4. Are there other ways to solve this problem?</li> <li>5. What would you do?</li> <li>6. What statements are problem-solving? <ol style="list-style-type: none"> <li>a. I'm sorry.</li> <li>b. You can't make me.</li> <li>c. Here. We can share.</li> <li>d. Are you all right?</li> <li>e. Excuse me.</li> <li>f. Move out of my way.</li> <li>g. So what?</li> <li>h. I know.</li> <li>i. I didn't mean to do that.</li> <li>j. I will fix this.</li> <li>k. Let's talk about this.</li> </ol> </li> </ol> <p>Let's review. Problem Solving in the Workplace:</p>

<https://www.youtube.com/watch?v=ehRNriENFic>

From the video:

1. What are the five steps to problem-solving?
  - a. Define the problem.
  - b. Brainstorm solutions.
  - c. Make plans and evaluate.
  - d. Implement the plan.
  - e. Re-evaluation.
2. What is a problem you had or have at work or school?
3. What are some solutions to that problem? List at least 2.
4. Does anyone else have some solutions to that problem?
5. What would be the positive or negative to each solution?
6. What solution are you going to or did choose?
7. List how the solution or plan will be implemented.
8. Who is included in the plan?
9. Did the solution fix the problem?

[Appendix B](#) - pictures to print for reminders in the classroom or at home or at work to stop and think about solutions to the problem.

Activity 5:

**Time: 90 mins**

**VocFit Crosswalk:**

**Cognitive Abilities:**

Comprehend/read instructions

**Interpersonal Skills:**

Work with a co-worker in a group or team, monitor own body language, follow directions, listen actively, ask clarifying questions

Compromising

You can use all videos as a review over a couple of days or select which ones that will work best for your students.

Negotiating and Compromising: <https://www.youtube.com/watch?v=NY1u3p0Hw7A>

Compromising with Others: <https://www.youtube.com/watch?v=GdCQFuWaV2g>

Compromise: <https://www.youtube.com/watch?v=aVBZW2XzwC4>

The Art of the Compromise: [https://www.youtube.com/watch?v=azRYgB\\_EiCo](https://www.youtube.com/watch?v=azRYgB_EiCo)

1. What is negotiating?
2. What is compromising?
3. What are some choices that are discussed in the videos?

Practice with a partner(s) by playing a game like Uno, cards, Apples to Apples, Trouble, etc.

Let the class decide what they are going to play for the next game. They have to work together to decide if they are going to all play the same game or break into smaller groups to play games. Let them figure this out.

4. What choices did you use to decide on for a game?

**Scenarios:**

Andy won't give up his swing, even though it's Haley's turn. What should Haley do?



Alicia and Cameron won't let Natasha play with them. What should Natasha do?



Alex pushes ahead of Rachel in line. What should Rachel do?



Jose is upset because his dad is sick and can't take him to the movie theater. What should Jose do?



Sherry has to work on a project with Maggie. Maggie refuses to work on it together. What should Sherry do?



Carter told Jackson that he was out of the game. Jackson doesn't think he is out. What should Jackson do?



Louisa was trying to tell Shawn about work, but he kept interrupting her to talk about a new game. What should Louisa do?



Michael lost all his files on his computer. What should Michael do?



Extension Activities: Critical Thinking Questions and Evaluation Tools	
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Make a list of different types of feelings and emotions.</li> <li>● Name all the communities that you are a part of.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● Under each feeling and emotion, what are some situations that make you feel this way, at home, at work, in the community, at school?</li> <li>● How many examples can you come up with?</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>● List the steps needed to problem solve, negotiate, and compromise.</li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>● What are some examples of negotiating and compromising at home?</li> <li>● What are some examples of negotiating and compromising at school?</li> <li>● What are some examples of negotiating and compromising at work?</li> <li>● What are some examples of negotiating and compromising in the community?</li> <li>●</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>● How do you do with negotiating and compromising in each of these places?</li> <li>● Are you better at this in some places than other places?</li> <li>● What are some reasons that you may be better negotiating and compromising in some places than others? (experience versus new situations, family versus friends versus strangers)</li> <li>●</li> </ul> </li> <li>6. Creating: <ul style="list-style-type: none"> <li>● How are you doing with problem solving?</li> <li>● Are there areas you need to work on? (identifying a problem, figuring out a solution, communicating with others, negotiating and compromising, or following through on a solution)</li> </ul> </li> </ol>

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

Appendix A

Happy



Sad



Angry



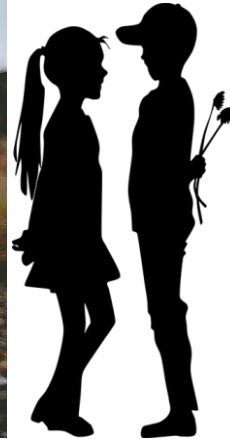
Excited



Jealous



Loved



Disappointed



Lonely

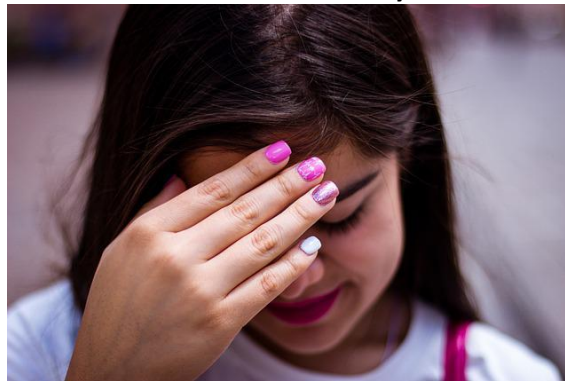


Scared





**Shy**



**Confident**



**Worried**



**Emotions**



Appendix B







**Lessons for  
Living, Learning,  
and  
Working**



Presented by  
Project | SEARCH®

**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.3: The student will foster independence with daily living tasks in simulated lesson and activities.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 1.3: The student will foster independence with daily living tasks in simulated lesson and activities</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.</b>		
<b>Lesson Plan Summary:</b> Understanding the required skills and tasks needed to live a safe and healthy independent life.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● “Grocery List” excel sheet</li> <li>● “Using a Dishwasher” picture cues</li> <li>● “How to make Mac N Cheese” picture cues</li> <li>● “How to do the Laundry” picture cues</li> <li>● “Morning/evening checklist”</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer, internet, overhead projector and/or smartboard, whiteboard, Boardmaker or <a href="#">Boardmaker Student Center</a> (for interactive use)</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● Pencil/paper</li> <li>● Access to a dishwasher, dishes, etc.</li> <li>● Scissors &amp; glue</li> <li>● Access to microwave</li> <li>● Easy Mac n Cheese cups for each student</li> <li>● Spoons for each student</li> <li>● 2 large cardboard boxes decorated to look like or labeled at “WASHER” and “DRYER”</li> <li>● Empty laundry detergent and fabric softening containers</li> <li>● Items of clothing to be sorted and “washed”</li> <li>● Laundry baskets</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Teacher ask/do to determine students’ level of understanding? How can the student <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
Know what it means to be an independent person.	Be able to make a grocery list and shop for the items either in person or virtually.	Interview others to create a grocery list. Observe the student locating items either in a store or online.
Be able to know the steps to make microwavable mac and cheese.	Be able to use the steps provided and make microwavable mac and cheese for themselves or someone else.	Teacher will check the students' success in making microwavable mac and cheese. Students will demonstrate how to make microwavable mac and cheese.

Students will know what a dishwasher is and used for.	Students will be able to use the dishwasher to wash dishes.	The student will be able to load dishes into a dishwasher, load detergent, operate the machine, OR sequence the picture cues in appropriate order.
Students will know the steps to sort and wash/dry laundry.	Students will be able to follow steps to sort and wash/dry laundry independently.	The teacher will check the students' success in following steps to sort, wash/dry laundry.
Students will know the steps for getting themselves ready for school/work.	Students will follow a process for getting themselves ready for school/work independently.	The teacher will check the students' success in following steps to getting ready for school/work. The student will demonstrate their knowledge by putting the steps in sequential order or by doing the steps in order.

## STEP TWO: The Lesson Plan

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms (derived from dictionary.com)</b></p> <ul style="list-style-type: none"> <li>• <b>Want:</b> To wish, need, crave, demand, or desire. Something that you can live without.</li> <li>• <b>Need:</b> A requirement, necessary duty or obligation. Something you must have in order to live/survive.</li> <li>• <b>Daily Living Skills:</b> Skills a person needs to have to live a successful independent life. Things you need to know how to do to survive, be clean and healthy.</li> <li>• <b>Independence:</b> freedom from the control, influence, support, aid, or the like, of others</li> <li>• <b>Dishwasher:</b> a machine for washing dishes automatically. <a href="#">Image</a></li> <li>• <b>Load dishwasher:</b> the act of putting dishes inside the dishwasher. <a href="#">Image</a></li> <li>• <b>Microwave:</b> a small oven that cooks or heats food very quickly. <a href="#">Image</a></li> <li>• <b>Washing machine:</b> a machine for washing clothes, bed linens, etc. <a href="#">Image</a></li> <li>• <b>Laundry detergent:</b> a type of detergent (cleaning agent) used for cleaning dirty laundry (clothes). Laundry detergent is manufactured in powder (washing powder) and liquid form. <a href="#">Image</a></li> <li>• <b>Laundry basket:</b> a basket for holding clothes and linen that need to be washed or that have been washed. <a href="#">Image</a></li> <li>• <b>Soiled:</b> dirty; stained. <a href="#">Image</a></li> </ul>
<b>Introduction: Connect to Purpose VocFit Crosswalk:</b>	<p>Review glossary terms with students. This can be done as a group or individually. To make this activity more engaging, add the terms to a <a href="#">Kahoot!</a> game.</p>



	Ask the students how they are able to survive. Who takes care of their wants and needs? In order to live an independent life, it would be beneficial to help in the process of taking care of themselves (i.e. grocery shopping, cleaning, cooking, hygiene, etc.).
<b>Lesson Activities</b>	
<p>Activity 1 Time: 30 minutes</p> <p><b>VocFit Crosswalk:</b> <b>Self-Determination:</b> make choices/decisions, determine priorities,</p> <p><b>General:</b> listens and pays attention, asks for help when needed, communicates adequately, follows directions, completes tasks accurately</p> <p><b>Work Structure:</b> follow established procedures</p> <p><b>Cognitive Abilities:</b> Perform mental activities, comprehend/read instructions</p> <p><b>Computer Skills:</b> Navigate to a specific web address, click on a desired web link, use an online search engine, save a file/document to specific location, type txt to create a document, enter text applying basic key functions, recognize and start a software program, scroll through a web page to find specific information</p>	<p><b><u>Making a Grocery List</u></b></p> <p>Step 1: Provide students with the excel document “Grocery List.” Have the students choose up to 4 people (can be classmates or family members). Write/type the person’s name at the top of each column.</p> <p>Step 2: Interview each person and ask what their favorite 4 items are from the grocery store. List their 4 favorite items under their names on the excel sheet.</p> <p>Step 3: Compare items to see if there are similarities among each person. Highlight any items that are similar.</p> <p>Step 4: Make a list of the top 10 favorite items enjoyed.</p> <p>Step 5: Use an online search engine or app to search for the food items and place them into a virtual shopping cart. (For example: <a href="#">Kroger Pickup</a> - formerly Clicklist).</p> <p>Step 6: Add the cost of each item on the excel sheet.</p> <p>Extension Activity: Take the class to the grocery store and have them locate and/or purchase each item on the list.</p> <p>Closing: Ask the students if they were able to locate all the items on their list. Did they run into any problems? What did they find easy or difficult about this task? Do they feel more independent now they have the experience of shopping for food items? Is there any questions or further information they might be curious about?</p>

<p><b>Communication skills:</b> communicate face to face with others, speak clearly so others can understand, work with external customers or the public, understand the speech of another person</p> <p><b>Interpersonal skills:</b> follow directions, listen actively, ask clarifying questions</p>	
<p>Activity 2 Time: 45 minutes <b>VocFit Crosswalk:</b> <b>General:</b> listens and pays attention, asks for help when needed, communicates adequately, follows directions, completes tasks accurately, works at an appropriate rate <b>Safety:</b> Work exposed to contaminant (pollutants, gasses, dust, orders), maintain sanitation, health, and safety standards, identify safety hazards <b>Cognitive Abilities:</b> comprehend/read instructions, count, weigh, measure, or organize materials, recognize when equipment is not working <b>Computer Skills:</b></p>	<p><b><u>Microwave Mac N Cheese</u></b></p> <p>This activity can be done with only the picture cues or as a hands on lesson. It is understood that not all will have access to mac n cheese cups or a microwave. In this case, you can use the picture cues to put them in sequential order.</p> <p>Step 1: Introduce glossary terms to students - Microwave. Show images of microwaves and ask if they have ever used a microwave before. What kinds of things can you cook in a microwave?</p> <p>Step 2: Ask students, “What is your favorite thing to eat?” Allow students to engage in conversation and give individual answers. Then project an image of a mac n cheese cup (<a href="#">example</a>). See if they change their answers!</p> <p>Step 3: Tell students that knowing how to make Easy Mac can help them become more independent.</p> <p>Step 4: Project picture steps onto a screen and provide a hard copy or electronic version for the students to follow along. Review the steps with the students. Picture steps can be found <a href="#">here</a>.</p> <p>Step 5: Students can cut out each image and place it in sequential order or perform this activity interactively using Google Jamboard or Boardmaker.</p> <p>Step 6: When students are able to put in sequential order with independent practice, they can do so as a hands on activity. Model the steps for the students (and show them how to operate the microwave) then have them follow the picture cues as they perform each step themselves.</p> <p>Step 7: Enjoy!</p>

<p>Enter text applying basic key functions</p> <p><b>Lower task-related abilities:</b></p> <p>start and stop machines using levers or buttons, clean work tools (equipment, dishes)</p>	
<p>Activity 3</p> <p>Time: 45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Physical abilities:</b> stand, bend the body</p> <p><b>General:</b> listens and pays attention, asks for help when needed, communicates adequately, follows directions, completes tasks accurately, works at an appropriate rate</p> <p><b>Safety:</b> Work exposed to contaminant (pollutants, gasses, dust, orders), maintain sanitation, health, and safety standards, identify safety hazards</p> <p><b>Cognitive Abilities:</b> comprehend/read instructions, count, weigh, measure, or organize materials, sort, assemble, and proof completed work, recognize when equipment is not working</p> <p><b>Lower task-related abilities:</b></p>	<p><b><u>Loading the Dishwasher</u></b></p> <p>This activity can be done with only the picture cues or as a hands on lesson. It is understood that not all will have access to a dishwasher. In this case, you can use the picture cues to put them in sequential order.</p> <p>Step 1: Activate prior knowledge by reviewing the word “Dishwasher” and show images to the students. Ask, “Do you know what this is used for?”</p> <p>Step 2: Show video to model how to put dishes into the dishwasher (what goes on top? on the bottom, in the silverware sections, etc.), what type of soap to use (dishwasher detergent ONLY not regular dish soap), what buttons to press to operate the dishwasher. Here are a couple of Edpuzzle videos to choose from (both can be used in live version so students can answer questions throughout the video):  <a href="https://edpuzzle.com/media/5f9f3b95ad525b40e992db33">https://edpuzzle.com/media/5f9f3b95ad525b40e992db33</a>  <a href="https://edpuzzle.com/media/60099e63be3dee42202b2a07">https://edpuzzle.com/media/60099e63be3dee42202b2a07</a></p> <p>Step 3: Project picture steps onto board and provide a hard copy for students to follow along. Review the steps with the students. The picture steps can be found <a href="#">here</a>.</p> <p>Step 4: Have students cut out each picture to put in sequential order. Or, you can move the images around on the document and have students write the corresponding number underneath each picture. This can also be used in Boardmaker as an interactive activity online. Link <a href="#">here</a>.</p> <p>Step 5: Once the students have had enough independent practice, have them practice putting dishes into a dishwasher, adding soap, and choosing the correct cycle to start the dishwasher. Repetitive practice will be needed if independence is the goal.</p> <p>*Extension: teach students how to unload the dishwasher...where do the dishes go in the cabinets and drawers?</p>

<p>start and stop machines using levers or buttons, clean work tools (equipment, dishes)</p>	
<p>Activity 4 Time: 60 minutes <b>VocFit Crosswalk:</b> <b>Physical abilities:</b> stand, bend the body, twist the body <b>Cognitive abilities:</b> comprehend/read instructions, sort, assemble, and proof completed work, recognize when equipment is not working <b>Lower task-related abilities:</b> start and stop machines using levers or buttons, move supplies</p>	<p><b>Laundry</b></p> <p>Materials needed for hands on experience:</p> <ul style="list-style-type: none"> <li>● 2 large cardboard boxes decorated or labeled “WASHER” and “DRYER.”</li> <li>● Empty laundry detergent and fabric softener containers</li> <li>● Items of clothing to sort and “wash”</li> <li>● Laundry baskets</li> </ul> <p>Introduce glossary terms and explain to students that laundry is an additional skill to be learned that will help them be an independent, self-sufficient person.</p> <p>Step 1: Provide the students with a <a href="#">copy</a> of the steps of doing the laundry. Have the students sequence the steps along with you.</p> <p>Step 2: Have the students cut and paste steps in order, or use the interactive version to practice the steps.</p> <p>Step 3: To provide concrete experience, as you describe each step, model using the cardboard washer/dryer, empty laundry detergent containers and clothing being careful to fully describe what you are doing in each step.</p> <p>Step 4: Allow each student to practice sorting clothing in the baskets (for example by color, or separating towels from clothing, etc.). Once the clothes are separated, they can practice putting them into the washer, adding detergent, setting the cycle, moving to the dryer, taking them out of the dryer, and folding into the baskets.</p> <p>Step 5: Have students reflect on the experience by asking what was challenging or easy, etc.</p> <p>Extension activity: Take the students on a field trip to a laundromat and practice doing laundry using real coins and/or debit cards.</p> <p><i>Critical thinking/problem solving- What happens with laundry mistakes? Bleach stains, shrinking clothing, etc.</i></p> <p>You can also show the Edpuzzle video here with your students prior to going to the laundromat, or anytime. <a href="https://edpuzzle.com/media/6006ca5e55d4b9423e415b40">https://edpuzzle.com/media/6006ca5e55d4b9423e415b40</a> <b>Boardmaker Link <a href="#">here</a></b> <b><a href="#">Liveworksheet</a></b> Or make your own worksheet using pictures and words that work better for your students.</p>
<p>Activity 5</p>	<p><b>Getting Ready (For school/work)</b></p>

<p>Time: 45 minutes</p> <p><b>VocFit Crosswalk:</b></p> <p><b>Self-determination:</b> make choices, decisions, and plans to meet own goals, set personal goals that satisfy own interests and needs, make decisions independently, take action to complete own plans successfully</p> <p><b>General:</b> Dresses appropriately for job, arrives on time for work and leaves on times, body hygiene, initiates new tasks, maintains clean appearance, follows directions</p> <p><b>Lower task-related abilities:</b> select items from serving or storage areas and place them in dishes, on trays or bags, clean work tools, prepare dining areas for meals and/or snacks, gather and empty trash</p>	<p>Intro: Show Edpuzzle video, <a href="#">“The Jetsons Clip: Getting Ready for Work.”</a></p> <p>Step 1: Reflect/Compare and Contrast. Ask students to discuss things in the video that are different from how they get ready in the morning. For example, the Jetsons are set in the future and George has robots and machines that help do everything he needs to get ready. You could use a <a href="#">Venn Diagram</a> to compare and contrast.  <i>*Tip- make this more interactive by using a Google Jamboard where students can type their own text, add images, or even draw their thoughts. Here is a <a href="#">video tutorial on Google Jamboard if you are unfamiliar.</a></i></p> <p>Step 2: Show a video modeling the steps one needs to take to get ready in the morning. For example: Life Skill - <a href="#">Getting Ready in the Morning</a>. Choose a video that is on the appropriate age/ability level for your students. This video example is an Edpuzzle that you can project live for the students to interactively answer the questions. Feel free to make your own video or do a video self-model of your students performing the tasks.</p> <p>Step 3: Provide the students with a check list of all the items needed to be done in order to get ready in the morning. You can use the checklist provided: <a href="#">“Morning/Evening Checklist,”</a> create your own, or edit this one to make it accessible to your students.</p> <p>Step 4: You can repeat this process for an evening routine as well.</p> <p>Extension - Provide hands-on practice of these skills if you have access to a bathroom and other materials needed. You can also send home a copy of the checklist with each student and ask them or a family member to take a picture or video of them performing the tasks. For example, take a picture of what they made for breakfast and send it as an email attachment.</p>
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>• Can the students recite or list the steps in each process without using the picture cues?</li> <li>• Create a Jeopardy game for the students to play to recall the information or steps within a process.</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>• Have students create a chart to classify the ideas of each activity. Images can be cut and pasted into the correct columns.</li> <li>• List different activities or tasks that the students would like to learn to do</li> </ul> </li> </ol>





















	<p>independently.</p> <ul style="list-style-type: none"> <li>• Provide students with an interactive way to explain or recognize glossary terms. This can be done through Kahoot!, Google Jamboard, Live worksheets, etc.</li> </ul> <p>3. Applying:</p> <ul style="list-style-type: none"> <li>• Provide the students with the option to perform role plays. This can be done with scripts or improv.</li> <li>• Have the students prepare a poster board to draw each individual step of each activity.</li> </ul> <p>4. Analyzing:</p> <ul style="list-style-type: none"> <li>• Use/create a Venn diagram to compare and contrast or differentiate between tasks.</li> <li>• If the picture cues are out of order, can the students put them in sequential order and distinguish between each step?</li> </ul> <p>5. Evaluating:</p> <ul style="list-style-type: none"> <li>• Provide scenarios for students to discuss and “Think-pair-share.” For example, “What would you do if your guardian had to leave for work early in the morning and you had to catch the bus on your own.” Have the students write their answers on a post-it note, or add to a Google Jamboard. Then share them out with the rest of the class.</li> </ul> <p>6. Creating:</p> <ul style="list-style-type: none"> <li>• Send home a copy of the picture cues so the student can perform the task while at home. Have the student provide pictures/videos of them performing the tasks. These can be sent to the teacher as an email attachment, or have the students present to their classmates.</li> </ul>
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Lesson Plan modified from:



Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

# Cooking Mac and Cheese



<p>1</p>  <p>Mac &amp; Cheese</p> 	<p>2</p>  <p>Peel off top</p> 	<p>3</p>  <p>Fill water to line</p> 	<p>4</p>  <p>Put in microwave</p> 	<p>5</p>  <p>Close door</p> 
<p>6</p>  <p>Set time cook 3:30</p> 	<p>7</p>  <p>Open cheese packet</p> 	<p>8</p>  <p>Pour cheese in</p> 	<p>9</p>  <p>Stir cheese</p> 	<p>10</p>  <p>Let cool &amp; enjoy</p> 








## Using the Dishwasher

 <p>open the dishwasher</p> <input data-bbox="480 659 565 772" type="text"/>	 <p>make sure it is empty</p> <input data-bbox="643 659 727 772" type="text"/>	 <p>bottom rack of dishwasher</p> <input data-bbox="805 659 889 772" type="text"/>	 <p>Take dirty plates to sink</p> <input data-bbox="967 659 1052 772" type="text"/>	 <p>rinse dirty dishes</p> <input data-bbox="1130 659 1214 772" type="text"/>
 <p>put dirty dishes between racks</p> <input data-bbox="480 1058 565 1171" type="text"/>	 <p>pour dish soap in the dishwasher</p> <input data-bbox="643 1058 727 1171" type="text"/>	 <p>close soap space in dishwasher</p> <input data-bbox="805 1058 889 1171" type="text"/>	 <p>close dishwasher door</p> <input data-bbox="967 1058 1052 1171" type="text"/>	 <p>select dishwasher cycle</p> <input data-bbox="1130 1058 1214 1171" type="text"/>



# Doing Laundry





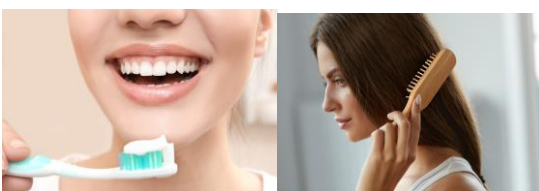




1	 collect dirty laundry	<input type="checkbox"/>	6	 turn on washer	<input type="checkbox"/>
2	 sort darks/whites	<input type="checkbox"/>	7	 take washed clothes out	<input type="checkbox"/>
3	 put clothes in washer	<input type="checkbox"/>	8	 put washed clothes in dryer	<input type="checkbox"/>
4	 add laundry soap	<input type="checkbox"/>	9	 turn on dryer	<input type="checkbox"/>
5	 close washer	<input type="checkbox"/>	10	 dry clothes in dryer	<input type="checkbox"/>



**Appendix D**







**Morning Checklist (Check off items as they are completed)**

<p>Wake up to the alarm. Turn off alarm.</p>	
<p>Get dressed</p>	 <p>Be sure to pick clothes that are not wrinkled and tuck in shirt.</p>
<p>Brush teeth, hair, etc. sure you do not have bedhead!</p>	 <p>Check the mirror to make</p>
<p>Make your bed</p>	
<p>Make &amp; eat breakfast (on your own if possible or assist)</p>	
<p>Make lunch (on your own if possible or assist)</p>	
<p>Leave on time to catch the bus for school/work.</p>	

**Evening Checklist (Check off items as they are completed)**



 <p>Make or assist with preparing dinner</p>	
<p>List what you made for Dinner. Did you need assistance? (Y/N):</p>	
<p>Assist with dinner cleanup (i.e. clear dishes, putting food away, etc.)</p>  <p>4. clear the table      5. wash the dishes      6. dry the dishes</p>	
<p>Complete chores as assigned by parents/guardians</p>  <p>clean the house      cut the grass      do the dishes      do the laundry</p> <p>dust the house      feed the dog      fold the laundry      hang up the laundry</p> <p style="text-align: center;"><b>Household Chores</b></p>	
<p>Take shower (can be done in the evening or morning)</p> 	



Brush teeth



Check weather for tomorrow

Set out clothing for tomorrow based on the weather



Go to bed at a decent time

**Lessons for  
Living, Learning,  
and  
Working**



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**Lesson Plan Contents Page**

**Unit 1: Daily Living Skills**

**Objective 1.4: The student will understand and demonstrate how to navigate through the community using public and other means of transportation**

***STEP ONE: Pre-Planning/Pre-Activities:***

***STEP TWO: The Lesson Plan***

***Appendices & Additional Resources***

<b>Unit 1.4: The student will understand and demonstrate how to navigate through the community using public and other means of transportation</b>	<b>Total Activities: 6</b>
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**STEP ONE: Pre-Planning/Pre-Activities:** Individualize these sections to make this section more meaningful for the intern.

**Lesson Plan Summary:** This lesson will help students Understand different modes of community transportation and etiquette. It will also introduce them to signs and symbols they may encounter when out in the community.

**What you will need: Materials & Resources**

<b>Handouts:</b>	<ul style="list-style-type: none"> <li>• Artifacts are included at the bottom of the lesson.</li> </ul>
<b>Technology:</b>	<ul style="list-style-type: none"> <li>• Computer or tablet</li> <li>• Cellphones</li> </ul>
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>• Writing utensil</li> <li>• Chairs</li> <li>• Copies of Artifacts that are included at the bottom of the lesson.</li> </ul>

**How to Assess Understanding**

<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Students will know if there is public bus transportation in their community.	Students will be able to locate public bus routes and utilize the bus transportation independently.	Check the students' independence at utilizing the public bus company. Use Artifact A to check for understanding and independence.
Students will know what community signs mean.	Students will follow community signs appropriately and independently.	Check that students understand the signs and follow the rules. Use Artifact B to check for understanding and implementation.
Students will know what landmarks are and where ones are located in their community.	Students will identify and utilize landmarks.	Check that students can describe landmarks in their community.
Students will know what Lyft or Uber is and if it's accessible in their community.	Students will be able to independently use Uber or Lyft on their cellphones.	Check that students can complete all steps to use Uber or Lyft independently.
Students will know if there is a public cab service in their community.	Students will be able to utilize the public cab system independently.	Check that students can complete all steps to use the public cab independently.
Students will know the different etiquette involved in utilizing public transportation.	Students will use etiquette during public transportation without reminders.	Check that students utilize etiquette on their own. Use Artifact C to assess understanding and use of etiquette.

**STEP TWO: The Lesson Plan**

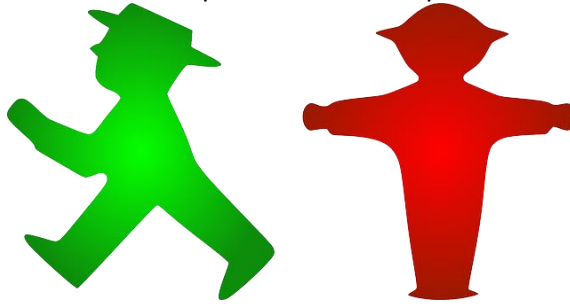
**Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.**

<p><b>Glossary</b></p>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms from Activities</b></p> <ul style="list-style-type: none"> <li>• Walk - moving at a regular pace.</li> <li>• Don't Walk - not moving at a regular pace.</li> <li>• Enter - moving into.</li> <li>• Exit - leaving a place.</li> <li>• Crosswalk - a marked spot on the road for pedestrians to cross.</li> <li>• Emergency - an unexpected dangerous situation</li> <li>• Social distance - physically maintaining at least 6 feet away from another person.</li> <li>• Open - unfold, access, can get in.</li> <li>• Closed - no access, can't get in.</li> <li>• Danger - something that can cause injury or harm.</li> <li>• Do not enter - can't go through.</li> <li>• Landmarks - objects that can be easily spotted and can be used to help someone find their way.</li> </ul>
<p><b>Introduction:</b>  <b>Connect to Purpose</b>  <b>Time: 10 mins</b>  <b>VocFit Crosswalk:</b></p> <p><b>Interpersonal Skills:</b>  Listen actively</p> <p><b>Communication Skills:</b>  Communicate face-to-face with others,  Speak clearly so that others can understand</p>	<p style="text-align: center;"><b>What is Public Transportation?</b></p> <p>Discuss what public transportation is and what it looks like in your community.  What are different ways that people get to school and work?  How many different modes of transportation can you come up with?</p> <p>An Animated History of Transportation:  <a href="https://www.youtube.com/watch?v=FaLCQo8NJFA">https://www.youtube.com/watch?v=FaLCQo8NJFA</a></p> <p>Search for different types of transportation  TRANSPORT   Transportation Vocabulary   Modes of Transport   Types of Transportation Quiz  (<a href="https://quizizz.com/admin/quiz/5c86c5f8563691001aa1e345/types-of-transport">https://quizizz.com/admin/quiz/5c86c5f8563691001aa1e345/types-of-transport</a>)</p> <p><a href="https://www.youtube.com/watch?v=00o6_g0WubY">https://www.youtube.com/watch?v=00o6_g0WubY</a>  When would you use these types of transportation?</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1  <b>Time: 120 mins</b>  <b>VocFit Crosswalk:</b>  <b>General:</b>  Arrives on time for work and leaves on time</p>	<p style="text-align: center;"><b>Bus Training</b></p> <p>How to Use Public Transportation: <a href="https://www.youtube.com/watch?v=vqbg1-2J_SQ">https://www.youtube.com/watch?v=vqbg1-2J_SQ</a></p> <p>Summary from the Video:  #1 Routes &amp; Schedules - designated by colors or numbers, set schedule, arrive to the bus station a few minutes before route time  #2 Learn The Schedules &amp; Routes - paper map, Smartphone app with alerts, Website  #3 Get On - look at stops and which side of the road they stop on. Do you need to</p>

<p><b>Cognitive Abilities:</b> Comprehend/read instructions, shift attention back and forth between tasks or sources of information, know your location in relation to the environment</p> <p><b>Computer Skills:</b> Navigate to a specific web address, click on a desired web link, use an online search engine, scroll through a web page to find specific information</p>	<p>switch buses? #4 Ask For Help - Look at maps at the station, ask other people politely #5 Pay For Your Ride - Look to see how much you need, you may need to purchase a card. #6 Share Space With Other Passengers - be aware of other people, move to another seat if you need to do so when bus has stopped #7 Be Polite - Keep hands, knees, and belongings to yourself #8 Exit At Your Stop - Pay attention to where you are so you can get off in the correct spot, you may need to pull a cord ahead of time to signal ahead of time where you need to stop</p> <p>Role-model and practice these steps in the classroom before using the public transportation.</p> <p>How to Ride the Bus: <a href="https://www.youtube.com/watch?v=MAZXqGvvcX4">https://www.youtube.com/watch?v=MAZXqGvvcX4</a> (This includes how to get on the bus, how to pay with a card, and how to load a bike.)</p> <p>Central Transportation: <a href="https://stevenspoint.com/257/Central-Transportation">https://stevenspoint.com/257/Central-Transportation</a> You may use this website to practice locating routes and schedules, fares, and more for practice and then transferring these skills to your local area routes map.</p> <ul style="list-style-type: none"> <li>● Click on link.</li> <li>● Click on Routes &amp; Schedules.</li> <li>● Click on Fixed Routes.</li> </ul> <p>Otherwise, you may choose to use your local public transit website, phone apps, or paper maps right away.</p> <p>See <a href="#">Appendix A</a> below for Public Bus Transportation Checklist. Adapt to your specific area.</p>
<p>Activity 2: <b>Time: 60 mins</b> <b>VocFit Crosswalk:</b> <b>Safety:</b> Identify safety hazards</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions</p> <p><b>Interpersonal Skills:</b> Follow directions, listen actively, ask clarifying questions</p>	<p style="text-align: center;"><b><u>Reading signs</u></b></p> <p>Let's Talk About Community Signs: <a href="https://www.youtube.com/watch?v=kxmvUBg8JU">https://www.youtube.com/watch?v=kxmvUBg8JU</a></p> <p>From the video: What are the different types of community signs? Exit Sign - pause the video.</p> <ol style="list-style-type: none"> <li>1. What does an exit sign mean?</li> <li>2. Are there different types of exits?</li> <li>3. What are each exit used for?</li> <li>4. Locate exits in your building.</li> <li>5. When should you use them?</li> </ol> <p>Stop Sign - pause the video.</p> <ol style="list-style-type: none"> <li>1. What does a stop sign mean?</li> <li>2. What should you do at a stop sign?</li> </ol> <p>Pedestrian Lights - pause the video.</p> <ol style="list-style-type: none"> <li>1. Is there a button to press to be able to walk?</li> <li>2. What does it look like when you can walk?</li> </ol>



3. What does it look like when you can't walk?
4. Practice this skill.
5. When the light states that you can walk, still look in all directions for moving vehicles.
6. Use the pictures below for practice in classroom.



Playground Sign - pause the video

1. What does this sign mean?
2. Does it mean that there are only children on the teeter totter?
3. What should you do when you see this sign?

Emergency Sign - pause the video

1. What does emergency mean?
2. What are different types of emergencies? (Examples: medical emergencies, crime emergencies, automotive emergencies, nature emergencies - hurricane, earthquake, tornado, flood, etc.)
3. Where are different places people go in case of an emergency?
4. What kind of emergency sign is in the video?

Do Not Enter Sign - pause the video

1. What does a Do Not Enter sign mean?
2. Where might you see a Do Not Enter sign?

Bus Stop Sign - pause the video

1. Do we have bus stop signs in our community?
2. If we do, where are ones nearest here?
3. If we do, where are ones nearest where you live?
4. Use a bus routes and schedules map to locate bus stops.

Closed Sign - pause the video

1. What does closed mean?
2. What places or businesses might use closed signs?
3. Have you seen any closed signs?
4. What times might businesses or places be closed?

Railroad Sign - pause the video

1. What does a railroad crossing sign mean?
2. Are there any railroad crossing signs in our community?
3. What should you do at a railroad crossing?

Bike Lane Sign - pause the video

1. What is a bike lane?
2. Do we have any bike lanes in our community?
3. What should you do when you see a bike lane?

4. If you are using a bike lane, how do you use it?

Danger Sign - pause the video

1. What does danger mean?
2. Are there different types of danger signs?
3. What does the danger sign in the video want you to not do?
4. What should you do if you see a danger sign?

Drive Thru Sign - pause the video

1. What does drive thru mean?
2. Have you seen drive thru signs in your community?
3. If yes, where have you all seen them?
4. What should you do at a drive thru if you are in a vehicle?
5. What should you do at a drive thru if you are not in a vehicle? (do not walk thru or use the drive thru if walking, watch for vehicles if you need to walk across a drive thru path)

Open Sign - pause the video

1. What does open mean?
2. Where might you see open signs in your community?

Push Button for Crosswalk Sign - pause this video

1. What does this sign mean?
2. Have you seen these signs in your community?
3. Review what to do at a crosswalk.

Restroom Sign - pause this video

1. What does a restroom sign mean?
2. Which restrooms can you use?
3. Which restrooms should you not use?
4. Locate the nearest public restrooms?



Answer the next set of questions. Have students point or talk out the answers.

Search for these signs in your community. Use [Appendix B](#), Community Signs Checklist. Mark them off as you go on a walk or take a ride in your community.

Activity 3:  
Time: 45 mins  
VocFit Crosswalk:

### Identifying Landmarks

What are Landmarks?: <https://www.youtube.com/watch?v=KzF1B5uyK1M>

<p><b>Cognitive Abilities:</b> Comprehend/read instructions, know your location in relation to the environment</p> <p><b>Interpersonal Skills:</b> Follow directions, listens actively, ask clarifying questions</p>	<p>Questions to Review from Video:</p> <ol style="list-style-type: none"> <li>1. What is a landmark?</li> <li>2. What are some examples of landmarks?</li> <li>3. For each picture, what makes this object a landmark?</li> <li>4. Can you name a landmark in your community?</li> <li>5. How many people in this class know this landmark?</li> <li>6. What is near that landmark?</li> <li>7. Why do people notice this landmark?</li> <li>8. What are some objects that are not a landmark?</li> <li>9. Use a computer or tablet, to look up pictures of the landmarks mentioned in class.</li> <li>10. How can landmarks help people to find their way?</li> </ol>
<p>Activity 4: <b>Time: 120 mins</b> <b>VocFit Crosswalk:</b> <b>General:</b> Arrives on time for work and leaves on time</p> <p><b>Cognitive Abilities:</b> Comprehend/read instructions, shift attention back and forth between tasks or sources of information, know your location in relation to the environment</p> <p><b>Computer Skills:</b> Navigate to a specific web address, click on a desired web link, use an online search engine, scroll through a web page to find specific information</p>	<p style="text-align: center;"><b><u>Calling a Lyft or Uber</u></b></p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. Has anyone used a Lyft or Uber before?</li> <li>2. If yes, please share about your experience.</li> <li>3. How did you learn to use Lyft or Uber?</li> <li>4. How do you use it?</li> </ol> <p>How to Use Lyft: <a href="https://www.youtube.com/watch?v=HobCUu4WViQ">https://www.youtube.com/watch?v=HobCUu4WViQ</a></p> <ol style="list-style-type: none"> <li>1. Make sure that you have the app on your phone.</li> <li>2. Add Payment Method       <ol style="list-style-type: none"> <li>a. Make sure that you have a payment method added with permission from a parent or guardian if needed.</li> <li>b. Tap the <u>menu</u> icon.</li> <li>c. Tap <u>payment</u>.</li> <li>d. Locate payment methods section.</li> <li>e. Add <u>payment method</u> to add details. Make sure you have permission to do this.</li> </ol> </li> <li>3. Booking a Ride       <ol style="list-style-type: none"> <li>a. Tap <u>search destination</u> field</li> <li>b. In destination field, type address of where you want to go.</li> <li>c. Once it is correct, then select <u>set destination</u>.</li> <li>d. Lyft will let you know what your transportation options. Lyft is usually the cheapest. Lyft XL fits more passengers. Lux Black is the same size as the Lyft vehicle, but is a luxury vehicle. Lux Black XL is a bigger luxury vehicle. Within each section it will indicate how many passengers the vehicle holds, with estimated arrival time to destination, and how long before it picks you up.</li> <li>e. Tap on dropdown under vehicle, you will see options for pickup times and prices may be cheaper if you are able to wait longer.</li> <li>f. Once you selected your choice, tap selected Lyft.</li> <li>g. Lyft may ask you to confirm your pickup spot again, once your pickup spot is set, tap <u>confirm and request</u>.</li> <li>h. Lyft will then show you the driver's location as they travel to your pickup spot.</li> <li>i. If you need to communicate with your driver, you can tap the <u>phone</u> icon.</li> </ol> </li> </ol>

#### 4. Riding in the Lyft

- a. Before you get in the vehicle, make sure to check that the vehicle and license plate matches the one in the app.
- b. Once you are riding in the vehicle, you can follow route on the map and estimated arrival time to destination.
- c. If you need to make changes to the ride, tap edit ride. You can cancel the ride, add a stop, or edit the drop-off.
- d. You can also tap safety tools to see what Lyft offers during the ride. You can share your ride location with others.
- e. After the ride is over, you can give your driver a rating or a tip.

How to Use Uber: <https://www.youtube.com/watch?v=D8HI7Bg4Dqw>

1. Make sure that you have the app on your phone.
2. When you open the app, you will see a menu of selections.
3. Adding a Payment Method
  - a. Make sure you have parent or guardian permission to use Uber if needed.
  - b. Tap menu icon.
  - c. Tap wallet.
  - d. Under the payment methods section, make sure an active payment method is listed.
  - e. If no payment is listed, tap add payment method or redeem gift card.
4. Booking a Ride
  - a. Tap either ride or where to or tap now in the where to field to schedule a ride for a pickup time in the future.
  - b. Enter the address in the where to field. If you don't have a select address, then tap select location on map to enter a pin.
  - c. Uber will give you options for different vehicles. Uber X is the cheapest. Uber Black is more expensive, but in a premium car. Uber XL holds more people. Each selection will show how many people it will hold. It also shows the price and the time for drop-off.
  - d. Once you choose your vehicle, tap on it.
  - e. Uber may confirm your pickup spot again. Tap confirm pickup.
  - f. Uber may confirm fare, tap confirm fare.
  - g. Uber will show you the driver's location and route.
  - h. If you need to communicate with the driver, tap the phone icon.
5. Riding in the Uber
  - a. Confirm that the vehicle and license plate matches what's in the app before getting in.
  - b. If you need to change your drop-off location, tap add or change. This may change the price of your ride, but you will need to confirm this first.
  - c. You can share your location with others. You can change payment methods. You can also split fares.
  - d. Tap safety to access this. You can call 911 or reporting a safety issue.
6. Leaving Feedback
  - a. You can tap your trips and select your trip and stars next to driver's name.

	Use <a href="#">Appendix D</a> - Lyft or Uber Transportation to assess independence in following steps.
<p>Activity 5:  <b>Time: 45 mins</b>  <b>VocFit Crosswalk:</b>  <b>General:</b>  Arrives on time for work and leaves on time</p> <p><b>Cognitive Abilities:</b>  Comprehend/read instructions, shift attention back and forth between tasks or sources of information, know your location in relation to the environment</p> <p><b>Computer Skills:</b>  Navigate to a specific web address, click on a desired web link, use an online search engine, scroll through a web page to find specific information</p> <p><b>Communication Skills:</b>  Speak clearly so that others can understand, communicate with others on the telephone, understand the speech of another person</p> <p><b>Interpersonal Skills:</b>  Listen actively, ask clarifying questions</p>	<p style="text-align: center;"><b><u>Using a Cab</u></b></p> <p>Search online for the local cab company. Write down the phone number. Enter the number on your cell phone if you have one.</p> <p><b>Skit for One Ride in a Day</b>  <b>(Name of Cab Company): (Phone Number)</b></p> <p>Hello, this is (name). I need a pick-up from (name of pick-up location) at (address of pick-up location) at (time AM or PM) to be dropped off at the (name of drop-off location) at (address of drop off location).  Could you please confirm the pick-up location, days and times? Thank you!</p> <p><b>Skit for Two Rides in One Day</b>  <b>(Cab Company Name): (Cab Company Number)</b></p> <p>Hello, this is (name). I need a pick-up at the (name of pick-up location) at (time AM or PM) to be dropped off at (name of drop off location) at (address of drop off location).  I also need a pick-up from (name of location) at (address of pick-up location) at (time AM or PM) to be dropped off at the (drop off name) at (drop off address).  Could you please confirm the pick-up location, days and times? Thank you!</p> <p><b>Skit for Scheduling for the Week</b>  <b>(Cab Company Name) : (Phone Number)</b>  You should call the cab on Thursday or Friday the week before to set-up the next week's schedule. The pick-up time should always be 30 minutes before your work start time. You should schedule all the pick-up days for the next week, starting Monday through Sunday. <b><u>Do not include your days off.</u></b></p> <p>Hello,  This is (name). I would like to schedule cab rides for next week.  I will need a pick-up from (pick-up address) to go to the (name of place and drop-off address).  I need a pick-up on (day, date) at (time AM or PM) and (day, date) at (time AM or PM)  and (day, date) at (time AM or PM)  and (day, date) at (time AM or PM)  and (day, date) at (time AM or PM).  Could you please confirm the pick-up location, days and times? Thank you!</p> <p><b>Skit for When Cab is Late</b>  (Please modify this and keep this in your wallet, purse, or backpack.)  <b>(Cab Company Name) : (Phone Number)</b>  If the cab is 30 minutes late, please call them and say the following:</p>

	Hello. This is (name). I had a cab pick-up today for (time AM or PM) from (name of location) at (address of pick-up location). Can you please check to see if the cab is on its way? Thank you!
<p>Activity 6:  <b>Time: 45 mins</b>  <b>VocFit Crosswalk: Communication Skills:</b>  Communicate face-to-face with others, deal with unpleasant, angry, or discourteous individuals, speak clearly so that others can understand, deal with conflict</p> <p><b>Interpersonal Skills:</b>  Work in close physical proximity to other people, monitor own body language, cooperate with others to accomplish work activities, ask clarifying questions</p>	<p style="text-align: center;"><b><u>Public Transportation Etiquette</u></b></p> <p>Public Transport Etiquette: <a href="https://www.youtube.com/watch?v=h_bfjIO-nOg">https://www.youtube.com/watch?v=h_bfjIO-nOg</a>  From the video:</p> <ul style="list-style-type: none"> <li>● Form an Orderly Line. (Practice this in the classroom and transitioning to locations. Include social distancing. Test this skill by having a treat for the day and see if the interns remember to use this skill.)</li> <li>● Speak Softly. (Practice talking quietly with a partner.)</li> <li>● Use Headphones or Earphones Instead of Speakers.</li> <li>● No Smoking.</li> <li>● No Littering. (What is littering? What should you do with your trash on a bus or cab? What should you do if you see someone litter?)</li> <li>● No Vandalizing. (What is vandalism? What should you do if you see someone vandalize?)</li> <li>● No PDA. (What is PDA? Is the cab or bus a place for PDA?)</li> <li>● Respect People’s Privacy. (Relate this to HIPPA.)</li> <li>● Wear a Mask if you’re Sick. (It is best to stay home if you are sick. However, if you need to leave your home, it is recommended to wear a mask.)</li> <li>● Cover Your Mouth When you are Coughing. (Practice turning your face away into your arm and away from others.)</li> <li>● Don’t Cram the Door. (Practice this with elevators. Allow space for people to get off first before you step in.)</li> <li>● Fill in the Gaps. (Set this up in your classroom with chairs in rows like on a bus.)</li> <li>● Don’t be Selfish. (As you have your classroom set-up with chairs in rows. Practice giving your seat to someone else that may need it more. Name some people that may need to sit more than you do, parents with small children or babies, people having difficulty with standing or balance. Practice standing up and offering them your seat.)</li> <li>● Feet on the Floor. (Feet on the floor helps to provide you with stability and balance. It also keeps seats clean. The bottoms of your feet pick up dirt and germs from the ground.)</li> <li>● Give Your Seat to Someone Who Needs it More. (Part of Don’t Be Selfish.)</li> <li>● Don’t Lean Against the Door. (What could happen if you lean on the door?)</li> <li>● Don’t Leave Bags Unattended. (What could happen if you don’t keep an eye on your belongings? Where are some places to keep your belongings?)</li> </ul> <p>Practice these skills while using the cab or bus. See <a href="#">Appendix C</a> - Public Transportation Etiquette to assess these skills.</p>
<b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b>	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Make a list of the different modes of transportation in your community</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● What modes of transportation will you use to get to school or to work?</li> <li>● What modes of transportation do you want to learn to use?</li> </ul> </li> </ol>

- |  |   |
|--|---|
|  | <ol style="list-style-type: none"><li>3. Applying:<ul style="list-style-type: none"><li>● List the steps needed to use a new form of transportation.</li></ul></li><li>4. Analyzing:<ul style="list-style-type: none"><li>● Which modes of transportation are the fastest and work the best for you?</li></ul></li><li>5. Evaluating:<ul style="list-style-type: none"><li>● What steps in using public transportation can you do independently?</li><li>● What steps do you need help with in using public transportation?</li></ul></li><li>6. Creating:<ul style="list-style-type: none"><li>● Are you remembering to use public transportation etiquette?</li><li>● What problems are you having with using public transportation?</li><li>● How can we solve any problems that you are having using public transportation?</li></ul></li></ol> |
|--|---|

## Appendix A

### PUBLIC BUS TRANSPORTATION CHECKLIST

Steps	Not Applicable, With Support, Independent, NA, WS, I
1. Identify where you are on the map.	
2. Identify where you plan to go.	
3. Ask someone if you can go to place.	
4. Find location on map.	
5. Identify the route(s) that takes you there.	
6. Locate where you can get on the bus near where you are.	
7. Find the times the bus picks-up near you.	
8. Determine how much time you need to get ready and to get to the bus pick-up.	
9. Choose the time for pick-up.	
10. Find the time the bus drops you off at the place you want to go.	
11. Do the pick-up and drop off times work for you?	
12. Check the times for pick-up at the place you want to go? Will you be able to have enough time at the place? Will you be able to get back home?	
13. Check the weather.	



14. Determine what items you need for the weather. Dress appropriately.	
15. Check that you have enough money for the bus ride there and back home and money for anything you plan to buy while you are gone.	
16. Look all ways to cross the street.	
17. Are there vehicles moving down the road?	
18. Yes, then do not cross the road.	
19. No, then it is safe to cross the road.	
20. Find way to bus stop.	
21. Check the time.	
22. Say, "hello" to the bus driver.	
23. Put correct change into slot or use the prepaid bus card.	
24. Know when to get off the bus.	
25. Do you need a transfer ticker to get on the next bus?	
26. If yes, ask driver, "Can I have a transfer ticket please?"	
27. If no, then do not ask the bus driver.	
28. Say, "thank you" to the bus driver and get off bus.	

29. Walk to location.	
30. Find what you are shopping for or do the activities you are planning to do.	
31. Ask for item if needed.	
32. Purchase item.	
33. Say, "thank you".	
34. If you ate, clean-up after self.	
35. Push in chair.	
36. Identify time bus picks-up.	
37. Go to bus pick-up spot.	
38. Check time.	
39. Say, "hello" to the bus driver.	
40. Put correct change into slot or use prepaid bus card.	
41. Know when to get off the bus.	
42. Pull cord to get off bus. Identify a permanent landmark to use for this.	
43. Say, "thank you" to the bus driver and get off bus.	
44. Walk back home.	

45. Look all ways to cross the street.	
46. Are there vehicles moving down the road?	
47. Yes, then do not cross the road.	
48. No, then it is safe to cross the road.	
49. Knock on door when you get home.	
50. Say, "hello". Share with someone what you did.	
51. Put away the items you brought with you and any items you just bought...	

## Appendix B

### COMMUNITY SIGNS CHECKLIST

Find these signs in your community and mark them off. Check to see if you remember what they look like from the video. Practice or discuss what you should do at each sign.

- Exit
- Stop
- Walk
- Don't Walk
- Playground
- Emergency
- Do Not Enter
- Bus Stop
- Closed
- Railroad Crossing
- Bike Lane
- Danger
- Drive Thru
- Open
- Push Button For Crosswalk
- Restroom

## COMMUNITY SIGNS CHECKLIST (with pictures)

Find these signs in your community and mark them off. Check to see if you remember what they look like from the video. Practice or discuss what you should do at each sign.

- Exit



- Stop



- Walk



- Don't Walk



- Playground



- Emergency



- **Do Not Enter**



- **Bus Stop**



- **Closed**



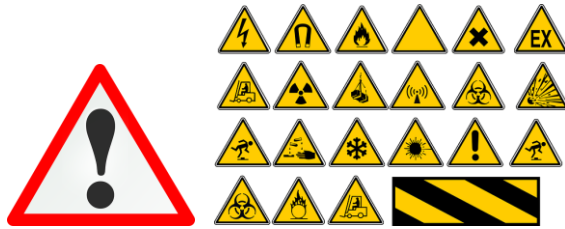
- **Railroad Crossing**



- **Bike Lane**



- **Danger**



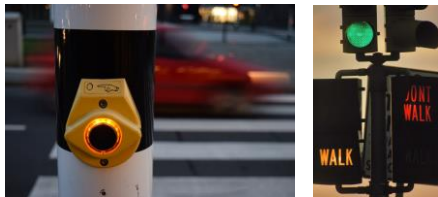
- Drive Thru



- Open



- Push Button For Crosswalk



- Restroom



## COMMUNITY SIGNS CHECKLIST REVIEW - Artifact B

How many of these can you identify? Which ones do you know? Which ones don't you know? Can you find these in your community?





## **Appendix C**

### **PUBLIC TRANSPORTATION ETIQUETTE ASSESSMENT**

This can be used as a self-assessment for the intern to review or for staff to use to assess that the intern followed these etiquette guidelines.

- **Form an Orderly Line**
- **Speak Softly**
- **Use Headphones or Earphones Instead of Speakers**
- **No Smoking**
- **No Littering**
- **No Vandalizing**
- **No PDA**
- **Respect People's Privacy**
- **Wear a Mask if You're Sick**
- **Cover Your Mouth When You are Coughing.**
- **Don't Cram the Door**
- **Fill in the Gaps**
- **Don't be Selfish**
- **Feet on the Floor**
- **Give Your Seat to Someone Who Needs it More**
- **Don't Lean Against the Door**
- **Don't Leave Bags Unattended**

## Appendix D

### LYFT or UBER TRANSPORTATION CHECKLIST

Steps	Not Applicable, With Support, Independent, NA, WS, I
1. Make sure you have parental or guardian permission if needed.	
2. App is on phone	
3. Payment Method is set-up	
4. Selects a destination in where they want to go.	
5. Selects a ride.	
6. Confirms ride and location.	
7. Confirms that the pickup vehicle is the exact one on phone by make, model, and license plate.	
8. Greets driver.	
9. Confirms information with driver, including drop-off location, and estimated time of arrival.	
10. Uses safety tools if needed on app.	
11. Provides driver rating and possibly tip.	

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.

**Lessons for  
Living, Learning,  
and  
Working**



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**Lesson Plan Contents Page**



**Unit 1: Daily Living Skills**

**Objective 1.5: Demonstrate an understanding of basic daily living skills to manage transition to adult living.**

**STEP ONE: Pre-Planning/Pre-Activities:**

**STEP TWO: The Lesson Plan**

**Appendices & Additional Resources**

<b>Unit 1.5: Demonstrate an understanding of basic daily living skills to manage transition to adult living.</b>		<b>Total Activities: 5</b>
<b>STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the intern.</b>		
<b>Lesson Plan Summary:</b> The activities in this lesson are to help develop direction and navigation skills to foster independence in the many different environments of the community where students may find themselves.		
<b>What you will need: Materials &amp; Resources</b>		
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>● See links within activities below</li> </ul>	
<b>Technology:</b>	<ul style="list-style-type: none"> <li>● Computer, internet, projector &amp; screen or smartboard</li> </ul>	
<b>Other materials needed for activities:</b>	<ul style="list-style-type: none"> <li>● markers, pens, colored pencils</li> <li>● Types of landmarks examples</li> <li>● Writing journals/paper</li> <li>● whiteboard</li> <li>● chart paper, markers</li> </ul>	
<b>How to Assess Understanding</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Check for Understanding / Evaluation</b>
What will they <b>know</b> because of the lesson?	What will they be able to <b>do</b> because of the lesson?	What will the Instructor ask/do to determine interns' level of understanding? How can the intern <b>demonstrate their understanding?</b>
Glossary/Vocabulary Be able to know the vocabulary presented	Be able to use the vocabulary presented in a variety of settings	Check context of their vocabulary use to ensure their understanding
The students will know the steps to use a crosswalk.	Be able to physically walk safely across a crosswalk.	The students will demonstrate how to safely walk across a crosswalk.
The students will know how to locate landmarks within an area.	The students will describe landmarks to describe their location.	The students will demonstrate their understanding of using landmarks to find or describe different locations.
The students will know what a pedestrian should do to be safe in a parking lot.	The students will be able to practice safe behaviors for exiting a vehicle, walking safely in a parking lot, and re-entering a vehicle.	Students will independently demonstrate safe parking lot behaviors.

The students will listen and give verbal directions.	The students will be able to follow given verbal directions to get to a designated end location.	Students will demonstrate how to give verbal directions to each other by using directional terms such as, “turn right,” “go straight,” etc.
The students will know what directional signs within a building are used for.	Students will be able to describe how to use directional signs within a building.	Students will demonstrate their understanding of using directional signs within a building by navigating from room to room or location to location.

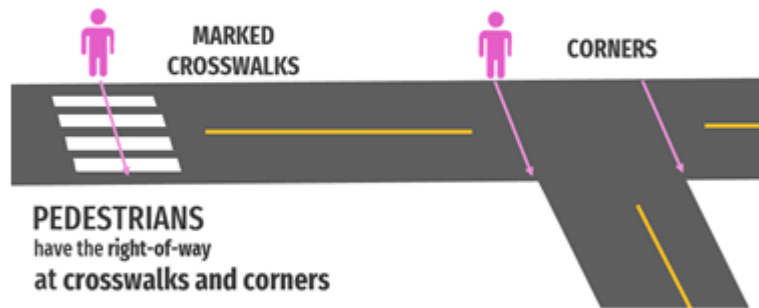
**STEP TWO: The Lesson Plan**

***Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.***

<b>Glossary</b>	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p><b>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</b></p> <p><b>Glossary Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Crosswalk:</b> a marked part of a road where pedestrians have right of way to cross.</li> <li>• <b>Pedestrian:</b> a person walking along a road or in a developed area.</li> <li>• <b>Crossing signals:</b> Pedestrian crossing signs provide advance notice of areas of high pedestrian activity so drivers can prepare to slow down or stop on short notice.</li> <li>• <b>Intersection:</b> a point or line common to lines or surfaces that intersect.</li> <li>• <b>Reflective items:</b> High-visibility clothing, sometimes shortened to hi vis or hi viz, is any clothing worn that is highly luminescent in its natural matt property or a color that is easily discernible from any background. It is most commonly worn on the torso and arm area of the body.</li> <li>• <b>Distracted:</b> unable to concentrate because one's mind is preoccupied.</li> <li>• <b>Landmarks:</b> an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.</li> <li>• <b>Directory:</b> a sign listing the names of businesses located within a single building that is designed to direct and guide pedestrians to individual businesses' premises.</li> <li>• <b>Parking lot:</b> an area where cars or other vehicles may be left temporarily.</li> <li>• <b>Vehicle back-up lights:</b> white lights on a vehicle that illuminate when going backward.</li> </ul>
<p><b>Introduction:</b></p> <p><b>Connect to Purpose</b></p> <p><b>Time:</b> 10 Mins</p> <p><b>VocFit</b></p>	<p><b><u>Finding Your Way</u></b></p> <p>Think of your favorite place to go in your community. Describe how you would get there. You might need to use your computer/iPad to research some of the questions.</p> <ol style="list-style-type: none"> <li>1. Can you name any landmarks near it?</li> <li>2. Can you take the public bus?</li> </ol>

<p><b>Crosswalk:</b> <b>Cognitive Abilities:</b> Know your location in relation to the environment</p> <p><b>Computer Skills:</b> Click on a desired web link, use an online search engine</p>	<p>3. Do you need anything special to go there (i.e. library card, money, etc)? 4. How far do you live from your favorite place?</p> <p>As an adult, you may have times when you need to use public transportation to get somewhere. Understanding how to navigate safely in the community is important.</p>
<p><b>Lesson Activities</b></p>	
<p>Activity 1 <b>VocFit</b> <b>Crosswalk:</b> <b>Physical abilities</b> - stand, <b>General</b> - listens and pays attention, follows directions, <b>Safety</b> - identify safety hazards</p>	<p style="text-align: center;"><u><b>How to navigate a crosswalk</b></u></p> <p>The following items can be reviewed with students using the pictures below. Prior to the lesson, review the glossary terms. Also show the following videos as a preview: <a href="https://www.youtube.com/watch?v=CH5kX9vBnKU">https://www.youtube.com/watch?v=CH5kX9vBnKU</a> <a href="https://www.youtube.com/watch?v=QUXLT3gcFb8">https://www.youtube.com/watch?v=QUXLT3gcFb8</a></p> <ul style="list-style-type: none"> <li>● Review the need for pedestrians to use crosswalks and inform viewers that corners are considered unmarked crosswalks.</li> <li>● Inform viewers that pedestrians have the right-of-way at corners and crosswalks and drivers should stop for pedestrians attempting to cross in these areas.</li> <li>● Review types of pedestrian crossing signals at signalized intersections and need for pedestrians to follow signals.</li> <li>● Inform viewers that the most serious pedestrian crashes occur at night</li> <li>● Encourage pedestrians to try to be seen when walking at night.</li> <li>● Review the benefits of using reflective items when walking at night</li> <li>● Inform viewers how speed impacts pedestrian safety and the need to slow down on local roadways where pedestrians and bicyclists are present</li> <li>● Inform viewers of the relationship between increased speed and decreased pedestrian crash survivability</li> <li>● Inform viewers that most people disapprove of varying forms of cellphone use while driving</li> <li>● Review how distracted driving can cause drivers to miss pedestrians on the road</li> <li>● Remind viewers that it is not safe to cross the street while distracted by a cellphone</li> </ul>

## WHERE SHOULD YOU CROSS THE STREET?



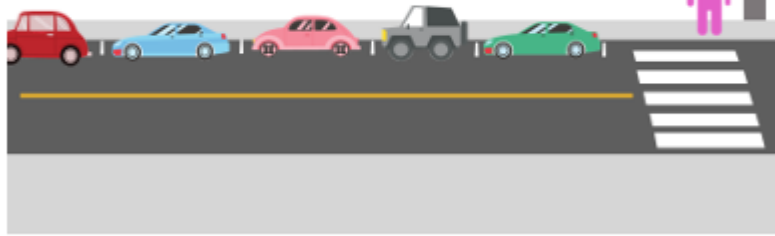
## All Corners are CROSSWALKS



Also don't be distracted while walking.



Like drivers,  
**PEDESTRIANS**  
should also follow traffic signals



**DON'T START  
CROSSING**  
if the signal is  
**FLASHING**  
OR **COUNTING DOWN**



**WAIT**  
FOR THE  
**WALK SIGNAL**



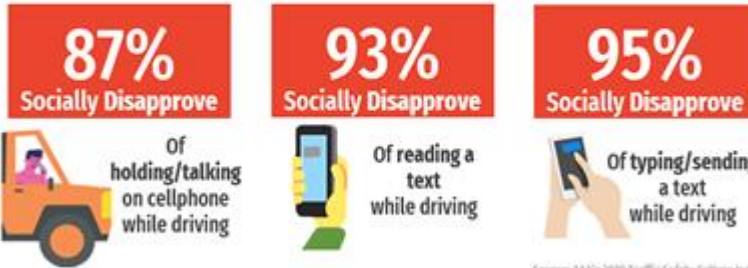


People walking and biking  
are vulnerable on the road



Source: Vision Zero Network

Most people disapprove of distracted driving.



Source: AAA's 2019 Traffic Safety Culture Index



Question: AT INTERSECTIONS WITH A TRAFFIC LIGHT AND PEDESTRIAN SIGNAL, YOU SHOULD BEGIN WALKING WHEN THE PEDESTRIAN SIGNAL SHOWS: (SELECT ALL THAT APPLY)



A WALK sign or person walking



A flashing hand or flashing "DON'T WALK" sign



A countdown signal



A fixed hand or fixed DON'T WALK sign (fixed means that the DON'T WALK signal is not flashing or counting down)

\*Adapted from

[https://avenuesinmotion.org/media/pdfs/introduction\\_to\\_pedestrian\\_safety\\_ii\\_-\\_3-5.pdf](https://avenuesinmotion.org/media/pdfs/introduction_to_pedestrian_safety_ii_-_3-5.pdf) on 4/27/2022.

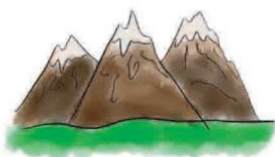
<p>Activity 2:  <b>VocFit</b>  <b>Crosswalk:</b>  <b>Physical abilities</b> - stand,  <b>General</b> - listens and pays attention, follows directions,</p>	<p style="text-align: center;"><b><u>Identifying landmarks within a building/campus</u></b></p> <p>Step 1: Choose a large area where your students can visit. For example, a college campus, neighborhood, airport, or park.          Step 2: Intro - explain to class that they will be walking around to identify different types of landmarks that are easily recognizable.          Step 3: Review the term, "landmark."          Step 4: Ask the students to draw examples of landmarks they can think of. If they struggle, you can show them images of examples.          Step 5: Ask the students to give details/characteristics of each type of landmark.</p>
--	---

**Safety** - identify safety hazards

Step 6: Provide the students with the Landmarks worksheet and explain the directions (see below).  
Step 7: Take the students for a walk to discover different landmarks. As they locate each landmark, have them circle or write the name on their worksheet.  
Step 8: Once back in the classroom, ask the students to present to the class the landmarks that were found and discuss others that might not have been located. Be sure to discuss in detail what each landmark looks like.  
Step 9: Review with students why landmarks are important to recognize so they are able to describe where they are within a certain location.  
Step 10: Draw a rough sketch (or print out a map) of your location and label the specific landmarks.  
Step 11: Assessment- quiz the students using the above sketch (or print out) to see if they can locate different landmarks that you call out.

## LANDMARKS

It is important to pay attention to the world around us. A landmark is a part of the land that is easy to recognize from far away. Circle all the landmarks that are in your neighborhood. Can you think of any others?



**MOUNTAINS**



**RIVER**



**SIDEWALK**



**POND**



**HILLS**



**ROAD**

Get more lesson plans at <https://www.education.com/lesson-plans/>

Adapted from: <https://www.education.com/lesson-plans/>

Activity 3:  
**VocFit**  
**Crosswalk:**  
**Physical**

### How to read directional signs within a building/campus/Hotel/airport

Step 1: Take a picture of a directory within a large building near you or use some of the images provided below.

**abilities** - stand  
**General** - listens and pays attention, follows directions,  
**Safety** - identify safety hazards

Step 2: Define the term, "directory." Review so that the students understand it is used to help them locate different rooms within a large business or building.  
Step 3: If you are on site, walk to a building that includes a directory. Say aloud a specific location on the directory and have students point to it. Take this a step further, and have the students walk to a location/room # that you call out.  
Step 4: If you have time to plan ahead, ask an individual from several different locations within the building to provide a token that shows the students visited their room/location. For example a pen, magnet, etc.  
Step 5: Take lots of time asking the students to navigate to different locations on the directory until you observe their independence.

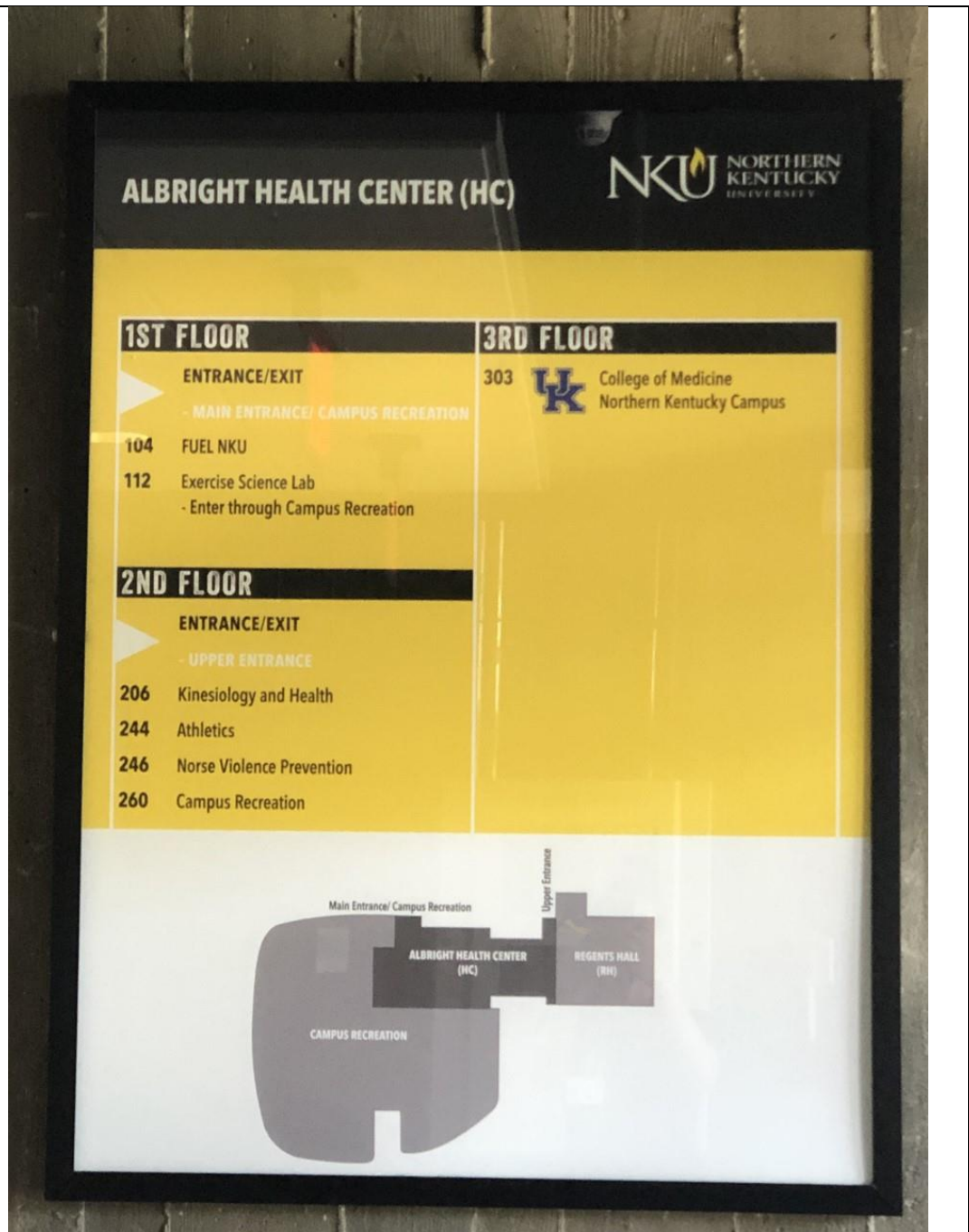




**ALLAN BUILDING**

Robert C. Skiffam, CPA	100	Best One Financial Services	201	Lori Horwitz, LCSW & Assoc.	217	POS - Professional Office Services	226
Drouin Realty	101	Private	202	Tustin Police Foundation	218	Executive Suites Office & Services	231
Wateria Investments, LLC	101	Law Office of Mitchell E. Haddad	203		219		233 234
Acadia Investments, LLC	101	Information Builders	204	Lynn M Cowley, Ph.D. MIT	220	BioWatch, Inc.	235 236
North Tustin Veterinary	103	Roddel Marketing Group Inc.	205	Clinical Therapist	220	John Williamson, CPA	237
Private	104	Village International	205		221	BioWatch, Inc.	238
Hallmark Escrow Company, Inc.	105	Information Builders	206		222	Direct Deposit Network, Inc.	240
Fountain of Life Family Chiropractic	106	Direct Deposit Network, Inc.	207	The Tax Consultants	223		
EMS Development Company	107	Private	208	Patrick Menigan	223		
Southwest Valve & Equipment	109	Daniel J. Getzinger, CPA	210	Dr. Barbara Wayne, MFT	224		
Westover & Westover	110	Private	211	Law Office of Ted Seall	225		
Cornel West, Inc.	111	Harris Goodman, CPA CFP	212		226		
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Activity 4:  
**VocFit**  
**Crosswalk:**  
**Physical abilities** - stand  
**General** - listens and pays attention, follows directions,  
**Safety** - identify

**Giving Verbal Directions Game**

This activity will be helpful for students to practice listening to, following, and giving verbal directions (and knowing the difference between left and right).

Step 1: Students will need to know terms to describe how to get to a location on a given map. For example, “Go straight,” “Turn right,” or “Turn left.” Teach students a strategy to distinguish between their left and right. For example, using their hand to form a capital “L” is their left.

Step 2: Play [this](#) video to have students take turns describing where each indicated location is on the map. Press pause and play to allow for more time. This will take

<p>safety hazards, communicates adequately,</p> <p><b>Cognitive abilities</b> - Comprehend/read instructions, Know your location in relation to the environment,</p> <p><b>Communication Skills</b> - Speak clearly so that others can understand</p>	<p>practice, but repeating the process will help the students become familiar with directional language and how to describe where the locations are on the map.</p> <p>Step 3: Give students the opportunity to practice their skills in the classroom or hallway. Have a student stand in a starting spot and provide them verbal directions to get to a designated end spot. Students can take turns until they are able to successfully follow the verbal directions.</p> <p>Step 4: Take their practice a step further and allow students to give each other verbal directions. For example:</p> <ol style="list-style-type: none"> <li>1. Take two steps forward</li> <li>2. Turn left.</li> <li>3. Take one step forward</li> <li>4. Turn right</li> <li>5. Take 5 steps forward</li> <li>6. Turn around 180 degrees</li> <li>7. Etc.</li> </ol>
<p>Activity 5:</p> <p><b>VocFit</b></p> <p><b>Crosswalk:</b></p> <p><b>Physical abilities</b> - stand</p> <p><b>General</b> - listens and pays attention, follows directions,</p> <p><b>Safety</b> - identify safety hazards</p>	<p style="text-align: center;"><u><b>Navigating Parking Lots</b></u></p> <p>The video below may be a bit young for your students, however, it highlights important safety precautions for how to navigate a parking lot. If you feel the video is too young, you could show the video with no sound and narrate yourself, or use Edpuzzle to add a voiceover. Here is the <a href="#">link</a> to Edpuzzle if you are unfamiliar.</p> <p><a href="https://www.youtube.com/watch?v=fvfvztp2GI">https://www.youtube.com/watch?v=fvfvztp2GI</a></p> <p>Step 1: Review the glossary terms with students: Pedestrian, Parking lot, vehicle back-up lights, and distracted.</p> <p>Step 2: Activate Prior knowledge - ask students times they have had to walk in parking lots. What safety precautions can they think of? Make a list on a whiteboard or chart paper.</p> <p>Step 3: Show the video above. Add any safety precautions that were not mentioned before.</p> <p>Step 4: Guided Practice: Provide students with the <a href="#">guided notes worksheet</a>. Project onto the screen and fill in the blanks together as a class.</p> <p>Step 5: Independent Practice: Take the students out to the parking lot and practice how to safely navigate using the steps studied.</p> <p>You can also use this sample lesson plan to practice safe parking lot behaviors: <a href="https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8ca38db0-7afb-3f47-9304-ba71cfd46c63">https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:8ca38db0-7afb-3f47-9304-ba71cfd46c63</a></p>



Extension Activities: Critical Thinking Questions and Evaluation Tools	
<p><b>Extension Activities: Critical Thinking Questions and Evaluation Tools</b></p> <p><a href="http://www.mandela.ac.za/cyberhunts/bloom.htm">http://www.mandela.ac.za/cyberhunts/bloom.htm</a></p>	<ol style="list-style-type: none"> <li>1. Knowledge / Remembering: <ul style="list-style-type: none"> <li>● Why do you need to know how to be a safe pedestrian? In a crosswalk or parking lot?</li> <li>● What are landmarks and why are they important?</li> <li>● What are directional signs? How do they help you?</li> </ul> </li> <li>2. Comprehension / Understanding: <ul style="list-style-type: none"> <li>● What might happen if you run across the street without looking for traffic or ignoring the crosswalk signs?</li> <li>● In what situation would it be helpful to use landmarks to describe where you are?</li> </ul> </li> <li>3. Applying: <ul style="list-style-type: none"> <li>● If you went to a new location that you had never been to, how would you find your way around? What are some things you could use to keep you from getting lost?</li> </ul> </li> <li>4. Analyzing: <ul style="list-style-type: none"> <li>● Not all signs and symbols within a location are exactly the same. How can you be sure that you understand directional signs in all environments?</li> </ul> </li> <li>5. Evaluating: <ul style="list-style-type: none"> <li>● Do you think it is easier or more effective to describe your location using directional signs or using landmarks? Why do you think so?</li> </ul> </li> <li>6. Creating: <ul style="list-style-type: none"> <li>● Create a role play to demonstrate how to properly use a crosswalk or walk in a parking lot.</li> <li>● Design a diagram of a crosswalk.</li> <li>● Devise your own directory of an imaginary building.</li> <li>● Can you generate directions for navigating from the entrance of your school building to the gymnasium? Music room? Etc.?</li> </ul> </li> </ol>

Lesson Plan modified from:  
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

**Parking Lot Safety Guided Notes**

Directions: Use the video link in Activity 5 along with the guided notes below. Fill in the blanks with the correct information.

1. As soon as you get out of your car in a parking lot, you are a \_\_\_\_\_.
2. Cars move in lots of different \_\_\_\_\_ in a parking lot and it can be hard for them to see you.
3. You need to be careful and \_\_\_\_\_ when getting out of the car.
4. Get out on the \_\_\_\_\_ side as the driver if you can.
5. Stay \_\_\_\_\_ to the car when you get out.
6. You should always \_\_\_\_\_ and never run in a parking lot.
7. When you are walking in a parking lot, stay \_\_\_\_\_ steps away from parked cars.
8. Keep a clear view of what is around you and don't get \_\_\_\_\_.
9. Stop if you see white \_\_\_\_\_ lights. This means a car is getting ready to leave their parking spot.
10. You should \_\_\_\_\_ if you see a car back-up out of their parking spot.

Word Bank:

back-up	cautious	walk	freeze	close
directions	pedestrian	same	three	distracted