

# EMPLOYMENT UNIT FOR HIGH SCHOOL

SPECIAL ED



Special Needs for Special Kids







*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader and needs a lot of help developing skills and finding a job. With some support, he is able to do this unit and enjoys the challenge. He is my tester!!*



# Employment

By  
Christa Joy  
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoints (these are the books in the lesson plan)
- Voice recorded PowerPoint
- Activities in black and white

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This unit contains over 300 pages that will guide students through:

1. Finding a job
2. Getting a job
3. Keeping a job

The unit is separated into 2 files, one in color and one in black and white.



# Employment Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games
- Books
  - **There are 3 books in this unit (one for each week)**
  - Print out, laminate, and bind
  - Also available as a recorded PowerPoint and video in the directions for digital activities pdf
- Bingo cards
  - This unit comes with a set of Bingo cards.
  - They are in color and BW
  - Print on cardstock and laminate.
  - Suggestions for use included in unit.

## Preassessment (do day 1 before starting lesson)

- Use the assessment to see what your students may already know
- I cannot emphasize enough how important this step is preassessment is so important!!

## Teaching Tips

1. **Color Coding:** this is a really easy way to add more structure. Outline or color in an empty box or sorting label. corresponding picture symbols the same colors. Be
  - a. For more info, read more here: <https://specialneedsforspecialkids.org/2015/09/differentiation/>
  - b. I also have a blog post on differentiating one a <https://specialneedsforspecialkids.org/2018/10/easily-and-effectively/>
2. **Make your own copies of the activities:** Every day I do this. For that reason:
  - a. I often complete the activity myself and often could use year after year.

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary activity</li> <li>• Circle map</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Bingo</li> <li>• Application practice</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary activity</li> <li>• Sorting activity</li> </ul>	10	<ul style="list-style-type: none"> <li>• Book</li> <li>• Bingo</li> <li>• Close worksheet</li> </ul>
3	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary activity</li> <li>• Matching activity</li> </ul>	11	<ul style="list-style-type: none"> <li>• Book</li> <li>• Mock interview practice</li> <li>• Circle map</li> </ul>
4	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary activity</li> <li>• Interest Inventory</li> </ul>	12	<ul style="list-style-type: none"> <li>• Book</li> <li>• Mock interview practice</li> <li>• Sorting activity</li> </ul>
5	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary activity</li> <li>• Close worksheet</li> </ul>	13	<ul style="list-style-type: none"> <li>• Book</li> <li>• Mock interview practice</li> <li>• Matching activity</li> </ul>
6	<ul style="list-style-type: none"> <li>• Book</li> <li>• Bingo</li> </ul>	14	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary</li> <li>• Sudoku or word search</li> </ul>
		15	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary</li> <li>• Close worksheet</li> </ul>
		16	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>

## Day 13

Activity	Notes	Materials
Read or listen to the book: <b>Keeping a job</b> (10 minutes)	<ul style="list-style-type: none"> <li>• Read through the story, asking lots of questions</li> <li>• Continue to make connections between book and vocabulary board</li> </ul>	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocabulary board</li> </ul>
Mock interview practice (15 minutes)	<ul style="list-style-type: none"> <li>• Assign a person to be the employer and the employee</li> <li>• Go through the interview as described in the activity</li> <li>• Score on rubric                             <ul style="list-style-type: none"> <li>◦ Make sure students have access to power cards if needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interview questions</li> <li>• Rubric</li> <li>• Power cards</li> </ul>
Sorting activity review (5 minutes)	<ul style="list-style-type: none"> <li>• Review the sorting activity done yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheet complete yesterday</li> </ul>
Matching activity (10 minutes)	<ul style="list-style-type: none"> <li>• Complete the activity <b>matching jobs and tasks</b> <ul style="list-style-type: none"> <li>◦ Add color-coding if needed for more support</li> </ul> </li> <li>• Make connections to the book as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• worksheet</li> <li>• Scissors</li> <li>• Glue</li> </ul>
Sharing (10 minutes)	<ul style="list-style-type: none"> <li>• Each student shares their finished worksheet with the group using the communication method of their choice</li> </ul>	<ul style="list-style-type: none"> <li>• Completed map</li> <li>• Communication devices</li> </ul>

## The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run



*This unit is divided into 3 one week units.*

- 1. Finding a job*
- 2. Getting a job*
- 3. Keeping a job*

*Each week has a group and individual activity for each day along with a book to read or listen to.*

*At the end of they unit there is a final assessment and vocabulary review.*





Finally, some people get a job because they want to be more independent. In order to take care of yourself, and make your own choices, you need resources like money, that a job can help you get.

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There are 3 books with this unit. They use photos and simple text appropriate for older students.

1. Finding a job
2. Getting a job
3. Keeping a job



Finally, you will want to include 3-5 **references**. These are people who know you and can talk about what a good worker you are and how you would be a good fit for this job. You will want to include their name, job title, and phone number or email.

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With any job, it is very important to show up on time. This may mean you want to plan to get there a little early in case there is traffic or some other unexpected event slows you down.

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# employment

Work someone does and is paid for.



# salary

How much a person is paid for a job.



# qualifications

Traits and experiences that make a person good for a certain job.

# references

People who will tell an employer who would be good for a job.

# employer

Person who is in charge and hires people.



# employee

Person doing the work.



# interview

Conversation between an employer and possible employee who is looking for a job.

# candidate

Person applying for a job.

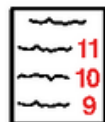
# co-workers



# application



# apply



# resume



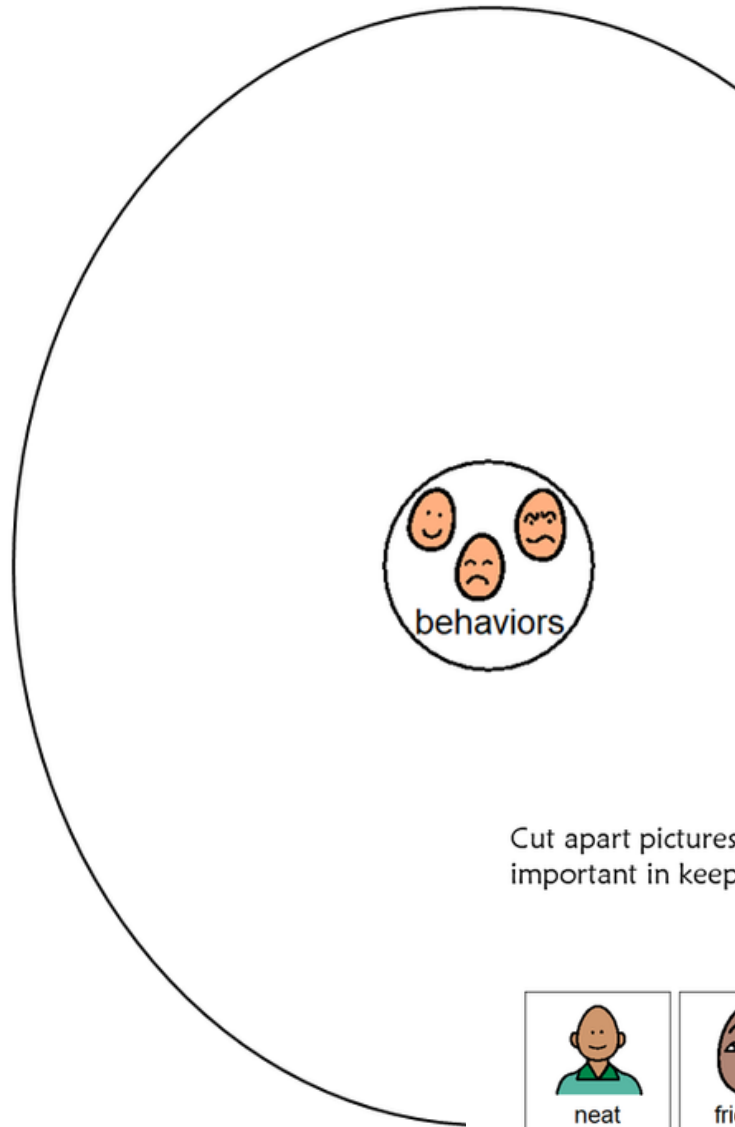
There are vocabulary cards students will use every day for a group activity. There is also a cut and paste activity.



Cut apart and match pictures with definition.

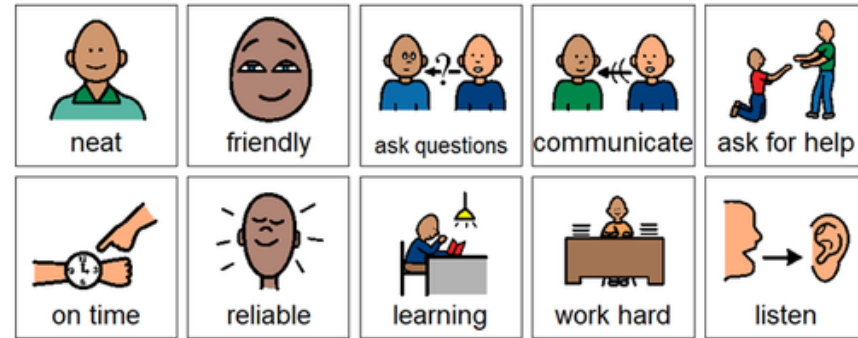



What are some things to remember to help you keep your job?

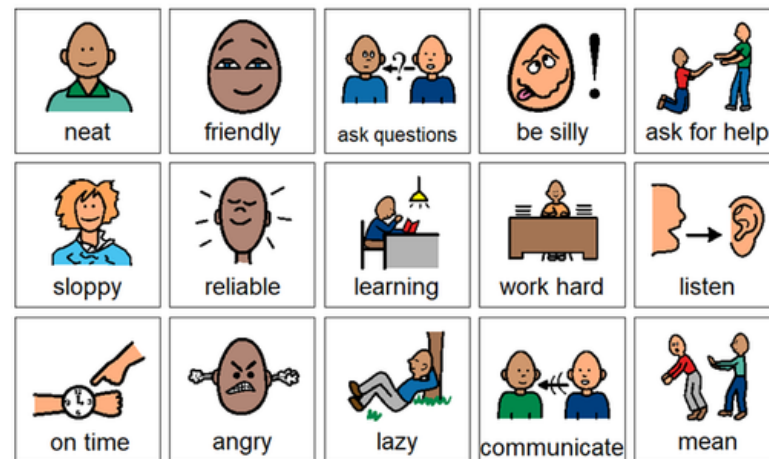


Cut apart pictures and place in circle map showing things that are important to keeping a job.

Errorless version



Cut apart pictures and place in circle map **ONLY IF** they are important in keeping a job.



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Each week has a circle map:

1. Skills all jobs need
2. Things on a resume
3. Behaviors important to keeping a job

Each circle map uses pictures and comes in 2 versions:

- errorless
- wrong answers mixed in that are set aside



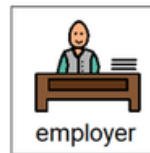
Where are some places you can find a job?



newspaper	menu	valentine card	at store
networking	fairy tale	online	driver's license
website	credit card	map	teacher

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Where are things the employer or employee would do?



hire	set work hours	does jobs	answer phone
give resume	apply for job	fire	assign jobs
pay people	quit	help customers	answer questions
make schedule	learn new skill	breaktime	check work

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Each week has a sorting activity:







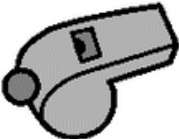

1. Places to find a job
2. Employer vs employee
3. What to wear to work

Each sorting activity uses pictures. Color coding can be added for students who need more support.

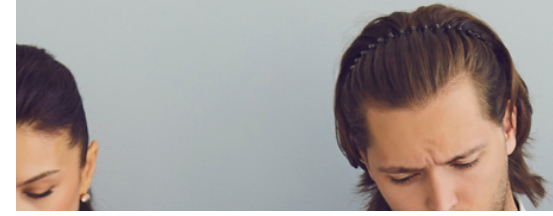
Answer keys included.



Match the job to a task you would do at that job.

 use cash register	 feed a seal
 frost a cake	 give an injection
 write a story	 feed cows
 blow a whistle	 arrest people

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Match the job to the task on the previous page. Try to find the best match, there is one job for each task.

 doctor	 author	 zoo keeper	 police officer
 clerk	 referee	 baker	 farmer

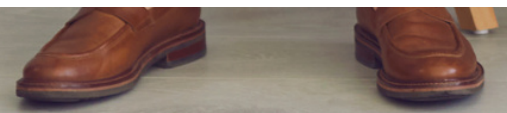
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Each week has a matching activity:

1. Jobs and interests
2. Jobs and skills needed
3. Jobs and tasks

Each matching activity uses pictures. Color coding can be added for students who need more support.

Answer keys included.





## Keeping a job

1. Make sure to know what to  for your job.
2. Make sure your clothes are .
3. You want to make sure you are  for your job so leave a little early.
4. Make sure you know what your are supposed to  by the end of the day or week.
5. Make sure to  if you do not know what to do.



ask for help



clean



finish



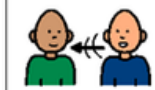
wear



on time

## Keeping a job

6. You will probably get at least one  during the day.
7.  with others is an important part of the job.
8. Try to have a  attitude at your job.
9. Always be  and respectful to other people.
10. If you have to  make sure to give your employer time to find a replacement.



communicating



kind



quit



positive



break

Each week has 2 fill-in-the blank worksheets that review the main points from the book.

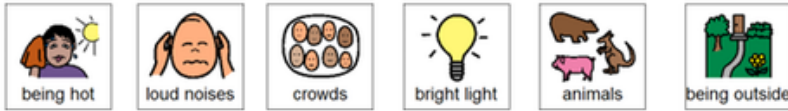
Answer keys included.



## Things I struggle with

Circle all those that apply for each question. It is okay to circle none.

1. I do not enjoy:



2. I think I could be better at:



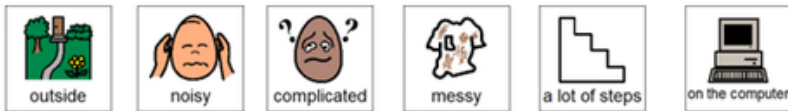
3. My least favorite subject(s) is/are:



4. My friends tell me I can be:



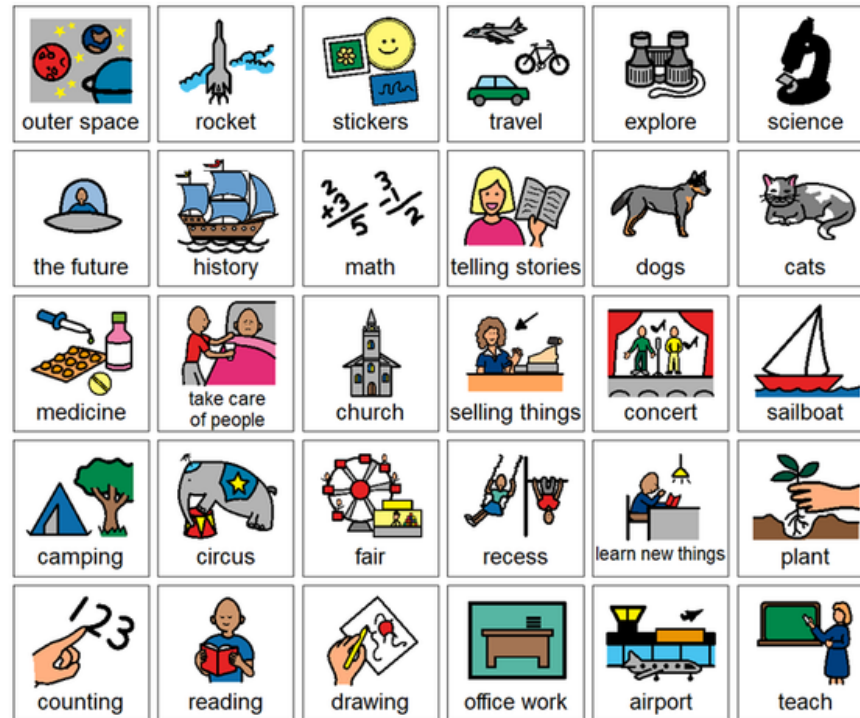
5. I don't think I would be good at a job that is:



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## Includes 5 sets of questions

Pictures you can use for the interest inventory collage.



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Week 1 focuses on having students identify what interests they have. There are 5 interest inventory questionnaires and pictures they can use to make a final collage.

## Includes 3 sets of pictures



SAMPLE JOB APPLICATION

Name and Address							
Name							
Address: Street							
City			State		Zip code		
Telephone							
Age		Email					
Job Type							
What days can you work?							
<input type="checkbox"/> I have no preference.	<input type="checkbox"/> Mon.	<input type="checkbox"/> Tues.	<input type="checkbox"/> Wed.	<input type="checkbox"/> Thurs.	<input type="checkbox"/> Fri.	<input type="checkbox"/> Sat.	<input type="checkbox"/> Sun.
I am seeking a:		<input type="checkbox"/> Full-time job		<input type="checkbox"/> Part-time job		<input type="checkbox"/> Full- or Part-time	
How many hours can you work weekly?			Can you work nights?		Date available to begin		
			<input type="checkbox"/> yes <input type="checkbox"/> no				
Additional Information							
Have you ever worked for this company before?					<input type="checkbox"/> Yes		<input type="checkbox"/> No
Do you have a driver's license?					<input type="checkbox"/> Yes		<input type="checkbox"/> No

Lots of extra space for students to write in their answers

Week 2 focuses on filling out a resume or application. There is a sample application students can fill out.

Education		
School Name	Current Grade	Years Completed
Other Education		
School Name	Description of what you learned	Years Completed

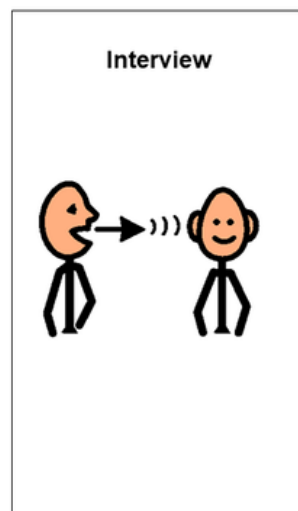


## Common Questions

1. Tell me about yourself.
2. What are you hoping to learn from this job?
3. Why do you think you would be good for this job?
4. What are your greatest strengths and weaknesses?
5. Why should I hire you?
6. What did you like most about your last job? What did you like least?
7. Describe your perfect work environment.
8. How flexible are you when it comes to the schedule?
9. What is a condition that you would be unable to tolerate in the work environment?
10. Do you enjoy interacting with the public? co-workers?
11. How long do you see yourself working in this position?
12. What could I do to make your job experience the best it could be?
13. What questions do you have?

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Front of card



## Rubric

Date of interview: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Rate the interviewee on a scale of 1(lowest) to 5 (highest).

1. Dressed appropriately	1	2	3	4	5
2. Shook hands and said hello	1	2	3	4	5
3. Had good posture	1	2	3	4	5
4. Friendly, smiling	1	2	3	4	5
5. Had a positive attitude	1	2	3	4	5
6. Listened closely to the questions	1	2	3	4	5
7. Answered the question asked	1	2	3	4	5
8. Kept the answer short but complete	1	2	3	4	5
9. Focused on strengths	1	2	3	4	5
10. Stayed calm	1	2	3	4	5
11. Asked good questions	1	2	3	4	5
12. Spoke clearly	1	2	3	4	5
13. Displayed enthusiasm	1	2	3	4	5
14. Showed genuine interest in the job	1	2	3	4	5

Back of card

### Remember:

1. Say hello, shake hands
2. Be positive
3. Listen closely
4. Answer questions
5. Focus on strengths
6. Ask questions
7. Stay calm
8. Say thank you
9. Say goodbye, shake hands

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Week 3 has students practice interviewing with mock interview questions.

There is a scoring rubric.

There is also a power card students can use to remind them of key points.

Power card also comes with pictures



# Bingo cards
















- Included are 10 Bingo cards in color and 10 Bingo cards in BW.
- Place the cards in page protectors or laminate for long term use.
- **Calling cards are included.**
- This is a great way to practice the new vocabulary included in this unit.
- Cut apart a set of the vocabulary cards to use as the calling cards.
- Options:
  - Show students the picture for them to match
  - Read the definition and see if students can find the matching picture
  - Work as teams
  - Vary the "winning" patterns.
    - Cover all
    - Cover corners
    - Row across or down
    - Cover the edges
  - Vary the ways to mark the card
    - Place in page protecto
    - Stickers
    - Post-it notes
    - Dot markers










# Employment

 apply	 employee	 candidate	 salary
 co-workers	 resume	 employer	 interview
 employment	 references	 application	 self-confidence
 quit	 reliable	 networking	 qualifications

# Employment

		 employee	 references		
	 interview	 salary		 resume	 employee
				 interview	 salary
 resume		 interview			
 salary			 employer		
 interview					

# Employment

 interview	 employee		 resume
		 employee	 interview
			 employee
	 interview	 resume	 employer

Sudoku puzzles comes in 2 sizes.

Students will have opportunity to work with new vocabulary with a Bingo game and puzzles.

# Employment

H	G	J	W	C	S	V	L	X	D	G	L	J	L	J
Y	N	E	T	W	O	R	K	I	N	G	M	L	M	J
Z	T	C	K	A	P	P	L	Y	T	Y	Z	N	Z	N
S	N	O	L	A	P	P	L	I	C	A	T	I	O	N
A	E	W	S	A	C	I	N	T	E	R	V	I	E	W
L	M	O	P	Z	K	E	M	P	L	O	Y	E	E	U
A	P	R	E	L	R	K	R	E	S	U	M	E	K	U
R	L	K	T	Y	E	M	P	L	O	Y	M	E	N	T
Y	O	E	X	L	Q	R	E	L	I	A	B	L	E	G
M	Y	R	E	F	E	R	E	N	C	E	S	G	O	G
B	E	S	X	Q	V	C	V	B	K	Q	T	C	C	F
G	R	C	X	U	U	D	V	L	Z	Y	G	B	X	E
Q	U	A	L	I	F	I	C	A	T	I	O	N	A	R
P	C	P	C	T	F	U	D	U	H	F	C	O	G	S
T	C	A	N	D	I	D	A	T	E	R	D	R	B	D

co-workers	qualification	salary	quit
employment	apply	employer	resume
application	networking	candidate	reliable
interview	employee	references	



Version 1

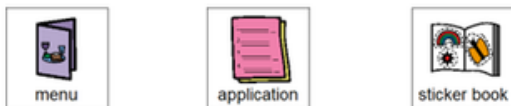
1. Circle the reasons people get a job:



2. It is best to find a job that:



3. What might you need to fill out when getting a job?



4. What should you wear when going for an interview?



5. Circle the places you can look for a job:



Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Version 2

Q 5

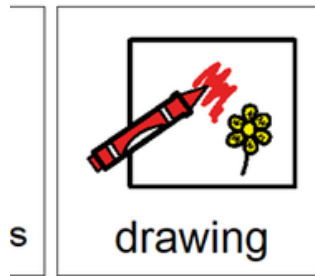


Version 3

- Circle the reasons people get a job:
 

A. salary	D. be independent
B. bored	E. help others
C. steal	F. to hide
- It is best to find a job that:
  - interests you
  - be far away
  - seems boring
- What might you need to fill out when getting a job?
  - menu
  - application
  - sticker book
- What should you wear when going for an interview?
  - flip flops
  - dirty shirt
  - nice clothes
- Circle the places you can look for a job:
 

A. online	D. newspaper
B. fairy tale	E. company website
C. store	F. social media
- What should you include on your resume?
  - vacation plans
  - 3-5 references
  - drawing



FINALLY the assessment!! There are 3 versions.

- 10 questions with 3 picture choices for each question
- cut out the answer choices and glue them on index cards
- traditional multiple choice

Answer key included.





**This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:**

- **16 days of lesson plans**
- **Color version of activities**
- **Black and white version of activities**
- **Finding a Job book (PowerPoint) to use with activities**
- **Getting a Job book (PowerPoint) to use with activities**
- **Keeping a Job book (PowerPoint) to use with activities**
- **Digital versions of activities**





# Finding a Job

By Christa Joy

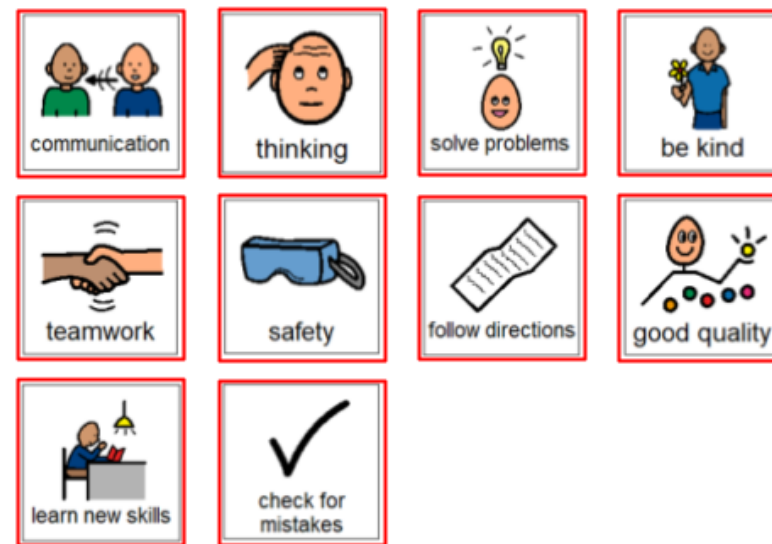
This unit also has digital activities. There is a movie version of the book students can listen to read aloud.







What are some skills you will need for most jobs to be successful? Place pictures in circle map showing common skills you will need for most jobs to be successful.



The digital activities have students mainly click and drag their answers. There is some typing involved in the set without differentiation.

1. I am good at:



Things I am good at

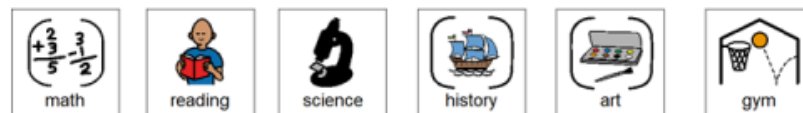
Circle all those that apply for each question. It is okay to circle none.



2. I enjoy:



3. My favorite subject(s) is/are:



4. My friends tell me I am really:



5. I think I am:





Where are things that are ok and not ok to where to work?



Sort the items into the correct column depending on if you think it is okay to wear to work. If you are not sure, place it on the middle line.

flip flops	necklace	belt	costume
masks	pants	dirty shirt	bathing suit
pajamas	robe	dress shirt	skirt
dress	jacket	tie	boots

Match the job to the task.

use cash register	feed a seal
frost a cake	give an injection
write a story	feed cows
blow a whistle	arrest people

Match the job to the task commonly done. Try to find the best match, there is one job for each task.

doctor	author	zoo keeper
police officer	clerk	referee
baker	farmer	

The second set of slides is differentiated using color. There is no typing in this set of slides.



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