

Birmingham City- Transition Life Skills

AREA: Personal & Social- (Self-advocacy & Self Awareness)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Independently discuss necessary accommodations and supports with high school staff</p> <p>Understand Adult rights and responsibilities</p> <p>Participate in assessments and understand how the results relate to your transition plan</p> <p>Become an active member on your IEP team (student-led IEP)</p> <p>Identify and begin coordination of supports/create a circle of support</p> <p>Appropriately express needs and wants</p> <p>Explain how your disability impacts your daily life</p> <p>Describe what accommodations you use</p> <p>Explain how your accommodations help you</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc)</p> <p>Create a bulletin board activity</p> <p>Invite local advocacy agency</p> <p>Have students complete assessments</p> <p>Have students develop a list of accommodations needed for their success</p> <p>Have students meet and share with their teachers accommodation needed for their success</p>	<p>Self Advocacy Resource workbook http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/10/17/411%20on%20Disability%20Disclosure%20Workbook%20for%20Youth%20with%20Disabilities.pdf</p> <p>I Am Determined Self Assessment worksheet- http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/12/09/Self-Determination%20Checklist%20Elementary%20Student%20Self-Assessment.pdf</p> <p>I am determined Self-Assessment parent- http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/12/09/Self-Determination%20Checklist%20Elementary%20Parent%20Assessment.pdf</p> <p>Self Advocacy “ME” Handout- http://www.ou.edu/content/dam/Education/zarrow/me/Me%20copyright/rev.Me%20all%20units%20combined.pdf</p>

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STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Understand supports/needs and disability (accommodations)</p> <p>Ask for any necessary Assistive Technology.</p> <p>Read biographies of famous people with disabilities, their careers, and goals they set to achieve their dreams.</p> <p>Discuss transfer of rights with parents and what it really means.</p> <p>Develop and attain their IEP transition goals.</p> <p>Realize and understand barriers and solutions related to their disability</p> <p>Register to vote at 18.</p> <p>Understanding voting and elections</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc)</p> <p>Research online assistive technology equipment</p> <p>Read short stories on individuals who overcame adversity.</p> <p>Discuss what transition in the IEP means</p> <p>Create a chart of barriers persons with disabilities encounter</p> <p>Pick up register to vote cards and have students practice filling them out</p> <p>Create a bulletin board activity</p> <p>Have students lead their IEP meetings</p> <p>Invite local politicians to class to discuss elections and voting</p> <p>Have students participate in mock elections</p> <p>Invite guest speakers</p>	<p>Self -Advocacy Handbook- http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/12/31/Opening%20Doors%20to%20Self%20Determination%20Skills%20WI%20resource.pdf</p> <p>Self-Advocacy- “ I get what I want”- http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/01/09/I%20Get%20What%20I%20Want.pdf</p> <p>Video “Voting”- http://www.mangomon.com/wp-content/themes/canvas/images/printables/voting.swf</p>

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STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Learn personality trait</p> <p>Provide information at your IEP meeting regarding how you learn, your likes, dislikes, and dreams</p> <p>Know what an IEP meeting is and participate in your IEP meeting</p> <p>Understand and be able to describe your disability</p> <p>Identify what your needs/fears are in school and the community</p> <p>Explain who helps you in school and the community</p> <p>Demonstrate ability to ask for assistance in multiple settings</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc)</p> <p>Implement “Me”! Curriculum to teach self-awareness</p> <p>Complete interest surveys</p> <p>Create a bulletin board activity</p> <p>Invite guest speakers</p> <p>Invite local agencies</p>	<p>Online personality Tests http://www.keirsey.com/sorter/register.aspx</p> <p>Online personality Tests http://www.queendom.com/#h</p> <p>http://www.ou.edu/content/dam/Education/ziparrow/OTI/9th-2014/L%20Sylvester%20Significant%20Disabilities%20community%20assessment%20tool%20handout.pdf</p>

Birmingham City- Transition Life Skills

AREA: Personal & Social- (Social Skills)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Continue to develop healthy relationships that have a positive impact on your future</p> <p>Encourage friendships and understand what it means to be a good friend</p> <p>Establish relationships (peers, friends, mentors)</p> <p>Learn to communicate feelings,</p> <p>Investigate how choices affect themselves and others</p> <p>Develop decision making and problem solving skills,</p> <p>Continue to explore and practice healthy choices</p> <p>Participate in a community class service project</p> <p>Investigate strategies to address social issues (bulling, peer pressure, etc.)</p> <p>Communicate effectively</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Create a bulletin board activity</p> <p>Create role play scenarios</p> <p>Create a class service project</p> <p>Create holiday service projects</p>	<p>“Connecting with People and Friends” Workbook-http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/03/14/Friends_Connecting_people_with_disabilities_and_community_members.pdf</p> <p>Worksheet- “Social Skills Practice”</p> <p>Worksheet- “Choices and Have –To-Dos at School / A Social Story”</p> <p>Worksheet- “Social Skills Rule Book”</p> <p>Worksheet- “How we use our Hands”</p> <p>Worksheet- “ Tips for Having a Great Conversation”</p> <p>Worksheet- “Time’s Up”</p> <p>Worksheet- “Communication sheets”</p> <p>Worksheet- “Strategies for Answering”</p> <p>Worksheet- “ Good Friend behavior”</p> <p>Worksheet- “Communicating”</p>

Birmingham City- Transition Life Skills

AREA: Personal & Social- (Social Skills)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Investigate interpersonal relationships involving issues (i.e. personal ethics, equality, diversity, and sexuality)</p> <p>Develop leadership qualities</p> <p>Identify strategies to cope with stress, conflict resolution, and personal</p> <p>Demonstrate good manners</p> <p>Demonstrate the use of conversational social conventions (please, thank you, you're welcome)</p> <p>Demonstrate use of cell or home phone (call or text)</p> <p>Demonstrate ability to use email/ social media</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Create structured group activities (i.e. reading, cooking, skits, holiday activities)</p> <p>Have students create an email account to send homework</p> <p>Have students text classwork or homework assignment completion to teacher</p> <p>Create a bulletin board activity</p>	<p>Worksheet- "Interrupting Just the Facts"</p> <p>Worksheet- "Public Space"</p> <p>Worksheet- "Social Language dictionary"</p> <p>Worksheet- "Sometimes I see something I want"</p> <p>Worksheet- "Nose Picking is Gross"</p> <p>Worksheet- "Social skills training"</p> <p>Worksheet- "Good Manners"</p> <p>Worksheet- "Feelings"</p> <p>Worksheet- "Self-Esteem Journal"</p> <p>Worksheet- "Our Girl Scout Troop-Manners"</p> <p>Worksheet- "Public & Private Book"</p> <p>Worksheet- "Good touch/Bad Touch"</p> <p>Worksheet- "I want this Game"</p>

Birmingham City- Transition Life Skills

AREA: Occupations/Careers- (Career Awareness)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Explore & Understand Career Development</p> <ul style="list-style-type: none"> o Awareness o Exploration o Preparation o Career Placement; Continuing Education 	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Teacher will create questions to discuss with students:</p> <ul style="list-style-type: none"> • What courses do you need to achieve your career goals? • What skills will you need to gain entry into those courses? • How will you prepare to live on your own? • Will you need to take courses during high school and after? • Will these courses lead to college courses? Does the school have a tech prep program? • Do you and your family plan for you to attend college? • Will you gain the skills needed to succeed in college? • Will you be able to get a job based on your high school and/or college coursework? • Does the educational program provide job placement and support? • Can you gain entry into an approved apprenticeship program? <p>Invite people from various occupations to come in and speak to class</p> <p>Students participate in Job Shadowing</p> <p>Research and discuss traditional and nontraditional careers</p> <p>Create a bulletin board activity</p>	<p>Occupational Outlook handbook online http://www.bls.gov/ooh/</p> <p>Worksheet- “Occupation Crossword Puzzle”</p> <p>Worksheet- “ Career Clusters”</p> <p>Worksheet- “What is their Job”</p> <p>Worksheet- “Job Matching”</p> <p>Worksheet- “ Occupations Flashcards”</p>

Birmingham City- Transition Life Skills

AREA: Occupations/Careers- (Career Awareness)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Explore & Understand Career Development</p> <ul style="list-style-type: none"> o Awareness o Exploration o Preparation o Career Placement; Continuing Education 	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Teacher will create questions to discuss with students:</p> <ul style="list-style-type: none"> • What jobs are you interested in visiting? • What exploratory courses would you like to take in school? • What hobbies do you have? • What activities do you do in your spare time? • What volunteer or community service work do you do? • Did you enjoy your summer job? What parts did you like best? • Do you like being inside or outside better? • Do you prefer being with other people, or do you enjoy being by yourself? • Do you enjoy working with your hands and with tools, or do you prefer to solve problems in your head? • Did you get along well with your classmates? If so, why did you? If not, why didn't you? • What skills do you have that you can use in these or other courses? <p>Choose two postsecondary education institutions or training programs and summarize information from their website</p> <p>Invite local agencies</p>	<p>Online careers games and quizzes Bureau of Labor statistics http://www.bls.gov/k12/</p>

Birmingham City- Transition Life Skills

AREA: Occupations/Careers- (Career Awareness)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Implement phases of career development (i.e. career exploration, workplace job skills awareness, what work is, personal interests)</p> <ul style="list-style-type: none"> o Awareness o Exploration o Preparation o Career Placement; Continuing Education <p>Read books about different careers</p> <p>Explore Career Tech career majors against desired occupation</p> <p>Enroll in the Career Tech class of interest</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Teacher will create questions to discuss with students:</p> <ul style="list-style-type: none"> • What is work? • What is a job? • What are some jobs you know about? • What kind of work do people do on these jobs? • What have you dreamed of doing? • What kind of job do you want? • Where do you want to live, and with whom? • Why do people work? Why do you want to work? • What do you enjoy doing when you are not in school? • What jobs do your family members have? • What types of things do they do on their jobs? <p>Teach Employment First Thinking-Employment is the first priority and preferred outcome of people with disabilities.</p> <p>Complete book reports on careers</p> <p>Complete poster board project about careers</p> <p>Develop a bulletin board project about occupations</p>	<p>16 National Career Cluster fact sheets https://careertech.org/career-clusters</p> <p>http://www.vaview.vt.edu/</p> <p>Online interactive exploring Careers Game/ Drive of your life https://www.driveofyourlife.org/main/index.html</p> <p>Free Online assessment Career Navigator for Career interest http://newfuturescareernavigator.org/</p>

Birmingham City- Transition Life Skills

AREA: Occupations/Careers- (Employment Development)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Complete job applications</p> <p>Develop resume</p> <p>Practice Job interviewing skills</p> <p>Explore and discuss what you want to do in the future (dreams)</p> <p>Demonstrate the ability to make choices/develop decision making strategies</p> <p>Follow directions/finish what you start</p> <p>Describe employability skills</p> <p>Explore Career and Technical Education Program options</p> <p>Develop career portfolio</p> <p>Engage in community service/volunteering</p> <p>Participate in job shadowing</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Complete sample applications</p> <p>Complete online applications</p> <p>Take online job assessments</p> <p>Create resume</p> <p>Role play job interviewing skills</p> <p>Write essay on dreams and future goals</p> <p>Create a volunteer opportunities for student at school and in community</p> <p>Have students create a folder with career information</p> <p>Play a game of charades</p> <p>Have Career Day- Students dress up for 1 day like occupation of choice</p> <p>Participate in Community Based Work Instruction</p> <p>Participate in School based Work Instruction</p> <p>Create a bulletin board activity</p>	<p>Video “Employment”- http://www.mangomon.com/wp-content/themes/canvas/images/printables/employment.swf</p> <p>Opening doors to employment info handout http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/12/31/Opening%20Doors%20to%20Employment%20WI.pdf</p> <p>“Must have Papers” handout http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/01/08/My%20Must%20Have%20Papers.pdf</p> <p>“Applying for a job” handout” http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/01/08/Applying%20for%20a%20Job%20The%20Young%20Adult's%20Guide.pdf</p> <p>“How to keep a job” handout http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/01/08/How%20to%20Keep%20a%20Job%20The%20Young%20Adult's%20Guide.pdf</p>

Birmingham City- Transition Life Skills

AREA: Occupations/Careers- (Employment Development)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Begin to set post high school goals</p> <p>Evaluate future financial needs and how these relate to career choices</p> <p>Continue career exploration – situational assessments</p> <p>Identify and explore all sources of potential employment</p> <p>Understand/state what it is that you can “bring” to an employer</p> <p>Understand private/government resources for employment</p> <p>Begin narrowing job selection from just a “job to make money” vs. “a job that interests you”</p> <p>State and know how to acquire the accommodations and supports needed for employment</p> <p>Discuss what additional training/skills are needed to continue or enhance employment</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Have students create a budget based on projected income of their chosen occupation</p> <p>Have students search internet on various careers</p> <p>Have students complete a comparison report related to occupations</p> <p>Have students research government funded programs and resources for employment (i.e. WIA)</p> <p>Research ADA requirements for employers</p> <p>Create a bulletin board activity</p>	<p>Career information One stop http://www.careeronestop.org/GetMyFuture/index.aspx?&frd=true</p> <p>Online Career Interest Assessment Career One Stop http://www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx</p> <p>16 National Career Cluster fact sheets https://careertech.org/career-clusters</p> <p>“Job seeking skills for People with disabilities” Booklet - https://www.gpo.gov/fdsys/pkg/ERIC-ED466056/pdf/ERIC-ED466056.pdf</p> <p>Worksheet- ‘Identification’</p> <p>Worksheet- “ How do I Write My Name”</p>

Birmingham City- Transition Life Skills

AREA: Occupations/Careers- (Employment Development)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Demonstrate appropriate work skills (grooming, time management, etc)	<p>Have students model inappropriate/appropriate clothing for work</p> <p>Have students work on various assignments/work jobs and within a specified time frame</p> <p>Create sign in/out time sheets for students working on various class/ work assignments</p> <p>Invite employers to talk about appropriate/inappropriate attire for work</p> <p>Select someone working in an occupation to interview in person or on the phone</p> <p>Create a bulletin board activity</p>	<p>https://www.careerwise.mnscu.edu/careers/nontraditional.html</p> <p>Worksheets- "Career Information & Exploration"- https://www.careerwise.mnscu.edu/iseek/static/Career_Activities1_13.pdf</p>

Birmingham City- Transition Life Skills

AREA: Linkage to Agencies

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Connect with supports, services, and resources in your area for children with disabilities	Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)	Agency Websites- http://www.alabama.gov/residents/disability-resources
Describe what adult agencies can help you and connect with these agencies	Research resources available in your community for students with disabilities	Agency Websites- http://good.alabama.gov/resource-links
Understand what in the community is important to you	Have students create an index directory of resources in the community	Agency Websites- https://www.disability.gov/resource/disability-rights-resources-alabama/
Engage in Community activities	Call local agencies and inquire about resources	Agency Websites- http://drradvocates.org/birmingham/
Continue involvement with the adult agencies that will assist you	Have students contact ADA office at local community colleges	Agency Websites- https://www.verywell.com/alabama-where-to-find-disability-assistance-in-alabama-2161802
Engage with adult supports to ensure coordination of services	Invite local agencies to come speak at your school	
Knows how to access community resources (WIC, SSI, Food stamps, etc)	Have students attend Transition Fairs	
	Host a school Transition Fair	

Birmingham City- Transition Life Skills

AREA: Daily Living- (Transportation)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Explore transportation options (practice mobility skills)</p> <p>Assess and know how to access transportation options</p> <p>Prepare a transportation plan for after high school</p> <p>Teach about public transportation and safety skills</p> <p>Practice Reading Road Signs</p> <p>Practice Reading Signs in the Community</p> <p>Understand importance of seatbelt safety</p> <p>Understand street crossings</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Work with your youth and the school to discuss all transportations options in your community and decide on the most appropriate mode for the youth (e.g. driving self, carpooling, walking, riding a bicycle, taking the public bus, calling a taxi, using a call a ride service).</p> <p>Have the class take a field trip using public transportation</p> <p>Have student participate in Travel Training using public bus</p> <p>Have students can create drawings and paintings of various modes of transportation on thick paper</p> <p>Have students collect images of different types of transportation and add them to a bulletin board that has been divided into Land, Sea and Air.</p> <p>Create a bulletin board activity</p> <p>Have students take a field trip to locate community signs</p>	<p>“ I can do it Living on my own workbook” - http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/03/14/I%20Can%20Do%20It!%20%20A%20micropedia%20of%20Living%20on%20Your%20Own.pdf</p> <p>Video “Parts of a Car”- http://www.mangomon.com/wp-content/themes/canvas/images/printables/parts-of-a-car.swf</p> <p>Video “Road Signs”- http://www.mangomon.com/wp-content/themes/canvas/images/printables/road-signs.swf</p> <p>Worksheet- “Sign Bingo”</p> <p>Worksheet- “Transportation”</p> <p>Worksheet- “Travel”</p> <p>Worksheet- “ Crossing the Street”</p> <p>Worksheet- “ Riding the Bus”</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Community Participation)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Engage in community opportunities (community service, faith-based activities, youth groups, etc.)</p> <p>Continue community involvement ensuring healthy lifestyle choices and understanding of risk behaviors</p> <p>Develop a plan for a balanced life (time management, school, work, leisure)</p> <p>Use the public library</p> <p>Access materials from school & local library</p> <p>Engage in extracurricular/community activities</p> <p>Learn about resources in your community that can help you</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Have students attend story time at local public libraries.</p> <p>Have students visit public library and open an account to make use of resources</p> <p>Have students visit school library and check out resources</p> <p>Have students participate in local recreation (i.e. bowling, movies, shopping, etc)</p> <p>Create a bulletin board activity</p> <p>Invite community and businesses to speak to the class</p> <p>Have students research and identify a community business to visit</p> <p>Have students plan community field trips</p> <p>Have students research recreation and leisure activities in the community</p>	<p>Connecting with People and Friends "Workbook- http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/03/14/Friends_Connecting_people_with_disabilities_and_community_members.pdf</p> <p>Worksheet- "Weekend Events"</p> <p>Worksheet- "These are the things I do for fun"</p> <p>Worksheet- "Where Do?"</p> <p>Worksheet- "McDonald's Social Story"</p> <p>Worksheet- "Visual Script for Going to church"</p> <p>Worksheet- "Movie Script"</p> <p>Worksheet- "Bowling"</p> <p>Worksheet- "A Swimming Routine"</p> <p>Worksheet- "Shopping"</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Community Participation)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Locate recreation activities in the community</p> <p>Complete cooperative activities, and participate in a group environmental service project.</p> <p>Various Methods of Technology</p> <p>Practice safe and suitable technology use</p> <p>Identify and use technology for self enjoyment (Ipad, DVD player, computer, gaming system, television, smart phone)</p> <p>Identify features of Computer</p> <p>Identify trouble shooting techniques on Computer hardware, software</p> <p>Obtain identification documentation (school ID, Photo ID, etc)</p> <p>Identify supermarkets and shopping in the community</p> <p>Know how to use the Post office</p> <p>Locate businesses in the yellow pages</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Have students use the computer to look up information about community events</p> <p>Have students visit local grocery store</p> <p>Have students visit local utility companies</p> <p>Create a bulletin board activity</p> <p>Create time for students to work on projects in the Computer Lab</p> <p>Have students complete online activities</p> <p>Give students an assignment utilizing the internet</p> <p>Have students identify parts of computer</p>	<p>Worksheet- "Map Bingo"</p> <p>Worksheet- "Grocery Store scavenger Hunt"</p> <p>Video- Technology http://www.mangomon.com/wp-content/themes/canvas/images/printables/everyday-technology.swf</p> <p>Video Computer Parts- http://www.mangomon.com/wp-content/themes/canvas/images/printables/computer-parts.swf</p> <p>Video- "Computer how stuff works"- http://computer.howstuffworks.com/23-computer-tour-video.htm</p> <p>Video- "Modules learning Keyboarding"- http://www.e-learningforkids.org/computer-skills/</p> <p>Worksheet- "Role Play Grocery Store"</p> <p>Worksheets- "Seasons"</p> <p>Worksheets- " Weather"</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Medical)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Understand health/medical needs</p> <p>Be informed of issues related to sexuality</p> <p>Begin assuming and transfer of responsibility for health needs</p> <p>State your health care requirements and medication needs</p> <p>Know their medical needs, medications (what, when, why, etc.)</p> <p>Identify over the counter medicines for pain (aspirins, cough syrup, etc)</p> <p>Identify hospitals and medical facilities in their community</p> <p>Make doctor & medical appointments</p> <p>Identify medical insurance information</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Have students visit local hospitals</p> <p>Have students tour Medical Clinics</p> <p>Have student visit Pharmacy for scavenger hunt</p> <p>Have students use phone book to locate hospitals in their community</p> <p>Have students practice basic CPR/First Aid</p> <p>Invite Red Cross to come and do CPR/First Aid demonstrations</p> <p>Create a bulletin board activity</p>	<p>“Path to Preparedness Workbook”- http://dc-transition-guide-admin.s3.amazonaws.com/files/2014/03/14/Friends_Connecting_people_with_disabilities_and_community_members.pdf</p> <p>Video Medical Terms- http://www.mangomon.com/wp-content/themes/canvas/images/printables/basic-medical.swf</p> <p>Worksheet- “Pharmacy Hunt”</p> <p>Worksheet- “This is how I feel”</p> <p>Worksheet- “ Illness”</p> <p>Worksheet- “Health”</p> <p>Worksheet- “Health Flashcards”</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Financial Management)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Understands financial literacy skills (debit cards, credit cards, ATM)	Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)	http://www.bankingkids.com/ http://www.handsonbanking.org/en/
Can write checks, record deposits and withdrawals	Have students tour a bank	Video Banking- http://www.mangomon.com/wp-content/themes/canvas/images/printables/banking.swf
Create a budget	Have a bank representative come out and discuss financial literacy	
Implement a time/money management plan	Have child open and maintain a savings account	Worksheet- "Play Money"
Save for personal purchases and comparison shop for item.	Have student make purchases from a vending machine	Worksheet- "Counting Money"
Identify currency value (coins and dollars)	Have students count a variety of coin and dollar combinations	Worksheet- "Making a Purchase"
Exchange tender for purchases	Have students use ads from stores to compare sale price and regular price	Worksheets- "The Check Book Project"
Make and count change		Worksheet- "Shopping"
Understand the difference between sale price and regular price	Have students use a calculator to add, subtract, divide and multiply	Worksheets- "Counting Money"
Know how to clip and use coupons	Collect coupons for students to cut out	Worksheets- "Match Money"
	Have students use fake money from board games to make purchases	
	Create a bulletin board activity	

Birmingham City- Transition Life Skills

AREA: Daily Living- (Financial Management)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Save money Explain wants & needs Value of sales vs regular price	Complete Resources- (handouts, workbooks, games, online activities, videos, etc.) Have students purchase piggy banks and create a savings club Have students cut coupons Have students take a field trip to store to shop sale ads	Money lesson website- http://www.takechargeamerica.org/financial-education/teaching-resources/first-grade/#firstgrade Worksheets- “Wants and Needs” Worksheet- “It’s on Sale”

Birmingham City- Transition Life Skills

AREA: Daily Living- (Safety)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Identify safety skills in public places, foods, transportation, parking lots, new people, etc.)</p> <p>Understand Safety</p> <p>Develop skills for personal and community safety</p> <p>Identify warning signs and labels</p> <p>Obtain basic first aid skills</p> <p>Demonstrate safe phone skills</p> <p>Understand importance of seatbelt safety</p> <p>Demonstrate procedure for dialing 911</p> <p>Identify safety precautions for severe weather</p> <p>Knows functions of police, ambulance and fire department</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Have students practice basic First Aid</p> <p>Have students visit local police and fire department</p> <p>Invite Police department and Fire department to come in and speak to class</p> <p>Invite paramedics to come demonstrate basic first, emergency etc.</p> <p>Have each student create a paper cell phone to practice dialing numbers</p> <p>Create a bulletin board activity</p> <p>Have students create a list of emergency numbers</p> <p>Invite local TV station to discuss weather</p> <p>Have students create a weather safety kit</p>	<p>Video "Safety"- http://www.mangomon.com/wp-content/themes/canvas/images/printables/safety.swf</p> <p>Worksheet- "Fire Drill"</p> <p>Online Home Safety materials- http://www.homesafetygame.com/teachrspage.htm</p> <p>Online Match Game Electrical- http://www.switchedonkids.org.uk/fun-and-learning/match-the-pairs#</p> <p>Online Road Crossing Video & Games http://talesoftheroad.direct.gov.uk/</p> <p>Online Videos "First Aid- http://www.redcross.org.uk/What-we-do/First-aid/Baby-and-Child-First-Aid</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Health & Nutrition)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Eat healthy and exercise</p> <p>Create a personal health plan</p> <p>Demonstrate ability to order healthy foods</p> <p>Can order food in a cafeteria and fast food</p> <p>Identify food pyramid “My plate”</p> <p>Can plan a weekly menu</p> <p>Know how to purchase personal toiletries(shampoo, soap, deodorant)</p> <p>Identifies good personal grooming (brushing hair, brushing teeth, etc)</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Take students out to restaurant and practice reading menus and ordering</p> <p>Have student collect pictures from magazines and put together a food guide pyramid “My Plate”</p> <p>Create a bulletin board activity</p> <p>Have students prepare sample menus</p> <p>Have students create poster boards of food groups</p> <p>Have students visit local restaurant to practice appropriate table manners</p>	<p>Worksheet- “Daily Routines”</p> <p>Worksheet- “Daily Routine Flashcards”</p> <p>Worksheet- “Washing Hands”</p> <p>Worksheet- “Dental Care”</p> <p>Worksheet- “Clothes and Body parts”</p> <p>Videos- http://www.choosemyplate.gov/videos-songs</p> <p>Online games-“ My plate Nutrition”- http://www.choosemyplate.gov/games</p> <p>Videos- “My Plate”- http://www.choosemyplate.gov/videos</p> <p>Materials- http://www.choosemyplate.gov/kids-activity-sheets</p> <p>Workbook- “Healthy Cookbook”- http://www.choosemyplate.gov/sites/default/files/budget/2WeekMenuCookbook.pdf</p> <p>Printable worksheets- “Nutrition/My plate”- http://www.choosemyplate.gov/printable-materials</p>

Birmingham City- Transition Life Skills

AREA: Daily Living-(Health & Nutrition)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Allow child to help cook, etc.</p> <p>Identify healthful/harmful choices for safety, nutrition, behavior, hygiene</p> <p>Prepare snacks and meals</p> <p>Prepare a recipe from a cookbook</p> <p>Identify food items needed for recipes</p> <p>Knows name and use of cooking utensils</p> <p>Use and Identify kitchen appliances</p> <p>Store food properly</p> <p>Recognize spoiled food (Identify food dates on packages)</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Student will develop and make cookbook recipes.</p> <ul style="list-style-type: none"> - List ingredients - Write steps to make the creations they have created - Double recipe, Decrease recipe - Have 3 readers read for errors - Make book for all to use <p>Have students make out grocery list for preparation of food recipe</p> <p>Read recipe to make cake or other food item</p> <p>Have students prepare a meal (breakfast, lunch, dinner)</p> <p>Have students set place settings</p> <p>Plan a trip to a nice restaurant to practice dining</p> <p>Create a bulletin board activity</p>	<p>Video Food Preparation- http://www.mangomon.com/wp-content/themes/canvas/images/printables/food-preparation.swf</p> <p>Video- “Basic Foods”- http://www.mangomon.com/wp-content/themes/canvas/images/printables/basic-foods.swf</p> <p>Worksheets- “Recipes”</p> <p>Worksheet- “Food Descriptions”</p> <p>Worksheet- “Expressing food Quantities”</p> <p>Worksheet- “Food likes dislikes”</p> <p>Worksheets- “Vegetables/Fruits”</p> <p>Worksheet- What is there in the Fridge”</p> <p>Worksheet- “Kitchen flashcards”</p> <p>Worksheet- “The Kitchen”</p> <p>Worksheet- “Food Storage”</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Health & Nutrition)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Demonstrate appropriate table manners Set a table properly	Complete Resources- (handouts, workbooks, games, online activities, videos, etc.) Have students set tables Have students visit local restaurants Create bulletin board	Video- "Table Manners" - https://www.youtube.com/watch?v=mgZeziVUsZ0 Worksheet- "Dining etiquette" Video- "Setting a Table- http://www.bing.com/videos/search?q=teaching+table+setting+to+kids&view=detail&mid=D8F7361B8074A9801A0BD8F7361B8074A9801A0B&FORM=VIRE

Birmingham City- Transition Life Skills

AREA: Daily Living- (Home Skills)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Establish chores at home.</p> <p>Tools to use at home</p> <p>Develop skills necessary for successful independent living (i.e. time management)</p> <p>Participate in simulated independent living activities</p> <p>Discuss home safety (operation over, fire extinguisher, etc)</p> <p>Demonstrate home cleaning skills (dusting, vacuuming, organizing, making bed)</p> <p>Follow home/school maintenance schedule</p> <p>Knows how to clean out refrigerator</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Create a bulletin board activity</p> <p>Invite guest speaker</p> <p>Have students keep daily log of chores</p> <p>Create a maintenance schedule for classroom</p> <p>Assign students weekly classroom chores</p>	<p>Video Manual Skills- http://www.mangomon.com/wp-content/themes/canvas/images/printables/manual-skills.swf</p> <p>Video “Tools”- http://www.mangomon.com/wp-content/themes/canvas/images/printables/road-signs.swf</p> <p>Worksheet- Household chores”</p> <p>Online Video Code Rover- Home Safety https://www.youtube.com/watch?v=v0PRx_ZiJ6U</p> <p>Online interactive game- Home safety http://apps.chatham-kent.ca/CkVirtualSafety/virtualsafety.html</p> <p>Worksheets- “Various Home Skills”- http://www.thenetwork.co.uk/thetoolkit/documents/vault/carestartentry1.pdf</p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Home Skills)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Knows how to sort laundry</p> <p>Knows how to operate a washer & dryer</p> <p>Knows how to hand wash clothing items</p> <p>Knows how to sew on buttons</p> <p>Identify appropriate clothes for weather</p> <p>Knows how to wash dishes</p> <p>Knows how to change a light bulb</p> <p>Knows how to dispose of garbage</p> <p>Knows how to change bed linen</p> <p>Knows how to sweep</p> <p>Knows how to use cleaning products</p> <p>Know proper storage of cleaning supplies</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Create a bulletin board activity</p> <p>Have students sort and do laundry</p> <p>Have students create a partnership with auxiliaries at to clean their uniforms (athletic and band)</p> <p>Have student wash dishes</p> <p>Have students change bed linen</p> <p>Have students sweep classroom areas</p> <p>Have students sanitize classroom</p> <p>Assign students to work with janitorial staff</p>	<p>Worksheet- “Things In a Bedroom”</p> <p>Worksheet- “Rooms of a House”</p> <p>Worksheet- The Bathroom”</p> <p>Worksheet- “ Furniture”</p> <p>Worksheets- “Laundry/ sorting laundry”</p> <p>Worksheets- “Home Appliances Flashcards”</p> <p>Online video-“Cleaning Bedroom”- http://www.bing.com/videos/search?q=Life+Skills+Training+Videos&&view=detail&mid=98EDE925B0675A76E7CE98EDE925B0675A76E7CE&rvsmid=0A27816CC76A762BD2D10A27816CC76A762BD2D1&fssc=-1815&FORM=VDFSRV </p>

Birmingham City- Transition Life Skills

AREA: Daily Living- (Home Skills)

ESTIMATED TIME FRAME: 18 weeks

STUDENT LEARNING GOALS	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Understand various housing options (group home, apartments, house, condo, etc)</p> <p>Knows how to apply and locate housing</p> <p>Knows basic knowledge of housing (leases, deposits, rental agreements)</p> <p>Identify basic utility needs for housing (water, gas, lights, cable, etc)</p> <p>Develop a budget for housing</p> <p>Understand various housing options (renting and buying)</p>	<p>Complete Resources- (handouts, workbooks, games, online activities, videos, etc.)</p> <p>Have students use classified ads to locate apartment and house rental</p> <p>Have student visit apartment complex</p> <p>Create a bulletin board activity</p> <p>Plan a field trip to local utility company</p> <p>Invite speaker from local utility companies</p> <p>Plan a field trip to apartment complex</p> <p>Invite Real Estate agent to speak to class</p>	<p>Online interactive game –hazards- https://www.nationwideeducation.co.uk/www/flash/safety-education/home-safety/12-14_hazard-house/container.swf</p> <p>Worksheets- “Housing”- http://www.wiganschoolsonline.net/inclusion/emas/docs/eal/Topic%20Workbook%2011%20-%20Houses,%20Left%20&%20Right.pdf</p> <p>Worksheets- “Housing”- http://www.eslflow.com/citycountryfollowingdirections.html</p>