

# Lesson Plan

## Supportive Self-Reflection

### Sub Indicator 8.5: Discovery Process

#### Common Core Standard

The students will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2

#### Learning Objective(s)

Students will be able to specify their strengths, abilities and skills at school, home, work and in the community and to make informed decisions about careers based upon this self-knowledge.

#### Materials

- Computer, Television or Projector
- **Academic Materials:**
  - Small Index cards

#### Handouts:

- Knowing yourself Infographic
- Listing my strengths and abilities
- My Employment Plan

#### Opening Activity – Whole Group: 20 minutes

**Activity Purpose:** Students will learn the importance of self-reflection by understanding how to identify their strengths, abilities, skills and goals each possess.

#### Anticipatory Activity:

1. Give each student an index card.
2. Give explicit and direct instructions by writing the contents of the index card on the board, giving a visual representation.
3. On the index card it should say:
  - a. My name is \_\_\_\_\_ and I'm good at \_\_\_\_\_.
4. Explain to the students that they need to write a strength, ability, or skill that they know they have on the index card.
  - a. Example: "**My name is Carlos and I'm good at drawing.**"



### Anticipatory Activity:

1. This is a way to break the ice within the classroom, giving the students the opportunity to introduce themselves to one another, potentially forming new friendships based on their interests.
2. Be able to check-in with the students who are having difficulty with the task. Give students the ability to self-reflect upon their own interests, hobbies, or extra-curricular activities where he or she may excel.

### Description of Activity:

1. Proceed to giving the students the “Knowing yourself Infographic” handout. If it's possible display this infographic on the board so everyone can view the image during the discussion.
2. Explain to the designated groups to use the self-reflective characteristics, abilities, and/or skills (previously identified) which will aid in the exploration of finding his or her ideal career through their transition plan:
  - a. Strengths
  - b. Abilities
  - c. Skills
  - d. Possible Careers
3. Read each example from the themes provided out loud or ask the students to volunteer in reading them.
4. Explain the topics presented are essential for the students to possess or learn, assembling a plan, and how to be successful when searching for their career choices after high school.
5. Ask the students to name one element from each topic that resonates with the student the most or interested in.
6. Motivate students to share their own unique strengths, abilities, skills and dream careers that are not listed in the infographic.

## Activity 1 – Individual: 25 minutes

**Activity Purpose:** To make the students aware of their strengths, abilities, skills, while connecting to his or her desired career options. Creating their own personal list so they can later reflect and discuss their information with their transition team.

### Description of Activity:

1. Hand out the “Listing My Strengths and Abilities” worksheet to the students. Keep a copy for your own use or display it on the board so everyone can follow along with the instructions as a group.
2. Locate and explain the instructions where the students must reflect on their own strengths, abilities and skills that they already know. They can use the previous handout “Knowing Yourself Infographic” to support in the completion of the activity (i.e., an idea of what to answer in the left columns of the worksheet).
3. Looking at the worksheet, the right side of the column is for the students to list their strengths, abilities and skills that they would like to learn or improve on (i.e., with the support of their school, home or community).
4. Provide additional examples for those students that are having difficulty acknowledging their strengths, abilities and skills.
5. Encourage them to recognize and identify at least three under each topic. Completion of worksheet is not necessary, because the students will be asking for support from their family members and transition team.
6. The Reflection Questions: students will need to write down what careers they are interested by using the resource tool, “O\*Net Career Cluster” where they can find different careers and the descriptions.
7. Assist students if needed by listening to them and writing down their answers on the worksheet.

## Activity 1 -- continued

### Extension Activity:

1. Permit the students to take their worksheet home so their family members can add strengths, abilities, and skills that the students didn't think about in their classroom. This worksheet requires different supporters' perspectives to discover the student's hidden potential.
2. Motivate the students by asking them to discuss their worksheet answers with their transition team in their next IEP meeting, especially their reflection answers about what careers they are interested and how can they reach their goals after they graduate.

## Closing Activity – Whole Group, 5 Minutes

**Activity Purpose:** To reflect upon the students answers by discussing as a group about their various strengths, abilities and skills.

### Description of Activity:

1. Open the discussion with the importance of having different strengths, abilities, and skills when searching for a job after high school and the many open opportunities it can bring to them.
2. Ask the students,
  - a. Which strengths or abilities do you consider to be a priority to have when searching for a career?
3. Listen to the students' answers and write them on the board so the students can further discuss their importance with personal experiences and examples.

## Activity 2 – Individual, 25 Minutes

**Activity Purpose:** To inspire students to generate their own employment plan where they can organize their thoughts about their strengths, abilities and skills and choose ideal career options and also be more aware of the services, businesses, agencies and other supports that are available to them.

### Anticipatory Activity:

1. Discuss how services, partnered businesses and agencies support their transition planning and preparation for careers and work.
  - a. Services are a set of activities given to the students at school, home or community to train and prepare them for continued education, future employment and independent living after they graduate from high school.  
Example:
    - One-on-one training
    - Career Development Classes
    - Transition Fairs
    - Skill Workshops
2. Partnered Businesses build relationships with local businesses in the students' community that support students transition programs and permit them to train with them to gain work experience.
3. Agencies - support students with different services and resources like; for example, vocational rehabilitation, health care, living arrangements or school to work programs.
4. Create on the board three columns and write examples for each. Here are some examples:
  1. Transition Services
    - a. Center for Parents Information and Resources
  2. Business Services
    - a. Entrepreneurship
    - b. Buisness.com
  3. Supportive Agencies
    - a. Adult Community Agencies

\*This activity can be enhanced by inviting different employment professionals from the community to share with their students their programs and experiences working with individuals with disabilities. These professionals can also aid the students with their activities as they interact with them.

## Activity 2 – continued

### Description of Activity:

1. Give the students the My Employment Plan worksheet.
2. Project the worksheet of the board or write down its contents so the students can discuss as a group the instructions and questions.
3. Remind the students that they can use as a guide their previous activity worksheet in order to answer these new questions.
4. The students need to think of at least two careers that they are interested in and want to know more about and what strengths, abilities or skills they need to learn in relation to these two careers chosen by them.
5. Next they first have to think of possible available services, businesses and agencies that they might know of. However, they don't need to completely fill this in even though in the anticipatory activity there are examples that they can use.
6. Discuss the students' answers as a group once they are finished.

### Extension Activity:

1. Motivate the students to take the initiative to go and ask directly their transition team, school counselor or Discovery Process specialists of current services and agencies that are supporting them so they can be aware of these resources.
2. Also, lead them to also ask their transition team about how they can explore any business that is partnered with their school to gain work experience that meet their needs.

## Closing Activity – Whole Group, 15 Minutes

**Activity Purpose:** To assess what they learn through the activities and share their goals with their classmates.

### Description of Activity:

Gathered the students and presented them with the following self-reflection questions:

- a. What important things did you learn about yourself by doing these different activities?
- b. What services and resources did you consider to be the most beneficial for you and your goals?
- c. What else do you want to discover about yourself in order to be successful in the future and be employed in your dream job?

Give the students a turn each and listen to their answers. Let them express themselves in their own words. Allow some of the students to see their notes just in case it is difficult for them to channel their answers into words properly.

# Discovery Process



With Discovery Process, your transition team and all the people who care about you team up to focus on you in finding out more in detail who you are, what are your strengths to search for a job designed just for you, they concentrate in your abilities and interests and support you when planning for your possible career options that match with your needs, preferences and goals. It is an individualized experience where you get to meet a specialized person that will help you learn more about yourself in what you are good at not only at school but also at home and in your community so you can reach your goals better and be successful by assigning you to the best classes at school, reinforcing or building new skills at home or when you work in your community.

## Action Steps!

1. Talk to your transition teams about which people like your school staff, adults that you know around your community, your family members and other friends or individuals (like your boss or co-workers) who know you better.
2. Invite different individuals, family members or friends that know you for who you are to be interviewed by your transition team.
3. Ask your transition team to help you learn more about yourself with different assessments that will explore your strengths, interests, preferences and needs.
4. Discuss with your transition team information given by your family members, friends, school staff and other individuals who know you so you can make better decisions about your transition goals, which programs you would like to explore, what practices are ideal for you and what are the best opportunities that can help you in your transition planning.
5. Speak up with new people around your community or school so you can build new relationships and give them the opportunity to get to know your strengths, interests, preferences and needs better.

## Challenge!

Be determined to know more about yourself by listing your strengths, abilities and skills that can help you reach your career goals. Ask your family members to help you or your closest friends.

## Here's your Ultimate Challenge!

At school with your transition team or discovery specialist, personalize your employment plan by knowing what interests you based on your strengths, skills and abilities, what services are available for you and what businesses and agencies are there to support you in every step of the way.