

Lesson 10: Expanded Your Knowledge: Community Work-Based Experience Activity

Overview

This activity is designed to help high school students with significant disabilities practice and develop the skills required for community work-based experiences. By simulating real-world tasks in a familiar environment, students gain confidence and competence that will serve them in future employment.

Objectives

- Provide an opportunity to practice essential work skills in a supportive context.
- Familiarize students with task routines similar to those found in community jobs.

Target Audience

High school students (ages 14-16) with significant disabilities.

Key Skills Practiced

- Checking in and checking out of work
- Using a visual schedule to follow steps
- Sorting and matching tasks
- Completing a work assignment from start to finish
- Appropriately requesting assistance
- Maintaining focus and staying on-task

Materials Needed

- A (simulated) employee ID card that includes student pictures
- Check-in/check-out wallboards.
- Visual schedule template (provided)
- Sorting box or bins with pictures or categories of words of items that go into each box or bin.
- Sorting items (e.g., colored blocks, laminated item pictures). An example could include pictures of grocery items that are placed into bins labeled “can goods”, “vegetables” ...
- Reward choice board (provided)

- Task instructions

Activity Steps

1. Check In

- Locate your employee ID (with your picture) on the wallboard.
- Match your employee ID to the "Check In" box on the wallboard.
- You have checked in to your job for the day.

2. Review Your Schedule

- Look at your visual schedule to see the sequence of activities.
- Follow each step in order: first, next, and last.

3. Complete the Sorting Task

- Gather your sorting box and items.
- Refer to the pictures on the box to know where each item goes.
- Place each item in the appropriate bin according to its picture.
- Continue until all items are sorted.

4. Requesting Help

- If you need assistance, raise your hand or use your "Help" card.
- Wait for support from your teacher or job coach.

5. Check Your Work

- After finishing, review each bin to ensure all items are correctly sorted.
- Wait for your teacher or job coach to review your work.

6. Check Out and Receive Reward

- When your work is approved, find your picture on the check-out wallboard.
- Match your picture to the "Check Out" wallboard.
- Choose a reward from your choice board.

Activity Tools

Visual Schedule Template

This template guides students through the activity sequence:

First, Check In!	Next, Do My Sorting Job.	Last, Check Out!
(Picture of "Check In" wallboard)	(Picture of student sorting)	(Picture of "Check Out" wallboard)

ID Card & Check-In and Check-Out

These employee ID cards help students mark the start and end of their work session. Print and laminate for regular use.

- Employee ID card (Student Name/Photo)
- Check-In and Check-Out Wallboards

Sorting Box Visuals

Prepare picture cards (or category names) for items to be sorted in each bin, such as:

- Sorting items: red, blue, green, and yellow cards; laminated animal pictures; images of foods
- Sorting bins: each with a colored square or themed picture

Help Card Visual

A visual card (e.g., a picture of a raised hand) for students to request help:

- (Picture of a hand raising) Help, Please

Reward Choice Board

Customize this board with rewards meaningful to each student, using photos or pictures:

(Picture of a toy)	(Picture of music)	(Picture of a book)
Play Time	Listen to Music	Read a Book
(Picture of a snack)	(Picture of free time)	(Picture of an activity)
Eat a Snack	Free Time	Do an Activity