PATHSS:
PROJECT ACHIEVE FOR TRANSITIONING HIGH SCHOOL STUDENTS

Curriculum Guide

JULY 2016

Project Achieve for Transitioning High School Students is a pilot comprehensive transition program located on the campus of UNC-Chapel Hill for Chapel Hill-Carrboro City School students with intellectual and developmental disabilities (I/DD) in their final two years of high school.

PATHSS's Mission: To promote an enhanced quality of life and positive adult life outcomes for students with significant disabilities by developing the skills and mindset necessary to fully experience meaningful integrated employment, community access, and self-determined life management within an inclusive educational community.

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Domain 1: Employment

Competency 1.1: Career exploration and pathways

Enduring Understandings: (1) Employment is an expectation of adulthood. (2) Employment is an essential means toward an enhanced quality of life, influencing all life domains. (3) The pathway to successful employment is strengthened by self-awareness, informed choices, purposeful planning, “good worker” mindset, and vocational training opportunities in real work environments. (4) Personal skill development increases employability.

Essential Questions:
- Why is employment important?
- Who am I? What are my work-related strengths, challenges, interests, preferences, and needs?
- What types of careers align with my strengths, preferences, and interests?
- How do I make meaningful and realistic career decisions?
- What will I need to know, learn, and do to move toward my career goal?
- What resources and services can help me move toward my career goal?

Performance Tasks:
The learner will be able to:
- develop an understanding of the individual and societal advantages and needs met through work
- complete a self-evaluation to identify vocational strengths, interests, preferences, challenges, and support needs
- increase awareness of vocational possibilities and prerequisites
- explore a variety of work environments and conditions
- gain practical work experience through campus externships
- learn of services, resources, supports, and activities that can improve employability and increase access to employment opportunities
- develop an understanding of his/her rights as both an individual with a disability seeking employment and an employee with a disability
- develop an understanding of standard workplace practices and policies

Competency 1.2: Job-seeking

Enduring Understandings: Several factors influence the successful job search, including: initiative, persistence, preparation, positivity, and positive self-presentation.

Essential Questions:
- How do I find about job openings in my area of career interest?
• What is the process for applying for a job?
• What skills and behaviors do I need to develop to make me a viable applicant for employment?
• What resources are available to help me with the job search process?

Performance Tasks:
The learner will be able to:

✓ demonstrate an understanding of the job search process, sources of information about available jobs (including using resources through Vocational Rehabilitation, teachers, counselors, and friend / family networks), and effective strategies for job searches

✓ develop a personal resume and job portfolio including: biographical information, education, work-based learning activities, extra-curricular activities, and references.

✓ understand the process for obtaining and completing job applications (parts of an application, required information, timelines, neatness and accuracy, submission process - written/electronic)

✓ demonstrate an understanding of the purpose and process of job interviews

✓ demonstrate successful interviewing strategies (preparation, proper attire, behaviors - eye contact, posture, handshake, appropriate response to interview questions and appropriate questions to ask, follow-up thank you letters and inquiries post-interview)

✓ identify personal transportation needs and available options required for a job interview and employment

✓ demonstrate understanding of the demands of the job and the ability to safely meet these demands (i.e. work stamina, work pace, strength, fine and gross motor skills, alertness, focus, sensory distractions including noise, lighting, surrounding activity, temperature)

✓ demonstrate appropriate responses to job rejections

Competency 1.3: Work adjustment

Enduring Understandings: (1) All employees have rights and protections. Understanding my rights and protections as an employee is critical to job satisfaction, fair treatment, and safety. (2) All employers have rules and expectations. Understanding and following the employer’s rules and expectations keeps employees safe, contributes to job security and stable work environment. (3) Work can sometimes be stressful and boring. Work can also be fun and rewarding. (4) Developing healthy ways to manage stress and learning to self-advocacy are critical for job satisfaction.

Essential Questions:

• What information do I need to know when starting a new job?
• What are my rights and protections in the as an employee and as an employee with a disability?
• What are my employer’s rules and expectations? What are the consequences for not following the rules?
• What do I need to know and do to maintain or advance in my job?
• How do I communicate my needs on the job?
• What are some healthy techniques I can use to manage or cope with stress?
• What is self-advocacy and what skills and information and skills do I need to effectively self-advocate?

Performance Tasks:
The learner will be able to:

✓ understand factors that contribute to successful employment adjustment including orientation, training, organizational structure and chain of command, rules and expectations, how to access help, and positive coworker relationships.
✓ identify acceptable and unacceptable reasons for tardiness and absenteeism and appropriate steps to take if late or anticipate upcoming absence from work
✓ demonstrate procedures for reporting to and leaving from work
✓ learn to physically navigate employment sites (entrance, exit stairs, elevator, hallways, escalators)
✓ demonstrate skills of managing break time responsibly
✓ demonstrate appropriate work attire, grooming, and hygiene (work wardrobe including seasonal wear, grooming and hygiene products, hair care, dental care, body and skin care)

Competency 1.4: Good work habits

Enduring Understandings: Consistent “good worker” behaviors can increase job security and prompt opportunities for career development, advancement, and/or higher pay.

Essential Questions:
• What are the advantages of being a “good worker”?
• What types of behaviors contribute to job security, advancement, and increased pay?
• What types of behaviors lead to employment termination?
• What can I do to improve my work performance?
• What types of supports can help me to be more independent in my work?

Performance Tasks:
The learner will be able to:

✓ identify and demonstrate “good worker” behaviors (i.e. good attendance, punctuality, initiative, attention to detail, efficiency, timeliness, flexibility, organization, friendliness, helpfulness, cooperation)
✓ identify and avoid maladaptive behaviors that can lead to employment termination (physical and verbal aggression, teasing, harassment, non-compliance, inappropriate verbalizations, inappropriate displays of affection, stealing sexual misconduct)
✓ demonstrate good listening skills and mirroring techniques to confirm understanding of assigned tasks
✓ demonstrate appropriate responses to work assignments and feedback (acceptance, asking for clarification, expressing concerns or need for assistance, etc.)
✓ demonstrate problem solving strategies
✓ identify sources of assistance and demonstrate appropriate ways to ask for help
✓ demonstrate an understanding of the chain of command on the job site
✓ maintain an organized workspace

Competency 1.5: Technical skills and safety

Enduring Understandings: Preparations for the world of work require the development of fine motor skills, coordination, competency using standard office tools and equipment, awareness of safety precautions and appropriate emergency response.

Essential Questions:

- What skills do I need to perform the job?
- What tools and equipment are needed for the job?
- What safety requirements do I need to be aware of?

Performance Tasks:

The learner will be able to:

✓ demonstrate the ability to follow a schedule, routine, and simple instructions with minimal assistance
✓ access and use personal supports when needed with minimal assistance (visual systems, structures)
✓ demonstrate appropriate and safe use of work tools and equipment
✓ perform basic office tasks (file, staple, copy, shred, collate and assemble materials)
✓ identify and assemble supplies necessary to complete a job
✓ acquire basic technology skills applicable to employment (i.e. keyboarding, email, word processing, data entry, web navigation, i-technology, telephone, voice mail)
✓ demonstrate the ability to discriminate and sort by attribute (size, shape, color, numbers, letters, function, etc.)
✓ follow and reproduce a pattern to assemble or disassemble a project
✓ answer a business phone according to a script
✓ demonstrate understanding of and compliance of workplace safety requirements and best practices
✓ identify and demonstrate understanding of occupational warning signs and safety hazards
✓ recognize sights and sounds of emergency situations
✓ identify and demonstrate appropriate responses to emergency situations
Competency 1.6: Working with others

**Enduring Understandings:** (1) Strong interpersonal skills help to foster feelings of inclusion and belonging in the workplace and influence job performance, satisfaction, and work relationships. (2) Respect for diversity and individual differences contribute to a positive and supportive workplace.

**Essential Questions:**
- What are effective verbal and non-verbal communications skills?
- How do interpersonal skills and attitude influence job performance, job satisfaction, and work relationships?
- Why is it important to consider and respect a co-worker’s time, space, and property?

**Performance Tasks:**
The learner will be able to:
- identify reasons for cooperation and demonstrate cooperative behaviors
- exhibit appropriate interpersonal relationship skills including camaraderie, cheerfulness, empathy, flexibility, and teamwork.
- distinguish between appropriate and inappropriate conversational topics
- develop positive communication skills including
  - friendly greetings and goodbyes
  - strategies for initiating, joining, and leaving conversations
  - turn-taking
  - interruptions
- demonstrate appropriate verbal and nonverbal elements of conversation
  - verbal: volume, voice tone, language, topics
  - nonverbal: personal space, eye contact, body language and positioning
- show respect for co-worker’s space, property, and time
- develop an awareness of and sensitivity to different cultures, lifestyles, attitudes, and beliefs
- demonstrate positive customer service behavior including helpfulness, politeness, friendliness, provision of information, seeking supervisor support as needed

**Resources:**


Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (free)


Skills to Pay the Bills Video Series and Discussion Guide (free)

   http://www.dol.gov/dol/media/webcast/20121015-softskills/

This publication and video series, publications from the US Department of Labor’s Office of Disability Policy, introduce the “basics” of soft skills. Materials have been designed with youth service professionals in mind – specifically those working with in-school and out-of-school youth, ages 14 to 21, on career and workforce readiness skills. Activities have been developed for all youth, regardless of disability or differences in learning style, and as such have been designed with an inclusive spirit and a structure supporting universal design for learning. Each exercise consists of an activity designed to get young people thinking about, practicing, and discussing skills important for career and personal success – soft skills. Activities are structured as follows:

Just the Facts: This is the basic purpose of the activity – plain and simple – and is intended to be a brief description for the instructor.

Time: A suggested time frame is offered for planning purposes. Of course, as activities are altered or modified for various reasons, times may invariably change.

Materials: A list of suggested materials for the activity is provided. The goal of the basic activity is to keep materials to a minimum.

Directions: Directions, including sample scripts, are offered for convenience. You are encouraged to adapt or modify these activities to better resonate with your audience, as these activities offer an opportunity to tackle some difficult issues and conversations. Conclusion: The conclusion is a guide to engage participants in a thoughtful conversation. The goal of this dialogue is to encourage independent ideas and reasoning.

Drive of Your Life: https://www.driveofyourlife.org/main/indes.html

Developed by the Indiana Youth Institute, Drive of Your Life is an online career exploration game for youth w/ and w/out disabilities. Free.

Youthhood: http://www.youthhood.org/indesx.asp

Developed by the National Center on Secondary Education and Transition, Youthhood is an online site offering activities and resources for youth focused on employment, college and career, community, and independent living. Free.
Domain 2: Personal Development and Self-Determination

Competency 2.1: Self-awareness

**Enduring Understandings:** Self-awareness enables one to make informed decisions on matters pertaining to his/her life and is the foundation for self-determination.

**Essential Questions:**
- Who am I?
- What are my abilities, strengths, challenges, preferences, and interests?
- How does self-awareness affect the quality of my life?

**Performance Tasks:**
The learner will be able to:
- ✓ assess, identify, and express his/her strengths, challenges - including disability, interests, preferences, preferred learning style, needs, beliefs, and values.
- ✓ identify and access supports, resources, activities that strengthen self-awareness and personal growth.

Competency 2.2: Self-efficacy

**Enduring Understandings:** Self-efficacy is the belief that one has the power and ability to influence outcomes and achieve goals.

**Essential Questions:**
- Can I grow in my potential?
- What types of supports, information, and activities help me to pursue my interests and reach my goals?

**Performance Tasks:**
The learner will be able to:
- ✓ communicate needs and wants
- ✓ express feelings of self-worth
- ✓ acknowledge and accept imperfections, differences and things that cannot be changed
- ✓ use positive self-talk
- ✓ develop meaningful relationships and community supports
- ✓ identify and access supports and resources
- ✓ apply strengths and supports toward the achievement of goals
- ✓ work independently or with minimal assistance when possible
- ✓ seek help when needed
✓ accept and give praise and constructive criticism

Competency 2.3: Self-Advocacy

Enduring Understandings: (1) Self-advocacy refers to one’s ability to purposefully speak up for his/her own needs, preferences, and beliefs. (2) Self-advocacy is necessary to lead a self-determined life. (3) Factors that influence one’s ability to effectively self-advocate include: self-awareness, knowledge of individual rights and responsibilities, access to resources, strong interpersonal communication, conflict, and negotiation skills.

Essential Questions:
- What is self-advocacy?
- Why is it important to self-advocate?
- What skills and understandings do I need to develop to effectively self-advocate?

Performance Tasks:
The learner will be able to:
✓ identify and express needs, wants, preferences, opinions, and goals using “I” messages
✓ demonstrate understanding of different communications styles (assertive, passive, aggressive, formal/informal, and non-verbal)
✓ demonstrate characteristics of effective verbal communication (i.e. tone, volume, inflection, turn-taking, socially appropriate vocabulary/topics, timing, duration, and topic)
✓ demonstrate characteristics of effective non-verbal communication (i.e. facial expression, eye contact, and direction of gaze, posture, personal space, body language)
✓ demonstrate good listening skills (full-body listening – ears, eyes, heart, and mind), mirroring techniques (verbal and non-verbal feedback - paraphrasing, asking clarifying questions, body language)
✓ demonstrate awareness of and self-moderation of emotions and related behaviors
✓ demonstrate ability to take responsibility for actions and choices
✓ demonstrate healthy coping techniques to manage stress and frustration
✓ demonstrate negotiation and conflict management skills
✓ demonstrate skills to access, identify, evaluate, and apply information and resources for support
✓ demonstrate understanding of how these skills can improve communication (listening to understand self, others, and situations; listening to develop, maintain, and strengthen relationships)
✓ Participate actively in the IEP/Transition process by self-assessment, taking part in the development of goals, leading meetings, sharing information, monitoring progress toward goals
✓ Demonstrate understanding of Vocational Rehabilitation resources and how to access VR supports
Competency 2.4: Future Planning and Goal Setting

Enduring Understandings: (1) Self-awareness informs future planning and goal setting to facilitate meaningful outcomes. (2) Planning, goal setting, and goal monitoring are critical steps toward self-determination. (3) Goal setting involves both learning how to set goals and learning how to achieve goals.

Essential Questions:
- What do I want for my life?
- Why is self-awareness important for future planning and goal setting?
- How do I achieve my goals and pursue my interests?
- What types of resources and support can help me reach my goals and pursue my interests?

Performance Tasks:
The learner will be able to:
- ✓ explore and consider the following aspects post-school life:
  - housing options and living arrangements
  - available postsecondary education options
  - employment options
  - community resources
  - recreation/leisure options
- ✓ use decision-making skills to develop short and long-term goals
- ✓ identify community support agencies, their functions, and how to access information and support
- ✓ regularly monitor progress on his/her short and long term goals
- ✓ actively participate in the development of his/her IEP and transition plan
- ✓ lead his/her IEP/Transition meetings

Competency 2.5: Self-management

Enduring Understandings: (1) Self-management is the ability to guide one’s thoughts, feelings, and behaviors to accomplish a task or goal. (2) The ability to self-manage fosters feelings of self-efficacy.

Essential Questions:
- Who is in responsible for my success?
- What are advantages of being able to manage my own thoughts, feelings, and behaviors?
- How do I make change happen?
- What skills and understandings are necessary for self-management?
- What feelings and possibilities may emerge from opportunities to self-manage?
Performance Tasks:
The learner will be able to:

✓ follow a schedule, routine, and simple instructions with minimal assistance
✓ demonstrate the ability to monitor and manage time
✓ access and use personal supports when needed with minimal assistance (visual systems, structures)
✓ maintain and use a personal calendar
✓ demonstrate the ability to manage feelings and effectively cope with stress and frustration
✓ demonstrate flexibility

Competency 2.6: Decision-making and problem solving

Enduring Understandings: (1) Decision-making and problem solving involve assessing situations, options, and potential outcomes to make choices or find the most optimal solution. (2) Decisions can affect one’s own life and the lives of others. (3) Accepting responsibility for one’s decisions promotes feelings trust and competency from others. (4) Problem solving can generate different strategies and solutions, some more effective than others.

Essential Questions:

- What are my rights and responsibilities?
- How might my ability to make decisions and solve problems influence my present and future life and the lives of others?
- How do I make good decisions?
- How do I solve a problem?
- What resources and tools are available to inform my decision-making and problem solving and how do I access them?
- What feelings emerge from opportunities to make my own decisions and problem solve?

Performance Tasks:
The learner will be able to:

✓ Identify and communicate priorities and values
✓ Distinguish between wants and needs
✓ Identify issues and assess situations, options, and risks before developing a plan of action or taking action
✓ Recognize possible barriers to meeting goal
✓ Seek and employ appropriate resources and sources of assistance to inform decision-making and problem solving
✓ Evaluate outcomes to determine satisfaction or alternate course of action
✓ Accept responsibility in personal decision-making
Competency 2.7: Interpersonal Skills

**Enduring Understandings:** (1) Interpersonal skills, including communication and cooperation, relate to how one engages or interacts with others. (2) Interpersonal skills are strengthened by self- and social-awareness. (3) Self-determination relies on effective communication skills to convey needs, preferences, and ambitions.

**Essential Questions:**
- How do interpersonal skills influence self-determination?
- How can self-awareness and social awareness improve my interpersonal skills?
- How can I effectively communicate my needs, preferences, and ambitions?

**Performance Tasks:**
The learner will be able to:
- Demonstrate understanding of different communications styles (assertive, passive, aggressive, formal/informal, and non-verbal)
- Demonstrate understanding of different verbal and non-verbal interactions based on relationships (family, friends, co-workers, supervisors, strangers)
- Demonstrate characteristics of effective verbal communication (i.e. Tone, volume, inflection, turn-taking, timing, duration, and topic).
- Demonstrate characteristics of effective non-verbal communication (i.e. Facial expression, eye contact, direction of gaze, posture, body space, body movement/gestures)
- Demonstrate good listening skills and mirroring techniques to clarify or confirm understanding
- Demonstrate awareness of and self-moderation of emotions and related behaviors
- Demonstrate healthy coping techniques for managing stress and frustration
- Demonstrate negotiation and conflict management skills
- Identify reasons for cooperation and demonstrate cooperative behaviors
- Distinguish between appropriate and inappropriate conversation topics
- Develop positive communication skills including friendly greetings, strategies for initiating, joining, and leaving conversations, turn-taking, and interruptions
- Show respect for another’s space, property, and time
- Develop an awareness of and sensitivity to different cultures, lifestyles, attitudes, and beliefs

Competency 2.8: Leisure Options

**Enduring Understandings:** (1) Recreational activities are a means to friendships, relaxation, fun and a hobby. (2) I need to select recreational activities based on context (when, where, with whom).
Essential Questions:

- What type of leisure activities are available to me?
- Do appropriate activities change based upon time, location and people?

Performance Tasks:

Activities

The learner will be able to:

✓ Explore a variety of potential leisure activities (including magazines, audio books, movies, telephone conversations, computers, i-technology, game play, exercise, arts/crafts)
✓ Identify types and functions of community services, resources and recreational facilities
✓ Identify and use information sources to learn about local events and activities (date, costs, location)
✓ Identify preferred activities

Context

The learner will be able to:

✓ Identify appropriate preferred activities across different environments (work, classroom, community, home)
✓ Identify appropriate preferred activities across people (peers, coworkers, supervisors)
✓ Identify appropriate timing of activities (select activities based upon time of day; demonstrate appropriate starting & stopping of activities)
✓ Demonstrate appropriate use of social media - phone, e-mail, social networking, texting - including appropriate timing and frequency of use
✓ Transition from a leisure activity back to work
✓ Identify leisure activities as a means for relaxation
✓ Engage in leisure activities independently, alongside peers/co-workers and interactively

Competency 2.9: Healthy Relations, Family Relationships, Positive Habits and Coping Strategies

Enduring Understandings:

1. I will have many different types of relationships in my life. Each type of relationship has different “rules” for interaction.
2. I will understand that my choices and behaviors impact the quality of my interpersonal, family, community and professional relationships.
3. Good communication skills can help me effectively develop and maintain my relationships.
4. I have responsibilities to myself, my family, my friends and my co-workers.
5. Personal and community supports are available to help me manage relationships.

Essential Questions:

- What are the functions of relationships?
- How can I communicate more effectively?
• How can I deal with change and conflict?
• What are my responsibilities to my family?
• What are skills I need to have an intimate relationship?
• What supports are available to help me with relationships?

Performance Tasks:

Types of Relationships
The learner will be able to:
✓ Identify various types of relationships: family, sweetheart, friend, co-worker, supervisor, stranger
✓ Identify & demonstrate different types of interactions (verbal, non-verbal) that “match” with each relationship
✓ Recognize how different relationships offer different natural supports
✓ Differentiate the types of information that can be shared in personal vs. professional relationships

Communication & Coping Skills
The learner will be able to:
✓ Demonstrate self-advocacy skills to express needs and desires
✓ Recognize the difference between factors that can be changed and factors that cannot be changed
✓ Demonstrate appropriate verbal (volume, turn-taking, duration, topics) and non-verbal (personal space, eye & body contact, body position) elements of conversation
✓ Demonstrate respect for others’ space and property
✓ Demonstrate communication skills that build and maintain healthy relationships including: conversational skills (attending behaviors, physical space, greetings, politely interrupting, joining a conversation, maintaining a conversation, ending a conversation, appropriate / inappropriate topics); cooperative skills (compromising, sharing, taking turns, dealing with competition); friendship management (phone / e-mail / social media skills and boundaries, seeking attention, appropriate touch, rumors); empathy; self-regulation (recognizing feelings, keeping calm, talking when upset, dealing with mistakes, trying new things, trying when activity is hard); conflict management (asserting self, accepting “no”, accepting criticism, teasing, avoiding being “set-up”)

Role of the Family
The learner will be able to:
✓ Recognize benefits of a family
✓ Recognize different points of view within a family
✓ Recognize authority roles within the family
✓ Recognize responsibilities within the family unit including: communication, participation, contributing to the household (cleaning, organizing, cooking, chores), emotional support

Healthy Intimate Relationships
The learner will be able to:

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✓ Identify signs of sexual harassment and sexual abuse / assault
✓ Use strategies to be safe, reject inappropriate or unwanted sexual advances and to report incidences to a trusted adult when assistance is needed
✓ Demonstrate respect for others’ personal boundaries, both verbal / topic and physical
✓ Identify resources for information on sexual health, sexuality and healthy relationships
✓ Identify the positive benefits of abstinence from sexual activity outside of marriage
✓ Identify modes of transmission for common Sexually Transmitted Diseases, symptoms, effects if untreated and methods of prevention
✓ Summarize the safe and effective use of FDA-approved methods of preventing sexually transmitted diseases and pregnancy
✓ Summarize the responsibilities of parenthood

Supports

The learner will be able to:
✓ Identify a variety of external support systems including Vocational Rehabilitation, the ARC, Special Olympics, Social Security / Cardinal Innovations, Orange County Rape Crisis Center

Resources:

James Stanfield Publishing Company, Santa Barbara, CA


System Level Healthful Living Curriculum

Vocational Rehabilitation

Special Olympics  http://sooc.org/
ARC  http://www.arctriangle.org/


http://www.ou.edu/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-
Educators may download, use, copy, and modify the ME! Lessons at no cost. Free.

Wehmeyer, M., Lawrence, M., Garner, N., Soukup, J., & Palmer, S. (2004). Whose Future is it Anyway? Beach Center on Disability, KU CDD, University of Kansas, Lawrence, KS. http://www.ou.edu/content/dam/Education/documents/wfc-guide-final.pdf Provides a student-directed transition planning process that emphasizes identifying preferences, interests, and needs of students. Comprised of six sections and 36 lessons, designed to provide students with disabilities the opportunity to become self-aware and develop essential components of self-determination such as decision-making, problem-solving, and goal-setting. Amount of self-directedness varies according to students’ strengths and needs. Free.

National Secondary Transition Technical Assistance Center, Research-to Practice Lesson Plan Starters: http://nsttac.org/content/student-focused-planning-0 See Student Focused Planning. Each lesson plan starter includes: lesson objectives, setting and materials, lesson content, teaching procedures, evaluation methods, and citation for article from which lesson plan was developed. Based on high or acceptable quality intervention studies. Free.

I’m Determined: http://www.imdetermined.org/ Provides numerous resources and videos for educators, parents, and youth in the transition planning process, particularly focusing on self-determination and self-advocacy skills. Free.

Youthhood: http://www.youthhood.org/indexx.asp Youthhood offers resources for youth on employment, college and career, community, and independent living. Free.

Animoto: www.animoto.com A web-based tool that allows users to custom-create videos of photos, music, and custom backgrounds. Free (limited version).

Voki: www.voki.com A web-based tool that allows users to custom-create avatars: has been shown to be effective for students with disabilities to use during IEP meetings. Free.

Assessment Tools


The AIR Self-Determination Assessment/Scale was developed by the American Institutes for Research (AIR), in collaboration with Teachers College, Columbia University in New York City. Free


TAGG is an on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. TAGG items derive from research identified student behaviors associated with post high school employment and education. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals. Free.


System Level Healthful Living Curriculum

Vocational Rehabilitation

Special Olympics  http://sooc.org/

ARC  http://www.arctriangle.org/
Domain 3: Daily Living

Competency 3.1: Financial Literacy and Money Management

Enduring Understandings: (1) As an adult, basic money handling skills are essential. (2) Adults need to know basic financial literacy terms and concepts for independence. (3) Adults need to know the financial services and tools that are available to them. (4) Adults need to be able to access and use financial services and tools.

Essential Questions:

- How can I spend my money in a reasonable way?
- Why is it important to set aside money for savings?
- What is the role of a bank and what services are available to help me manage and secure my money?
- What is the difference between credit and debit?

Performance Tasks:

Basic financial literacy terms and concepts
The learner will be able to:

✓ Distinguish the difference between needs vs. wants
✓ Identify the following terms: expenditures, savings, budget, credit, taxes

Money handling skills and consumer practices
The learner will be able to:

✓ Identify the type and value of coins and bills
✓ Determine if they have enough money to make a purchase
✓ Give and receive the accurate amount of change following transactions in the classroom, job site and community
✓ Make responsible expenditures with cash / credit
✓ Identify strategies to “get the most for your money” (best buy; quality vs. quantity; name brand vs. store brand; coupons)
✓ Identify the pros and cons of advertising in influencing purchasing decisions
✓ Use self-service consumer mechanisms including self-checkout, kiosks, and vending machines
✓ Calculate costs...subtotal, tax, and gratuity

Money management skills, services, and tools
The learner will be able to:

✓ Identify sources of income
✓ Identify ways to save money
✓ Identify fixed and changing expenses
✓ Identify expenses needed for independent living: food, home, job
✓ Create and follow a simple budget
✓ Maintaining a basic registry (online/hardcopy) of income and expenditures
✓ Demonstrate an understanding of banking forms: deposit slips, checks
✓ Demonstrate safe handling of money, including safe storage of money / alternative funding sources (ATM cards, gift cards, UNC One Cards, credit cards) both in the community and in the classroom
✓ Demonstrate appropriate use of an ATM or UNC One Card
✓ Demonstrate privacy practices when using money or alternative funding sources (ATM card, gift card)
✓ Demonstrate privacy practices regarding financial information (bank account numbers, passcodes, amount of cash on hand, location of credit cards/)
✓ Identify the advantages and disadvantages of using a credit card
✓ Demonstrate bill pay processes
✓ Identify appropriate actions if a bill cannot be paid on time
✓ Identify important financial information and records for retention and protection
✓ Identify types of taxes typically assessed and reasons
✓ Access online banking services

Competency 3.2: Self-care and well-being

Enduring Understandings: (1) I need to know the basic skills necessary to satisfy and communicate personal needs. (2) I need to know basic hygiene and grooming skills. (3) I need to be able to treat simple injuries, recognize emergencies, and know ways to access help.

Essential Questions:

• How does my body work and how do I care for it?
• How do I access help when I need it?

Performance Tasks:

Self-care: The learner will be able to:
✓ Identify and express needs & wants
✓ Describe the relationship between cleanliness and health
✓ Demonstrate basic self-help skills for toileting including wiping and maintaining a clean toilet environment and properly applying and disposing of sanitary napkins and tampons (females)
✓ Identify and provide reasoning for self-care practices relating to hygiene and grooming
✓ Identify common hygiene and grooming products, where to obtain these products and their appropriate and safe use
✓ Demonstrate skills for grooming (hair, nails, shaving, deodorant) and cleaning (body, teeth, hair)
✓ Identify individual clothing size (SML / Numerical) for tops, pants, dress, shoes
✓ Identify and demonstrate skills for dressing including selecting appropriate clothing for modesty in the school, community or work environment and season / weather

Physical well-being: The learner will be able to:
✓ Describe the influence of nutrition, sleep, physical exercise and social connection on physical health
✓ Demonstrate strategies to maintain health (diet, rest, exercise, stress reduction)
✓ Identify and demonstrate healthy ways to cope with stress and negative emotions
✓ Identify negative ways of handling stress and potential consequences
✓ Identify thoughts and actions that contribute to positive and negative self-esteem

Emotional well-being: The learner will be able to:
✓ Describe the influence of nutrition, sleep, physical exercise and social connection on emotional health
✓ Identify symptoms of common illnesses
✓ Identify methods of prevention based on modes of transmission of communicable illnesses to be used at work or while traveling to and from the job / within the community
✓ Identify ways to reduce risk of heat / sun-related and cold-related injury while traveling to and from the job / within the community
✓ Distinguish variables involved in minor and significant illness and injury
✓ Demonstrate basic first aid techniques and emergency procedures
✓ Demonstrate methods of protecting eyes and vision on the job / in the community
✓ Explain methods of protecting ears and hearing on the job / in the community
✓ Identify sources for medical assistance / health care in cases of injury and illness
✓ Identify help-seeking strategies, resources and supports to support positive emotional well being
✓ Identify common over-the-counter medicines, purpose, safe use and dosage
✓ Identify personal medical history, current medical conditions and current medications
✓ Demonstrate the proper use of daily scheduling for self-care / independence tasks including medication delivery, arrival & departure time, transportation

Competency 3.3: Nutrition

Enduring Understandings: Understanding the nutritional value of the foods I eat and how to prepare a balanced meal are essential for living a healthy life.
Essential Questions:

- What is a balanced meal?
- How can good nutrition help me stay healthy?

Performance Tasks:

The learner will be able to:

✓ Identify basic food groups and distinguish between “healthy” and “not healthy” food choices
✓ Given a range of food choices, the learner will be able to identify and create a balanced meal for 1-4 individuals
✓ Recognize healthy and unhealthy ingredients on a food label
✓ Demonstrate skills to identify the importance of water / hydration in a healthy diet
✓ Demonstrate skills to identify the function of metabolism and risks of dieting as they relate to healthy lifestyle concepts involving the quantity, quality and frequency of food intake

Competency 3.4: Food preparation and storage

Enduring Understandings: (1) Understanding how to properly use kitchen tools and appliance to prepare food will enable me to be more independent and safe. (2) Understanding proper methods for safe food handling and storage will help to keep me healthy.

Essential Questions:

- How can I use the kitchen safely to prepare healthy meals and other foods I enjoy?
- How do I store my food before and after cooking?

Performance Tasks:

The learner will be able to:

✓ Identify items (ingredients and equipment) needed to prepare a recipe
✓ Follow a simple recipe
✓ Write / follow a shopping list for necessary ingredients
✓ Safely use basic measurement tools in the kitchen (cups, tablespoons, teaspoons)
✓ Safely use cooking appliances including toaster, oven and microwave
✓ Safely use basic food preparation tools including knives / cutters, mixers
✓ Demonstrate appropriate food storage practices to prevent illness or spoilage
✓ State the importance of handwashing and demonstrate proper handwashing procedure associated with food preparation
✓ Demonstrate proper sanitation procedures related to cleaning equipment, preparing food, service and storage
✓ Describe characteristics of spoiled foods and identify spoiled food
Competency 3.5: Table etiquette

**Enduring Understandings:** Understanding and using basic table manners and meal etiquette are important adult life skills that enable others to enjoy meals with me.

**Essential Questions:**
- What are good table manners?
- Why are table manners and meal etiquette important?

**Performance Tasks:**
The learner will be able to:
- Identify the need for proper table manners and eating behaviors
- Demonstrate proper table manners and eating behaviors
- Set a table for 1-4 individuals

Competency 3.6: Home management

**Enduring Understandings:** (1) I need to be aware of different types of living arrangements and I have the right to express my opinion regarding my desired lifestyle. (2) My choices influence my lifestyle. (3) I am responsible for my home including home organization, cleaning and safety. (4) Good home management skills contribute to health and a feeling of well-being.

**Essential Questions:**
- What type of home is best for me?
- How can I keep my home clean and organized?
- How can I schedule my life to meet my needs?

**Performance Tasks:**
The learner will be able to:
- Identify different housing types and advantages / disadvantages of each type
- Select appropriate living options for adult life
- Identify home utilities, source and payment practices
- Demonstrate the ability to follow a budget to maintain household expenses
- Identify situations in which one would need to use measuring tools (cooking, laundry, cleaning)
- Use measuring tools to complete household tasks
- Use schedules, lists, calendars, clocks and apps to organize and manage daily / weekly / monthly routines
- Access household / rooms in home using keys as needed
- Identify common household cleaning products and demonstrate appropriate and safe use
✓ Demonstrate skills to clean / organize various rooms in the home (bedroom, bathroom, living room, dining room, kitchen)

✓ Identify common household appliances, equipment and tools and demonstrate appropriate and safe cleaning skills including sweeping, mopping, vacuuming, dusting, washing dishes, utilizing a dishwasher, utilizing a washer / dryer, disinfecting surfaces

✓ Identify and explain rationale for routine cleaning and household maintenance activities

Competency 3.7: Clothing and Laundry

Enduring Understandings: (1) Laundering my clothes is an expected responsibility of adulthood. (2) Properly caring for my clothes will extend the “life” of my clothes. (3) My choice of clothing can impact my physical and emotional well-being.

Essential Questions:

- How do my clothing choices influence how others perceive and treat me?
- How do I properly care for my clothing?

Performance Tasks:

The learner will be able to:

✓ Determine the appropriate clothing to be worn based on the outside temperature
✓ Identify basic laundry products, their purposes
✓ Identify and provide rationale for basic laundering practices (ex. machine wash / hand wash / dry clean; water temperature; products) relating to material characteristics (colors, fabric type, stains)
✓ State reasons for and demonstrate the ability to sort laundry by color and fabric type
✓ Demonstrate the ability to operate a washer and dryer
✓ Demonstrate appropriate care and storage for clothing and other laundered items
✓ Demonstrate the ability to fold clothing items
✓ Demonstrate the ability to correctly place clothing items on hangers
✓ Identify and demonstrate safe ironing practices for common fabrics and clothing items
✓ Identify and demonstrate basic practices for mending clothing (lost buttons, small fabric tears)

Competency 3.8: Personal Safety in the Home

Enduring Understandings: (1) As an adult, I am responsible for making good choices to keep myself safe. (2) As an adult, I need to be able to identify an emergency and know how to ask for assistance. (3) It is important that I listen to my “inner voice” if feeling unsafe and to take steps to protect or remove myself from potentially dangerous situations.
Essential Questions:
• What do I need to know to keep myself safe in my home?
• How can I arrange my home to ensure I will be safe?
• What do I do in situations that make me feel unsafe?
• What are characteristics of an emergency?
• What do I do in an emergency?
• What are the signs of minor and major injuries?
• What do I need to know if I experience or someone I’m with experiences a minor or major injury?

Performance Tasks:
The learner will be able to:
✓ Demonstrate appropriate use of the telephone for answering calls, taking messages, and gaining information
✓ Demonstrate appropriate use of the telephone to secure 911 assistance
✓ Identify potential safety hazards in the home and appropriate emergency procedures
✓ Identify basic elements of a first aid kit and its location within the home
✓ Recognize minor incidents vs. life threatening emergencies
✓ Provide basic first aid care for minor injuries

Resources:
Hands On Banking: http://www.handsonbanking.org
Money Smart for Young People: https://www.fdic.gov/consumers/consumer/moneysmart/young.html
Family Economics and Financial Education (FEFE): http://fcfe.arizona.edu Created for students in 7th-12th grade w/ and w/out disabilities. Materials include: (a) ready-to-teach classroom materials, (b) teacher training, (c) newsletters, (d) grants and other activities. Field tested. Free.
FDIC Money Smart for Young Adults: https://www.fdic.gov/consumers/consumer/moneysmart/young.html
Created for young adults w/ and w/out disabilities, ages 12-20. Materials include: eight instructor-led modules that include a fully scripted guide, participant guide, and overhead slides. Field tested. Free.
NSTTAC Research-to Practice Lesson Plan Starters: http://www.nsttac.org/content/student-development-0
See Money (Banking and Purchasing) and Functional Math Skills sections. Each lesson plan starter includes: lesson objectives, setting and materials, lesson content, teaching procedures, evaluation methods, and citation for article from which lesson plan was developed. Based on high or acceptable quality intervention studies. Free.


System Level Healthful Living Curriculum
http://Choosemyplate.gov
Dietary guidelines
Food facts label
http://Brainpopjr.com
Casey’s Life Skills: http://lifeskills.casey.org/

Offers free and easy to use tools that help youth prepare for the transition to adulthood using life skills assessments. Also provides customized learning plans. Free.
Domain 4: Community Access

Competency 4.1: Citizenship - Rights & Responsibilities

Enduring Understandings: (1) All citizens have a right to access and participate in their communities. (2) Self-advocacy increases opportunities within the community. (3) Understanding one’s rights and responsibilities increases participation in the community.

Essential Questions:
- What does it mean to be a good citizen?
- What are my rights and responsibilities as a member of a community?
- How can I become more involved in my community?

Performance Tasks:
The learner will be able to:
✓ Identify the following terms: citizenship, volunteer, civic duty, rights, responsibility, law, property, vote, self-advocacy
✓ Identify basic civil rights and responsibilities
✓ Identify voting requirements, process and ways to become an informed voter
✓ Identify common authority roles
✓ Demonstrate respect for others and their property
✓ Identify appropriate situations and methods for borrowing property belonging to others
✓ Demonstrate positive contributions to society through: volunteerism, civic duty (voting), community participation, career choice
✓ Identify community resources for service / volunteering

Competency 4.2: Transportation Options, Practices, and Etiquette

Enduring Understandings: (1) Self-reliance in managing one’s own transportation plans is an important element of adulthood. (2) Different types of transportation are available to individuals. The best mode of transportation may vary based on need and location. (3) Basic skills and etiquette are essential when using public transportation to be safe and to respect other travelers’ needs and personal space.

Essential Questions:
- What types of transportation are available to me, and when should I use each one?
- What skills do I need to access public transportation?
- What etiquette do I need to be aware of when using different types of transportation?
- What resources are available to me to help me make good transportation choices?
Performance Tasks:

Modes of Transportation: The learner will be able to:

✓ Identify various types of transportation
✓ Identify benefits and drawbacks to each type of transportation
✓ Given a real-life scenario, determine the most appropriate form of transportation taking into consideration factors including time, weather, number of people traveling, pricing, and budget

Transportation Skills: The learner will be able to:

✓ Identify types of pedestrian safety signs and meaning
✓ Demonstrate proper use of pedestrian crosswalks
✓ Demonstrate skills to apply for and receive a NC Driver’s License as applicable
✓ Demonstrate appropriate behavior when waiting at a bus stop (verbal / non-verbal communication skills including volume and topic, body space)
✓ Demonstrate appropriate behavior with fellow travelers when moving within the community (verbal / non-verbal communication skills including volume and topic; body space; respect for others’ property; following laws and rules)
✓ Demonstrate respect for drivers by following directions as a passenger
✓ Communicate transportation requests (stops, special needs, signaling bus stop) with drivers
✓ Purchase tickets / make virtual or cash payments as needed
✓ Secure transportation mode for rideshare / taxi / bus via phone, website or app or in person
✓ Demonstrate environmental awareness and safety when traveling in the community

Transportation Etiquette: The learner will be able to:

✓ Demonstrate appropriate pedestrian etiquette including: following signs, not joining others’ conversations, demonstrating appropriate behavior with fellow travelers when moving within the community (verbal / non-verbal communication skills including volume and topic; body space; respect for others’ property; following laws and rules)
✓ Demonstrate appropriate carpooling / ride sharing / taxi etiquette including: proper seating rules (back seat); effectively communicating location needs or special needs; delivering payment / tip as indicated by transportation mode; demonstrating appropriate behavior with fellow travelers (verbal / non-verbal communication skills including volume and topic; body space; respect for others’ property; following laws and rules)
✓ Demonstrate appropriate bus etiquette including: appropriate bus stop waiting behavior; effectively communicating location needs to the driver; appropriately signaling for a bus stop as needed; appropriate entrance / exit from bus with modifications as needed (standard = enter from front, exit from back), demonstrating appropriate behavior with fellow travelers when moving within the community (verbal / non-verbal communication skills including volume and topic; body space; respect for others’ property; following laws and rules)

Transportation Resources: The learner will be able to:

✓ Identify resources for transportation assistance and how to access this assistance
✓ Utilize tools (Transit, websites, apps) to determine available transportation types
✓ Utilize tools (schedules, websites, apps) to determine timing and location of public transportation

Competency 4.3: Safety in the Community

Enduring Understandings: (1) As an adult, I am responsible for making good choices to keep myself safe. (2) As an adult, I need to be able to identify an emergency and know how to ask for assistance. (3) It is important that I listen to my “inner voice” if feeling unsafe and to take steps to protect or remove myself from potentially dangerous situations.

Essential Questions:
• What do I need to know to keep myself safe in the community?
• What do I do in situations that make me feel unsafe?
• What are characteristics of an emergency?
• What do I do in an emergency?
• What is a minor injury?
• What do I need to know if I, or someone I’m with, experience a minor injury?

Performance Tasks:
The learner will be able to:
✓ Demonstrate self-protective behaviors when approached by strangers and/or experiencing feelings of discomfort or fear
✓ Identify and demonstrate self-defense strategies and techniques
✓ Identify sources of assistance in situations of personal threat and/or emergency
✓ Demonstrate the ability to ask for help when needed
✓ Demonstrate proper use of the 911 system to identify an emergency
✓ Recognize minor incidents vs. life threatening emergencies

The learner will be able to:
✓ Demonstrate appropriate use of the telephone for making and answering calls, taking messages, and gaining information
✓ Demonstrate appropriate use of the telephone to secure 911 assistance
✓ Identify potential safety hazards in the community and appropriate emergency procedures
✓ Recognize minor incidents vs. life threatening emergencies
✓ Provide basic first aid care for minor injuries
Competency 4.4: Digital Citizenship and Media Safety

Enduring Understandings: (1) Digital citizenship means to use technology in an appropriate and respectful manner. (2) Just as it is important to stay safe in my day-to-day life, it is also important to keep myself safe when I go online. (3) Understanding basic safety rules for using my phone, visiting websites, and using social media will help to keep me safe. (4) Understanding potential consequences for unsafe phone and online behavior will help to keep me safe.

Essential Questions:

- What does it mean to be safe?
- How can I keep safe while visiting websites and using social media?
- What is personal information?
- What information is okay and not okay to share online?
- What are some potential consequences if I do not make safe choices online?
- What is the difference between online friends and in-person friends?
- How do I treat others appropriately online?
- What do I do if I feel unsafe?

Performance Tasks:

Personal Information:
The learner will be able to:

✓ Identify the following as “personal information”: first & last name, address, phone number, birthday, school/work name or location, passwords, mother’s maiden name, parents’ place of work, photos in which you can be recognized

✓ Recognize limits to the personal information that should be shared online

Awareness:
The learner will be able to:

✓ Identify ways we go online
✓ Recognize that persons may not be who they seem to be online
✓ Identify appropriate persons with whom to share information
✓ Recognize that information posted online can stay available indefinitely

Safety:
The learner will be able to:

✓ Identify how to respond to someone who makes you feel uncomfortable when online, texting, or with other digital media (disengage, share with a trusted adult)

✓ Recognize resources / supports for cyber-bullying: Trusted adults, website owners, police

Rules:
The learner will be able to:

✓ Demonstrate how to treat other people online with good manners following the “Grandma Rule” and the “Say it to their face” rule. (If you wouldn't say it / show it to your Grandma, don't say it online, post it or text it. If you wouldn't say it to a person's face, don't say it online or text it.)

✓ Demonstrate that cell phone use should not “replace” personal interaction and should not be used when actively engaged with another person in a face-to-face encounter

✓ Demonstrate an awareness that cell phones should not be used at work unless specifically for work purposes or if on a break

Resources:

Transportation
Chapel Hill Transit http://www.townofchapelhill.org/town-hall/departments-services/transit
Google Transit
NextBus App for i-devices
Uber https://www.uber.com/cities/raleigh
Lyft https://www.lyft.com/cities/raleigh-durham
Tar Heel Taxi http://tarheeltaxi.com/
Time to Go Taxi http://www.chapelhilltaxiservice.com/

Community Engagement
Vocational Rehabilitation http://www.ncdhhs.gov/divisions/dvrs
Volunteer Match http://www.volunteermatch.org/search?l=Raleigh%2C+NC%2C+USA

Digital Citizenship
Lisa Simmons, Digital Citizenship: Internet Safety and Digital Footprints
https://docs.google.com/a/chccs.k12.nc.us/document/d/1CbB_P4c3bW8zHCpQJKCAyoESv2tmgPpzo_OrZleSTs4/edit?usp=sharing
System Level Healthful Living Curriculum
James Stanfield Publishing Company, Santa Barbara, CA
Internet Traffic Light:
https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8
Handling Inappropriate Online Talk: https://www.commonsensemedia.org/educators/lesson/safe-online-talk-6-8

Staying Safe Online: https://www.commonsensemedia.org/educators/lesson/staying-safe-online-k-2

A Thin Line: http://www.athinline.org/

Cyberbullying: Crossing the Line https://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8

That’s Not Cool: http://www.thatsnotcool.com/

What’s the difference between Internet Friends and In-Person Friends?
https://www.commonsensemedia.org/educators/lesson/talking-safely-online-3-5