



# Transition

T E N N E S S E E

## GET INVOLVED

### ACTIVITY PLAN

Path: I Want to Go to Work

Course: How Do I Explore My Work Options?

Lesson: Self-Assessments

**Learning Target:** Students will be able to identify the types of self-assessments and understand how to use the results to explore job options.

**Pre-ETS Connection:** Self-Advocacy and Job Exploration

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

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[Self-Assessments: A Self-Advocacy Activity](#)

[Self-Assessment Selection and Accommodation Tool](#)

[Age-Appropriate Transition Assessment](#)

[Transition Tennessee's Assessment Database](#)

[Student Self-Assessment Videos](#)

## Materials

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- Computers or tablets if completing activity with technology
- Printed resources as needed (fact sheet, activity cards, job task recording form and reflection sheet)

## Vocabulary Review

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- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards.

## Think About

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Ask students these questions to prompt discussion and guide students throughout this activity

- How can self-assessments help you understand your preferences, interests, needs, and strengths (PINS) in a workplace?
- How can self-assessment results help you find jobs that align with your PINS?
- Why is finding a job that aligns with your PINS important?
- How can taking self-assessments help you explore job options?
- How can the information from self-assessments help you to advocate for yourself during your job search?

## Play the Game

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- Instruct students to play the game found on the Get Involved page.
- Students can play the game independently, work in small groups, or play as a class.



## School-Based Activity

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### **Discuss:**

- Instruct students to examine the fact sheet independently, with a partner, or as a group. After reviewing the fact sheet, use the Think About questions to prompt discussion about self-assessments and the information they provide.

### **Explain:**

- Emphasize that when students take self-assessments, they are learning information about their preferences, interests, needs, and strengths. It is important that students who are exploring job options understand how to choose jobs that fit with their interests and goals. By taking self-assessments, students can gain awareness of their own strengths and weaknesses and become knowledgeable about the options they have for employment. Understanding this information can help students make informed decisions so that they can be successful employees and self-advocates as they transition into employment.
  - Students will open the Activity Cards and fillable Answer Form. Another option is to print and cut out the activity cards.
  - Students will pick a Student Self-Assessment Results card and read the information
  - Students will find job description matches for each Student Self-Assessment Results card
  - Students will answer the reflection questions on the answer form after completing the activity
  - To extend the activity, students can search online for additional job options for each student
  - Ask students to think about how knowing the self-assessment results of each student helped them to identify the best job match
  - Prompt students to discuss how knowing their own results could help them to identify jobs they should apply for

## Community-Based Extension

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Students will complete self-assessments and gather their results. Then, assist students in setting up a job shadowing experience or informational interview in-person, over the phone, or virtually with an employee at a local business.

- Download the Job Task Recording Form
- Help students to research the business and add any questions they have for the employer to the Job Task Recording Form
- Explain to students that they will be identifying at least 3 job tasks that employees at the business are completing
- Students will list these job tasks on the Job Task Recording Form
- Students will answer each question on the recording form as it relates to the job tasks they observe at the workplace or learn about in the interview
- Guide students to complete the reflection questions



## Differentiate

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- Read the questions out loud to the student
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices

## School-Based Activity Answer Guide

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1. Daphne - Restaurant Line Cook
2. Malcolm - Sports Photographer
3. Tamara - Hotel Front Desk Concierge
4. Harrison - Website Designer and Coder
5. April - Construction Worker
6. Grayson - Hospital Job Shadow Experience
7. Serena - Kindergarten Teacher Assistant
8. Roland - Veterinarian Assistant
9. Sabrina - Assistant at Hair Salon
10. 1Zavier - Local Theater Assistant