

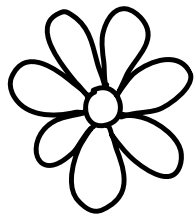


Setting Myself Up For Success!



8 Week Transition & Independent Living
Curriculum for Special Education
Classrooms

1x per week - 60-75 minutes per session



Curriculum Developed by:
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KYTN Manager: Amy Ballinger

Independence Inc. and the Kansas Youth
Transition Network (KYTN)

Year: 2025



Session 1: Knowing Myself



This session introduces students to the Setting Myself Up for Success series by focusing on self-awareness. Students will explore their strengths, interests, learning preferences, and areas for growth. Establishing self-understanding early in the program creates a foundation for goal-setting, career exploration, and independent living skills in later sessions.

By the end of this session, students should feel comfortable with the group and instructors, identify at least two personal strengths, recognize one area of growth, begin thinking about personal goals, and understand how self-awareness connects to future success.

Session One: Instructions for Lessons

Icebreaker Bingo

Each student receives a Bingo sheet with different traits or experiences (for example: “Likes to draw” or “plays a sport”) students go around the room and talk to their peers to find someone who matches each square. (I encourage adults to also play icebreaker bingo, this helps them get to know you as well). When they find a match they will write that person’s name in the box.

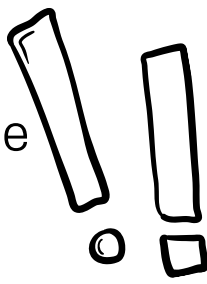
Adaptations: Students may point, use yes/no responses, place an X in the box, or receive staff support when asking questions.

The goal is to complete a row or the whole board.



Group Discussion Questions:

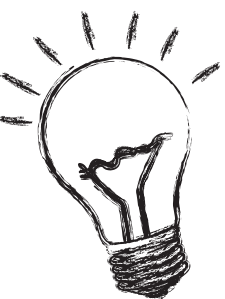
- What was one new thing you learned about someone today?
- Was it easy or hard to talk to new people? why?
- Who did you have something in common with?
- What did you do when you didn't know what to say?
- How did it feel to walk up to someone and ask a question?
- What helped you feel more comfortable talking to others?



Strengths and Needs Survey

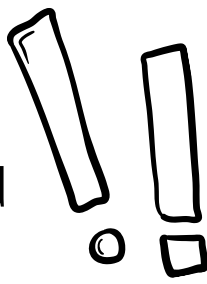
Students complete a version of the Strengths and Needs Survey that best fits their learning style. Level 1 uses pictures and checkmarks for students who struggle with reading or writing. Level 2 uses sentence starters to help students express their thoughts in simple written form. Level 3 uses open-ended questions for students who are able to write more independently. Staff may read questions aloud and provide support as needed.

Adaptations: Students may circle, check, draw, dictate answers, or receive help from staff or paras. There is no right or wrong answer. The goal is for students to share what they are good at and what they want to improve.



Group Discussion Questions:

- Was it wasy or hard to think about what you're good at? why?
- How can knowing your strengths help you at school or work?
- How can knowing what you need help with make things easier for you?
- Did anyone write a strength that surprised you?
- What is one goal you have for this class?
- Who can you ask for help when something is hard?
- Why is it okay to need help sometimes?



All About Me Poster

Students create a simple “All About Me” Poster that includes their name, favorite activities or interests, two strengths, one skill they want to work on, and a faviorte quote or drawing that represents them. Students who are able may also add one thing they are porud of and one big dream they have for their future. Posters may be displayed around the room with teacher and para permission.

Adaptations: Students may draw or dictate answers with staff support. Spelling and grammar are not important. The focus is on sharing who they are in a way that feels comfortable and postive.



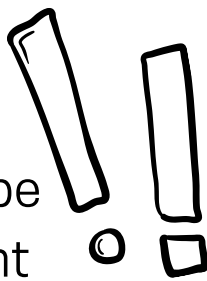
Group Discussion Questions:

After completing their posters, students and staff will be invited to share their posters. Invite them up to the front to share. Support them in practicing how to ask for attention and introduce themselves before sharing.

(Example: “Can I please have your attention, my name is Elle and this.....”) Some students may need prompting or modeling, while others may feel comfortable speaking independently.

Closing

Staff will give a brief overview of what students can expect in the coming weeks to help them feel prepared and supported. To close, students are asked to quietly think about one thing they would like to get better at over the next eight weeks. Students do not need to share their goal just yet. Staff will revisit these goals later in the program.



Icebreaker

BINGO

Likes to Draw	Has a younger sibling	Has a pet	Can speak another language	Is an only child
Can whistle	Has been to 3 different states	Plays a sport	Favorite holiday is Christmas	Has never gone camping
Has dyed their hair before	Is a night owl	FREE	Likes spicy food	Likes pizza
Can play a musical instrument	Is wearing black	Likes to play video games	Has a first name with at least 7 letters in it	Favorite ice cream flavor is not vanilla or chocolate
Favorite holiday is Halloween	Likes comedy movies	Can name 10 states	Knows how to play chess	Has a birthday in the summer

My Strengths & Needs

Instructions: Circle the pictures that show what you are good at. Draw a star ✓ next to the ones you want to get better at.

- Helping others



- Reading a book



- Doing chores



- Talking with friends



- Using a computer



- Playing sports



- Counting money



- Cooking



- Being on time



- Staying calm



My Strengths & Needs

Instructions: Finish the sentences or check the boxes that match you.

1. I am good at: _____

2. People say I am great at: _____

3. I need help with: _____

4. One thing I want to learn is: _____

My Strengths & Needs

Instructions: Write at least 2 strengths and 1 area you want to improve.

My strengths are? _____

I feel most confident when? _____

I need to get better at? _____

My goal for this class is? _____

My name's

ALL ABOUT ME

Draw yourself here

**One Thing I want to
Learn**

My Favorite Thing To Do

Two Things I'm Good At

My favorite Food

My name's
Elle



ALL ABOUT ME

Draw yourself here

**One Thing I want to
Learn**



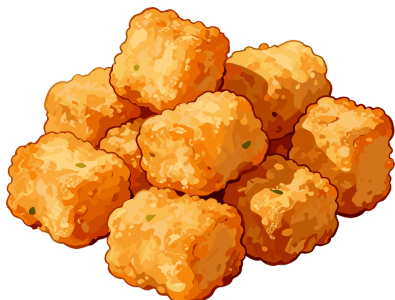
**Full
Cosplay,
with full wig
and props!**

**My Favorite Thing To Do
Play Video
Games with My
Fiancé**



My favorite Food

Tater Tots!



**Two Things I'm Good At
Creating Things!**



**Making others feel
heard, special, and
cared for!**

Session 2: Life Skills, Part 1: Daily Routines



Routines play a critical role in independent living. From getting ready in the morning to managing responsibilities throughout the day, routines support time management, organization, and consistency. However, independence is not just about following a routine, it is about adapting when that routine is disrupted. Missed buses, schedule changes, and unexpected events are part of everyday life.

Students who can both build routines and adjust them are better prepared to navigate school, work, and community environments with confidence.

Session Two: Instructions for Lessons

Life Skills Warm Up

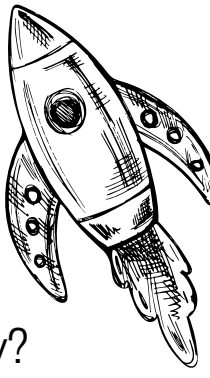
Staff begin with a class discussion about what life skills are and why routines matter in everyday life. Students are encouraged to share examples of routines they already use, such as getting ready in the morning, or preparing for school.

On the whiteboard or chart paper, staff write the heading “Benefits of Routines” as a group, students and staff will brainstorm and name benefits of having routines, such as less stress, better time management, and more independence. A staff member will write student responses on the board/chart paper.



Group Discussion Questions:

- What are some routines you have during the day?
- Why do you think routines are important?
- What happens if you forget part of your routine?
- How does it feel when something unexpected changes your day?
- What can help you when your routine changes?



Building My Routine

Staff begin explaining that routines are made up of the things we do each day and that everyone's routine can be a little different.

Students will work by sorting routine cards into the part of the day where they belong. Staff will be there to review their choices and reinforce that routines can be personal and that there is no more than one "right" answer.

After sorting, students move on to creating their own routine chart.

Each student will receive a blank routine chart with two columns:

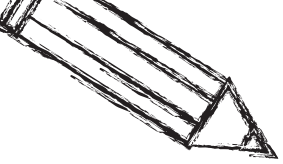
Morning Routine and Evening Routine. Students choose routine cards and place them in the order that matches their real life.

Adaptation: Students may also write or draw additional activities that are not included on the cards.

Group Discussion Questions:

- What is one thing you do every morning?
- What is one thing you do every evening?
- Does everyone's routine look the same? Why or why not?
- What is one thing you could add to your routine to make your day easier?
- What happens if you forget part of your routine?
- How can routines help you feel less stressed?

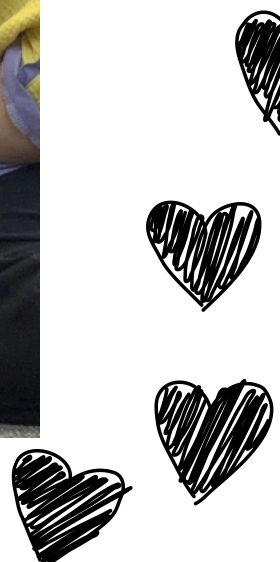




Disruption Jeopardy

Students will play an interactive Jeopardy-style game focused on identifying common disruptions and barriers that can occur in school, work, and daily life. Students will divide into two teams, choosing their own groups (such as boys vs. girls or a mixed-team format). Teams will work together to answer questions, discuss solutions, and earn points. This activity encourages teamwork, communication, problem-solving, self-advocacy, and flexible thinking while helping students develop strategies for handling unexpected challenges.

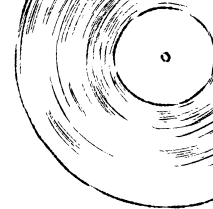
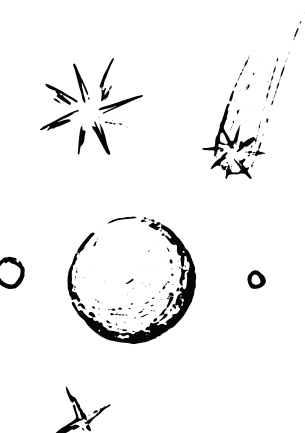
Categories will include: Morning Routine, School, Transportation, and Daily Life.



Closing

Staff will guide students to think about one small change they could practice handling this week. (For example: waiting calmly, asking for help, or using a backup plan), students are not required to share out loud but always encouraged too.

To close staff remind students that routines can help us feel safe and prepared, and learning how to handle changes is an important life skill.

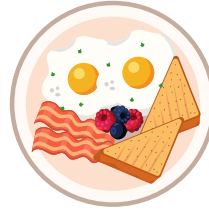




Wake Up



Brush Teeth



Eat Breakfast



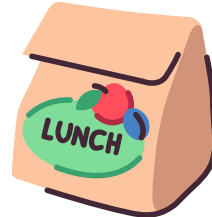
**Pack
Backpack**



Go to School



School Work



Eat Lunch



**Take
Medicine**



Chores



Relax Time



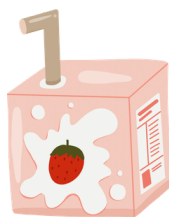
Eat Dinner



Shower/Bath



Read a Book



snack



Bedtime



Go Home

Routine Cards (can make customizable if we
get students schedule before hand)

MY ROUTINE CHART

MY MORNING ROUTINE:

MY EVENING ROUTINE:

\$100

\$100

\$100

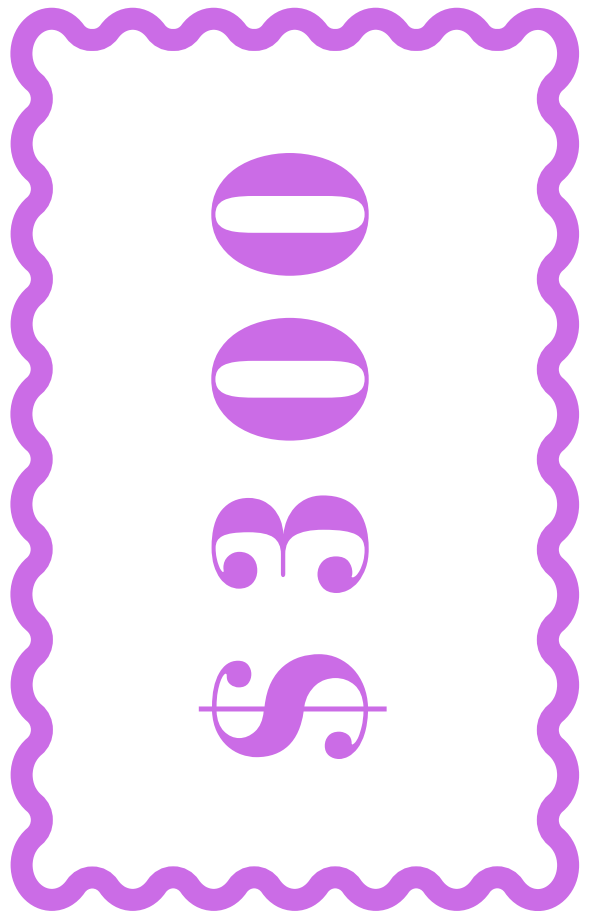
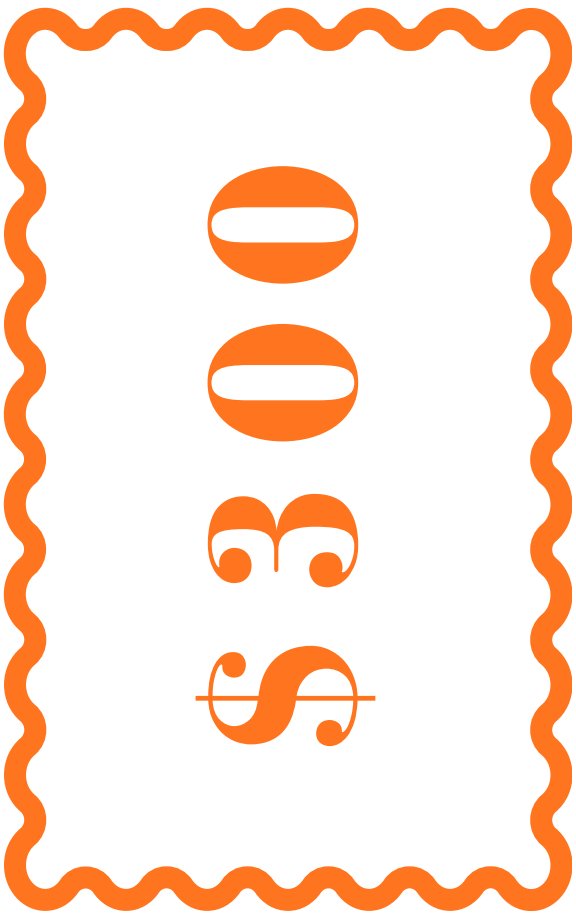
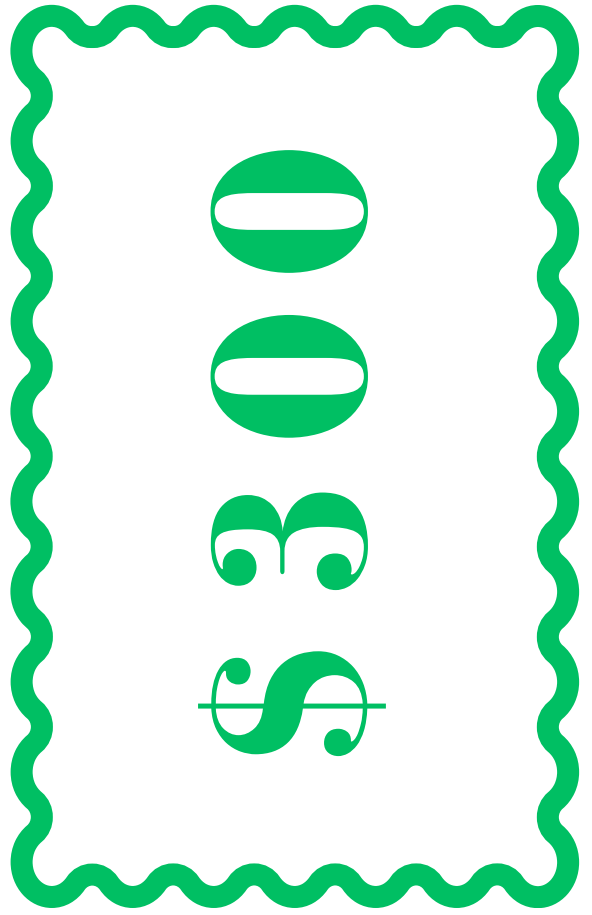
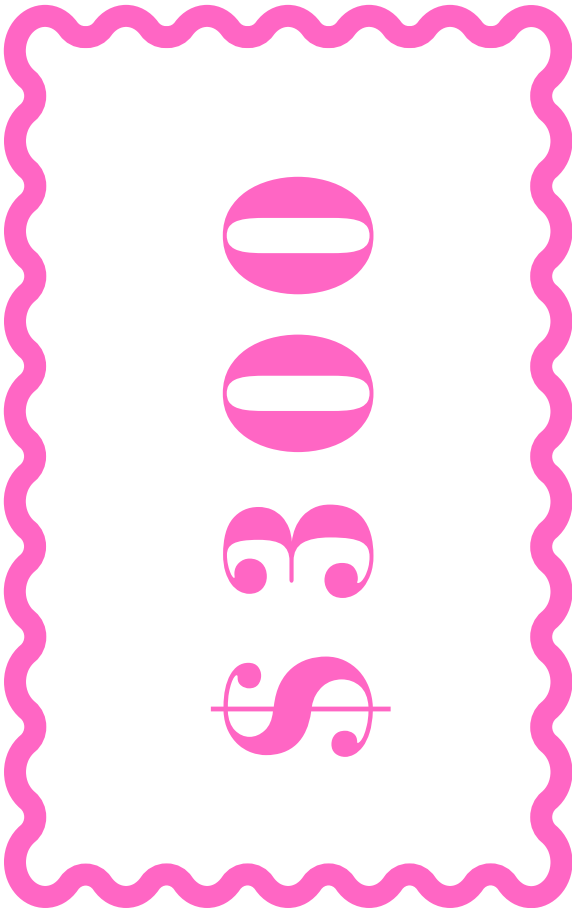
\$100

\$200

\$200

\$200

\$200



\$400

\$400

\$400

\$400

**YOU ARE READY TO
LEAVE BUT CANNOT
FIND YOUR
BACKPACK.**

**YOU WAKE UP
AND REALIZE YOU
ARE RUNNING
LATE FOR
SCHOOL.**

**YOU REALIZE YOU
FORGOT TO EAT
BREAKFAST
BEFORE LEAVING.**

**YOU WANT TO
WEAR YOUR
FAVORITE
SHIRT, BUT IT IS
DIRTY.**

**THE TEACHER
GIVES AN
ASSIGNMENT AND
YOU DO NOT
UNDERSTAND IT.**

**YOU GO TO
LUNCH, BUT
YOUR LUNCH IS
NOT THERE.**

**YOU ARRIVE AT
SCHOOL AND THE
CLASS SCHEDULE
IS DIFFERENT
TODAY.**

**YOU COME TO
SCHOOL AND
YOUR FRIEND IS
NOT THERE
TODAY.**

**YOU ARRIVE AT
THE STOP BUT THE
BUS ALREADY
LEFT.**

**YOU GET ON THE
BUS AND IT IS
VERY LOUD AND
DISTRACTING.**

**YOU ARE NOT
READY YET AND
THE BUS COMES
EARLIER THAN
EXPECTED.**

**YOUR RIDE CALLS
AND SAYS THEY
CANNOT PICK
YOU UP TODAY.**

**YOU ARE HELPING
MAKE DINNER BUT
REALIZE THERE IS
NO BUTTER.**

**YOU NEED YOUR
PHONE, BUT THE
BATTERY IS DEAD.**

**YOU PLANNED TO
GO TO THE ZOO,
BUT IT STARTS
RAINING AND THE
TRIP IS
CANCELED.**

**YOUR JOB CALLS
AND ASKS IF YOU
CAN WORK TODAY
EVEN THOUGH IT IS
NOT ON YOUR
SCHEDULE.**

DISRUPTION JEPORDY

You wake up and realize you are late for school. What should you do?

- A. Rush and leave without telling anyone
- B. Ask a parent/guardian to call the school and let them know
- C. Go back to sleep

You want to wear your favorite shirt, but it is dirty. What should you do?

- A. Wear it anyway
- B. Pick a different clean shirt
- C. Stay home

You are ready to leave but cannot find your backpack. What should you do?

- A. Keep looking and ask for help
- B. Leave and do nothing
- C. Get upset and stop trying

You forgot to eat before leaving. What should you do?

- A. Skip eating all day
- B. Ask for food at school or eat later
- C. Do nothing



DISRUPTION JEPORDY

You go to get lunch, but it is not there. What should you do?

- A. Do nothing
- B. Tell a teacher or cafeteria staff
- C. Get upset and leave

Your friend is not at school today. What should you do?

- A. Sit alone and do nothing
- B. Sit with someone else or talk to another friend
- C. Leave class

You don't understand the assignment. What should you do?

- A. Guess and hope it's right
- B. Ask the teacher or raise your hand
- C. Stop working

Your class schedule is different today. What should you do?

- A. Ignore it
- B. Ask what the new plan is
- C. Get upset and refuse



DISRUPTION JEPORDY

The bus is very loud. What should you do?

- A. Yell back
- B. Use headphones or move seats
- C. Do nothing

Your ride says they can't pick you up. What should you do?

- A. Stay outside alone
- B. Tell a teacher or call someone for help
- C. Panic

You missed the bus. What should you do?

- A. Walk somewhere unsafe
- B. Call home or ask school staff for help
- C. Do nothing

The bus comes earlier than expected. What should you do?

- A. Ignore it
- B. Plan to be ready earlier next time
- C. Get upset



DISRUPTION JEPORDY

Your phone battery is dead.
What should you do?

- A. Throw it
- B. Plug it in or ask for a charger
- C. Do nothing

Work asks if you can come in today. What should you do?

- A. Ignore the call
- B. Check your schedule and respond politely
- C. Say yes without thinking

You need butter for dinner but don't have it. What should you do?

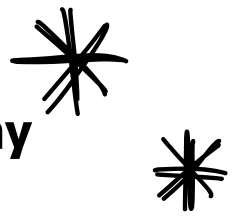
- A. Quit cooking
- B. Ask someone, go to the store, or use something else
- C. Do nothing

It rains and your trip is canceled. What should you do?

- A. Get very upset
- B. Ask for a new plan or choose another activity
- C. Refuse to do anything



Session 3: Life Skills, Part 2: Healthy & UnHealthy Relationships



Relationships are part of everyday life. From friends and family to classmates, teachers, and coworkers. Students are constantly navigating how to interact with others.

Not all relationships feel the same. Some feel safe, respectful, and supportive. Others may feel uncomfortable, confusing, or even hurtful. This session helps students begin recognizing the difference between healthy and unhealthy interactions so they can build stronger, safer relationships in their lives.

Session Three: Instructions for Lessons

Life Skills Part Two Warm Up

Before exploring different types of relationships, it's helpful to have simple language for talking about behavior. I have learned that Healthy vs Unhealthy kept being related to Foods. (Which is great, but we are talking about relationships) I used the Green Flag/Red Flag method.

A Green Flag is a behavior that feels safe, respectful, and supportive. These are the kinds of interactions that help relationships grow in a positive way.

A Red Flag is a behavior that may feel hurtful, unsafe, or disrespectful. These are warning signs that something in the relationship may not be healthy.

If students offer examples from their own lives, allow space for that discussion while maintaining appropriate boundaries.



Group Discussion Questions:

- What is a relationship?
- Who are some people you have relationships with?
- Do all relationships look the same? Why or why not?
- How should people treat each other in a good relationship?
- How do you feel when someone is kind to you?
- Do you notice when someone is not? How does that make you feel?

Positive and Negative Social Interactions

Students will watch 4 short video clips that show different types of social interactions. Some clips show kind and supportive behavior, while others show unkind or hurtful behavior. After each clip, pause and guide a short discussion. Ask students what they noticed and how the characters were treated. Then invite them to decide whether the behavior they saw was green flag or red flag. Encourage students to explain their thinking.

After all clips have been shown, reinforce that green flags are behaviors that build trust and respect, while red flags are behaviors that may hurt or damage relationships.

Help students understand that being able to recognize these patterns helps them make safer and more confident choices in their own lives.

Negative Social Interaction - Wonder:

Before Clip: We're about to watch a short video that shows a boy named Auggie at school. Auggie looks different from other kids, and some students don't always treat him kindly. In this video, you will see moments where people say or do things that hurt his feelings. As we watch, think about how Auggie feels, how the other kids act, and whether their behavior is kind or unkind. Remember: This video shows examples of what not to do, so we can learn how to treat others better.

Clip: <https://youtu.be/6yUbOn1tHKO?si=nwBuw-NBvHsdzBw>

Positive Social Interaction - Inside Out:

Before Clip: Now we are going to watch a short clip from Inside Out. In this clip, two characters, Joy and Sadness, are with Bing Bong, who has just lost something very important to him. You will see how Joy tries to help, and how Sadness responds. As we watch, think about how each character listens, responds, and shows care. Pay attention to how Bing Bong feels and what helps him feel understood.

Clip: <https://youtu.be/QT6FdhKriB8?si=uvailmsSnaNm7VY0>

Negative Social Interaction - Zootopia

Before Clip: We're about to watch a short video from Zootopia. In this clip, Judy is a young bunny who wants to be a police officer. Some of the other kids don't believe she can do it because she is small and different from them. As we watch, pay attention to how Judy is treated, how she feels, and how the other kids act. This video shows an example of negative social behavior, so we can learn what not to do.

Clip: https://youtu.be/3zpqbaBGBDE?si=J_OClm2GRXpkpwOn

Positive Social Interaction - Luca:

Before Clip: For our last clip, we're going to watch a scene from Luca. Luca feels scared and unsure about himself. He has a little voice in his head that tells him he can't do things. His friend Alberto helps him be brave by saying, "silenzio, bruno!" which means Quiet, Bruno! As we watch, pay attention to how Alberto supports Luca and helps him feel more confident.

Clip: <https://youtu.be/NPkpL-e-wP8?si=gJ4v8RXNugkfwW4h>

Green Flag & Red Flag Relationships

Introduce the activity by explaining that they will be using Green Flags and Red Flags to help them quickly recognize behaviors in relationships.

Show the students the flags they will be using and explain that you will read different real-life scenarios aloud. Students will decide whether each situation is a green flag or a red flag by raising the corresponding color.

After each response, invite students to explain why they chose that answer. Encourage discussion, especially when responses are different. Use these moments to guide understanding and reinforce what makes something a green flag or a red flag.

Closing

Staff will briefly review that healthy relationships are built on kindness, respect, and feeling safe, and that students practiced those skills through videos and games.

Students are asked to quietly think about one small thing they can do this week to be a good friend or have a healthy interaction (for example: using kind words, listening, asking for help, or including someone.) Students may share one idea out loud if they feel comfortable.

HEALTHY VS NONHEALTHY RELATIONSHIP SORTING CARDS

Listens when you
talk

Respects your
boundaries

Cheers you on

Asks before
borrowing your
things



HEALTHY VS NONHEALTHY RELATIONSHIP SORTING CARDS

Says kind things

Helps when you
need it

Keeps your
secrets (safe
ones)

Shares with you



HEALTHY VS NONHEALTHY RELATIONSHIP SORTING CARDS

Makes fun of you

Ignores you when
you need help

Pressures you to
do things you
don't want to do

Yells at you often



HEALTHY VS NONHEALTHY RELATIONSHIP SORTING CARDS

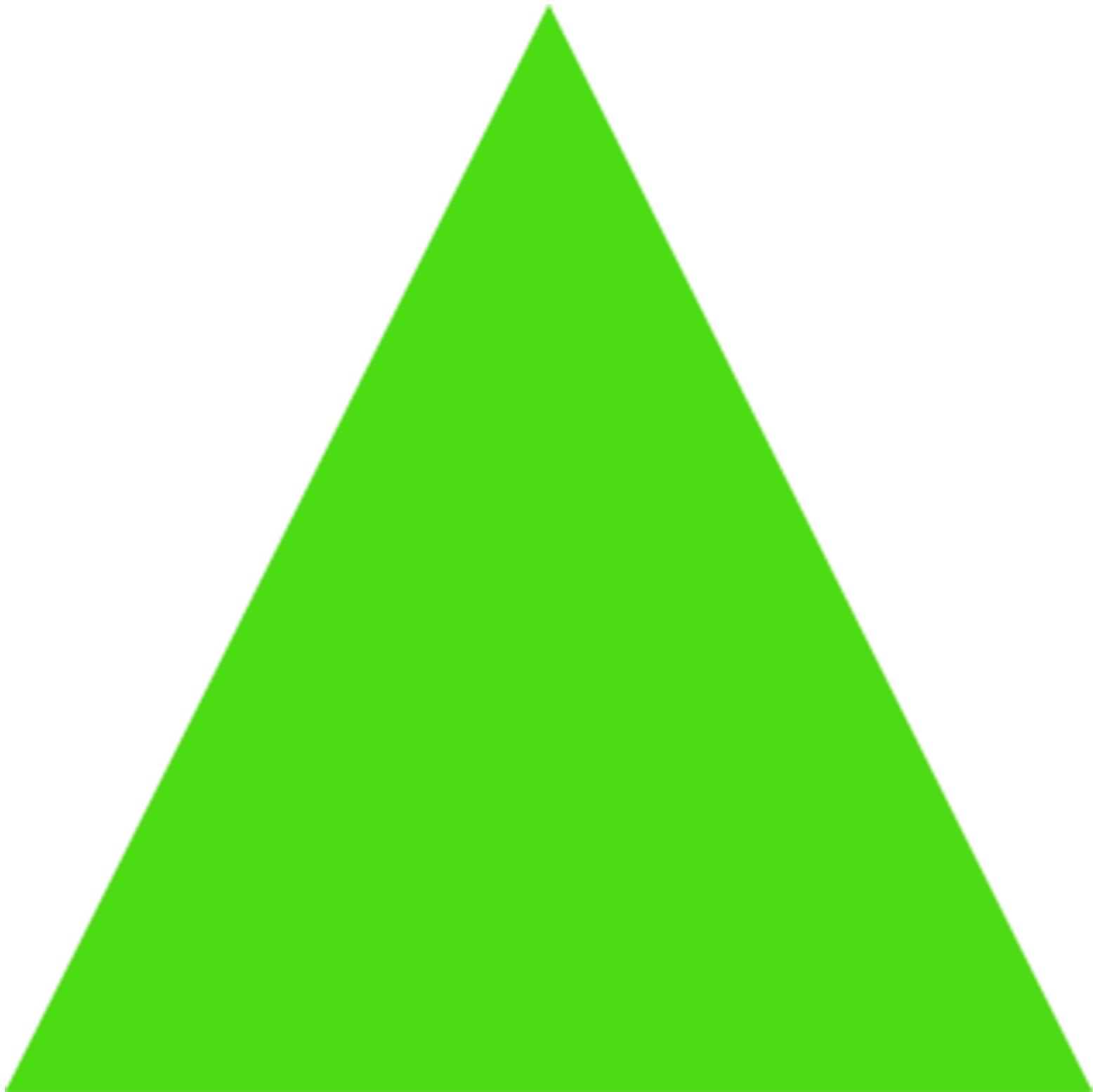
Doesn't respect
your personal
space

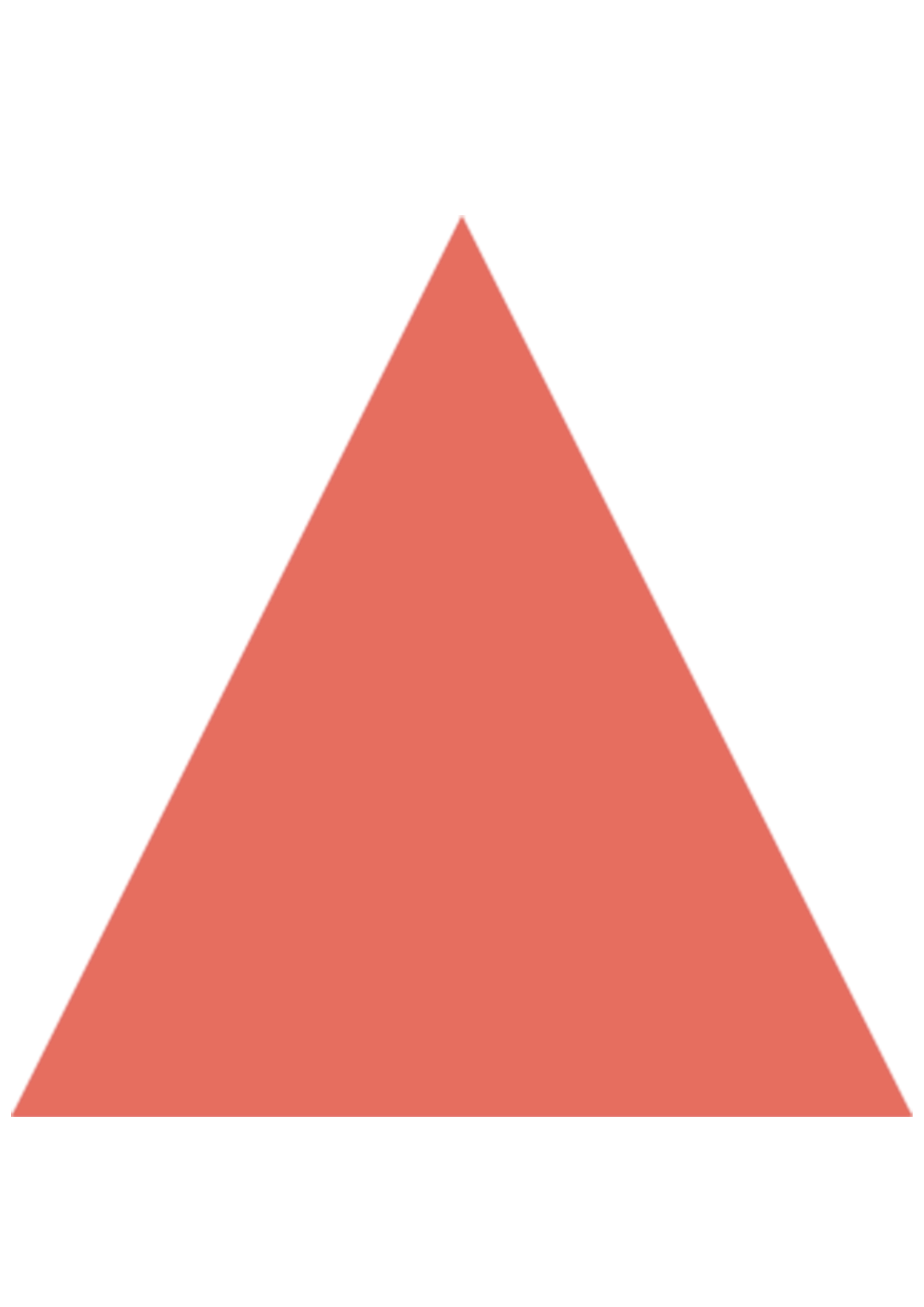
Lies to you

Takes your things
without asking

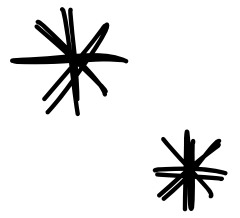
Tells your secrets
you asked them
to keep







Session 4: Money Management



Money is a part of everyday life. From buying food to paying for transportation or personal items, students will regularly make decisions about how to spend and manage money.

Understanding how money works, and how to use it safely, helps build independence and confidence. This session introduces students to different ways to pay for items, how to think about needs vs wants, and how to make choices within a budget.

Session Four: Instructions for Lessons

Money Management Warm Up

Staff will introduce that there are different ways people can pay for things. Invite students to share which ones they have seen or used before as a staff member writes it on the white board or chart paper.

Staff will expand on options like: cash, debit cards, credit cards, gift cards, checks, money orders, phone payment apps. As the conversation develops, shift the focus toward safety. Invite students to brainstorm ways to keep money and payment information safe.

As they share record their ideas and help guide the list toward safe practices, such as protecting personal information and being cautious with cards and apps.



Needs Vs. Wants Sorting

Students will sort pictures into two categories: Needs vs Wants. Staff explain that needs are things we must have to live and stay safe and wants are things that are nice to have but not required.

Share a relatable example to make this concept more flexible and human. You might explain that something like concert tickets or movies may feel like a “need” to some people because of how much joy or connection they bring and that’s okay.

Once students are done sorting, invite them up to share what they put as their needs vs wants. Guide the discussion around why different students made different choices. Reinforce that while some needs are universal, personal values and experiences can shape how we prioritize spending.

Budgeting with the KYTN Store

Introduce the “store” concept to students. Explain that they will be given a job, a budget, and list of items they need to purchase. Let them know that just like in real life, they may not be able to buy everything they want, and that they will need to make choices based on their budget.

Give each student a budget scenario card that includes a job, total budget, and required purchases. For example:

Job: Fast Food Worker

Budget: \$30.00

You need to buy two food items and one household item.

Provide students with a My Budget sheet where they can track what they buy, how much they spend, and how much money they have left. Students will come up to the “store’ area (chart paper or board with items and prices) and choose what they want to purchase.

As they make decisions, they will record their items and calculate their remaining budget. Throughout the activity, introduce disruption cards such as unexpected expenses or bonus money. This adds realism and encourages students to adjust their plans.

Adaptations: If students struggle with math, support them in calculating totals or allowing them to grab a calculator.

If students overspend, use it as a learning moment instead of correcting immediately. Ask them what they could do differently. The goal is understanding how budgeting works, not getting every calculation perfect.

Closing

Staff will briefly review that today’s lesson focused on payment methods, money safety, needs vs wants, and budgeting. Ask students:

- What is one thing you learned about money today?
- What is one need you should pay for before a want?

Needs vs Wants

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NEEDS VS WANTS SORTING CARDS



Groceries



School Supplies



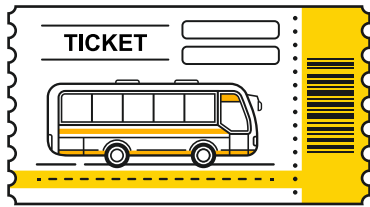
Rent



Medicine



NEEDS VS WANTS SORTING CARDS



Bus Pass



Winter Coat



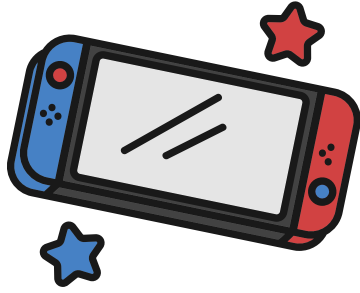
Concert Tickets



Designer Shoes



NEEDS VS WANTS SORTING CARDS



Video Games



Fancy Coffee



Movie Theater



Candy



NEEDS VS WANTS SORTING CARDS



Phone



Haircut



Streaming
subscriptions



STORE ITEM & PRICE LIST



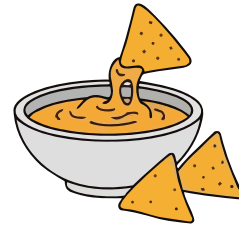
\$7.96

Premium Orange
Juice



\$4.00

Bag of chips



\$4.00

Cheese Dip



\$4.00

Brownie Mix



\$3.00

Yogurt



\$2.00

Ramen



\$6.00

Frozen Pizza



\$3.00

Mac & Cheese



\$6.00

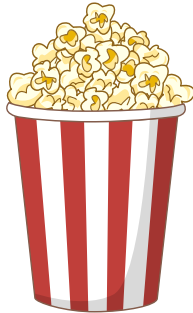
Chicken Nuggets

STORE ITEM & PRICE LIST



\$5.00

Pringles



\$3.00

Popcorn



\$4.00

Cookies



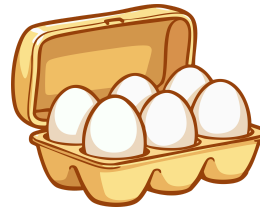
\$4.00

Milk



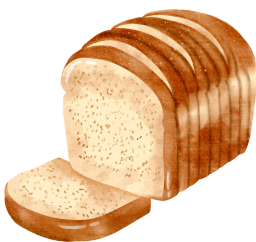
\$5.00

Cereal



\$6.00

Eggs



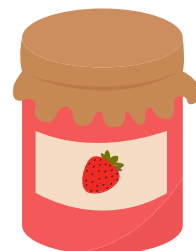
\$3.00

Bread



\$4.00

Peanut Butter



\$3.00

Jelly

STORE ITEM & PRICE LIST



\$18.00

Sweater



\$12.00

Graphic T-Shirt



\$10.00

T-Shirt



\$18.00

Hoodies



\$25.00

Winter Coat



\$14.00

Dress Shirt



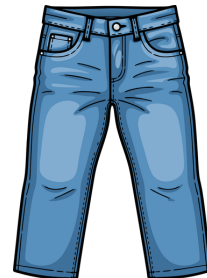
\$12.00

Shorts



\$12.00

Skirt



\$20.00

Jeans

STORE ITEM & PRICE LIST



\$3.00

Toothpaste



\$4.00

Shampoo



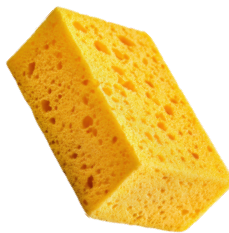
\$1.00

Bar soap



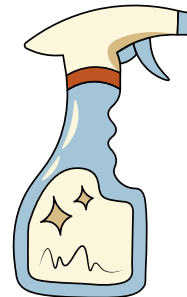
\$3.00

Deodorant



\$4.00

Sponges



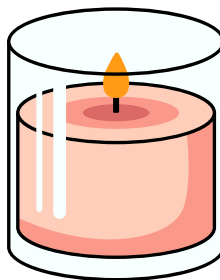
\$5.00

Cleaning Spray



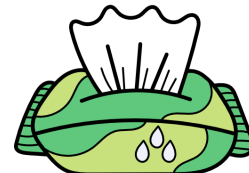
\$4.00

Hand Soap



\$5.00

Candle



\$5.00

Lysol Wipes

STORE ITEM & PRICE LIST



\$6.00

Fabric Softener



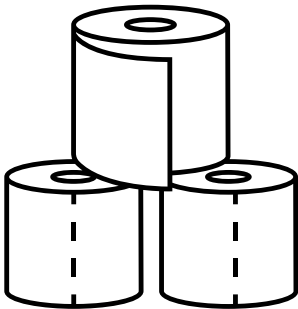
\$6.00

Bleach



\$8.00

Laundry detergent



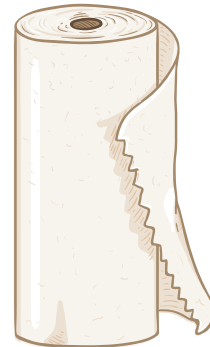
\$6.00

Toilet Paper



\$2.75

Dish Soap



\$4.25

Paper towels



\$6.00

Trash Bags

JOB: FAST FOOD WORKER
BUDGET: \$30.00

YOU JUST GOT PAID AND NEED SOME FOOD FOR THE WEEK. YOU ALSO RAN OUT OF CLEANING SUPPLIES AT HOME.

YOU MUST BUY:

- 2 FOOD ITEMS
- 1 HOUSEHOLD ITEM

JOB: GROCERY STORE STOCKER
BUDGET: \$35.00

YOU ARE BUYING GROCERIES FOR THE WEEK AND WANT A SMALL SNACK FOR YOURSELF.

YOU MUST BUY:

- 3 FOOD ITEMS
- 1 SNACK ITEM

JOB: RETAIL ASSOCIATE
BUDGET: \$30.00

YOUR FAVORITE SHIRT RIPPED AT WORK AND YOU NEED A NEW ONE. YOU ALSO NEED A FEW FOOD ITEMS FOR THE WEEK.

YOU MUST BUY:

- 1 CLOTHING ITEM (T-SHIRT ONLY)
- 2 FOOD ITEMS

JOB: WAREHOUSE SUPERVISOR
BUDGET: \$60.00

YOU NEED GROCERIES FOR THE WEEK AND A NEW SHIRT FOR WORK.

YOU MUST BUY:

- 3 FOOD ITEMS
- 1 CLOTHING ITEM
- 1 HOUSEHOLD ITEM

JOB: CONSTRUCTION WORKER
BUDGET: \$65.00

YOU ARE GROCERY SHOPPING AND NEED CLEANING SUPPLIES FOR YOUR HOME.

YOU MUST BUY:

- 3 FOOD ITEMS
- 2 HOUSEHOLD ITEMS

JOB: DELIVERY DRIVER
BUDGET: \$60.00

YOU HAVE A FAMILY GATHERING THIS WEEKEND AND WANT TO BRING SNACKS. YOU ALSO NEED GROCERIES.

YOU MUST BUY:

- CHEESE DIP
- CHIPS
- 2 MORE FOOD ITEMS

JOB: DOCTOR
BUDGET: \$90.00

YOUR WINTER COAT RIPPED AND YOU NEED A NEW ONE. YOU ALSO NEED GROCERIES AND CLEANING SUPPLIES.

YOU MUST BUY:

- 1 JACKET OR SWEATER
- 2 FOOD ITEMS
- 1 HOUSEHOLD ITEM

JOB: ENGINEER
BUDGET: \$85.00

YOU ARE PREPARING FOR THE WEEK AND WANT GROCERIES, SNACKS, AND CLEANING SUPPLIES.

YOU MUST BUY:

- 3 FOOD ITEMS
- 1 SNACK ITEM
- 1 HOUSEHOLD ITEM

JOB: BUSINESS OWNER
BUDGET: \$95.00

YOU HAVE GUESTS COMING OVER AND
NEED SNACKS, GROCERIES, AND A NICE
OUTFIT

YOU MUST BUY:

- 1 CLOTHING ITEM
- CHEESE DIP
- CHIPS
- 2 MORE FOOD ITEMS

PAYDAY! YOU JUST
EARNED AN EXTRA
\$10, ADD IT TO
YOUR BUDGET

UNEXPECTED
EXPENSE,
SUBTRACT \$5 FROM
YOUR BUDGET

SALE! ONE ITEM
YOU CHOOSE WILL
BE 50% OFF TODAY

A FRIEND NEEDS
HELP, YOU DECIDE
TO GIVE THEM \$5.
ADJUST YOUR
BUDGET

FOUND MONEY!
YOU FOUND \$5 IN
YOUR JACKET
POCKET. ADD \$5 TO
YOUR BUDGET

BIG BONUS! YOUR
BOSS GAVE YOU A
REWARD FOR
GOOD WORK. ADD
\$15 TO YOUR
BUDGET

CAR TROUBLE! YOU
HAD TO PAY FOR A
SMALL REPAIR.
SUBTRACT \$10
FROM YOUR
BUDGET

MEDICAL BILL! YOU
HAD TO PAY FOR
MEDICINE.
SUBTRACT \$5 FROM
YOUR BUDGET

MY BUDGET!

Name: _____

Job: _____

Budget: \$ _____

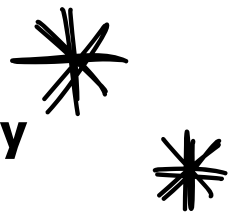
New Budget: \$ _____

Items You Bought	Price

Total Spent: \$ _____

Money Left Over: \$ _____

Session 5: Goals, Problem Solving, & Adaptability



Setting goals, solving problems, and adapting when plans change are important skills for success in school, work, and everyday life. Every person has goals they would like to accomplish, whether it is learning a new skill, getting a job, making a friend, or becoming more independent. Reaching goals rarely happens in one step. Instead, goals require planning, persistence, and the ability to work through challenges along the way.

Life does not always go according to plan. Transportation may fall through, schedules may change, or unexpected obstacles may appear. Learning how to stay calm, think through options, and adjust a plan helps students become more confident and independent. This session gives students opportunities to practice problem solving, adaptability, teamwork, and flexible thinking through hands-on activities.

Session Five: Instructions for Lessons

Goals, Plans, and Problems Warm Up

Begin by placing a small prize, object, or classroom item somewhere visible in the room. Ask students what they would need to do if their goal was to reach that object.

As students share ideas, write their responses on the board. Guide them toward identifying the steps needed to reach the goal. Once the group has identified a plan, introduce a disruption. For example, place a chair in the path or move the object to a new location.



Ask students:

- What changed?
- Does our plan still work?
- What should we do now?

Use this discussion to introduce the concepts of goals, planning, problem solving, and adaptability. Explain that goals often require multiple steps and that unexpected challenges can happen along the way.

Dog Bath Challenge

Divide students into small groups and introduce the Dog Bath Challenge. Explain that their goal is to successfully "bathe the dog" using the materials provided. Encourage students to work together and develop a plan before beginning.

Partway through the activity, introduce a disruption card.

Examples may include:

- You lost your sponge.
- The water stopped working.
- You only have one minute left.
- The dog moved to another area.

Students must work together to adjust their original plan and continue toward their goal. After the activity, bring the group together and discuss:

- What was your goal?
- What was your original plan?
- What problem did your group face?
- How did you solve it?
- What changes did you make?

Emphasize that adaptability means changing your plan without giving up on your goal.

Tower Challenge

Divide students into small groups and provide each group with building materials such as cups, index cards, paper, tape, straws, or other classroom materials. Explain that their goal is to build the tallest freestanding tower possible before time runs out.

Allow groups a few minutes to create a plan before they begin building. Encourage students to discuss ideas, assign jobs, and work together toward their goal.

Halfway through the challenge, introduce a disruption card to encourage adaptability. Examples may include:

- You may no longer use tape.
- One team member can only use one hand.
- Remove three building materials from your tower.
- Your tower must now support a small object.
- You have one minute left to finish.

Groups must adjust their original plan and continue working toward their goal.

Once time is up, measure the towers and celebrate each group's effort and creativity. Emphasize that the purpose of the challenge is not just building the tallest tower, but learning how to adjust when plans change.

Group Discussion Questions:

- What was your goal?
- What was your group's original plan?
- What challenge or problem did you face?
- How did your group adapt when things changed?
- Did your first idea work? Why or why not?
- What helped your group be successful?
- How is this similar to real life or a future job?
- What did you learn about working through challenges?

Closing

Bring students together in a circle and briefly review the lesson. Remind students that everyone faces challenges and unexpected changes. The goal is not to avoid problems, but to learn how to respond when they happen.

Ask students to complete the sentence:

"When my plan changes, I can....."

Examples may include:

- Ask for help.
- Stay calm.
- Make a new plan.
- Try again.
- Think of another solution.

Allow students to share, point to a visual choice, or pass. Reinforce that problem solving and adaptability are skills that improve with practice.

Dog Bath Challenge

Name :

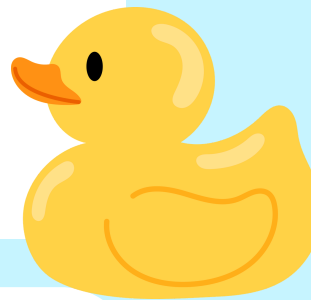


Goal

Your dog rolled around in the mud Saturday morning and your job is to give him a bath. Your goal is to give your dog a bath by noon so you still have the rest of the day free.

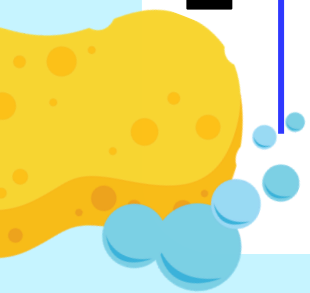
Prepare

- What time are you going to start?
- What products or items do you need to gather?
- Where are you going to bathe your dog?
 - Inside - tub, sink, shower?
 - Outside - yard, kiddie pool, driveway?
 - Would you use the hose outside?
- How much time will it take?
- Is your dog well-trained? Does he like baths?



Record

Write Answers Here:





Dog shampoo



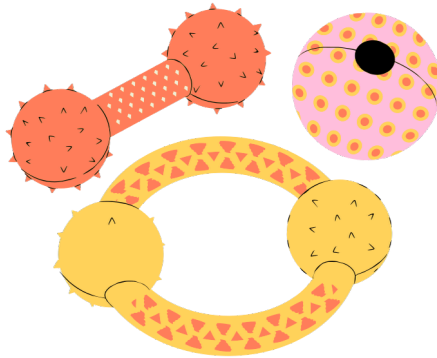
Leash



Collar



Dog Comb



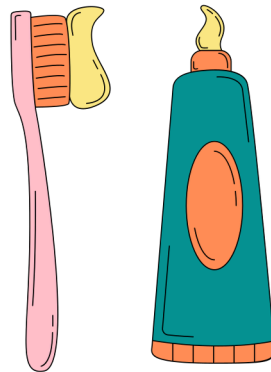
Dog Toys



Wash Basin



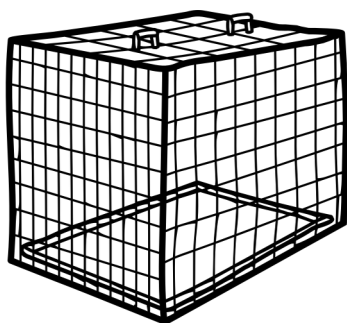
Dog Treats



Toothpaste and
toothbrush



Shower/bathtub



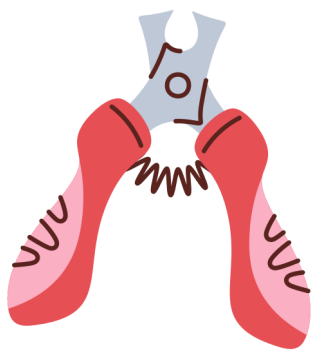
Dog kennel



Dog Brush



Dog Carry Crate



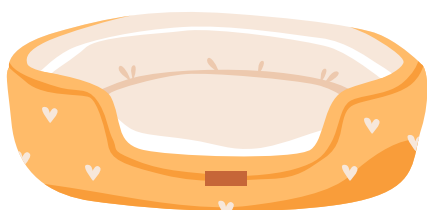
Nail Clippers



Fur Dryer



Rubber Gloves



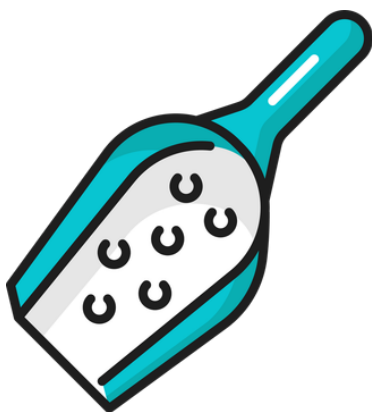
Dog Bed



Food Dish



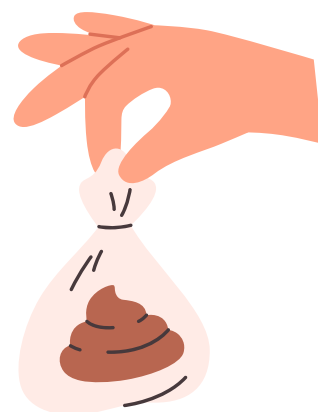
Water Dish



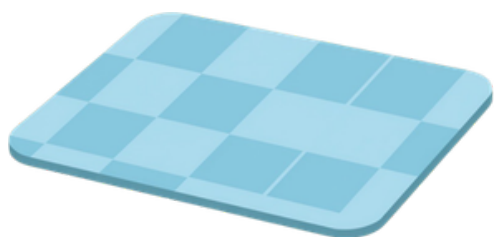
Pooper Scooper



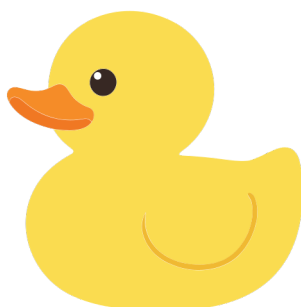
Towel



Doggie Bag



Bath Mat



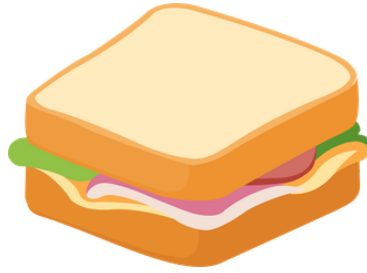
Rubber Duck



Cup of Ice Water



Outside Hose



Sandwitch



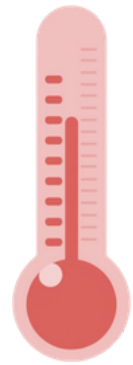
Pitcher of Water



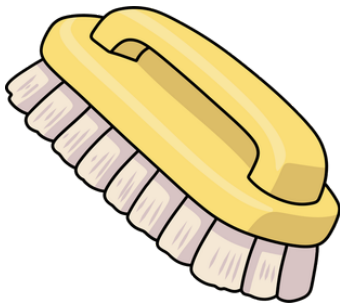
Cotton Balls



Bar Soap



Thermometer



Scrubber Brush



Old/Dirty Shirt



Rubber Boots



Shower Head



Bucket



Old/Dirty Work Pants

Disruption: you were planning to give your dog a bath outside and it starts raining right before you start.

Forecast shows it will rain for about an hour.

Disruption: You go to wash your dog but realize the shampoo bottle is empty.

Disruption: you were planning to use the bathtub to wash your dog, but your littler brother is taking a bath.

Disruption: you're about to give your dog a bath but a friend comes by and asks if you want to play video games.

Disruption: Your dog is not trained well and he slips out of his collar and runs off when you turn on the hose to wash him down.

Disruption: you need the leash to keep your dog contained while you bathe him but you can't find it.

Disruption: you know you need to give your dog a bath today but you're starting to feel sick.

Disruption: you try to get your dog into the wash tub outdoors but she won't get in.

Disruption: you know you brought out a sponge to use for your dog's bath but you can't find it now.

Disruption: you're bathing your dog in the bathroom tub and he jumps out while still wet and soapy.

Disruption: you're having a hard time getting all of the soap out of your dogs fur.

Disruption: your dog started shaking all of the soap off of her fur and some soap got in your eye and it is stinging

Disruption: your trying your hardest to get your dog to sit still while getting a bath but it's not working and he's jumping all over.

Disruption: your giving your dog a bath in a tub outside but he sees a squirrel and runs after it.

Disruption: your dog gets into the tub for her bath but yelps and you're not sure what is wrong.

Disruption: you've been told to trim your dogs nails after the bath but you don't know how to do it.

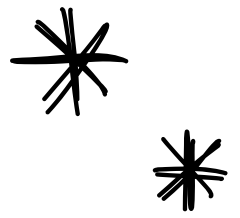
Disruption: you're giving your dog a bath and she pees in the water.

Disruption: it's taking longer than you thought to give your dog a bath and you're hungry and ready to be finished.

Disruption: you're supposed to meet a friend at the movies in 30 minutes but you're not done giving the dog a bath yet.

Disruption: you're trying to bathe your dog but your little sister keeps distracting you and taking your supplies

Session 6: Career Pathways



Every person has unique interests, strengths, and talents that can lead them toward different career paths. Exploring careers helps students understand the many opportunities available to them and encourages them to think about how their skills, interests, and goals connect to future employment. There is no single “right” career path, and students may discover many different jobs that fit their personalities and abilities.

Making career decisions also requires planning, problem solving, communication, and financial decision-making. This session gives students the opportunity to explore different careers through hands-on activities while practicing real-world skills such as budgeting, teamwork, and decision making. By participating in a simulated life experience, students begin to understand how everyday choices can affect both their careers and their personal lives.

Session Six: Instructions for Lessons

Career Exploration Warm-Up

Begin by asking students what they want to be when they grow up or what jobs they think would be interesting. Encourage students to think about hobbies, favorite school subjects, or activities they enjoy and how those interests could connect to a future career.

As students share, record their ideas on the whiteboard or chart paper. Ask follow-up questions that help students think beyond the job title.



Examples:

- What does someone with that job do every day?
- What skills would they need?
- How do you think they help other people?
- Would you enjoy working indoors or outdoors?
- Would you rather work with people, animals, computers, or tools?
-

Explain that there are many different career paths and everyone has different strengths that can help them be successful.

The Real Life Game

Introduce **The Real Life Game** by explaining that there are many different paths students can take after high school. Each student will be assigned one of five career pathways: **College, Trade School, Military, Workforce, or Volunteer Service**. Students will use a small laminated car game piece to travel through the game board as they experience real-life situations related to their assigned pathway.

For smaller classes, staff may use one large game board displayed on chart paper so students can move their cars together as a class. For larger classes, provide each student or small group with an individual laminated game board and game pieces.

As students move around the board, they will draw scenario cards that are specific to their career pathway. Each scenario presents a decision they must make. Based on the choice they select, students will either move forward, move backward, or remain in the same place on the board.

Staff should encourage students to discuss their decisions before revealing the outcome, reinforcing that every choice has consequences and that there may be more than one reasonable solution.

Throughout the activity, facilitate conversations by asking questions such as:

- What made you choose that option?
- What might happen because of that decision?
- Would you make the same choice again?
- How could this situation happen in real life?
- What did you learn from this experience?
-

The purpose of this activity is not to "win" the game, but to help students explore different career pathways while practicing decision making, critical thinking, and problem-solving skills. Students will learn that every pathway includes challenges and opportunities, and that thoughtful choices can help them move toward their future goals.

Adaptations: Staff may read scenario cards aloud, simplify answer choices, or discuss options as a group when needed. For students who benefit from additional support, allow peers or staff to help read scenarios while encouraging each student to make their own decision before moving their game piece.

Year 1 - Start College

You start college and are adjusting to a new schedule and independence. Do you:

- Focus on school → move ahead 2 spaces
- Focus on friends → stay where you are
- Get a part-time job → move to "busy schedule" next turn

Busy Schedule

You are balancing school and a part-time job. Do you:

- Keep pushing through → move ahead 1
- Quit your job → stay on college path
- Drop a class → move back 1 space

First Academic Struggle

You failed your first big test. Do you:

- Ask for help → move ahead 2
- Ignore it → move back 2
- Study harder alone → stay

Social Life vs School

Your friends want to go out before a big test. Do you:

- Go out → move back 1
- Stay and study → move ahead 2
- Try both → stay

Year 2 - Finding Direction

You're unsure if your major is right for you. Do you:

- Change majors → skip next turn
- Stay → Move ahead 1
- Ask for guidance → move ahead 2

Year 3 - Career Prep

You need experience for your future job. Do you:

- Get an internship → move ahead 2
- Focus only on school → Stay
- Work a job instead → move ahead 1

Burnout

You feel overwhelmed and exhausted. Do you:

- Take a break → skip next turn
- Push through → move ahead 1
- Ask for help → move ahead 2

Graduation

You graduate with your degree! Now it's time to figure out your next steps. Do you:

- Apply for jobs in your field → Move to Entry Level Career (workforce path - level 2)
- Take any job to make money right away → move to basic workforce job (start at card 1)
- Continue your education to grad school → move ahead 2 spaces

Grad School Graduate

You completed graduate school and earned an advanced degree. This took extra time, effort, and focus. Now it's time to decide:

- Enter a specialized career in your field → move to "Advanced Career Start" (workforce path jump ahead 3 spaces)
- Take time to recover from burnout and reset → Stay where you are and skip one turn

Starting Training for a Trade

You begin a trade program/apprenticeship. Do you:

- Take it seriously → move ahead 2
- Struggle with the schedule → stay
- Skip training → move back 1

Early Work Experience

You start working under supervision. Do you:

- Ask questions when you don't know something → move ahead 2
- Stay quiet and struggle → stay
- Rush your work so you can get off earlier → move back 1

First Mistake

You made a mistake on a job. Do you:

- Tell your supervisor → move ahead 2
- Hide it → move back 2
- Fix it yourself → move ahead 1

Long Work Days

You are tired from physical work. Do you:

- Stay consistent → move ahead 2
- Call in sick → move back 1
- Consider quitting → stay

Skill Growth

You're getting better and faster at your trade. Do you:

- Keep learning → move ahead 2
- Stay comfortable → move ahead 1
- Take on harder jobs → move ahead 3

Steady Income

You are now earning consistent money. Do you:

- Save money → move ahead 2
- Spend it → stay
- Invest in tools → move ahead 3

Career Opportunity

You're offered a bigger job or specialization. Do you:

- Take it → move ahead 3
- Stay where you are → move ahead 1
- Turn it down → stay

Established Career

You are skilled and established in your trade. Move to the end and reflect on your journey

First Job

You take a job right after high school. do you:

- Show up on time → move ahead 2
- Struggle with your schedule → stay
- Miss shifts → move back 2

Minimum Wage Reality

You are living paycheck to paycheck. Do you:

- Look for a better job → move ahead 2
- Stay → stay
- Get a second job → move ahead 3

Work Challenges

Your boss gives you feedback from not doing your job the way they would like. Do you:

- Accept it and do better → move ahead 2
- Ignore it → move back 1
- Get frustrated → stay

Customer Conflict

A customer is rude to you. Do you:

- Stay professional → move ahead 2
- Argue with them → move back 2
- Walk away → stay

Opportunity to Grow

You can apply for a promotion. Do you:

- Apply → move ahead 3
- Stay comfortable → move ahead 1
- Feel unsure → stay

Burnout

You feel stuck and tired of the work you're doing. Do you:

- Look for a new job → move ahead 2
- Stay → stay
- Quit without a plan → move back 2

You gained experience

You've gained experience. Do you:

- Keep growing → move ahead 2
- Stay in same role → stay

Stable Job

You've built a steady career that you're happy in. Move to the end and reflect on your journey.

Enlistment

You join the military. Do you:

- Commit fully → move ahead 2
- Struggle adjusting → stay
- Resist structure → move back 1

Basic Training

Training is intense. Do you:

- Push through → move ahead 2
- Feel overwhelmed → stay
- Give up mindset → move back 2

Teamwork

You rely on your team. Do you:

- Support others → move ahead 2
- Stay independent → stay
- Have issues with others → move back 1

Discipline

You must follow strict rules.

Do you:

- Follow them → move ahead 2
- Struggle → stay
- Break rules → move back 2

Advancement

You have a chance to move up. Do you:

- Take leadership → move ahead 3
- Stay → move ahead 1
- Avoid responsibility → stay

Homesick

You miss home. Do you:

- Stay focused → move ahead 1
- Struggle emotionally → stay
- Lose motivation → move back 1

Skill Development

You've learned valuable skills. Do you:

- Use them → move ahead 2
- Stay the same → stay
- Explore future career → move ahead 2

Transition

You've completed your service. Move to the end and reflect on your journey.

Starting Volunteer Work

You choose to volunteer your time. Do you:

- Commit fully → move ahead 2
- Try it out → stay
- Feel unsure → move back

No income Reality

You are not earning money. Do you:

- Get a part-time job → move to workforce path
- Continue volunteering → stay
- Apply for paid role → move ahead 2

Helping Others

You feel fulfilled helping people. Move ahead 2

Burnout

You feel overwhelmed. Do you:

- Take a break → skip next turn → move
- Keep going ahead 1
- Quit → move back 2

Building Skills

You gain real-life experience. Move ahead 2

Opportunity

You're offered a paid nonprofit job. Do you:

- Take it → move to workforce path
- Stay volunteer → stay
- Think about it → stay

Community Impact

You've made a difference. Move ahead 2.

Future Path

You built strong connections. Choose:

- Workforce Path
- Or stay a volunteer and reflect on your journey.

Entry Level Job Offer

You got a job in your field, but it's entry level. do you:

- Take it → move ahead 2
- Keep searching → stay
- Take it for experience → move ahead 1

No job yet

You've applied everywhere but haven't heard back. Do you:

- Keep applying → move ahead 1
- Take any job → move to entry workforce
- Network → move ahead 2

Internship turns into a job

Your internship offers you a full-time role. Move ahead 3

Underpaid but relevant job

You got a job in your field but it pays low. do you:

- Take it → move ahead 2
- Look for a better job → stay
- Take it and keep searching → move ahead 1

Career Growth Opportunity

You're offered training to grow in your career. Move ahead 2

Stable Job

You've built a study career that you're happy in. Move to the end and reflect on your journey.

Full-Time Work

You're now working consistently in your trade. Move ahead 2

Big Job opportunity

You're offered a higher-paying project. Do you:

- Take it → move ahead 3
- Stay safe → move ahead 1

Start Your Own Business

You consider working for yourself. Do you:

- Do it → move ahead 3
- Stay employed → move ahead 2

Job demand Increases

Your trade is in high demand. Move ahead 2.

Minimum Wage Job

You are working to pay bills. Do you:

- Stay → stay
- Apply elsewhere move ahead 1
- Get second job → move ahead 2

Promotion Opportunity

You've been noticed at work. Do you:

- Apply for promotion → move ahead 2
- Don't apply → stay

Job Burnout

You feel stuck. Do you:

- Look for a new job → move ahead 2
- Stay → stay
- Quit → move back 2

Skill Building

You learn new skills on the job. Move ahead 2.

Civilian Career Transition

You use your military skills in a job. Move ahead 2

**Go to College
After Service**

Move to College Path Year
2 or 3

**You're going into
a Trade!**

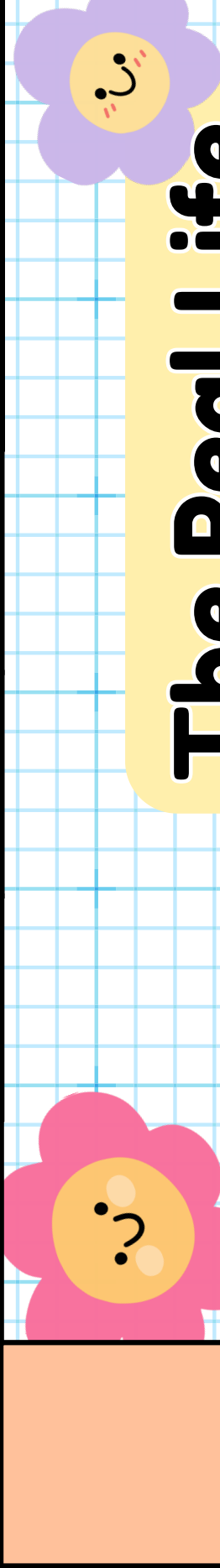
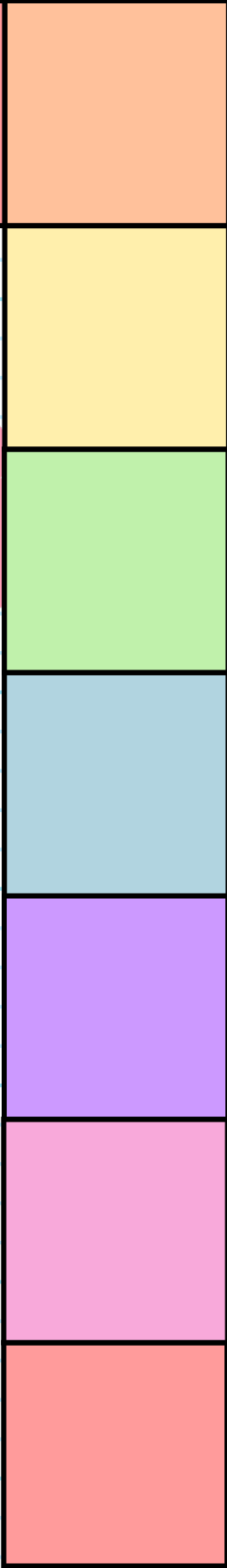
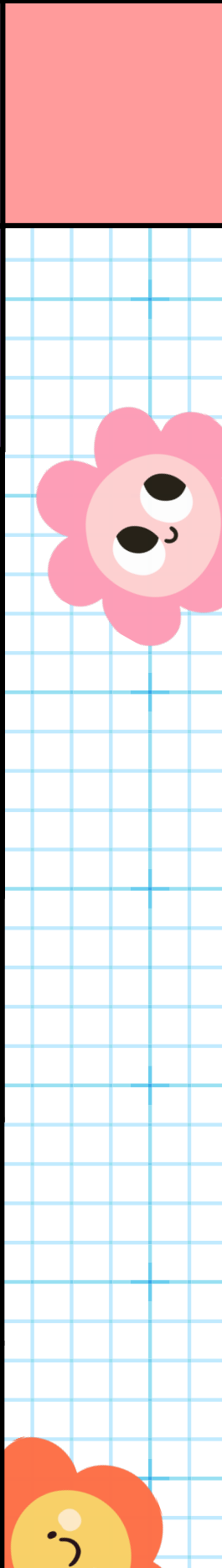
**You're going to
College!**

**You're going
straight into the
Workforce!**

**You're going into
the Military!**

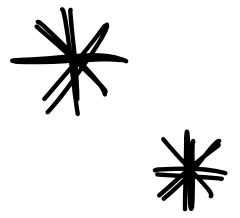
**You're choosing to
Volunteer!**

A diagram showing a vertical sequence of six colored rectangles, each representing a layer in the OSI model. The colors from bottom to top are red, orange, yellow, green, light blue, and purple. The bottom-most rectangle (red) contains the text "Start Here!".



The End!		

Session 7: Job Readiness & Resume Building



Many students believe they cannot create a resume because they have never had a job before. In reality, everyone has valuable skills and experiences that can be included on a resume. Everyday activities such as helping around the house, participating in school, volunteering, caring for pets, working as part of a team, or solving problems all demonstrate skills that employers value.

Preparing for a job involves more than filling out an application. Employers look for individuals who can communicate, work well with others, show responsibility, and present themselves professionally. This session helps students recognize the strengths they already have, begin building their first resume, and understand that workplace expectations, including dress codes, can vary depending on the job.

Session Seven: Instructions for Lessons

Resume Building Warm-Up

Begin by asking students, "What do you think belongs on a resume?" Record their responses on the whiteboard or chart paper.

Many students will likely respond that they need work experience. Explain that while previous jobs can be included on a resume, employers are also interested in the skills, experiences, and responsibilities students have developed in everyday life.

Invite students to brainstorm examples of skills they already use, such as:

- Helping with chores at home
- Taking care of siblings or pets



- Participating in clubs or sports
- Working on school projects
- Using a computer
- Solving problems
- Being on time
- Working as part of a team

Discuss how these everyday experiences demonstrate valuable workplace skills and can be included on a resume.

Building My First Resume

Provide each student with a simple resume template. Guide students through each section together, encouraging them to think beyond paid work experience.

Students should complete sections such as:

- Contact Information
- Education
- Skills
- Volunteer Experience
- Activities and Clubs
- Strengths
- Awards or Accomplishments (Setting Myself Up for Success Job Readiness Training)

Staff should circulate throughout the activity, helping students identify transferable skills they may not have considered before. Encourage students to think about responsibilities they have at home, school, or in the community and how those experiences prepare them for future employment.

Students may also include completion of the Setting Myself Up for Success training on their resume as a certificate or accomplishment.

Staff can explain that completing a job readiness program demonstrates initiative and shows employers they have developed important workplace skills such as communication, problem solving, teamwork, financial literacy, time management, and professionalism.

Remind students that every person's resume is unique and grows over time as they gain new experiences. The goal is to recognize that valuable skills can come from many different places, not just a paid job.

Workplace Dress Code Sorting

Explain that every workplace has different expectations for clothing. What may be appropriate for one job may not be appropriate for another. Rather than thinking of clothing as simply "right" or "wrong," encourage students to consider whether an outfit matches the workplace and its expectations.

Provide students with a sorting worksheet labeled Appropriate and Not Appropriate along with a set of outfit cards. Students work individually or in small groups to sort each outfit into one of the two categories. Once everyone has finished, invite students to share their choices with the class.

As students discuss their reasoning, encourage conversations about different careers and dress codes. For example, students may recognize that clothing appropriate for a construction site, restaurant, office, race track, or entertainment venue may look very different. Guide the discussion toward understanding that employers often have different expectations based on safety, professionalism, and the type of work being performed. Emphasize that understanding workplace expectations is an important part of preparing for employment.

Would You Hire Them?

Explain to students that employers look for more than just experience when deciding who to hire. They also pay attention to how people act, communicate, solve problems, and work with others. During this activity, students will become the employer and decide whether they would hire a job applicant based on different workplace scenarios.

Read one scenario aloud at a time. After each scenario, ask students to decide whether they would Hire or Not Hire the applicant. Students may hold up a card, move to one side of the room, or vote as a group before discussing their answers.

Encourage students to explain their reasoning and discuss what the applicant did well or what they could have done differently. Some scenarios may have more than one reasonable perspective, creating opportunities for meaningful discussion about workplace expectations.

Example reflection questions include:

- Would you hire this person? Why or why not?
- What did they do well?
- What could they have done differently?
- How might this decision affect their job?
- What would you do in this situation?

Emphasize that employers are looking for dependable, respectful employees who communicate well, solve problems, and demonstrate responsibility. The goal of this activity is to help students recognize the everyday behaviors that contribute to success in the workplace.

Closing

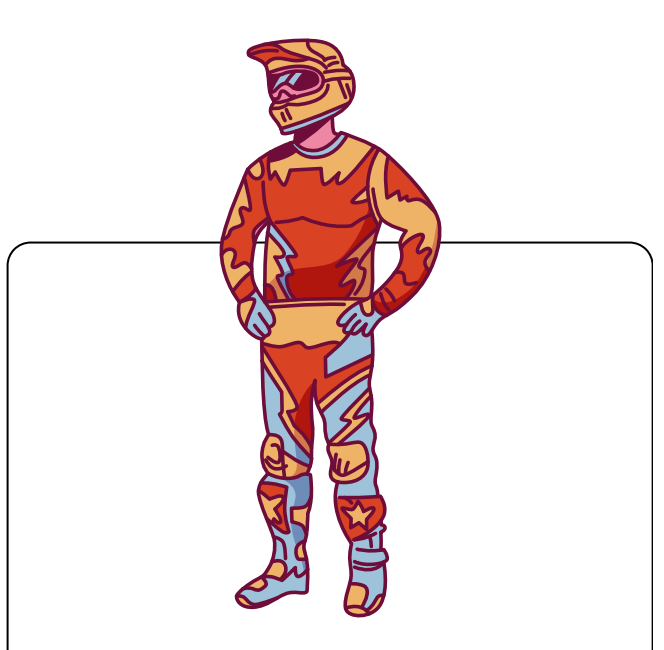
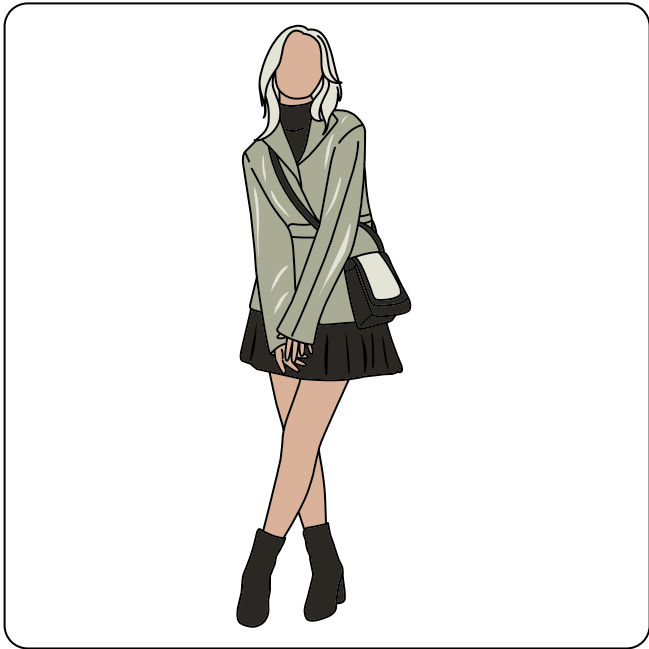
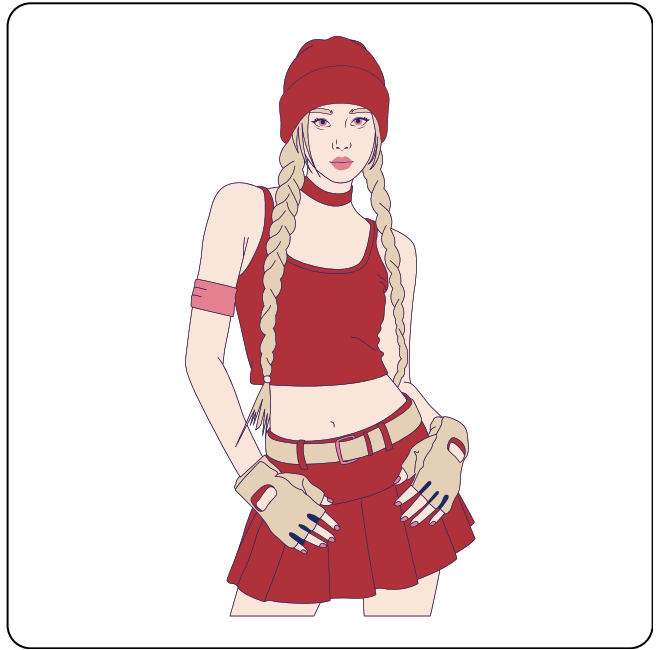
Bring students together and review what they learned about resumes and workplace expectations.

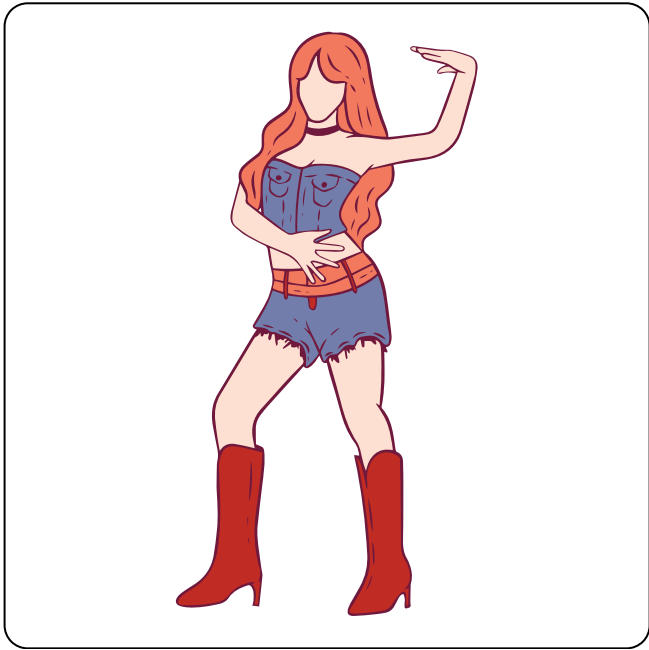
Ask students:

- What is one skill you discovered you already have?
- What is one thing you could add to your resume?
- Why do different jobs have different dress codes?
- What is one thing you learned today that will help you prepare for a future job?

Close by reminding students that everyone starts somewhere. Every new skill they learn, responsibility they take on, and experience they gain helps prepare them for future employment.

Appropriate for Work	Not Appropriate for Work





JOB SCENARIO

Your employee shows up 10 minutes late holding a drink and says,

"Sorry, I overslept....it's fine though."

JOB SCENARIO

Your employee is on their phone while you are talking to them. They tell the person on the phone,

"It's totally fine, my boss doesn't care!"

JOB SCENARIO

Your employee rolls their eyes when asked to help with something.

"Can't you just make Jessica do that."

JOB SCENARIO

Your employee says,

"That's not my job so I'm not doing that."

JOB SCENARIO

Your employee interrupts you multiple times while you're speaking.

JOB SCENARIO

Your employee calls in and says,

"Yeah, I'm not coming in today lol don't feel like it!"

JOB SCENARIO

Your employee ignores a customer who needs help. They turn to their coworker and says,

“God, can you believe these people. Like hello! Can't you find the stuff yourself.”

JOB SCENARIO

Your employee shows up in pajams and tells you they couldn't find any clean clothes.

JOB SCENARIO

Your employee shows up early and says,

“Good morning! What would you like me to start with?”

JOB SCENARIO

Your employee asks,

“Is there anything else I can help with?”

JOB SCENARIO

Your employee makes a mistake and says,

“I'm sorry, I'll fix it.”

JOB SCENARIO

Your employee helps a coworker without being asked and they get the job done before the due date.

JOB SCENARIO

Your employee communicates they will be late in advance.

"I have a doctors appointment early Thursday morning of this week, I'll be 30 minutes late to work that morning."

JOB SCENARIO

Your employee stays positive even when things are busy.

JOB SCENARIO

Your employee is friendly but talks a lot and gets distracted.

JOB SCENARIO

Your employee is nervous and avoids eye contact but is polite.

JOB SCENARIO

Your employee shows up dressed casually but clean.

JOB SCENARIO

Your employee is very quiet but completes all their work.

Name:

Summary Statement:

MOBILE:

EMAIL:

EDUCATION

EXPERIENCE

SKILLS

VOLUNTEER EXPEREINCES

Session 8: Wrap-Up & Celebration



Over the past eight sessions, students have developed skills that will help them become more independent at school, work, and in their communities. Throughout the program, they have explored self-awareness, routines, relationships, money management, career pathways, problem solving, communication, and workplace readiness. Each lesson has helped students build confidence while preparing for future education, employment, and independent living.

The final session is an opportunity to celebrate students' growth and recognize the unique strengths they demonstrated throughout the program. Reflection allows students to see how much they have learned while encouraging them to continue practicing these skills beyond the classroom. This session concludes with a fun review game, a celebration of their accomplishments, and recognition of each student's individual success.

Session Eight: Instructions for Lessons

Fishing Blooket Review

Begin the session by launching a Fishing Blooket review game using questions from previous lessons. Encourage students to work independently or in teams depending on the size and needs of the class.

The purpose of the game is to review important concepts learned throughout the program in a fun, engaging, and low-pressure environment. As questions are discussed, take time to briefly review concepts when needed and celebrate correct answers.



Celebration

After completing the review game, invite students to celebrate the completion of the program together. Provide refreshments such as pizza, donuts, or other snacks and encourage students to spend time talking with classmates, teachers, paras, and staff. Use this time to reflect on the relationships built throughout the program and celebrate everyone's hard work and participation over the past eight weeks.

Awards & Certificates

Conclude the program by recognizing each student's individual strengths and accomplishments.

Present each student with a personalized award highlighting a positive quality, skill, or growth observed throughout the program. Awards should reflect each student's unique personality or achievements and reinforce the strengths they demonstrated during the eight weeks.

Following the awards, present students with a Setting Myself Up for Success Certificate of Completion in recognition of successfully completing the program.

Take time to congratulate each student individually and celebrate the effort they put into learning and participating throughout the program.

Closing

Gather students together one final time and thank them for participating in Setting Myself Up for Success.

Invite students to reflect by asking:

- What was your favorite activity?
- What is one new skill you learned?
- What is something you are proud of?
- How will you use what you learned after today?

Close the session by reminding students that learning does not stop here. The skills they practiced over the past eight weeks will continue to help them build confidence, make decisions, develop relationships, and prepare for their future. Encourage students to continue believing in themselves, setting goals, and using the strengths they discovered throughout the program.

CERTIFICATE

of completion

PROUDLY PRESENTED TO

Eddie

For successfully completing the Setting Myself Up For Success program,
demonstrating growth in independence, life skills, self-awareness, and
future planning.

Amy Ballinger

Amy Ballinger
KYTN MANAGER



Elle Jennings

Elle Jennings
CURRICULUM CREATOR



UNBOOTHERED KING AWARD

FOR STAYING TRUE TO HIMSELF, KEEPING LIFE SIMPLE, AND REMINDING US ALL
THAT SOMETIMES THE BEST SOLUTION IS TO PROTECT YOUR PEACE (AND
MAYBE TAKE A NAP.) YOUR HONESTY AND CONFIDENCE MAKE YOU
UNFORGETTABLE.

Awarded to:

EDDIE

ON BEHALF OF THE KYTN PROGRAM