

 **Instructional Targets**

Employability


- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options.

Lifelong Learning




- **Reading:** Understand and apply vocabulary related to community, daily living and vocational situations.

 **Differentiated Tasks**

Level 3 Team members will...	Level 2 Team members will...	Level 1 Team members will...
<ul style="list-style-type: none"> • Name one or more preferred jobs and state reasons for preference. • Use learned vocabulary in speaking and writing. 	<ul style="list-style-type: none"> • Recognize tasks within given jobs and identify these tasks as those they like or do not like. • Recognize and use words and pictures specific to a topic when speaking and writing. 	<ul style="list-style-type: none"> • Indicate job activities of interest. • Use language to share ideas with others.

 **Topic Connection**

This unit focuses on the skills needed to find and keep a job. This lesson provides two want ads describing different jobs. Team members should understand that finding a job that matches with your skills, interests and needs is directly linked to how much you like your job. Reviewing these job ads can facilitate discussions about readiness to work and important job skills.

 Topic Words 	 Employability Words																	
<table border="0"> <tr> <td>co-worker</td> <td>supervisor*</td> </tr> <tr> <td>job*</td> <td>team</td> </tr> <tr> <td>needs*</td> <td>work*</td> </tr> <tr> <td>skills</td> <td></td> </tr> </table>	co-worker	supervisor*	job*	team	needs*	work*	skills		<table border="0"> <tr> <td>apply</td> <td>description</td> <td>skills</td> </tr> <tr> <td>attitude</td> <td>location</td> <td>title</td> </tr> <tr> <td>category</td> <td>realistic</td> <td>training</td> </tr> </table>	apply	description	skills	attitude	location	title	category	realistic	training
co-worker	supervisor*																	
job*	team																	
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* Power Words



Lesson at a Glance

Activity 1

Activity 2



Instructional Activities

Exploring Job Categories

Reading Want Ads



See how these activities fit into the **Suggested Monthly Plan**.



ULS Materials and Resources

Job Exploration Forms

Eleven job category posters are provided in the [Instructional Tools: Job Category Posters](#)

Work environment posters are provided in the [Instructional Tools: Work Environment Posters](#)

Help Wanted Ads (Text Only and Symbol-Supported)

[SymbolStix PRIME](#)

L³ Skills: [Life Skills](#)



Additional Materials



Instructional Target



Employability

- **Job Awareness:** Demonstrate a desire to be employed and recognize realistic job options.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question. For example, say, "Where would you like to work—in a floral shop or at a construction site?" • Explain to team members that they will explore specific jobs within two different job categories. Team members will consider whether their individual work preferences and skills match the specific jobs presented. Tell team members that their job is to decide if they like a described job and if they have the skills to do the job. • Review the learning goal with team members: I will identify if I like a job and have the skills to do it.
Model	<ul style="list-style-type: none"> • Display a Job Exploration form. Point out and encourage team members to help identify the Job Category, Job Location and Job Title. • Read the job preferences. Pause after each and discuss if you like the preference. Model placing a check in the box next to preferred preference. • Model reviewing the Skills Needed column in a similar manner. • Next, answer the questions at the bottom of the form. Discuss each question and encourage team members to comment.
Provide Practice	<p><i>Provide team members with a Job Exploration Form and any alternative forms of writing and communication support needed.</i></p> <ul style="list-style-type: none"> • Discuss and review what team members know about the given job category. (e.g., Name all the jobs they can think of in this category.) Discuss the location and job title, and what a person with this title may be expected to do. Encourage students to consider other jobs that are also available in this specific location. • Have team members complete the Job Exploration Form. Encourage discussion by asking questions. <p>Level 3: Have the team member tell whether the job is preferred or not and state reasons for preference.</p> <p>Level 2: Have the team member identify tasks for each job and state which they like and dislike.</p> <p>Level 1: Have the team member select a job activity of interest (may be errorless choice).</p> <ul style="list-style-type: none"> • Have each team member determine if this would be a realistic job option.
Review	<ul style="list-style-type: none"> • Review the job presented and discuss preferences and skills associated with that job.



Check Understanding ?

- ❄️ **Level 3:** Can the team member identify a preferred job and state a reason?
- ❄️ **Level 2:** Can the team member identify tasks for a job and state which task they like and dislike?
- ❄️ **Level 1:** Can the team member select a job activity of interest (may be errorless choice)?



Instructional Target



Lifelong Learning

- **Reading:** Understand and apply vocabulary related to community, daily living and vocational situations.



Instructional Routine



or

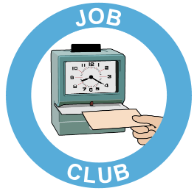


Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question. For example, say, "Where should I look to find job openings—in my locker or the want ads?" • Explain that many businesses find workers by putting ads in the newspaper and online. • It is important to understand the information in the want ad to know if you might want the job. • Tell team members that they will be reading want ads to find a job. For example, say "We will be reading two Help Wanted Ads. Your job is to choose which job you like. You will practice applying for that job later." • Review the learning goal with team members: I will read Help Wanted Ads and choose a job I like.
Model	<ul style="list-style-type: none"> • Discuss things that you would want to know about a job (location, job title, job description, job skills and attitudes, and hours and times). • Display one of the Help Wanted Ads. Read the ad, asking questions on topics listed above, and determine if you like the job. Point out the specific places on the ad that may help answer questions. For example, ask, "How many hours would I have to work?" Point out the Hours and Times section. "It says I would need to work Tuesday through Friday from 7:00 a.m. until 2:00 p.m."
Provide Practice	<p>Provide team members with the most appropriate text format on the basis of each team member's skills and needs.</p> <ul style="list-style-type: none"> • Read or have team members read the Help Wanted Ads. Encourage discussion of each of the areas in detail (location, job title, job description, job skills and attitudes. and hours and times). • After reading and discussing both Help Wanted Ads, each team member will select the job that most closely matches their preferences and skills. Note: Team member will apply for this job in Lesson 18. <p>Level 3: Have the team member choose the preferred job and state a reason for preference.</p> <p>Level 2: Have the team member identify liked job tasks in order to select a preferred job.</p> <p>Level 1: Have the team member select a job of interest (may be errorless choice).</p>
Review	<ul style="list-style-type: none"> • Review both jobs and the skills needed for each.
















Check Understanding ?

- ❄️ **Level 3:** Can the team member choose a preferred job and state a reason for preference?
- ❄️ **Level 2:** Can the team member identify a preferred job based on preferred tasks?
- ❄️ **Level 1:** Can the team members select a job of interest (may be errorless choice)?



Job Exploration



Job Category  Horticulture	Preferences   I like working inside. <input type="checkbox"/>	Skills Needed   Able to follow a model. <input type="checkbox"/>
Location  Flora's Flower Shop	 I like working with others. <input type="checkbox"/>	 Able to count and sort items. <input type="checkbox"/>
Job Title  Junior Florist	 I like being creative. <input type="checkbox"/>	 Able to care for flowers. <input type="checkbox"/>
	 I like having a changing routine. <input type="checkbox"/>	 Able to help customers. <input type="checkbox"/>

Further Discussion:

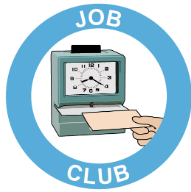
Do you have the skills needed? _____

How could you learn the skills you need? _____

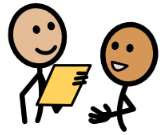
What other skills may be needed for this job? _____














Where could you get training? _____

Is this a realistic job for you? _____



Job Exploration



Job Category  Food Service	Preferences   I like following recipes. <input type="checkbox"/>	Skills Needed   Able to prepare coffee drinks. <input type="checkbox"/>
Location  Unique Cafe	 I like working on my feet. <input type="checkbox"/>	 Able to read and take orders. <input type="checkbox"/>
Job Title  Barista	 I like a fast-paced environment. <input type="checkbox"/>	 Able to operate coffee bar equipment. <input type="checkbox"/>
	 I like talking to people. <input type="checkbox"/>	 Able to maintain safe and clean work area. <input type="checkbox"/>

Further Discussion:

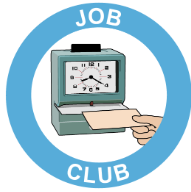
Do you have the skills needed? _____

How could you learn the skills you need? _____

What other skills may be needed for this job? _____

Where could you get training? _____

Is this a realistic job for you? _____



Job Exploration



Help Wanted

Location: Flora's Flower Shop

Job: Junior Florist

Job Description: We have an opening for a creative person who is good with customers. Flora's Flower Shop arranges flowers for weddings, corsages and other special occasions. The duties of this job include helping customers, creating beautiful floral displays and preparing flower packages for delivery.

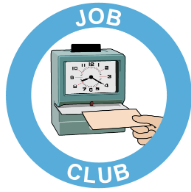
Job Skills and Attitudes:

- Able to recreate floral arrangements by following a model.
- Able to water flowers.
- Able to assist customers in choosing flowers.
- Able to be flexible and change routine.
- Able to work with a team of co-workers.
- Able to trim stems to proper length.

Hours and Times: Help needed Tuesday-Friday from 7:00 a.m. to 2:00 p.m.

To Apply:

- Complete application with two references.
- Interview with Floral Supervisor.



Job Exploration



Help Wanted

Location: Unique Cafe

Job: Barista

Job Description: We are looking for a team-oriented person to join us at Unique Cafe. This position involves preparing individual coffee drinks, smoothies and other beverages while ensuring customer satisfaction. The right person likes working on their feet in a fun, fast-paced environment.

Job Skills and Attitudes:

- Able to follow directions.
- Able to make and serve coffee drinks.
- Able to operate coffee maker, grinder and other equipment.
- Able to respond to customers' requests.
- Able to meet health and safety standards.

Hours and Times: Weekends 6:00 a.m. to 10:00 a.m.

To Apply:

- Complete application with two references.
- Interview with Barista Team Lead.



HELP WANTED

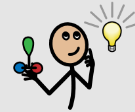
Where: Flora's Flower Shop



Who: Junior Florist



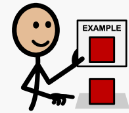
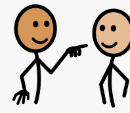
What: We need a person who is creative.



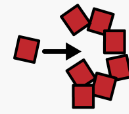
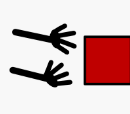
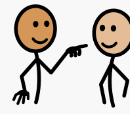
We need a person who can trim flowers.



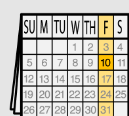
Skills: You need to use a model to arrange flowers.



You need to work with a team.



When: Tuesday through Friday from 7:00 a.m. to 2:00 p.m.



How to apply: Send application to Flora's Flower Shop.





HELP WANTED

Where: Unique Cafe



Who: Barista



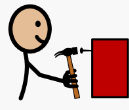
What: We need a person who can work on a team.



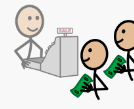
We need a person who can follow directions.



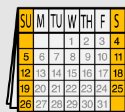
Skills: You need to make coffee drinks.



You need to help customers.



When: Weekends from 6:00 a.m. to 10:00 a.m.



How to apply: Send application to Unique Cafe.

