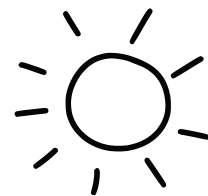




Setting Myself Up For Success!



8 Week Curriculum for Special Education Classrooms

1x per week - 60-75 minutes per session

Session 1 - Introduction & Self-Awareness

Theme: Getting to know each other, identifying strengths, needs, and goals.

Length: 60-75 minutes

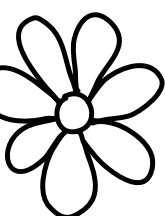
Objective:

By the end of this session, students will:

- Feel comfortable and familiar with the group and instructors
- Identify at least 2 personal strengths and 1 area for growth
- Begin thinking about personal goals for the program
- Understand the purpose and structure of the *Setting Myself Up for Success!* series.

Materials Needed:

- Name Tags
- Strengths & Needs survey (multiple reading levels, text, visual symbols, sentence starters)
- All About Me poster template (White sheet of paper)
- Markers, colored pencils, crayons, stickers
- Chart Paper for group notes



Detailed Session Plan:



• **Welcome & Introduction (10min)**

- “Welcome to our Setting Myself Up for Success! Over the next 8 weeks, we’ll work on life skills, job skills, and independent living skills to help you succeed in school, work, and life. Each week we’ll do hands-on activities, games, and discussions.
- Briefly share your own name, role, and a fun personal fact.
- Pass out name tags for students to decorate if they would like.



• **Icebreaker - Find Someone Who.... (15 mins)**

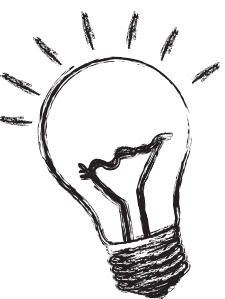
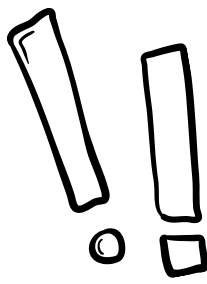
- Purpose: Build comfort, encourage conversation.
- Instructions: Students receive a bingo-style sheet with prompts like:
 - “Find someone who likes pizza”
 - “Find someone who has a pet”
 - “Find someone who can whistle”
- Students walk around asking questions to peers and writing names in boxes
- Modifications: For students with mobility challenges, conduct as a seated circle with each student asking their questions aloud.
- Wrap-up: Share fun discoveries as a group.

• **Strengths & Needs Survey (15-20mins)**

- Explain why knowing strengths and needs is important
 - “When we know what we’re good at, we can use those strengths to help us succeed. When we know where we need help, we can ask for support”



- Distribute surveys:
 - Level 1: picture-based with checkmarks
 - Level 2: short sentences with sentence starters
 - Level 3: full written responses
- Teacher/Para can help assist with reading or scribing if needed.
- Encourage honesty and self-reflection
- **All About Me Poster Activity (20min)**
 - Students create a simple poster with:
 - Name
 - Favorite activity/interests
 - 2 strengths
 - 1 skill they want to work on
 - Favorite quote or drawing that represents them
 - Extension for advanced learners include: One thing I'm proud of and one big dream I have
 - Display posters around the room (with permission from the teachers and paras of course)
- **Group Reflection & Program Overview (10min)**
 - Gather students in a circle. Independence Inc staff can share 1-2 things from their poster.
 - Record strengths on a group chart (e.g., Our Class Strengths)
 - Give a quick roadmap of the coming weeks so students know what to expect
 - Closing: Think of one thing you want to get better at in the next 8 weeks. You don't have to share it yet, just think about it. We'll check in on it later.



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

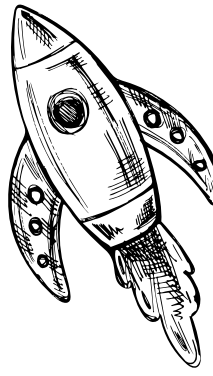
My favorite Food

Two Things I'm Good At

Session 2 - Life Skills, Part 1: Daily Routines

Theme: Creating and following routines for independence

Length: 60-75 minutes



Objective:

By the end of this session, students will:

- Explain why routines are important for independence and success
- Identify at least 3 parts of their own daily routine
- Create a personalized visual or written daily schedule
- Practice strategies for handling changes in routine

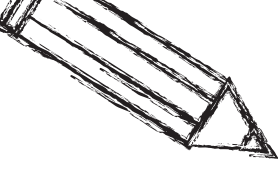
Materials Needed

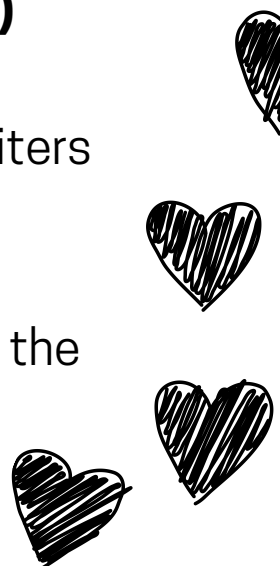
- Laminated routine cards with words + pictures (e.g., wake up, brush teeth, eat breakfast, go to school, do homework, relax time, bedtime)
- Blank customizable routine charts (visual and text-based versions)
- Velcro dots or magnets for movable schedule pieces
- Markers, colored pencils, stickers
- Chart paper
- Pre-prepared “What if....” disruption scenario cards (e.g., The bus is late, you wake up late, your lunch is missing)

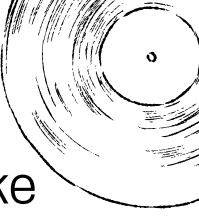
Detailed Session Plan

- **Warm-up discussion - “Why Routines Matter” (10min)**
 - Routines are the steps we take every day, often in the same order. They help us remember what to do, get things done on time, and feel calm because we know what’s coming next.



- 
- Write on the board: Benefits of Routines (examples: less stress, better time management, more independence) Get the students involved and ask if there are any benefits you've left out.
 - Ask: What happens if you forget to do something in your routine? How does it feel when something unexpected changes your day?
 - **Routine Sorting Game (15min)**
 - Purpose: Help students identify which activities belong in which parts of the day.
 - Spread out laminated routine cards on the table or floor
 - Have large chart paper divided into columns: Morning, School/Daytime, Evening/Night.
 - Students work in pairs/small groups to place cards in the correct category
 - Discuss any differences in where students placed activities, reinforce that routines can be personal.
 - Modifications: For students who may be overwhelmed by all cards, give them 3-5 cards at a time.
 - **Create My Personal Routine Chart (25-30min)**
 - Students receive a blank chart with either:
 - Visual format (picture boxes) for non-writers
 - Text format (lines to write in) for more advanced writers
 - Students select and attach activity cards in the correct order for their Morning and Evening routines

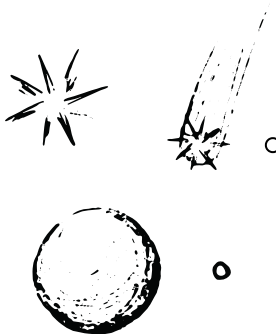


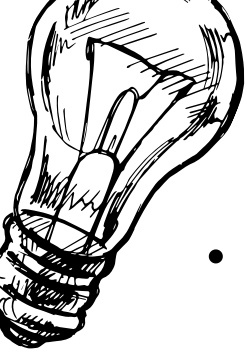


- Decorate charts with colors or stickers to make them personal
- Teacher and paras circulate to help students think about:
 - What time they wake up/go to bed
 - Important school day steps
 - Weekend vs weekday differences
- Tip: Laminate charts and use velcro/magnets so activities can be rearranged as routines change.

- **“What if....” Distruption Scenarios (10-15min)**

- Purpose: Build adaptability and problem solving skills
- Draw a disruption card and read aloud (e.g., the bus is late)
- Ask students:
 - What could you do if this happened?
 - Who could you ask for help?
 - How would you adjust the rest of your routine?
- Model thinking aloud:
 - If the bus is late, I might call school to let them know. I could bring a book to read while I wait.
- Modification: Use visual “choice boards” for possible solutions if verbal problem solving is hard.





- **Wrap-up & Reflection (5min)**

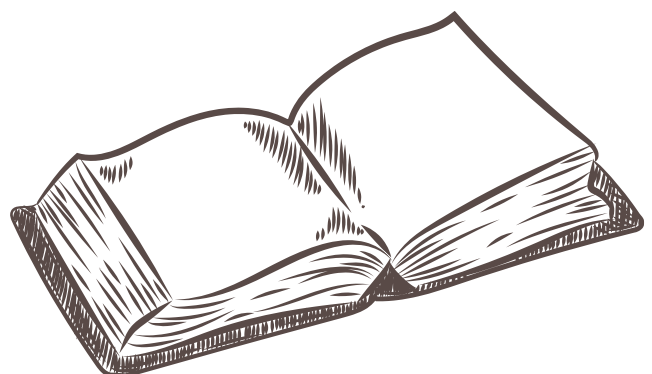
- Ask each student to share one part of their routine that works really well
- Encourage them to hang their chart at home where they'll see it daily

- **Teacher Tips & Modifications**

- For students with executive functioning challenges, break tasks into smaller steps and use color coding
- For students with sensory needs, build “calm down” time into their routine chart
- Use real photos of students doing the activity if possible, increases relevance

- **Assessment Ideas**

- Observe student participation in “What if....” discussions to gauge problem-solving skills
- Use a quick thumbs-up/thumbs down self-rating at the end to see if they understand the value of routines

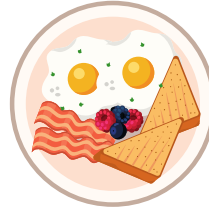




Wake Up



Brush Teeth



Eat Breakfast



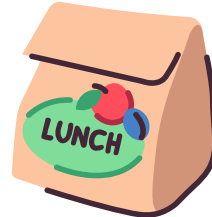
**Pack
Backpack**



Go to School



School Work



Eat Lunch



**Take
Medicine**



Chores



Relax Time



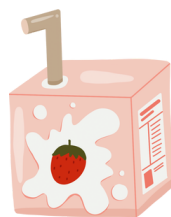
Eat Dinner



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:

WHAT IF...THE BUS IS LATE?

Who could you tell? What could
you do while you wait?

WHAT IF...YOU WAKE UP LATE?

What steps would you skip?
How can you catch up?

WHAT IF...YOUR RIDE HOME CANCELS?

What other transportaion
could you use?

WHAT IF...LUNCH IS MISSING?

Who can you ask for help?
What's another way to get
food?

WHAT IF....YOUR FAVORITE SHIRT IS DIRTY?

What's your backup plan?

FILL IN

Fill in

FILL IN

Fill in

FILL IN

Fill in

Session 3 - Life Skills, Part 2: Relationships & Socialization

Theme: Building healthy relationships, communication, and social confidence.

Length: 60-75 minutes

Objective:

By the end of this session, students will:

- Identify qualities of healthy vs. unhealthy relationships
- Practice positive communication skills, including listening, turn-taking, and sharing
- Recognize different emotions in themselves and others
- Demonstrate appropriate responses in social situations through roleplay

Materials Needed

- Short, age-appropriate social skills videos (2-4 mins each) examples: greetings, sharing, conflict resolution
- “Healthy vs. Unhealthy” relationship cards (examples of behaviors to sort)
- Feelings chart with pictures and words (multiple skin tone emoji options or illustrated faces)
- Conversation starter cards (simple questions & pictures)

- Roleplay scenario cards (different social situations)
- Chart paper
- Stickers for participation rewards (optional)

Detailed Session Plan:

- Warm-Up Discussion - “What is a relationship?” (10min)
 - A relationship is a connection between you and another person. It could be a friend, family member, teacher, or classmate. We have many different relationships, and we can make them stronger by being kind, respectful, and listening.
 - Ask:
 - What makes a good friend?
 - How do you know if someone is treating you well?
 - Write answers on a chart paper under “Good Friend” and “Not a Good Friend”
- **Video & Discussion (15min)**
 - Show short videos of a positive social interaction (Link to playlist in a separate page)
 - After watching ask:
 - What did you see that was kind or respectful?
 - What would you do if you were in that situation?
 - Modification: Pause video after each key moment to discuss and reinforce ideas.

- **Feelings Match Game (10min)**

- Purpose: Help students identify and label emotions in themselves and others
- Spread out feelings cards (happy, sad, angry, frustrated, surprised, worried, excited, etc.)
- Call out a feeling, and students match it to the correct picture
- Extension: Ask students to share a time they felt that way
- Modification: For students who struggle with verbalizing feelings, allow them to point to or hold up the matching card.

- **Healthy vs Unhealthy Relationship Sorting (10min)**

- Purpose: Teach students to recognize safe and respectful behaviors.
- Provide sets of behavior cards:
 - Healthy: Listens when you talk, respects your boundaries, cheers you on, says kind things
 - Unhealthy: Makes fun of you, ignores you when you ask for help, pressures you to do things, yells at you a lot
- In small groups, students sort cards into two categories
- Discuss: If we see unhealthy behaviors, what can we do? Who can we tell?

- **Roleplay Practice (15-20min)**

- Purpose: Practice communication and problem-solving skills.

- Students act out short scenes, focusing on:
 - Eye contact (if comfortable)
 - Listening and waiting their turn
 - Using polite words
- Example scenarios:
 - Meeting a new classmate
 - Asking for help from a teacher
 - Two friends want to play different games, how do they decide?
 - Someone accidentally bumps into you in the hallway
- After each roleplay, discuss what went well and how it could be improved
- **Wrap-Up & Kindness Challenge (5min)**
 - Each student shares one thing they will do this week to be a good friend
 - Record on a chart page titled “Our Kindness Pledge”
- **Tips & Modifications**
 - Offer sentence starts for students who need help beginning conversations
 - Hi, my name is.....
 - Can I play with you?
 - I like your.....
 - Allow roleplay to be done with puppets or props for students uncomfortable performing directly
 - Use a quick thumbs up/sideways/down self-check. “Do you feel more confident talking to people after today?”

Movie Clips for Positive Social Interactions:

Inside Out - I'm Here for You

Joy learns to let Sadness comfort Bing Bong after he loses his wagon. It beautifully shows empathy, listening, and validating feelings.

Luca - Silenzio, Bruno!

Alberto encourages Luca to silence his self-doubt so he can be brave. It's a mix of cheerleading, friendship, and empowerment.

Soft Rain

A depressed man is stuck waiting for a bus when a downpour happens, a kind woman offers him a spot under her umbrella. It shows act of inclusion, compassion, and uplifting connections.

Link →



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



I am



happy

I am



sad

I am



angry

I am



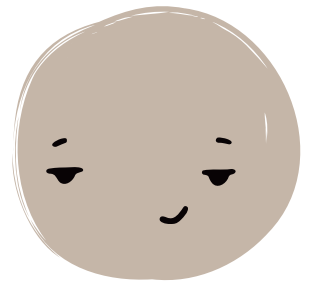
sleepy

I am



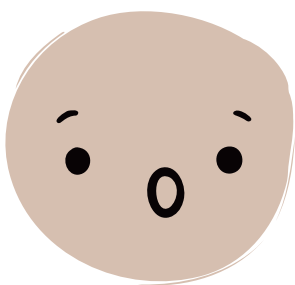
worried

I am



shy

I am



surprised

I am



hurt

I am



loved

“HI, MY NAME IS_____.
WHAT’S YOURS?”

“WHAT’S YOUR
FAVORITE FOOD?”

“WHAT DO YOU LIKE
TO DO FOR FUN”

“DO YOU HAVE ANY
PETS?”

“WHAT’S YOUR
FAVORITE SONG OR
MOVIE?”

“WHAT DO YOU LIKE
TO DO AFTER
SCHOOL”

“WHAT’S YOUR
FAVORITE HOLIDAY?”

“IF YOU COULD GO
ANYWHERE IN THE
WORLD, WHERE
WOULD YOU GO?”

ROLEPLAY SCENARIO CARDS

Meeting a New
Classmate:
How would you
say hello? What
could you ask
them?

Asking a Teacher
For Help:
What words would
you use?

Two Friends Want
to Play Different
Games:
How can you
decide together?

Someone
Accidentally
Bumps You in the
Hallway:
What do you say
or do?



ROLEPLAY SCENARIO CARDS

You Want to Join
a Game at Recess:
How can you ask
politely?

A Friend is Upset:
What could you do
to help them feel
better?

You Disagree with
a Friend:
How can you talk
about it
respectfully?

Someone Gives
You a
Compliment:
How do you
respond?



Session 4 - Independent Living Skills, Part 1: Money Management

Theme: Making smart money choices, using different payment methods, and managing a budget.

Length: 60-75 minutes

Objective:

By the end of this session, students will:

- Identify and use different payment methods (cash, debit/credit, gift cards, digital)
- Make realistic spending choices based on a set budget
- Compare prices to get the best deal
- Understand basic concepts of saving, needs vs wants, and financial safety

Materials Needed:

- Laminated prop debit cards, gift cards, and cash (realistic sizes)
- Price tags for items (real good packaging, school supplies, personal care items, or printed pictures)
- “Store” setup or printed shopping menu with prices
- Needs vs Wants sorting cards
- Chart paper and markers
- Optional calculator
- Scenario cards for roleplaying

Detailed Session Plan

• Warm-Up: Payment Methods & Safety (10min)

- Show examples of cash, debit/credit cards, gift cards, and phone payment apps
- Quick discussion:
 - Which have you used before?
 - What's one good thing about it?
 - What's one thing to be careful about? (pin safety, scam awareness)
- Write class list of Money Safety Rules (e.g., don't share your pin, keep your card in a safe place, check your change.)

• Needs vs Wants Sorting Activity (10min)

- Purpose: Practice spending within a budget and making choices
- Step 1 - Set the budget: each student gets a budget card (e.g., \$20, \$30, and so on)
- Step 2 - Shop: They select items from the store table or printed shopping menu
- Step 3 - Tally: Use calculators to add up costs, adjust choices to stay within budget
- Step 4 - Pay: Use prop payment method: cashier (us) responds realistically
- Twist Options for Critical Thinking:
 - "one item is out of stock" → Choose replacement
 - "the price went up" → adjust purchases
 - "you want to save \$5 for next week" → plan accordingly

- **Price Comparison Challenge (10min)**

- Purpose: Learn to find the best deal
- Show two similar items (e.g., 12 oz vs 16 oz drink, name brand vs store brand)
- Students decide which is the better value and explain why
- Discuss: Do you always pick the cheapest one? Why or why not?

- **Budgeting Basics & Saving Goals (15mins)**

- Hand out Budget Worksheet with:
 - My budget this week: \$____
 - Money for needs: \$____
 - Money for wants: \$____
 - Money saved: \$____
 - Encourage at least 10-20% savings for unexpected costs
 - Share quick tip: “Pay yourself first.” save before spending

- **Wrap-Up & Reflection (5min)**

- Round-robin: One way I can be smart with money this week is.....”
- Encourage students to notice prices and sales when shopping with family
- Tips & Modifications:
 - For students with reading/math difficulties, use pictures, color coded price tags, and calculators
 - For social learning, include roleplaying where students split a bill or cover for a friend

Needs vs Wants

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NEEDS VS WANTS SORTING CARDS



Groceries



School Supplies



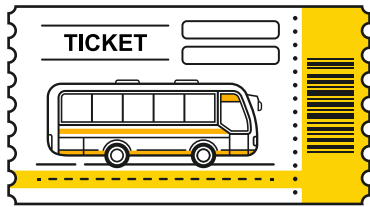
Rent



Medicine



NEEDS VS WANTS SORTING CARDS



Bus Pass



Winter Coat



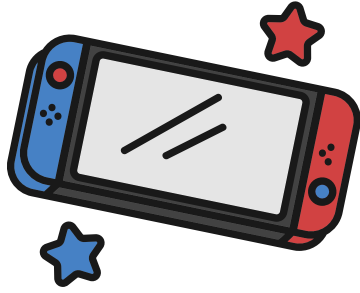
Concert Tickets



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



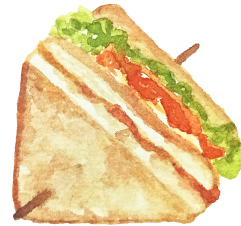
\$1.25

Bottle of Water



\$1.75

Bag of chips



\$3.50

Sandwich



\$0.75

Apple



\$2.50

Loaf of bread



\$3.15

Gallon of Milk



\$5.00

Frozen Pizza



\$4.25

Box of cereal



\$1.50

Toothbrush

STORE ITEM & PRICE LIST



\$2.25

Toothpaste



\$4.75

Shampoo



\$1.00

Bar soap



\$3.50

Deodorant



\$5.25

Loaf of bread



\$0.75

Pen



\$2.25

Notebook



\$3.75

Binder



\$18.00

Backpack

STORE ITEM & PRICE LIST



\$12.50

USB flash drive



\$4.50

Socks (3 pack)



\$9.00

T-Shirt



\$20.00

Hoodie



\$35.00

Winter Coat



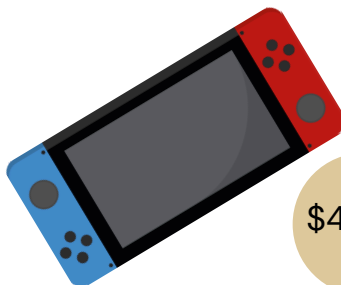
\$40.00

Sneakers



\$12.00

Movie Ticket



\$45.00

Video Game



\$25.00

Headphones

STORE ITEM & PRICE LIST



\$60.00

Concert Ticket



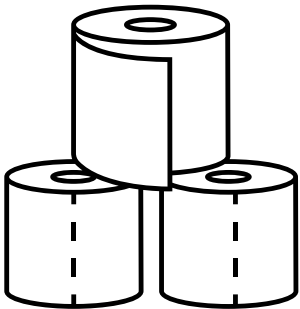
\$5.50

Fancy Coffee



\$8.75

Laundry detergent



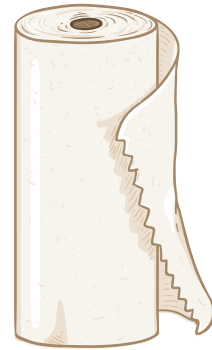
\$3.50

Toilet Paper



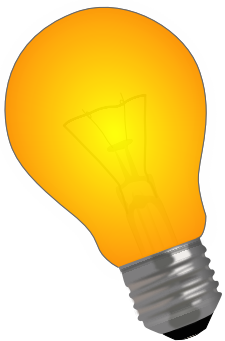
\$2.75

Dish Soap



\$4.25

Paper towels



\$6.50

Light blubs

YOUR BUDGET
TODAY IS \$20

YOUR BUDGET
TODAY IS \$35

YOUR BUDGET
TODAY IS \$40

YOUR BUDGET
TODAY IS \$55

YOUR BUDGET
TODAY IS \$60

YOUR BUDGET
TODAY IS \$75

YOUR BUDGET
TODAY IS \$80

YOUR BUDGET
TODAY IS \$95

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

ONE ITEM YOU
PICKED IS OUT OF
STOCK, CHOOSE
SOMETHING ELSE

YOU WANT TO
SAVE \$5 FOR NEXT
WEEK, ADJUST
YOUR CART

YOUR CARD
DECLINED, PICK
ITEMS YOU CAN
AFFORD WITH
YOUR CASH

A FRIEND FORGOT
THEIR WALLET,
DECIDE IF YOU'LL
HELP

MY BUDGET!

My Budget: \$

Needs: \$

Wants: \$

Saving: \$

Session 5 - Independent Living Skills, Part 2:

Public Transportation

Theme: Navigating local transportation safely and independently.

Length: 60-75 minutes

Objective:

By the end of this session, students will:

- Identify different types of public transportation available locally
- Read and interpret a basic bus or transit schedule
- Plan a trip from one location to another using a route map
- Demonstrate understanding of safety and etiquette while using public transportation

Materials Needed:

- Local bus maps and printed schedules
- Laminated fare charts, and route maps for hands on practice
- “Trip Planning” Worksheet
- Scenario cards for transportation problem-solving
- Chart paper and markers

Detailed Session Plan

- Warm-Up: How Do You Get Around? (5-10min)
 - If you needed to get somewhere and you couldn't drive, how would you get there?

- Brainstorm transportation options: walking, biking, bus, train, rideshare, carpool, paratransit
- List answers on chart
- **Types of Transportation & Cost (10min)**
 - Show examples of local bus passes, fare cards, or apps
 - Discuss how much it cost for:
 - one ride
 - a day pass
 - a monthly pass
 - Explain reduced fares for students, seniors, and people with disabilities
 - If available, pass around real or sample passes so students can see them
- **How to Read a Transit Schedule (15-20min)**
 - Purpose: Build functional reading and time skills
 - Show a simplified bus schedule. Explain:
 - Route number/name
 - Time columns for each stop
 - AM/PM differences
 - Practice finding:
 - What time does the bus leave Main Street?
 - What time will it arrive at Walmart?
 - Modification: Color code routes and highlight stops for students who need extra support
- **Trip Planning Activity (20min)**
 - Purpose: Apply schedule/map reading skills to real-world scenarios
 - Hand out Trip Planning Worksheet

- Give each student a starting point, destination, and a time they need to arrive
- Students use the route map and schedule to plan:
 - Which bus/train to take
 - When to leave home
 - Where to transfer (if needed)
 - Fare needed
- Extension for advanced students: Include walking directions from the stop to the final destination
- **Safety & Etiquette Roleplay (10-15min)**
 - Discuss safety rules:
 - Wait in a safe place away from the curb
 - Have fare ready before boarding
 - Be aware of your belongings
 - Don't distract the driver
 - Roleplay scenarios:
 - Boarding and paying fare
 - Giving up a seat for someone who needs it
 - Asking the driver a question
 - Handling a stranger who is making you uncomfortable
- **Wrap-Up & Reflection (5min)**
 - Quick check in
 - What's one thing you learned today about using public transportation?
 - Would you feel comfortable planning a trip by bus/train now?

Accessing Local Public Transit Info for Session 5

To create a realistic and accurate Session 5 for your students at Washington High School in Wyandotte County, Kansas, here's how you can incorporate up-to-date transit resources:

Official RideKC Resources:

Visit [RideKC.org](https://ridekc.org) for comprehensive trip planning, schedules, and maps. Here's a link to a trip from Washington High to Walmart on Parallel Pkwy: **RideKC**

Wyandotte County Fixed-Route Options

The Unified Government of Wyandotte County-Kansas City, KS, provides fixed-route transportation services within the county. You can likely find specific route details, fare information, and schedules through their official site.

KCATA – Bi-State Transit Authority

The Kansas City Area Transportation Authority (KCATA) manages regional transit that spans both Missouri and Kansas. Visit [KCATA.org](https://kcata.org) or their "Maps & Schedules" page for local transit info.

Fixed-Route Bus Lines – Wyandotte County

Wyandotte County directly operates several key bus routes:

- 102 Central Avenue
- 103 3rd Street / Fairfax
- 113 Leavenworth Road
- 116 West Parallel
- 118 18th Street

KCATA (under the RideKC brand) also provides additional routes in the area:

- 101 State Avenue
- 104 Argentine
- 106 Quindaro
- 107 7th Street
- Kansas City Star

Transit Centers / Connection Hubs

Two major transit hubs in Wyandotte County support easy route transfers:

- 7th Street Transit Center houses connections to routes 101, 102, 103, 104, 106, 107, and to Johnson County's 546 service.
- 47th Street Transit Center connects with routes 101, 102, 106, 107, 113, and 116.



INDEPENDNCE INC.

Trip Planning

**Starting Point &
Destination**

**Determine Departure
Times**

**Calculating Fare or
Cost**

**Choosing the Correct
Route**

**Planning Transfers if
Needed**



WHAT IF SCENARIO CARDS

What if.....the bus
is late.
What do you do?

What if....you
missed your stop.
How do you
correct it?

What if.....you
need to transfer.
Will you use 7th
Street or 47th
Street Transit
Center?

What if.....you
don't have exact
fare.
What's your plan?



Session 6 - Transition/Vocation Skills, Part 1:

Goal Setting, Adaptability, & Problem Solving

Theme: Setting and working toward goals while managing time, adapting to changes, and solving problems

Length: 60-75 minutes

Objective:

By the end of this session, students will:

- Understand what SMART goals is and why it helps
- Break a goal into smaller, manageable steps
- Recognize common obstacles and brainstorm solutions
- Practice adapting when plans change

Materials Needed:

- SMART Goal handout
- Laminated goal scenario cards (including the “Dog Bath” challenge and other fun examples)
- Time management worksheet (visual & text versions)
- Sticky notes and Chart paper
- Optional: Timer or stopwatch for time-related activities

Detailed Session Plan:

- Warm-Up Discussion - What’s a Goal? (5-10min)
 - A goal is something you want to achieve. It could be big, like getting a job, or small, like finishing a project by Friday. Why do you think setting goals is important?

- Write down student answers
- Share personal example of a goal you've set and how you achieved it
- **SMART Goals Mini-Lesson (10-15min)**
 - Explain SMART acronym with examples:
 - Specific - clear and detailed
 - Measurable - you can track progress
 - Achievable - realistic for you right now
 - Relevant - matters to your life
 - Time-Bound - has a deadline
 - Give a non-SMART goal and have students improve it:
 - "I want to get better at cooking" → "I will cook dinner for my family once a week for the next month"
- **The "Dog Bath" Challenge (20-25min)**
 - Purpose: Practice breaking down a goal, anticipating challenges, and adjusting
 - Scenario: "Your goal is to give your dog a bath"
 - In small groups, students answer:
 - What steps will you need to take?
 - What materials do you need?
 - How much time will it take?
 - What could go wrong? (dog runs away, water gets cold, soap runs out)
 - How will you fix it if something goes wrong?
 - Share group plans and highlight creative solutions
 - Variation: Replace "Dog Bath" with other relatable examples (e.g., plan a movie night for friends.)

- **Time Management Practice (10-15min)**

- Purpose: Learn to plan realistic timelines
- Give each student a Time Management Worksheet with a goal
- Students plan the start and end time for each step
- Use a timer for a quick simulation, show how running out of time changes the plan

- **Adaptability Roleplay (10min)**

- Purpose: Build flexibility when things don't go as planned
- Hand out scenario cards:
 - The meeting location changed at the last minute
 - Your ride canceled how will you still get to there?
 - The store is out of the main ingredient you need
- Students roleplay adjusting their plan

- **Wrap Up & Reflection (5min)**

- Quick Round "One way I can use what I learned today to reach my goal is...."
- Optional: Challenge students to set one SMART goal for the week and check in next session
- Tips & Modifications: Use examples tied to students real interests



MY GOAL IS :

SPECIFIC

What do I want to happen?



MESASUREABLE

How will I know when I have achieved my goal?



ATTAINABLE

What do I want to happen?



RELEVANT

Why is my goal important to me?



TIMELY

What is my deadline for this goal?



Dog Bath Challenge

Name :

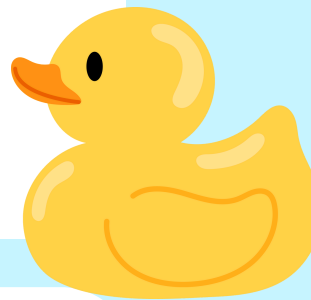


Goal

Today's Challenge : Your dog rolled around in the mud while you were at school. Now he needs a bath. Your goal is to give your dog a bath.

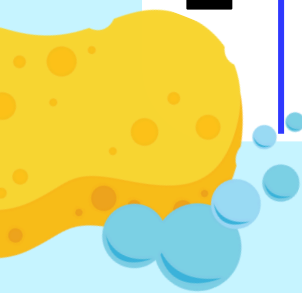
Think About

- What steps will you take?
- What materials will you need?
- How much time will it take?
- What could go wrong?
- How will you fix it?



Record

Write Answers Here:



TIME MANAGEMENT PLANNER

Write your goal. List each step. Estimate how long it will take and the start and end times

o o o o o o o o o o o o o o o o o o

Goal:

Step Number:	Step Description:	How long:	Start Time:	End Time:
--------------	-------------------	-----------	-------------	-----------

1.				
2.				
3.				
4.				

Total Time Needed:

Deadline:

Notes or Challenges:



ADAPTABILITY SCENARIO CARDS

The meeting location changed last minute.

What could you do instead? Who could you ask for help? How would you change your plan?

Your ride canceled.

What could you do instead? Who could you ask for help? How would you change your plan?

The store is out of the main ingredient you need.

What could you do instead? Who could you ask for help? How would you change your plan?

You forgot to bring the homework you need for tutoring.

What could you do instead? Who could you ask for help? How would you change your plan?



It started raining during your outdoor event.

What could you do instead? Who could you ask for help? How would you change your plan?

There's road construction blocking your usual walking route.

What could you do instead? Who could you ask for help? How would you change your plan?

The teacher changed the due date and now you have less time to finish.

What could you do instead? Who could you ask for help? How would you change your plan?

The movie you wanted to see is sold out.

What could you do instead? Who could you ask for help? How would you change your plan?



The WiFi stopped working while you were doing homework.

What could you do instead? Who could you ask for help? How would you change your plan?

Your laundry isn't dry when you need your clothes.

What could you do instead? Who could you ask for help? How would you change your plan?

Your

What could you do instead? Who could you ask for help? How would you change your plan?

The movie you wanted to see is sold out.

What could you do instead? Who could you ask for help? How would you change your plan?



Session 7 - Vocation Skills, Part 2: Job Readiness & Resume Building

Theme: Preparing for employment by understanding job skills, creating a resume, and learning about references

Length: 60-75 minutes

Objective:

By the end of this session, students will:

- Identify key qualities employers look for in employees
- Understand the basic parts of a resume and create a personal version
- Recognize the role of references and choose appropriate ones
- Demonstrate workplace readiness behaviors through a quick scenario quiz

Materials Needed:

- Job skills picture cards (soft skills & hard skills)
- Resume templates
- “Who Makes a Good Reference?” sorting cards
- Workplace scenario quiz
- Laminated example resumes (good vs bad)
- Chart paper and markers

Detailed Session Plan:

- Warm-Up: What Do Employers Want (10min)
 - Show job skills picture cards (examples: teamwork, punctuality, problem-solving, customer service, organization)

- Students sort into “Very Important” and “Nice to Have”
- Discuss why certain skills matter in almost every job

- **Resume Basics Mini-Lesson (10-15min)**

- Show two example resumes: one well-organized, one with mistakes
- Highlight the main sections:
 - Contact information
 - Education
 - Work or volunteer experience
 - Skills
 - References (optional to list on the resume, but know who they are)
- Discuss “What if you’ve never had a job?” → Use volunteer work, school clubs, babysitting, yard work, projects, etc.

- **Resume Workshop (20-25min)**

- Students choose simplified or standard template based on comfort level
- Fill in personal information, education, and any experiences they’ve had
- For students with little experience, brainstorm together skills they can highlight
- Teacher & paras circulate to help fill in details
- Modification: For non-writers, use an interview-style approach, they answer questions aloud and staff writes it on their template

- **References Sorting Activity (10min)**

- Use “Who Makes a Good Reference?” Cards (examples: former teachers, family friends, neighbors you helped, your best friend, a coach)
- Students sort into “Good Reference” and “Not the Best Choice”
- Discuss why family members aren’t usually used, and why people who know your work habits are best

- **Workplace Scenario Quiz (10min)**

- Purpose: Reinforce soft skills for the workplace
- Present short scenarios with multiple-choice answers
- Review answers and discuss why each is right or wrong

- **Wrap-Up & Reflection 95min)**

- Quick Share: One skill I can bring to a job is....
- Encourage students to keep their resume and add to it over time.
- Tips & Modifications: Bring in real-world examples of entry-level job postings to connect skills to actual roles
- For students anxious about jobs, start with low-pressure experiences like volunteering or school-based work
- Allow students to keep a resume folder that they update in future classes

TEAMWORK

Working well with others to get a job done.



Example: Helping your co-worker stock shelves faster by working together.

PUNCTUALITY

Being on time for work and meetings



Example: Arriving 10 minutes early for your shift.

POSITIVE ATTITUDE

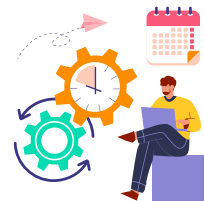
Showing kindness, patience, and willingness to help



Example: Smiling and greeting customers politely.

ADAPTABILITY

Adjusting when plans or situations change



Example: Taking on a different task when your manager asks.

COMMUNICATION

Sharing ideas and listening to others clearly



Example: Asking a question when you don't understand an instruction.

PROBLEM SOLVING

Finding ways to fix problems or challenges



Example: Figuring out a new way to display products when the shelf is full.

ORGANIZATION

Keeping your work area clean and using your time wisely



Example: Labeling supplies so you can find them quickly

CUSTOMER SERVICE

Helping customers in a friendly and helpful way



Example: Showing a shopper where to find an item in the store.

BASIC COMPUTER SKILLS

Using computers for work tasks



Example: Typing an email to your supervisor

CASH HANDLING

Counting money giving change, and using a register



Example: Accepting payment for a customer's purchase

COOKING & FOOD PREP

Making food safely and following recipes



Example: Preparing sandwiches for customers

CLEANING SKILLS

Keeping the workplace tidy and sanitary



Example: Sweeping the floor before closing the store.

STOCKING SHELVES

Putting items in the right place
in a store or warehouse



Example: Organizing cans by
expiration date.

LAWN CARE

Maintaining outdoor spaces



Example: Mowing grass or
raking leaves at a park.

Name:

MOBILE:

EMAIL:

EDUCATION

VOLUNTEER WORK/ HOBBIES/
ACTIVITIES

SKILLS

Name:

Summary Statement:

MOBILE:

EMAIL:

EDUCATION

EXPERIENCE

SKILLS

VOLUNTEER EXPEREINCES

TEACHER



Knows about your attendance, effort, and skill

SCHOOL COUNSELOR



Can speak about your character, goals, and behavior

VOLUNTEER SUPERVISOR



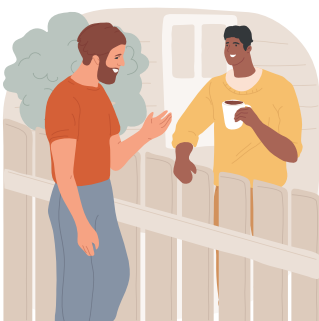
Has seen you work and help others

COAH



Can talk about teamwork, commitment, and following directions

NEIGHBOR



Can share that you are responsible and do quality work

CLUB ADVISOR



Knows your problem solving and leadership skills

FORMER EMPLOYER



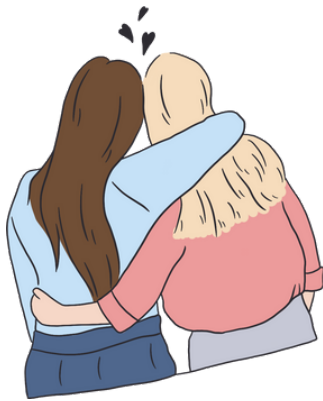
Can describe your job performance and reliability

MOM/DAD



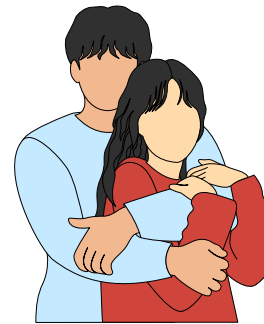
Employers expect outside opinions, not family members

BEST FRIEND



Might not be able to talk about your work skills

BOYFRIEND/GIRL FRIEND



Too personal, not professional

LITTLE BRO OR SIS



Not appropriate, they can't speak about your work habits

CELEBRITY, YOU FOLLOW ONLINE



They don't know you personally

WORKPLACE SCENARIO QUIZ

Name: _____

Date: _____

1) Your shift starts at 8:00 a.m. What's the best thing to do?

- A) Arrive at 8:05
- B) Arrive at 7:55
- C) Text your boss at 8:00 saying you're on your way

2) A customer asks you a question you don't know the answer to. What should you do?

- A) Make something up so they don't get upset
- B) Politely say you're not sure and find someone who knows
- C) Ignore the customer and keep working

3) You are scheduled to work until 5:00 p.m. What should you do if your tasks are done early?

- A) Sit and wait until it's time to go home
- B) Leave early since your work is finished
- C) Ask your supervisor if there's anything else you can do

4) If you need to call in sick, when should you tell your boss?

- A) Right before your shift starts
- B) As soon as possible before your shift
- C) The next day after your shift is over

5) You accidentally spill a drink on the floor while working. What's the best thing to do?

- A) Clean it up right away and let someone know if you need help
- B) Wait for someone else to notice
- C) Leave it since it will dry eventually

6) You're having a disagreement with a co-worker. What should you do?

- A) Yell at them to prove you're right
- B) Complain to other co-workers
- C) Calmly talk to them or get a supervisor to help

7) You notice a safety hazard at work (like a wet floor with no sign. What's the best action?

- A) Ignore it, it's not your problem
- B) Warn your friends but keep working
- C) Let your supervisor know and fix it if you can

8) Your boss gives you a new task you've never done before. What should you do?

- A) Guess how to do it and hope for the best
- B) Ask for clear instructions before starting
- C) Refuse to do it because it's new

9) You're late because the bus was delayed. What's the best thing to do?

- A) Just walk in without saying anything
- B) Blame the bus driver when you arrive
- C) Call your supervisor as soon as you know you'll be late

10) You're on break and see a co-worker struggling with a task. What should you do?

- A) Keep relaxing, it's your break
- B) Offer to help if you can and it's okay with your supervisor
- C) Tell them you're too busy even though you're not

• Personal Info

- 516-849-0716
- martinqstrauss@gmail.com
- linkedin.com/in/martinqstrauss

• Soft Skills

Strong Work Ethic



Teamwork



Communication



Organized



Adaptable



• Hard Skills

Waiting Tables



Bussing Tables



Restocking



MS Office



• Languages

Spanish



Martin Strauss

Waiter

Hard-working waiter, seeking to use proven customer service skills to foster dining excellence at Last Unicorn Restaurant. Commended 5x by management at Devin Shiro's Country Club and St. Ann's Soup Kitchen. Eagle Scout. Received Beacon of Hope Award.

• Experience

2017 -
2018

Food Server

Devin Shiro's Country Club

- Served food to diners at busy banquets approximately once a month.
- Bussed tables.
- Served drinks.
- Commended 4x by management for friendliness.

2016 -
2018

Volunteer Food Server

St. Ann's Soup Kitchen

- Served diners in a high-volume soup kitchen.
- Commended by management for taking on thankless duties.
- Pitched in with food prep when needed.
- Provided first-response medical care to a diner who had passed out.

• Education

2014 -
2018

Central Islip High School, NY

- Excel on Debate Team.
- President of Yearbook Board.
- Varsity Track Team member.
- Fundraising Officer, Student Council.
- Studied abroad in Spain, Spring Semester 2017.

• Additional Activities

- Volunteer monthly to walk dogs at Islip Animal Shelter
- Volunteer as youth mentor at Islip Boys Club
- Avid kayaker, pay for and maintain my own gear
- Help parents with yard work approximately 150 hrs/yr

• Award

2017

Received Beacon of Hope Award for exemplary community service

• Certification

First Aid and CPR - American Red Cross

• Publications

Article on Customer Service published in Charlie's Honda Blog

• Eagle Scout - Boy Scouts of America

Achieved Eagle Rank in October of 2017

Eagle Scout Project: "Food for the Homeless" event fed 40 people

Earned Salesmanship merit badge 2016



VERONICA PELL

GRAPHIC DESIGNER

Seasoned graphic designer with 15 years of experience in creating captivating visual content. Recognized for leading a team that won the "Best Design Campaign" award at the 2022 Graphic Designers Expo. Proficient in Adobe Creative Suite.



917-927-5757



veronicapell@pellysitey.com

EDUCATION

Master of Arts 2016
UNIVERSITY OF FARADAY 2018

Bachelor of Fine Arts 2014
UNIVERSITY OF FARADAY 2016

SKILLS

- Graphic Design 93%
- Illustration 88%
- Photography 95%
- Adobe Creative Suite 83%
- Motion Graphic 90%

AWARD

- Top 3 Graphic Design Expo Competition 2019
- Best Designer Awards 2020
- Top 3 Motion Graphic Competition 2021

LANGUAGE

- English • Spanish
- Italian French

PROFESSIONAL EXPERIENCE

Locus & Partners (2019-2022) Graphic Designer

- Spearheaded the design and implementation of a new brand identity for a major client, resulting in a 20% increase in brand recognition and customer engagement.

Timberlake Consulting (2018-2019) Junior Graphic Designer

- Assisted in the redesign of the company website, improving user experience and leading to a 25% increase in website traffic within six months.

Session 8 - Wrap-Up & Integration

Theme: Brining it all together, reviewing skills, reflecting on growth, and planning next steps

Length: 60-75 minutes

Objective:

By the end of this session, students will:

- Review and reinforce key skills learned in Sessions 1-7
- Celebrate their personal strengths and progress
- Identify real-world ways to apply the skills they've practiced
- Create personal goals for continuing success after the program

Materials Needed:

- Kahoot game incorporating content from sessions 1-7
- Reflection & goal-setting worksheets
- Certificates of completion or recognition
- Char paper and markers
- Optional: Small prize or fidgets

Detailed Session Plan:

- Welcome & Purpose
 - Today is about celebrating what you've learned, showing off your skills, and making a plan for the future. We'll play a review game, reflect on your growth, and wrap up our time together.

- **Review Game - Setting Myself Up for Success (25-30 min)**

- Divide the class into teams
- Include 4-6 questions from each previous session
- Award small prizes, stickers, or applause for correct answers

- **Reflection & Goal Setting (20-25min)**

- Purpose: Help students think about their personal growth and future steps
- Hand out Reflection Worksheet with prompts
 - Three skills I improved on.....
 - One skill I will want to work on is.....
 - Two things I can do in the next month to keep improving are.....
- Allow 10-15 minutes for writing or drawing responses

- **Group Discussion - Applying Skills (10min)**

- Discussion questions:
 - Which skill will help you most in school, work, or life?
 - How can you use what you learned in a real-life situation?
- Write answers on chart paper as a visual reminder

- **Celebration & Closing (5-10min)**

- Present certificates to each student
- Offer positive feedback to the group
- “You’ve set yourself up for success. Now go out and use your skills to reach your goals.”

Made a Kahoot - ultimate review game (will have to pay for subscription if we want to use it, can find another program I might be able to use if we want)

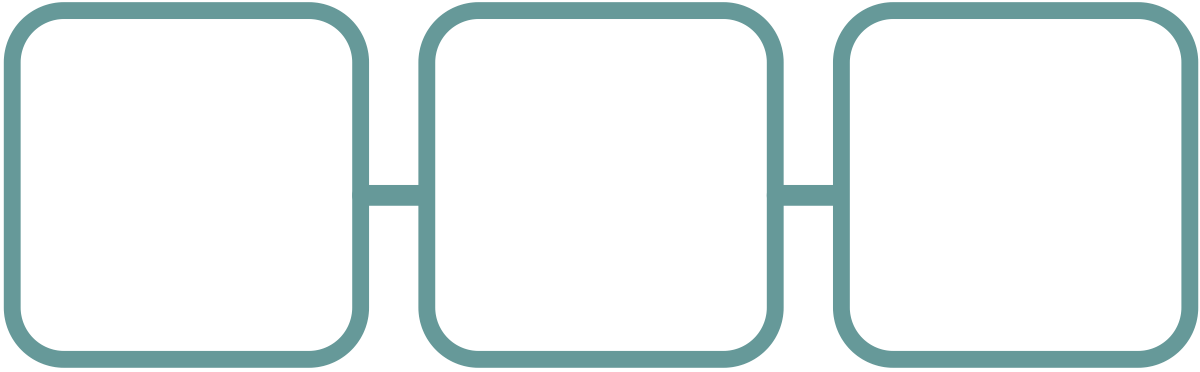
Link →










My Success Plan - Reflection & Goal Setting

Section 1 - My Wins

What are three things I learned about myself during this program?



Section 2 - My Favorite Lesson

-  Session 1 - Strengths & Needs
-  Session 2 - Routines
-  Session 3 - Relationships
-  Session 4 - Money Management
-  Session 5 - Transportation
-  Session 6 - Goal Setting
-  Session 7 - Job Readiness

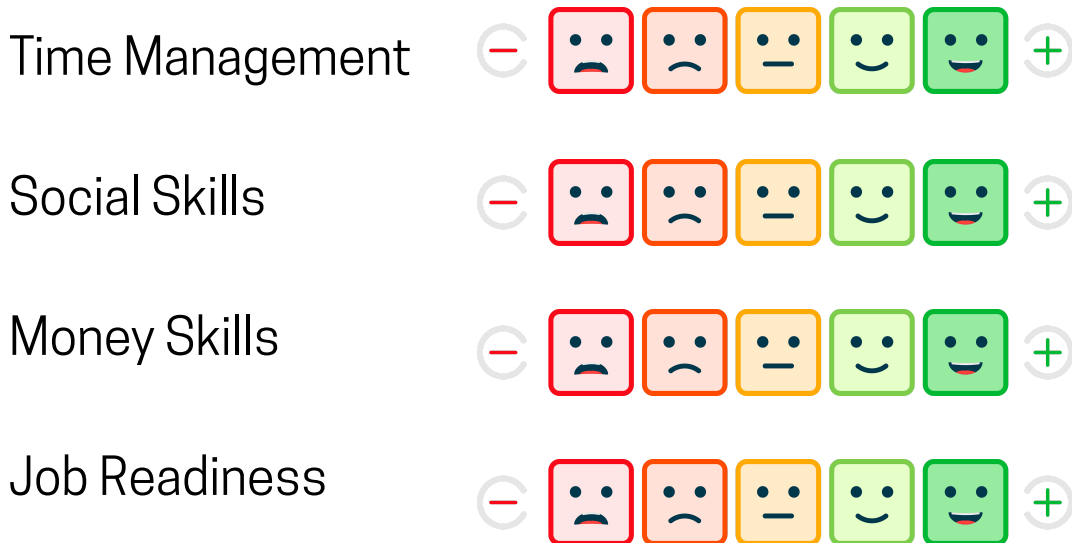


Why I liked it:



My Success Plan - Reflection & Goal Setting

Section 3 - My Skills Meter



Section 4 - My Next Goal

My big goal is: _____

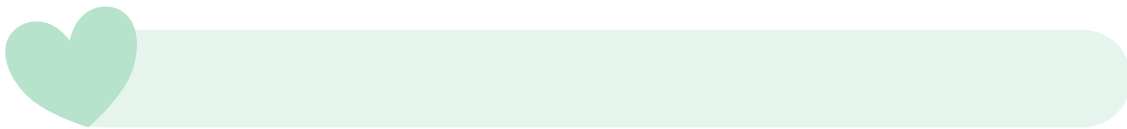
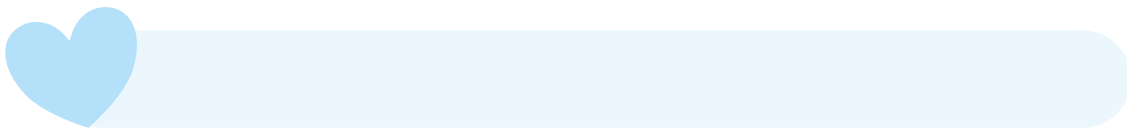
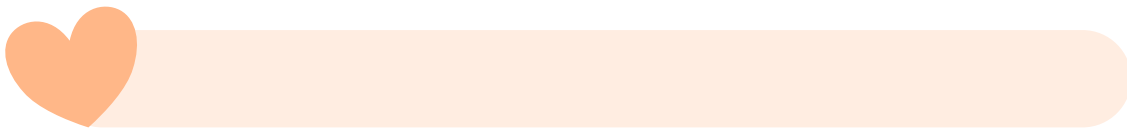
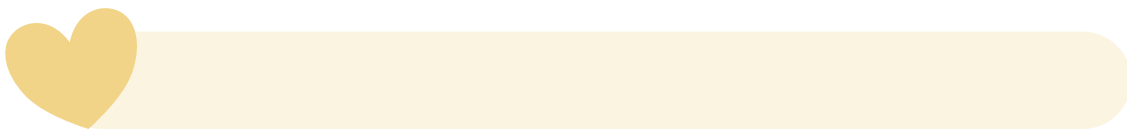
Section 5 - My First Step

One thing I can do this week to start my goal is:

My Success Plan - Reflection & Goal Setting

Section 6 - My Support Team

These people can help me reach my goal:



GROUP DISCUSSION CARDS (LIFE SKILLS)

What's one thing
you do in the
morning that
makes the rest of
your day easier?

I attract positivity
and abundance
into my life.

I am confident
in my abilities.

I embrace change
as an opportunity
for growth.



GROUP DISCUSSION CARDS (SOCIAL/RELATIONSHIP)

What's a polite way to tell someone you're busy and can't talk right now?

You notice someone sitting alone at lunch. What could you say to start a conversation?

Your friend cancels plans, last minute. How do you respond?

Why is tone important when advocacy for yourself?



GROUP DISCUSSION CARDS (MONEY/TRANSPORTATION)

You have \$20 for lunch this week. How do you make it last?

The bus you take every day is late, how do you handle it?

You want to buy a video game, but you're saving for a bigger purchase. What's your choice?

How do you resist impulse spending?



GROUP DISCUSSION CARDS (TRANSITION SKILLS)

You applied for a job but haven't heard back in two weeks. What's your next step?

Your boss asks you to do a task you've never done. How do you respond?

You're late to work because of bad weather. What do you do?

How does giving a heads up help your professional reputation?





CERTIFICATE

OF COMPLETION

PRESENTED TO:

Over the course of 8 weeks, this student actively participated in lessons and activities designed to build essential life skills, independent living skills, social skills, vocational readiness.

By completing this program, the student has demonstrated commitment to personal growth, independence, and preparation or a successful future.

Independence Inc.