



School to Work Toolkit

The path to employment starts well before the last day of school.

A toolkit to help teachers support students with developmental disability use a customised employment approach to prepare for the transition from school to employment.

Empowered
Connections



Table of Contents

What is Customised Employment?	3
How to use this toolkit	4
Student Discovery Records and Resource List	5
Module 1 – Self-Identity	7
Module 2 – Employment Themes	32
Who are Valued Lives?	52

The ‘School to Work Transition Project’ was a two-year program funded by the Department of Communities, to develop the following resource to support secondary school students with disability to gain a deeper understanding of their self-identity, the value of self-advocacy and identify their future employment goals in a safe and “anything is possible” environment.

The purpose of the Discovery Resource is to assist in the closure of the post-school gap between students shifting from high school to finding meaningful employment.

This resource was produced by Valued Lives Foundation with support from students and teachers of Leeming Education Support Centre and Castlereagh School. We offer our sincere and heartfelt thanks.

What is Customised Employment?

Customised Employment is the process of designing a job or a self-employment opportunity to fit the skills, interests, and strengths of an individual, in pursuit of the greater purpose of securing employment for people with disability of working age, who generally experience poorer employment outcomes than people without disability.

Similarly, people with disability are also less likely to successfully transition from school to work or further study than people without disability.

18% of school leavers with disability do not enter the labour force for up to seven years post school leaving (compared to 5 per cent for those without disability).

Customised Employment aims to navigate consists of two key stages:

Discovery and *Job Design*.

Discovery is a process of getting to know an individual to enable a picture of the person to emerge. Discovery relies on experiential situations in real environments to reveal clues about vocational interests.

- Discovery is the foundation of Customised Employment which is a strengths-based process tailored towards contribution, not competition. Understanding how a person can contribute to a job help create more positive outcomes for people with disability.
- During Discovery, information is gathered about an individual's interests, strengths, the types of supports that are most effective, the skills the individual has, and the types of environments and activities where this person is at their best.
- This information is gathered in a series of interviews, observations, and activities that occur in natural environments and that are typical to the individual. This is a person-centred process supporting an individual to self-advocate their thoughts without the influence of others to promote ideas that are meaningful to the person.
- Once discovery is complete, Job Design can begin. The gathered information is used to identify employment themes which can be used to connect an individual to employment based on their interests, passion, and skills.
- A person may have identified that they would like to create a microenterprise or want to move towards job design within an established business utilising their talents and skills.
- Gaining employment has many benefits, including having access to the good things in life - developing social connections and being a part of a team, creating a sense of purpose and belonging, developing new skills, and gaining an income.

People with disability are more than twice as likely to be unemployed, with an unemployment rate double to that of people without disability.

How to use this toolkit

This toolkit was developed to assist teachers in secondary school environments to guide students through the Discovery journey. It is a step-by-step guide taking the students through activities which empower the students to self-advocate.

This guide is aimed at providing teachers with a flexible program that they can tailor to the students they are supporting through Discovery.

- The Discovery toolkit follows a sequential process; however, all activities are flexible and can be customised to meet the needs of students.
- The program timeline is to be decided on by parties involved in delivery and the timeline in which student's complete the tasks may differ according to student's learning needs
- Some activities may need to be repeated to deepen students understanding and enable them to make connections across the sessions.

Although the toolkit was developed for teachers to utilise in school, this toolkit can also be used by the wider community to support people with disability they are connected to through the Discovery journey.

This toolkit is divided into two modules:



To support the delivery of the toolkit we've included:

- Learning objectives
- Learning outcomes
- Resource lists
- Facilitator notes
- Supporting information.

To preserve the integrity and reliability of the toolkit ***we encourage you to read and follow the supporting instructions.***

- There may be a need for facilitators to engage with families/carers and/or support staff to assist with determining the capacity of the student to indicate likes, dislikes, and other opinions.
- Facilitators are to document the method of decision making, how much support is required and what tools are used (iPad, pictures, ACC, or others) a report on what supervision was required.

Student Discovery Records

Once the toolkit has been completed, students will have a *Discovery Record*. This is a document that holds all information gathered from the activities.

You'll find examples of student Discovery Records in the appendix of this toolkit to use as a reference.

It's important to note that:

- Participation and progress should not be determined by students' literacy and/or numeracy skills.
 - Students should be supported to capture their thoughts and ideas ways that support their participation.
 - This may include drawing pictures, scribing for the student where required, video, Compics or Book Creator
 - Annotations are recommended by the facilitator where student information is hard to read.
- Discovery Record portfolios should be organised to reflect the order the module activities were completed.
- Upon completion, the Discovery Record portfolio belongs to the student to share with future providers or others supporting them to continue their discovery process.
- A digital copy of the portfolio should also be given to the student along with their hardcopy.

Resource List

Items needed to complete the activities in this toolkit include:

Equipment

- Interactive Whiteboard
- Camera
- Student iPad
- Student computers

Other Resources

- A4 files or scrapbooks
- File dividers, plastic insert sleeves where necessary
- Whiteboard pens – assorted colours
- Glue
- Scissors
- Butcher paper, A3 and A4 paper, and lined paper

Specialised Resources

- iPad
- Book Creator App
- Compics – these are to be generated by the facilitator and/or support team where applicable to communication needs



MODULE ONE

SELF-IDENTITY

*Empowered
Connections*

OBJECTIVES

- Students will gain insight into their own sense of self, and where they fit in the community by exploring themes including:
 - Who am I?
 - What are my likes and dislikes?
 - What are my gifts and talents?
 - What relationships do I hold in the community?
 - What are my goals for the future?
- Students will develop an understanding of how to communicate these insights to other people.
- Facilitators will support students to record their thoughts and ideas in ways that are meaningful and accessible for them (e.g., drawing pictures, scribing, video, or other AAC)
- Facilitators will develop an understanding of the pre-existing relationships students have in their community.

OUTCOMES

- By the end of module one, students will have developed a portfolio that showcases their identity and their roles in the community (their interests and strengths, important relationships, and environments they thrive in)
- By the end of module one, students will develop a video and/or contact card that showcases their interests, achievements, and goals.

CONTENTS MODULE 1 – SELF-IDENTITY

SECTION	ACTIVITY TITLE
PART 1	Program overview
	My Three Favourite Activities and Why?
	A Job I Would Like To Try and Three Reasons Why!
	Portfolio Cover Page and Photographic Image
PART 2	Who Am I? Part 1 – worksheet/brainstorm
	What I like About This Role?
	Fun/Not Fun – worksheet/brainstorm
PART 3	Places I Like To Go & Don't Like To Go
	Gifts and Talents Exploration - I am great at... I need help with...
	What People Like About Me - What Do My Teachers Think? Part 1

SECTION	ACTIVITY TITLE
PART 4	What People Like About Me – Self Exploration
	What People Like About Me – What do my peers think?
	What People Like About Me – What do my teachers think? Part 2
PART 5	What People Like About Me – What do my teachers think? Part 3
	My Big Dream
	Good Day/Bad Day
	Problem Solving – What can I do to fix the problem
PART 6	Who Am I? – Part 2: further exploration of prior learning
PART 7	My Advertisement – Filmmaking
	My Advertisement – Contact Card

PART 01

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities:</p> <ul style="list-style-type: none"> • Intro of the program • Setting the “ground rules” • Getting to know each other. • Introduction to portfolio <p>Skills Developed:</p> <ul style="list-style-type: none"> • Beginning of self-reflection • An introduction to big sky thinking skills. <p>Please note: There may be a need for some worksheets (e.g., communication charts) to be completed by parents and specialists. We need to determine the level of capacity of the student to choose, indicate likes and dislikes.</p> <p>Facilitators to note the methods of decision making, how much support is required, and what, if any AAC is required.</p> <p>Note: It’s a valuable process to host a group brainstorm on each activity on the whiteboard where the students can share their answers with the class then take their own answers and create the individual discovery page.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • A4 Files • File dividers and sleeves • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p>Helen Sanderson And Associates Resources:</p> <p>Http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</p> <ul style="list-style-type: none"> • Perfect week • Communication chart • Learning log • Decision making profile • Decision making agreement <p>Note: Student work samples can be found in Appendix 2</p>

Intro to Program

ACTIVITY

Intro to Program

Share YouTube clips of Microenterprise
on the [Valued Lives Youtube Channel](#)

FACILITATORS NOTES

Intro to Program

Part 1: [Steps to Success With a Microenterprise - Part Introductory Video](#)

Part 2: [Planning For a Microenterprise](#)

Part 3: [What Is a Microenterprise?](#)

Part 4: [What a Microenterprise Means to Me](#)

Establishing the Ground Rules

ACTIVITY

Establishing the Ground Rules

Discuss the idea of a 'safe space' with students, reinforcing that "No idea is without merit, and everything can be explored"

FACILITATORS NOTES

Establishing the Ground Rules

- It is incredibly important to set the tone of the class.
- The facilitator must emphasise that the students are working in a "safe space" and there are no bad ideas.
- The purpose of the program is to gather the thoughts and dreams of the students without the influence of people who are supporting them.

Note: If we dismiss an idea presented by a student, they may never present another idea again.

My Three Favourite Activities and Why?

ACTIVITY

My Three Favourite Activities and Why?

- Students communicate what their 3 favourite things are and why in a way that is meaningful and accessible (writing/drawing/talking etc)
- Students share their responses with the group.

FACILITATORS NOTES

My Three Favourite Activities and Why?

Looks at the idea of interests and passions, what "lights up" a student. The "why" gives us an insight into places people feel safe and supported, what they find enriching, as well as places they might be connected.

A Job I Would Like To Try and Three Reasons Why!

ACTIVITY

A Job I Would Like To Try and Three Reasons Why!

- Students communicate what their 3 favourite things are and why in a way that is meaningful and accessible (writing/drawing/talking etc)
- Students share their responses with the group.

FACILITATORS NOTES

A Job I Would Like To Try and Three Reasons Why!

- This activity is designed to gain an insight into what jobs students have seen and been interested in. It is not designed to provide direction for future work or theme development. It will form part of the reflection later.

Portfolio Cover Page Collage/Art Activity + Photographic Image

ACTIVITY

Portfolio Cover Page - Collage/Art Activity + Photographic Image

- Students can draw, write, find pictures in magazines or online to make a cover page for their portfolio which symbolises them and activities they like to do.

FACILITATORS NOTES

Portfolio Cover Page - Collage/Art Activity + Photographic Image

- Photo to be taken of each student to personalise their portfolios.
- Materials to be provided: Portfolio cover page and appropriate collage materials

PART 02

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • Who am I? Part 1 • What I Like About This Role • Fun/Not Fun <p>Skills Developed</p> <ul style="list-style-type: none"> • Communication practice • Building confidence in expressing ideas • Building confidence in sharing ideas with a group <p>Please note: Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p>Helen Sanderson And Associates Resources:</p> <p>Http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</p> <ul style="list-style-type: none"> • Perfect week • Relationship circle • What's working/not working? <p>Note: Student work samples can be found in Appendix 2</p>

Who Am I?

ACTIVITY

Who Am I? Part 1 brainstorm/worksheet activity

- Students explore all the ways in which they are connected to others.
- Family relationships
- Friendships
- Places I am a customer.
- Clubs and groups
- Roles at school
- Other roles in the community
- Individuals present their ideas back to the group.

FACILITATORS NOTES

Who Am I?

- This activity is designed to extend the students understanding of their place in their community and develop a sense of value and self-identity.
- The conversation should include discussion from the facilitator about how important the roles are within families and in the wider community.
- For example, ask the students to consider how the role of a son/daughter is viewed in the family. Is it important to the rest of the family? Or similarly, how important customers are to a business and why?

Note: The information can be used to improve the student's sense of value and worth, as well as identifying possible opportunities for natural connections to develop.

What I Like About This Role

ACTIVITY

'What I Like About This Role' – follow on from 'Who Am I?' brainstorm/worksheet activity

- Students examine what they enjoy about each of these roles. EG “I am a member of the gym” – a student may identify they enjoy the fitness element or being around others.
- Individuals present their ideas back to the group.

FACILITATORS NOTES

What I Like About This Role

- This activity is designed to delve deeper into the roles the person holds in the home and community.
- Which roles do they enjoy or value more than others? Why?
- What do they like about these roles? Is there a commonality with these roles and employment opportunities?

Fun/Not Fun!

ACTIVITY

Fun/Not Fun – worksheet/brainstorm

- Recount of the weekend as a starting point to discuss fun and not fun activities an individual may do.
- Individuals shared their findings with the group

FACILITATORS NOTES

Fun/Not Fun!

- This activity designed to encourage the students to consider the activities they take part in, and whether they enjoy them.
- Many people with disability take part in activities that others choose for them, which, while it is a natural part of family life, is not always an activity they would choose to do themselves.

Note: This exercise can be repeated throughout the course as students may participate in new activities throughout their participation in the Discovery modules. It's valuable to discuss student's weekends which may give insight into activities or hobbies they like.

PART 03

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • Places I Like To Go & I Don't Like To Go • Gifts and Talents Exploration • What People Like About Me – My Teachers (part 1) <p>Skills Developed</p> <ul style="list-style-type: none"> • Positive self-talk • Self-reflection • Communication <p>Please note: Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p><u>Twinkl – Things I like about me (Self Esteem Worksheet)</u></p> <p>Note: Student work samples can be found in Appendix 2</p>

Places I Like To Go & Don't Like To Go

ACTIVITY

Places I Like To Go & Don't Like To Go

- Writing, collaging or scribing activity
- Students list the places they enjoy going, and those they don't.
- Students think deeper about what they like about each of the places or why they don't like visiting them.

FACILITATORS NOTES

Places I Like To Go & Don't Like To Go

- This activity is designed to continue the exploration of student's interests and to identify environments which they thrive in, others they find challenging and the reasons why.

Gifts and Talents

ACTIVITY

Gifts and Talents Exploration - I am great at... I need help with...

Brainstorm activity – group

To commence this activity, host a group brainstorm around students understanding of what gifts and talents are and for them to write examples up on the whiteboard.

Encourage self-reflection on the things they can do independently and skills they have and things they can achieve with support

FACILITATORS NOTES

Gifts and Talents - I am great at/I need help with...

- This activity is designed to encourage the students to think about the activities and tasks they can achieve independently, and what tasks they need support with.
- The wording used is competency based, using “I need help with” rather than “I can't do”.
- Facilitators are supporting students to self-identify gifts and talents and build positive self-talk about themselves. Facilitators can demonstrate ways that everyone needs support.

What People Like About Me

What do my teachers think?

ACTIVITY

Group activity

- Brainstorm questions to interview staff with
- Each student selected the script they felt comfortable to verbalise and who they wanted to interview.
- Questions are written on paper/scribed.

Encourage students think about who they would like to meet with the following week (three teachers/staff members if possible).

FACILITATORS NOTES

What people like about me - What do my teachers think?

- This is the beginning of developing interview skills that will be part of the external discovery process. It is a skill building activity that helps to build confidence by allowing practice to take place in a safe space.
- Facilitators to contact relevant staff to ensure availability and to give the heads up regarding the outcome sought from the activity, enabling the school staff to support positive outcomes.

Empowered
Connections

PART 04

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • What People Like About Me – Self Exploration • What People Like About Me – Peers • What People Like About Me – Teachers (part 2) <p>Skills Developed</p> <ul style="list-style-type: none"> • Interview skills • Communication • Self-reflection • Teamwork and supporting others <p>Please note: Commence this session with a group brainstorming activity with the students.</p> <p>Option: students can also support the facilitator to do their own self-reflection.</p> <p>Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p>Note: Student work samples can be found in Appendix 2</p>

What People Like About Me – Self Exploration

ACTIVITY

What People Like About Me - Self Exploration

- Students identify what is great about themselves.
- **Can be brainstormed on butchers' paper, written on lined paper, or using Compics (can also be scribed)**

FACILITATORS NOTES

What People Like About Me – Self Exploration

This activity is designed to get the students thinking about themselves in a positive mind set. The ability of students to see their attributes will guide facilitators into the level of confidence held, and areas requiring support.

What People Like About Me - Peers

ACTIVITY

What People Like About Me – What do my peers think?

- Round robin activity
- Each student is given a piece of butchers' paper, with the words "What people like about me" written in a bubble in the centre of the page.
- Students then rotate around each piece of butcher paper writing what they like most about the other person. Student must be sure to write their name next to what they have written.
- Each person's butcher paper is placed on the board for the respective student **to read to the class.**

FACILITATORS NOTES

What People Like About Me – What do my peers think?

- This is a fantastic feel-good exercise for the students, and support staff can take part in writing positives thoughts on the students' sheets
- Facilitator to remind students and staff of the importance of using appropriate language, and not commenting on physical appearance or romantic aspirations.

What People Like About Me - Teachers

ACTIVITY

What People Like About Me – Teachers Part 2

– What do my teachers think?

- Interview activity
- Using the script written last week, students with a support staff visit their selected staff member to gather information on what they liked about them.

FACILITATORS NOTES

What People Like About Me - Teachers

- What do my teachers think?

- This activity will give the students the opportunity to practice interview skills.
- Facilitator may wish to do a practice run with the students working in pairs in the classroom before heading out to meet the interviewees.
- Support staff should allow the students to undertake as much of the interviewing as possible, providing minimal prompts. Interviewees can write their answers or support staff can scribe responses.

Empowered
Connections

PART 05

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • What People Like About Me – Teachers (part 3) • My Big Dream • Good Day/Bad Day • Problem Solving – What Can I Do To Fix the Problem? <p>Skills Developed</p> <ul style="list-style-type: none"> • Group presentations • Communication • “big sky” thinking • Problem solving (including identification of big problem/small problem) <p>Please note: Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue/ scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p>http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</p> <ul style="list-style-type: none"> • Perfect week • What’s working/not working <p>Extension task:</p> <p>Coping Strategies - NDTi</p> <p>Note: Student work samples can be found in Appendix 2</p>

What People Like About Me

Teachers

ACTIVITY

What People Like About Me – Teachers Part 3

What do my teachers think?

- Students to report findings back to the group from the previous week as a presentation to the class.

FACILITATORS NOTES

What people like about me - What do my teachers think?

- Students report back to the group the positive comments from their teachers and other staff.
- This is a celebratory activity, and a great confidence booster for the individuals

My Big Dream

ACTIVITY

My Big Dream

- Introduce with a song 'Somewhere over the rainbow' (or similar)
 - Facilitator to model a their "Big Dream" on the whiteboard with input from the students.
 - Collage activity using magazines or digital collage
- Students to think about what their dreams for their life look like. Things like living in their own home, friends, work, travel etc.

FACILITATORS NOTES

My Big Dream

- This is designed to continue the development of self-determination skills.
- Again, there are no wrong answers, however some students may require prompting and ideas to get started (if it is an unfamiliar concept).

Good day / Bad day

ACTIVITY

Good day/Bad day!

Part 1 Group Activity

- Facilitator will write Good Day | Bad Day on the whiteboard, students are there encouraged to come up and write what makes a good day and a bad day for them.

Part 2 - Solo Activity

- On paper or a digital tool students will think about all the things that makes us think “what makes a great day” or “what makes a bad day” and complete their own discovery record page

FACILITATORS NOTES

Good day/Bad day!

Encourages students to begin to think about what a great life looks like, starting with small pieces. From the big dream (macro) we start to drill down into the micro (one day at a time). Gaining an understanding of what makes a bad day gives insight to what experiences students find challenging.

Problem Solving

ACTIVITY

What can I do to fix the problem?

- Whole group activity – identifying feelings about a problem
 - Students are given a problem to place on a continuum indicating their feelings to that problem
 - HAPPY – NOT SURE – MAKES ME SAD
- Whole group activity – how to solve the problem
 - Group brainstorm
 - Students work together to come up with ways in which they can solve problems that make up a bad day.

Examples: taking a break, do something that I enjoy to do, talk to someone about how I'm feeling.

FACILITATORS NOTES

If we have a bad day, what can we do to solve the problem?

- Students first work to identify a problem, and how it makes them feel. Is it a big deal? Or is it a simple fix?
- Development note – this last section requires more development and extend the good day/bad day problem.
- What does it take to have more good days than bad?
- Explore the feelings within a problem if it's a big deal what can I do?

PART 06

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> Who Am I? – Further Exploration <p>Skills Developed</p> <ul style="list-style-type: none"> Self-reflection Movement management /small problem) <p>Please note:</p> <p>Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> Camera Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> Stationery Magazines Glue/ scissors A3 or butcher paper A4 white paper Body Template* <ul style="list-style-type: none"> Head Left Arm Right Arm Left Foot Right Foot <p>Specialist Resources</p> <ul style="list-style-type: none"> iPad – Book Creator Compics 	<p>Note: Student work samples can be found in Appendix 2</p> <p>* see reference section for link to 'Body Template'</p>

Who Am I? Part 2

ACTIVITY

Who Am I? – Part 2: further exploration of prior learning

- **Round robin activity of 5 stations to complete a collage**
- **The collage when placed together will form an image of a body with each part describing various aspects of a person as defined below:**
 - Station 1 – Head: Personal attributes – I am.... Funny, happy, kind, hardworking, loyal etc.
 - Station 2 – Right arm: Physical attributes/appearance – tall, short, blue eyes, brown eyes etc.
 - Station 3 – Left arm: Skills – I can... use an iPad, get ready for work, play video games etc.
 - Station 4 – Right leg: Activities I like to do – basketball, painting, running, swimming etc.
 - Station 5 – Left leg: Connections – this describes how I am connected to others.
- For example: family, sporting groups, church group etc.
- Each person's images are placed on the board to form an image of themselves for them to share with the class.

Photos or scans are taken of the templates to include in digital copies of students' Discovery Records

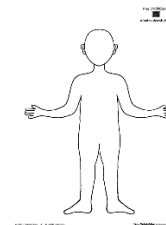
FACILITATORS NOTES

Who Am I? – Part 2: further exploration of prior learning

Students revisit the 'who am I?' concept now that they have developed self-identification skills.

Examine in more detail:

- Their personal attributes (developed from "what people think about me")
- Their connections
- Skills and talents (from gifts and talents)
- Activities I like
- Appearance



The purpose is to continue to develop self-reflection, reinforce the positives, and for facilitators to uncover more information about natural connections.

PART 07

OVERVIEW	KEY RESOURCES
<p>Activities</p> <p>Students will engage over the next 3 weeks in a series of activities to make a video about themselves</p> <ul style="list-style-type: none">→ Script writing→ Filming and editing→ Allocating roles and responsibilities→ Generate movie script on Book Creator• My Advertisement – Filmmaking• My Advertisement – Contact Card (Alternative Activity) <p>Skills Developed</p> <ul style="list-style-type: none">• Research• Using iPad/book creator software <p>Please note: Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none">• Camera• Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none">• Stationery• Magazines• Glue / scissors• A3 or butcher paper• A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none">• iPad – Book Creator• Compics

My Advertisement - Filmmaking

ACTIVITY

My Advertisement - Filmmaking

Slide 1 – Name and Tag Line

→ Professor Clare – Just keep learning

Slide 2 – 3 Fun Facts About Me

→ ‘I am a traveller, a sister, a daughter’.

Slide 3 – 3 Favourite Activities

→ I love swimming, shopping, and catching public transport

Slide 4 – My Greatest Achievement is/are

→ Getting a medal for soccer, certificate at school, skydiving, going on the treetop walk in Walpole etc.

Slide 5 - My Visions for the future are

→ Get married, own a home, work at McDonalds, to be a parent.

Slide 6 –thank you for watching slide

FACILITATORS NOTES

My Advertisement - Filmmaking

- This is the students “elevator pitch” for potential employers and providers.
- Students have complete creative control, assistance provided from support staff as required.

Empowered
Connections

Alternative/Additional Activity:

My Advertisement – Contact Card

ACTIVITY

Alternative/Additional Activity: My Advertisement – Contact Card Part 1

Students will create a 'business card' style 'contact card' which they can include their interests, employment goals on and contact details on.

- Front side: Name, interests or skills and contact information.
- Back side: Employment goals

Contact Card Part 2 - Practise

Once students create the contact card, they will walk around the classroom and practise sharing them with their classmates to introduce themselves and gain an understanding of how to use the cards safely.

FACILITATORS NOTES

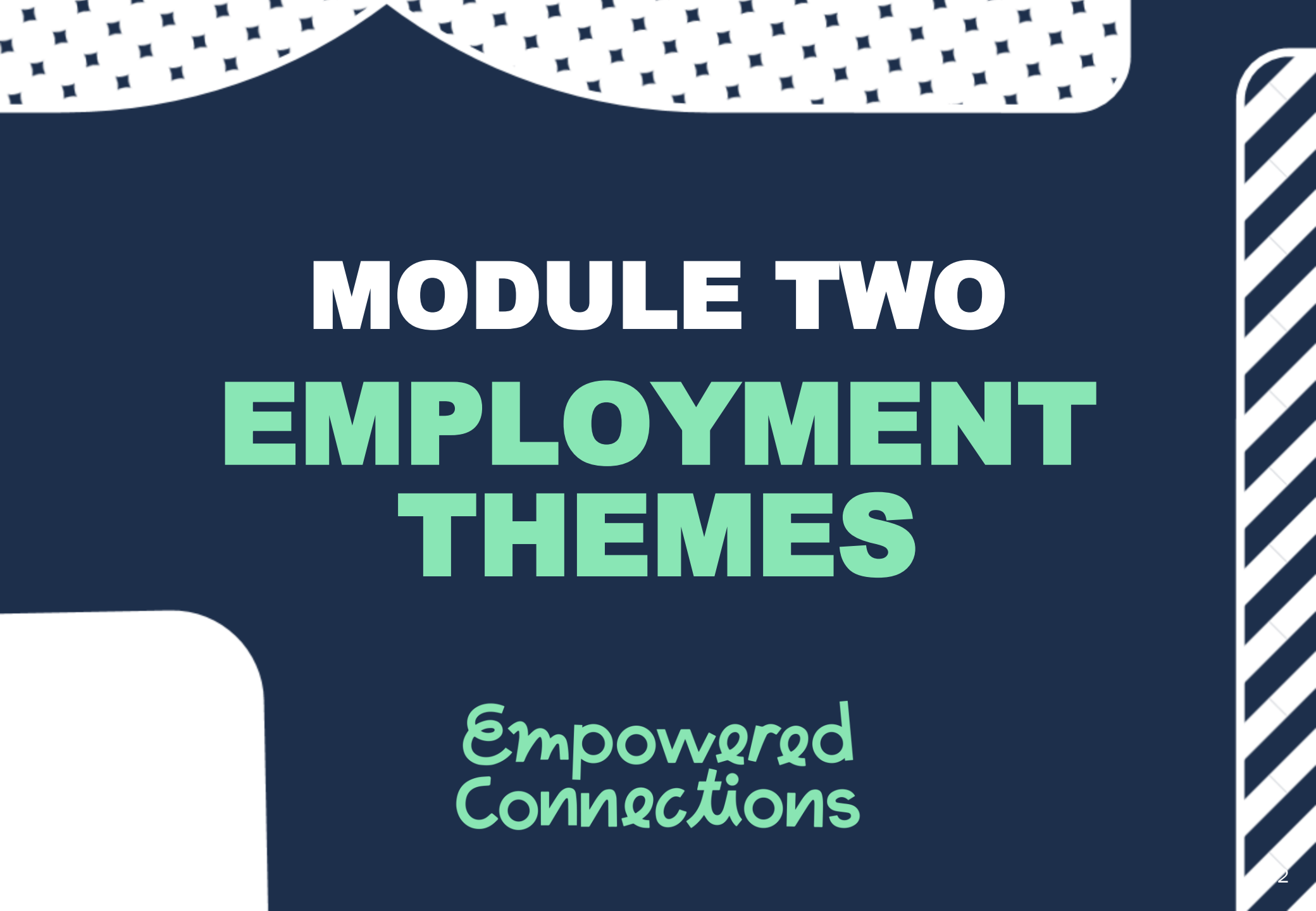
Alternative/Additional Activity: My Advertisement – Contact Card

- This activity supports students to create a contact card which they can hand out to people they make contact within the community to facilitate connection creation.
- Students may also share this contact card to people who may be able to assist them to achieve their employment goals and is a basis for a potential contact to understand more about them.

Example Contact Card



END OF
MODULE ONE
SELF-IDENTITY



MODULE TWO

EMPLOYMENT THEMES

*Empowered
Connections*

MODULE TWO

EMPLOYMENT

THEMES

OBJECTIVE:

- Students develop their knowledge of work, and what it could look like for them.
- Facilitators will support students to record their thoughts and ideas in ways that are meaningful and accessible for them (e.g., drawing pictures, scribing, video, or other AAC)
- Facilitators will develop an understanding of how natural relationships within the community can be developed into opportunities for employment, skills development, work experience etc.

OUTCOMES:

- By the end of module two, students will have developed a portfolio that documents their employment goals.
- By the end of module two, students will use the knowledge they have gained about their career of interest to interview someone who is currently working in their field of interest.
- By the end of module two, students will develop an action plan documenting the next steps they will take to achieve their career goals.
- By the end of module two, students will develop a reflection video that introduces them to potential employers.

CONTENTS

MODULE 2 EMPLOYMENT THEMES

SECTION	ACTIVITY TITLE
PART 1	My Three Favourite Jobs – MACRO brainstorm
	Job Opportunities – MICRO – small/whole group activity
	Learning Job Analysis – Part 1
PART 2	Learning Job Analysis – Part 2
	‘What I Like About This Role’ - Brainstorm
PART 3	Getting Ready for Informational Interviews
PART 4	Conducting Information Interviews
PART 5	Interview Reflection
	Action Plans
PART 6	Reflection Videos

PART 01

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities:</p> <ul style="list-style-type: none"> • My Three Favourite Jobs • Job Opportunities • Job Analysis – Part 1 <p>Skills Developed</p> <ul style="list-style-type: none"> • Beginning of self-reflection, and an introduction to big sky thinking skills. • Group work <p>Please note: There may be a need for some worksheets (e.g., communication charts) to be completed by parents and specialists. We need to determine the level of capacity of the student to choose, indicate likes and dislikes.</p> <p>Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • A4 Files • File dividers and sleeves • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p>Helen Sanderson resources:</p> <ul style="list-style-type: none"> • Learning log • Decision making profile • Decision making agreement <p>Note: Student work samples can be found in Appendix 2</p>

My Three Favourite Jobs

ACTIVITY

My Three Favourite Jobs – MACRO brainstorm

- Students identify three jobs they have seen performed in their community.
- Students then go on to analyse what it was about each of these roles that appealed to them.
- Brainstorm done on A3 or Butchers paper.

FACILITATORS NOTES

My Three Favourite Jobs – MACRO brainstorm

- Students will use their own observations and the decision-making skills they have gained in the self-identity module to think about what jobs they have seen others do, and what appeals to them.
- Again, it's important for facilitators to support students to remember there are no wrong answers.
- For example, if a student is interested in becoming a wrestler, it may be a long journey to find a role as a paid professional, but there are roles within gyms and wrestling clubs that the person could undertake as the initial steps towards the ultimate goal.

Empowered
Connections

ACTIVITY

Job Opportunities - MICRO– small/whole group activity

- Step 1: Class brainstorm to model job opportunities within a selected job. For example:
 - Job - Train Driver
 - Other job opportunities - train maintenance/mechanic, ticketing assistant, cleaner, security guard etc.
- Step 2: Students work in small groups or as a whole class to brainstorm job opportunities within each job listed on their mind map. For example:
 - Job - working in a shop.
 - Other job opportunities - cashier, cleaner, stock controller merchandiser etc.
- Step 3: Identify the three jobs you would like to explore, circle them on your mind map.

FACILITATORS NOTES

Job Opportunities – MICRO – small/whole group activity

- As a class, start to analyse the opportunities to be found within each big career idea.
- For example – a wedding planner: There is floristry, photography, event coordination, cake decorating roles within or associated with a wedding planner. Which of these appeal to the individual?
- It can be quite fun to start counting the number of roles within a big career, turning it into a competition can inspire the students to keep going to “break the record”.

ACTIVITY

Learning Job Analysis - Part 1

Group discussion – what do we need to know to make an informed decision? Students, facilitators, and support staff will devise a series of research questions that will give to student a good overview of the job they are interested in. Some of the questions could be:

- Is the job full time/part time/or casual?
- When will I be working? Day, night, or both?
- Will I wear a uniform?
- How much money will I make?
- Will I be using equipment or technology?
- Will I need training?

FACILITATORS NOTES

Learning Job Analysis

- Students are learning what sort of questions should be considered when deciding on a role’s suitability.
- This will help to avoid work placements that are not suitable, which could result in poor outcomes. It will help students to gain a much more detailed idea of work and their preferred roles.
- There may be a need for some worksheets (e.g., communication charts) to be completed by parents and specialists. We need to determine the level of capacity of the student to choose, indicate likes and dislikes.

PART 02

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • Job Analysis – Part 2 • What I Like About This Role <p>Skills Developed</p> <ul style="list-style-type: none"> • Communication practice • Working in a group • Building confidence in expressing ideas • Building confidence in sharing ideas with a group • Researching online • IT skills <p>Please note: Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p> <p>Note: begin preparation to invite industry workers in for students to interview about the job roles they have identified interest in (module part 4). E.g., if a student has shown interest in the fire department you may invite a fireperson in to be the interviewee.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • iPad – Book Creator • Compics 	<p>Seesaw diagram on A3 paper</p> <p>Helen Sanderson And Associates Resources: <u>Person Centred Thinking Tools - Helen Sanderson</u></p> <ul style="list-style-type: none"> • Sorting Important to and Important For • What's working/not working. <p>Note: Student work samples can be found in Appendix 2</p>

Learning Job Analysis

ACTIVITY

Learning Job Analysis - Part 2

- Students to use their iPad to research jobs listed on their brainstorm.
- to define the requirements of that job. Using the questions, the group devised in the previous section.
- Do I need a driver's licence, certificate, or other qualifications?
- What does the role actually "look like" - what does the person do each day?
- Recording can be done in a power point, butchers or lined paper, or other methods the student wishes to use.
- Students then feedback their findings to the group in a presentation.
- If the student identifies it is something they would like to explore, it becomes part of their future work in the program.

FACILITATORS NOTES

Learning Job Analysis - Part 2

- This activity is designed to build on the decision-making skills of the students, and continue to identify what they do and don't like.
- It supports understanding of the kinds of questions that should be considered before applying for a role, and when conducting informational interviews.

What I Like About This Role

ACTIVITY

What I Like About This Role – brainstorm/worksheet

- Now that the students have looked at the roles in more depth, they re-examine what it is that appeals to them.
- Use a SeeSaw diagram students can put the things they like on one side, and the things they don't on the other.
- Talk about the balance, is there more things I like, or more I don't like?
- Individuals present their ideas back to the group

FACILITATORS NOTES

What I Like About This Role

- This activity supports students to understand if this role is fit for them. Does it spark an interest? Or do they think "this is not for me!". It will support students to really think about whether the role feels right.
- Facilitators can use the seesaw diagram to open conversations about other roles that hold similar characteristics to their likes. Facilitators will also use this to develop vocational themes.

PART 03

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none">• Getting Ready for Informational Interviews• Role-play <p>Skills Developed</p> <ul style="list-style-type: none">• Practicing putting the “best foot forward”.• Developing knowledge of what is important to know about work.• Teamwork and group work <p>Please note:</p> <p>Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none">• Camera• Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none">• Stationery• Magazines• Glue / scissors• A3 or butcher paper• A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none">• iPad – Book Creator• Compics	<ul style="list-style-type: none">• <u>customised employment informational interviews</u>• <u>information interview questions</u> <p>Note: Student work samples can be found in Appendix 2</p>

Getting Ready for Informal Interviews

ACTIVITY

- Use the research questions from the job analysis (week 5) as a starting /reference point for students to generate a class brainstorm of interview questions.
- Each student to generate a personalised list of questions from the class brainstorm for the person linked to their job aspirations that they will be interviewing weeks 8 – 10.

FACILITATORS NOTES

Getting Ready for Informational Interviews

- The purpose of an informational interview is to learn about a potential career when information is not readily available.
- They are informal conversations with people who work in the area or career of interest. An individual who wants to learn more about a chosen field identifies people who are willing to talk about their careers or jobs.
- When used as a customised employment practice, the focus is on getting to know a business in a similar way that discovery focuses on getting to know a job seeker.
- Informational interviews may help the job seeker and the employment specialist learn more about how the person's interests and skills may meet the needs of business.

Role-play

ACTIVITY

Role-play

Mock interview of facilitators, support staff or peers using the questions they have generated

FACILITATORS NOTES

Practicing the interviews is a good habit for students to get into as they enter the job market. It builds confidence and communication skills and allows the facilitators to observe and note areas of required development for students, along with areas of strength

PART 04

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • Conducting Informational Interviews <p>Skills Developed</p> <ul style="list-style-type: none"> • Interview skills • Communication • Self-reflection • Teamwork and supporting others <p>Please note:</p> <p>Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper 	<p><u>Designing Your Career: The Informational Interview - Youtube</u></p> <p>Note: Student work samples can be found in Appendix 2</p>

Conducting Informal Interviews

ACTIVITY

- Students interview the people selected to attend the class based on the jobs the students are interested in.
- Students are assigned roles, e.g., greeter, interviewer, photographer.

Interviewee responses are recorded either by students, on video or by support staff

FACILITATORS NOTES

- Being in a classroom setting (or similar) provides a safe environment for the students to become more proficient and confident.
- Facilitators should try to use interviewees with an understanding of disability or provide interviewees with a degree of information regarding the students' needs prior to bringing them into the classroom.

Empowered
Connections

PART 05

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none">• Interview Reflection• Action Plans <p>Skills Developed</p> <ul style="list-style-type: none">• Interviewing skills• Analysis of interviewee answers, is it a good fit for me?• Building confidence in making choices <p>Please note: Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none">• Camera• Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none">• Stationery• Magazines• Glue / scissors• A3 or butcher paper• A4 white paper	<p><u>Jobs and Skills WA - Action Plan</u></p> <p>Note: Student work samples can be found in Appendix 2</p>

Interview Reflection

ACTIVITY

- Students to report findings back to the group from the previous week as a presentation to the class.

Questions to consider include:

- Answers to questions asked during interviews.
- What did I like about this job
- What didn't I like?
- Would I like to explore this role further?

FACILITATORS NOTES

- Use this to have a conversation with the student, what did they think? Do they feel the role is something they want to pursue? If not, now what?
- You may need to repeat the process covering another job.

Action Plans

ACTIVITY

- If the student wants to continue exploring the role, work to develop an action plan. Include
- What do I need to do next?
- Who can help?
- If not, we start the process again!

FACILITATORS NOTES

- Work alongside the students to determine what comes next. Identify who is in their team, and problem solve what they can do to make things happen. Include in the conversation a time frame, how long will it take to do this?]

PART 05

OVERVIEW	KEY RESOURCES	ADDITIONAL RESOURCES
<p>Activities</p> <ul style="list-style-type: none"> • Reflection Videos <p>Skills Developed</p> <ul style="list-style-type: none"> • Interviewing skills • Filming and editing skills <p>Please note:</p> <p>Facilitators to note the methods of decision making, how much support is required, what, if any AAC is required.</p>	<p>Equipment</p> <ul style="list-style-type: none"> • Camera • Interactive Whiteboard <p>Other Resources</p> <ul style="list-style-type: none"> • Stationery • Magazines • Glue / scissors • A3 or butcher paper • A4 white paper <p>Specialist Resources</p> <ul style="list-style-type: none"> • Phone or iPad for video recording • Editing software such as Canva 	<p>Note: Student work samples can be found in Appendix 2</p>

Reflection Videos

ACTIVITY

Students now prepare for their reflection videos which will form part of their discovery records. As a group, brainstorm the types of things they would like employers to know about them, especially their gifts and talents:

1. Introduce myself
2. A fun fact about me
3. What are my talents?
4. What would I like to do when I leave school?
5. Thank you for watching.

Practice together in pairs and then record video

FACILITATORS NOTES

- Students have now come to the end of their pathway for this part of the discovery process.
- The film can be used as part of the discovery record, and as a way of introducing themselves to potential employers.

Empowered
Connections

END OF
MODULE TWO
EMPLOYMENT THEMES

Appendix 1

References and Resources

[Disability, Ageing and Carers, Australia: Summary of Findings, 2018 | Australian Bureau of Statistics](#)

[Disability-employment-landscape-research-report.pdf \(dss.gov.au\)](#)

[Helen Sanderson Associates - Person-centred Thinking Tools](#)

[Body Template Outline](#)

Appendix 2 – Student Work Samples

Fun 7/3/23 Skye Cox **Not Fun**

fishing with daddy  Snakes 

Movies  Spiders 

Never ending story dragon  Loud noises 

School  Planes 

Showers  Rough Beaches 

Gifts and talents.

Art.  I like doing art on the weekends.

Drawing.  I like drawing at school.

Soccer.  I like doing soccer at recess and lunch.

Computers.  I like making things on my computer like: 3D modelling buildings. Coding games. Helping the school with events.





Dancing.  I do dancing with my sister.





Mario kart.  I play Mario Kart with my mum.

Music.  I like making songs on my iPad.

 I like helping the teachers at school.

Good day **Bad day**

Shopping  Gaming  Friends being rude and mean  Busy traffic 

Watching YouTube  Singing in class  Crossing roads  Missing the bus 

Like **Don't like**

Ten pin bowling.  The dog park.  **Physio.**  **Hospital.** 

Ten pin bowling is fun to play. I like taking my dog every time. It's hurt me every time. Hospital is to loud for me.

School.  **Timezone.**  **Food shops.**  **Doctors.** 

I like hanging out with friends at school. I like playing games with my dad. Too many people in my way. I don't like waiting to long.

My Big Dream

Online art shop.  Online Animal course.  Dog Walker. 

Helping Alyssa with youtube.  Live on my own.  Own a car. 

My qualities as a friend

I'm responsible.  I'm honest to my friends.  I support my friend when he/she is feeling down.  I'm adventurous because I like going exploring abandoned places with them throughout Perth.  I like to hang around with my friends at school or in online video games like Fortnite.  I listen to my friends when they have something to talk about.  Making jokes with my friends and best friends. 

Amusing some of my friends and best friends.  Respectful to my friends and best friends.  I'm a role model to some of my friends and best friends. 

Job I like to try.

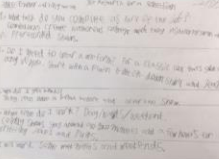
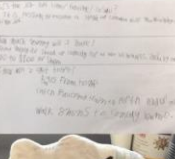
Actor  Because I want you be famous and cool and dramatic.


Painter  Because I can paint super well and love hanging them at a museum.

Plumber  Because I have a plunger at home and do a good job.

Chocolate maker  Because I want to come up with different flavours for the chocolate like Willy wonka.

Job research comedian



Comedian

What I like about this job 

What I don't like about this job 

Making people laugh
Coming up with new jokes
Staying up late at night
Being popular
Speaking in a microphone

Getting fruit and vegetables thrown at me
Having a spotlight shined on my face
Getting booed at on stage
Getting kicked off stage

Empowered Connections

At Empowered Connections, we are a dedicated capacity building organisation focused on strengthening the capabilities and voice of people with disabilities. Based in Western Australia, our initiatives focus on strengthening pathways to inclusion and enabling people with disabilities to live their best lives as valued citizens.

Guided by principles centred on social, economic and community inclusion, we enable individuals with disabilities to lead fulfilling lives and engage in their communities. We do so in collaboration with families and allies, ensuring that they have equal opportunities and access to the same pathways as other citizens.

We are an integral branch of Valued Lives Foundation, united in our vision, purpose, values, and principles. At Empowered Connections, our goal is to create a community that wholeheartedly empowers people with disability and their supports.

Empowered
Connections

VALUED
LIVES