## **Transitions Supports Community Participation**

## How does community participation lead to a job?

Throughout The Transitions Curriculum, lessons are provided to encourage community participation. This is built into all lessons in "Connecting Activities" with activities to connect the student to home and family, the high school campus, the community, businesses and potential employers.

## **STEP 7: Connecting Activity**

Students interview an adult on campus by asking the questions on the **Career Survey** form. Complete the form and report information to the class. Use class time for the interview, if needed, so that everyone has an opportunity to complete the assignment.

Students use the Internet to find and bring links to five websites that have information about careers in which they are interested.

Additionally, the Curriculum provides a large number of lessons that guide the student to directly access, interact and participate with the community. The "Preparation Unit" which serves as an introduction to each Volume, includes a lesson on Volunteering. In this lesson, students learn about volunteering, participate in and complete a report about a volunteer experience and gain valuable experience and connections to potential future employers.



To increase student experience and access to potential employers, *The Transitions Curriculum* provides specific lessons to help students develop connections and networking skills through volunteering, tours and job-shadowing activities. In *Volume 1: Personal Management*, Unit 2, Lesson 18: Plan a Job-shadow Experience, the student is guided through the process of hands-on participation in job exploration.





KEY WORDS			
job-shadow	hands on	experience	preparation
page 93; Ste	ndouts: Learning Experimer	nt Survey, page 92; Job-Shadow owing, page 94; Job Interview Rep	ort, page 95; Student
<ul> <li>NOTE: It will the process experience. shadowing</li> </ul>	I be necessary to spend at la In addition, it will be import If community placements	n, page 97; Planning Form, page east four days on this lesson to far tant to support the students in arra are not available for some stude learby school campus. Ask the d -shadow assignments.	miliarize students with anging a job-shadow ents, arrange for job-
Have enoug and decks	h materials for each group, in	ivities, sewing a button and build including, fabric swatches, buttons other activities that will give the sc nt Survey.	, needles and thread,
Prepare scre Job-Shadov		ob-Shadow Program Description ar	d Steps for Successful
You will nee	have students go over the J id to answer questions as th <b>ection</b> form and activity.	Job Interview Report, using you as new apply to your teaching job. Pr	the job site sponsor. repare to discuss the
	discussion about the <b>Employ</b> in the job-shadow activity.	er Evaluation and Planning Form.	Persuade students to
CANS FOUNDATIO	N SKILLS		
<ul> <li>Basic Acad</li> </ul>	emic Skills: Reading, Writing,	Listening	
<ul> <li>Thinking Skil</li> </ul>	ls: Creative Thinking, Problen	n-Solving, Visualizing, Reasoning	
Personal Qu	ualities: Sociability, Integrity/H	Honesty.	
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