



BRIGANCE®

Transition Skills Activities

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OVERVIEW

INTRODUCTION

The *BRIGANCE® Transition Skills Activities* is a comprehensive collection of age-appropriate lesson plans and activities that support classroom instruction and transition planning for students preparing for life after secondary school. The *Transition Skills Activities* is designed to align directly to the assessments found in the *BRIGANCE® Transition Skills Inventory (TSI)*.

The *Transition Skills Activities* consists of lesson plans, with each incorporating activities that are designed to help special educators and transition specialists support their students in building important post-secondary skills. Many activities are complemented by the *Transition Skills Activities – Student Book*, which offers a range of exercises intended to reinforce and build on the classroom work. The *Student Book* is most appropriate for students with more developed reading and writing abilities.

Lesson plans in the *Transition Skills Activities* cover a broad range of knowledge and skills important for a successful transition to adult life. These lessons assist with transition planning and align with key skill areas assessed in the *TSI*, including Post-Secondary Opportunities (both education/training and employment), Independent Living and Community Participation.

Specifically, the lesson plans in the *Transition Skills Activities* are divided into the following areas:

Post-Secondary Opportunities

- Education and Career Interests & Choices
- Job-Related Knowledge & Skills
- Communication & Technology Skills

Independent Living

- Food
- Clothing
- Housing
- Money & Finance
- Health
- Travel & Transportation

Community Participation

- Community Resources
- Community Signs
- Citizenship & Voting

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FEATURES OF THE *BRIGANCE*® *TRANSITION SKILLS ACTIVITIES*

Each lesson plan corresponds with or expands upon one or more assessment(s) found in the *BRIGANCE*® *Transition Skills Inventory (TSI)*.

The alignment to the *TSI* is explicitly pointed out on the first page of each lesson plan. In addition, the “Linking the *Transition Skills Inventory* to the *Transition Skills Activities*” chart (page 333) can be used to link every lesson plan with its aligned assessments in the *TSI*. In some cases, one lesson will tie to a single *TSI* assessment; in other cases, a lesson may tie to multiple, related assessments.

Each lesson is designed so that the activities can occur in large or small group formats. Though all activities have been written to address a group of students, they can easily be modified to work in multiple environments such as small group learning or one-on-one with an individual student.

The activities within each lesson plan increase in difficulty, including more complex skills as the lesson progresses. The first activity in a lesson plan is intended to support students with limited knowledge of the basic concepts addressed by the lesson. Activities later in the lesson plan are intended to support students who are more proficient, helping them to gain new skills and reinforce skills they have already acquired.

The activities are easily adapted to provide instruction for students with varied abilities. Select activities in each lesson include modifications to ensure teachers can support a wide range of student functional levels.

Each activity is designed to stand alone. Not all activities within a lesson plan will be necessary for every student. If there are specific skills the teacher wishes to reinforce, the lesson plans are designed so that the teacher can deliver just those relevant activities, without having to administer an entire lesson plan. If the teacher wishes to use an activity toward the end of the lesson plan for higher-functioning students, there is no need to go through all of the preceding activities.

The *Transition Skills Activities* includes instructional guidance to support teachers of all levels. In addition to a broad range of interactive activities, each lesson plan includes:

- Learning objectives
- A skill sequence
- Alignment to the assessments in the *Transition Skills Inventory*
- Connections to other lessons in the *Transition Skills Activities*
- A vocabulary list
- Class discussion questions

USING THE BRIGANCE® TRANSITION SKILLS ACTIVITIES

IDENTIFYING THE COMPONENTS

The *BRIGANCE® Transition Skills Activities* program consists of two components:

1. **The *Transition Skills Activities*** is a full-colour resource with lesson plans designed to help teachers build the transition-related skills of their middle- and secondary-school students. The *Transition Skills Activities* contains lesson plans all tied to key skills assessed within the *Transition Skills Inventory (TSI)*.

Also included in the *Transition Skills Activities*:

- **Form pages:** Included with certain lesson plans, these materials can easily be used to better facilitate certain activities.
 - **Linking the *Transition Skills Inventory* to the *Transition Skills Activities*:** (page 333) Use this chart to easily identify lesson plans that correlate with specific assessments in the *Transition Skills Inventory*.
 - **Student Book Resources:** (page 343) These resources include reproductions of activities in the *Student Book*. Acceptable answers to these *Student Book* activities are also included.
 - **References:** (page 365) This section demonstrates the research base for the *BRIGANCE Transition Skills Activities*, providing a list of the many resources that were used to develop this comprehensive program.
2. **The *Student Book*** is designed for higher-functioning students with basic reading and writing abilities. Certain activities within the *Transition Skills Activities* may be enhanced through independent student work; in these cases, an accompanying *Student Book* activity is offered. *Student Book* work may be completed in class or at home, providing an opportunity for the extension of learning outside the classroom.



The *Transition Skills Activities* clearly highlights which activities have accompaniments in the *Student Book* with an icon in the “Materials” section of each activity.

Educational and Career Interests

Overview

Students need guidance in developing educational and career awareness and self-understanding about their post-secondary choices. This lesson is designed as a series of class discussions to help students think about their future.

LESSON OBJECTIVE

In this lesson, students will discuss the range of options and decisions that come with entering the post-secondary world.

CONCEPTS

- Recognising the importance of post-secondary goals
- Understanding the importance of graduating from secondary school
- Knowing what educational options are available after secondary school
- Recognising the requirements of various post-secondary options
- Identifying career options available after secondary school
- Understanding the nature of a job
- Matching interests and abilities with career choices
- Understanding work ethics

ALIGNMENT WITH TRANSITION SKILLS INVENTORY

- **Primary:** E-1, pages 126–129; E-2, page 131; E-3, page 132; and E-4, pages 133–134 in the *Transition Skills Inventory*.
- **Secondary:** H-4, pages 229–230; R-3, page 477; and R-4, page 478 in the *Transition Skills Inventory*.

CONNECTIONS TO OTHER LESSONS

- “What Kinds of Jobs Interest You?” see *Using a Community Agency*.

Vocabulary

- Associate degree
- Bachelor's degree
- Career
- Diploma
- Distance learning
- Employment
- Expenses
- Income
- Job requirements
- Occupation
- TAFE
- Tuition
- University
- VET
- Vocational

Discussion Questions

These questions are meant to introduce, at a high level, topics that will then be discussed further using the discussion sessions that follow. These high-level questions will help your students start thinking about what they see as their post-secondary options. Emphasise that there are no right or wrong answers and that this is a time to think about what they want for the future.

- Why do you think it is important to complete secondary school?
- What would you like to do after you graduate from secondary school?
- Would you like to continue school, get a job or do both?
- What occupation(s) interest(s) you?



- The year level in school that you've completed, for example. (Education)
- The company where you are applying. (Employer)



Check for Understanding

- Does the student understand employment application vocabulary?

Activity 4: Following Directions on a Form

Objectives

- Follow written directions on a form
- Write correctly and neatly



Materials

- Student Book, page 14, and a pencil

1. If you are using the Student Book, go to page 14. Alternatively, provide part of an actual employment application, printed from an online source. If using this alternative, have the students (a) read each direction with you, (b) tell what should be written and (c) fill in the field.
2. Have the class read together the different information on the Student Book page. Have the class fill in the information as required. Alternatively, use an actual application and identify the different sections that need to be filled out.
3. Have the students fill out the page correctly. Ask the students to evaluate each other's neatness and accuracy.

If the student has limited reading skills: Read the application aloud and have the student verbally identify the information needed for each section.



Check for Understanding

- Can the student find and understand directions on a form?
- Can the student fill out the fields in a form accurately and neatly?

Activity 5: Identifying References

Objectives

- Identify people who can serve as references
- Get permission and contact information from references

Materials

- Paper and pencils

1. Discuss the reasons an employer may want a reference from someone applying for a job. Point out that a good reference for a job applicant will:
 - Know the applicant's skills and character
 - Be willing and able to say favourable things about the applicant
2. Use the following questions to help the students think of people who might be used as references:
 - Where have you worked and what did you do?
 - Who knew what work you did and how well you did it?
 - Is there someone at school who knows your strengths and your personality?
 - Do you belong to a group or a club? Is there someone in that group who knows you well?

Have the students list several people who may be good references. Direct the students to choose two names.
3. Explain that before listing someone as a reference, a job applicant must get that person's permission. Model requesting permission on the phone or in an email for the students. Then have the students role-play a phone conversation with one of their target references, or type an email request.

Maintaining Housing

Overview

Students need to understand what is involved in moving to their first home and the household upkeep required. In these activities, students will learn how to prepare for a move and establish housekeeping routines once they are living in their home.

LESSON OBJECTIVE

In this lesson, students will learn the basic skills needed to maintain and care for a home.

SKILLS

- Identifying and using tools and cleaning products
- Preparing for and scheduling housekeeping tasks
- Using a checklist to plan a move
- Understanding steps and costs in moving to an apartment and furnishing it
- Identifying security measures and safe behaviours in a home
- Reading a utility bill
- Planning a household budget

ALIGNMENT WITH TRANSITION SKILLS INVENTORY

- **Primary:** K-2Ra, K-2Rb and K-2Sb, page 289; and K-2Rc and K-2Rd, page 290 in the *Transition Skills Inventory*.
- **Secondary:** D-12, pages 99–102; D-14S & D14R, page 121; D-18, pages 116–117; and K-2, pages 286–287 in the *Transition Skills Inventory*.

CONNECTIONS TO OTHER LESSONS

- “Preparing for a Move” see *Using a Post Office*.
- “Planning for Moving Costs” and “Creating a Household Budget” see *Managing a Budget*.

Vocabulary

- Apartment
- Budget
- Carbon monoxide detector
- Cleaning supplies
- Expenses
- Fire extinguisher
- Flat
- Furnished
- Furniture
- Housekeeping
- Repairs
- Security
- Smoke detector
- Tenant
- Utilities

Class Discussion Questions

- What experiences have you had in moving to a new home?
- What are some things to do to get ready to move?
- What does it mean “to take care of a home”?
- What are some problems to solve when living in a home?



Understanding Citizenship

Overview

Students need to understand their rights and responsibilities in a democratic society. This lesson is designed as a series of class discussions to help students think about citizenship and an individual's role in a democracy.

LESSON OBJECTIVE

In this lesson, teachers will be able to choose among several structured class discussions to help students think about the nature of government and the responsibilities of a citizen.

CONCEPTS

- Understanding what it means to be an Australian citizen
- Recognising the responsibilities of citizenship
- Understanding what a democracy is
- Recognising the structure of the Australian government
- Understanding how the Australian government works
- Assessing the impact and influence of government
- Understanding what it means to be an active citizen

ALIGNMENT WITH TRANSITION SKILLS INVENTORY

- **Primary:** Q-1, pages 466–467; and Q-2, pages 468–470 in the *Transition Skills Inventory*.
- **Secondary:** B-2, pages 44–48; and R-1, page 475 in the *Transition Skills Inventory*.

CONNECTIONS TO OTHER LESSONS

- “What Is Citizenship?” see *Government Employment Forms*.
- “How Do You Become an Active Citizen?” see *Voting*.

Vocabulary

- Federal government
- Government
- Citizen/Citizenship
- House of Representatives
- Judicial
- Constitution
- State/Territory
- Laws
- Democracy
- Legislature
- Executive
- Senate
- Parliament
- Referendum

Discussion Questions

These questions are meant to introduce, at a high level, topics that will then be discussed further using the discussion sessions that follow. These high-level questions will get your students thinking about what it means to live in a democracy.

- What does our government do?
- What does the word “citizen” mean to you? What does it mean to be a good citizen?
- What does it mean to be a responsible citizen?
- How does an Australian citizen participate in government?

