

Lesson Plan

Asking for Accommodations on the Job

Sub-Indicator 8.11 On-the-Job Training

Common Core Standard

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.1](#)

Learning Objective(s)

Students will be able to identify their vocational skills and align them with a career or job in their area. After they find a business they would like to receive training at, they will identify reasonable accommodations to ask for based on their disability and explore transportation options. Staff will use this as a way to develop on-the-job training experiences for the students.

Materials

- Projector
- Computer
- Ipads or Chromebooks
- Notebook paper

Opening Activity – Individual Activity, 15 minutes

Activity Purpose:

Students will identify their vocational skills through an online assessment and determine a business they could do job training at based on their results.

Description of Activity:

1. Give each student a Chromebook or iPad to complete the [Skills Matcher](#) assessment. Use the Chrome read aloud extension for any students who need assistance with reading. For a student who is having a hard time identifying their skills, complete the assessment with them or identify their skills without the assessment.
2. Have each student look at their results and identify a career that they are interested in and that would be close to their home. Use google maps to look up jobs in their area that match their assessment results

How will the student demonstrate their knowledge?

Students will match their assessment results to a business in their community



Activity 1 - Whole or Small group, 25 minutes

Activity Purpose:

Students will learn about reasonable accommodations and how to ask for them on a job.

Description of Activity:

1. After students identify a location they would like to complete job training, have students watch this [video](#) on job accommodations.
2. After watching the video, explore the [Job Accommodation Network](#) as a group
 - a. What is a reasonable accommodation? Look at this [list](#) of accommodations by disability
 - b. How do I ask for an accommodation? explore these [tips](#)
 - c. What if my employer doesn't give me the accommodation I need? explore these [tips](#)
3. Continue to explore the website and have students explore it on their own based on their disability. Assist students when needed.
4. Have the students brainstorm some accommodations they may need based on the career or job that they are choosing to explore
 - a. look at [Onet Online](#) for skills needed for the student chose career
 - i. search for the career in the upper right hand corner
 - b. Have students partner up and practice asking for accommodations. One student will be the employer and one will be the employee.
 - i. Students can make up an accommodation not related to their needs (like asking for a seeing-eye dog on site) as to respect their privacy.

How will the student demonstrate their knowledge?

Students will practice asking for accommodations with a partner.

Activity 2 - Individual Work and Group, 20 minutes

Activity Purpose:

Students will explore transportation options in order to participate in on-the-job training.

Description of Activity:

1. Have students use Google Maps to identify a route from their house to the business that they chose.
 - a. Is there a bus route listed in google maps? How long would it take for them to walk or bike to the business?
2. Discuss this as a group. Discuss ways for students to find transportation

How will student demonstrate their knowledge?

Students will identify a reliable way to get to and from work based on the knowledge they gained from this activity.

Closing Activity - Individual Activity, 5 minutes

Activity Purpose:

Students will explore areas and skills they need to gain before they participate in an on-the-job training experience.

Description of Activity:

1. Students will list some needs they have in order to succeed at the job. This includes transportation, additional skills, and uniform.
2. Students will also develop goals based on these needs and explore paths of how to complete the goal.

How will the student demonstrate their knowledge?

Students will successfully develop goals based on their needs in a job-training experience.