

Instructional Strategies Resource Guide for the Workforce Credential Program

Preparing students with disabilities for success in the workplace through structured activities that build employability, safety, job-seeking, and self-advocacy skills.

Preface: The Journey to Career Readiness

During the 2025 Legislative Session, House Bill 1105, section 15, created [section 1003.5717, Florida Statutes](#), Workforce Credential Program for students with disabilities. The Department of Education was tasked to develop and implement the Workforce Credential Program for students with disabilities by January 31, 2026. FDOE collaborated with the Florida Center for Students with Unique Abilities and Occupational Safety and Health Administration (OSHA) to develop the badges.

CPALMS is a toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. The Career Experiences course located on the CPALMS website provides a framework for the Workforce Credential Program and the badges that students may earn.

For students with disabilities (SWD), these badges represent more than just completed assignments; they signify a mastery of the specific competencies required to navigate the modern workplace with confidence and independence. Through this course, students will not only identify their career interests but will also develop the "soft skills" and safety awareness that employers value most.

The pursuit of these badges is a collaborative process. As students advance through the course, they will transform from learners into self-advocates, equipped with the tools to communicate their needs, demonstrate their value, and maintain a safe, successful, professional life.

Badge 1: Employability Skills and Resiliency in the Workplace

Badge 2: Workplace Safety

Badge 3: Job Attainment Skills

Badge 4: Self-Advocacy and Career Planning

The Workforce Credential Program is designed as a bridge between the classroom and the professional world. The *Instructional Strategies Resource Guide for the Workforce Credential Program* serves as a roadmap for



that journey, focusing on the attainment of the four workforce credential badges. While this guide offers a foundation of instructional ideas and student activities, these suggestions are limited in scope. **Teachers are strongly encouraged to use their own creative ideas and professional expertise to increase opportunities for students to attain these badges.** By designing additional hands-on experiences and tailored lessons, educators can ensure every student has the robust support needed to successfully earn their credentials and thrive in their future careers.

Badge 1: Employability Skills and Resiliency in the Workplace

Discrete Skill 1: Use a variety of sources and methods to determine career interests and abilities.

Discrete Skill 2: Identify knowledge and additional skills necessary for job or career of interest.

Discrete Skill 3: Identify courses of study that must be completed to reach their employment goal.

Discrete Skill 4: Research and identify the educational requirements of the occupation in which they wish to work.

Discrete Skill 5: Develop a career and education plan that includes short- and long-term goals, high school program of study, and postsecondary/career goals.

Badge 1: Employability Skills and Resiliency in the Workplace

Discrete Skill 1: Use a variety of sources and methods to determine career interests and abilities.

Skill Overview: *Students will participate in various transition assessments, including self-determination and self-advocacy assessments, to assist in the development of their measurable postsecondary goals (MPGs) in employment and career.*

Student Activities/Evidence	Instructional Ideas
<ol style="list-style-type: none"> 1. Participation in the administration of various transition assessments, including self-determination. 2. Summary of results- highlighting the student's short-term employment and long-term career goals. 3. Edits to existing MPGs in employment and career. 4. Draft for new MPGs in employment and career. 	<p>Project 10 Transition Assessment Chart</p> <p>Use students' current or draft transition individual education plan (TIEP) - specifically transition assessment results and measurable postsecondary goals- to make any updates or confirm their existing MPGs in employment and career.</p>
<p>Work Experiences- students participate in various unpaid work experiences through community-based vocational education (CBVE), work-based learning experiences (WBLE), etc.</p>	<p>Explore Work- Work Experiences</p> <ul style="list-style-type: none"> • Lesson 1- Work Experiences Introduction • Lesson 2- Take Action • Lesson 3- Checking In <p>Teacher coordinated unpaid work experiences in the community/school campus, including School-Based Enterprises (SBE). If a 1:1 match cannot be arranged (MPGs and unpaid work experiences), consider transferrable skills the student will learn and apply.</p>

Badge 1: Employability Skills and Resiliency in the Workplace

Discrete Skill 2: Identify knowledge and additional skills necessary for job or career of interest.

Skill Overview: *What are the job requirements and skills related to the employment/career MPGs chosen in DS 1? How do students' skills compare to required job skills?*

Student Activities/Evidence	Instructional Ideas
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<p>Using a search engine, search the job requirements and skills for the employment and career interests from previously identified MPGs. Ex: What are the job requirements of a teacher?</p>	<p>O*NET OnLine (My Next Move): mynextmove.org – This is the gold standard for “Job Talk.” It breaks down every career into “What they do” using simplified language.</p> <p>Bureau of Labor Statistics: The Occupational Outlook Handbook . Key section, “What They Do”, describes: the main duties performed each day, the work environment, and tools or equipment used.</p> <p>Xello Lesson – Skills: Students will explore the skills required to perform various activities, as well as the link between their skills and career goals.</p> <p>Explore Work- Getting Started Exploring Work (Lesson 1)</p>
<p>Present levels comparison- what skills do I have currently to meet the job requirements? What skills do I need to learn for the job requirements?</p>	<p>Overcoming Obstacles- Identifying Strengths</p> <p>Explore Work- Finding My Strengths (Lesson 2)</p> <p>Explore Work Scavenger Hunt Worksheet</p> <ul style="list-style-type: none"> • Fill out relevant sections of this scavenger hunt. https://www.mynextmove.org/ can be used as a resource. <p>TAGG Lesson Plans</p> <ul style="list-style-type: none"> • Unit 2- Strengths and Limitations
<p>Badge 1: Employability Skills and Resiliency in the Workplace</p>	
<p>Discrete Skill 3: Research and identify the educational requirements of the occupation in which they wish to work. Skill Overview: <i>Students will identify the required education and/or training for their employment and career interest MPGs.</i></p>	
<p>Student Activities/Evidence</p>	<p>Instructional Ideas</p>
<p>Edits to exiting MPGs in education and/or training Draft for new MPGs in education and/or training</p>	<p>Current or draft TIEP MPGs- make any updates or confirm their existing MPGs in education and/or training.</p>

<p>Using a search engine, research educational requirements of the employment and career goals. Ex: What are the educational requirements for a teacher?</p>	<p>Explore Work- School Beyond High School</p> <ul style="list-style-type: none"> • Lesson 1- The Future is Wide Open • Lesson 2- Where Do I Go From Here? • Where I'm At <p>O*NET OnLine (Education Section): Every job profile has an "Education" section that shows a bar graph of what percentage of workers have which level of schooling.</p>
<p>Identify steps needed after high school to enter the career field.</p>	<p>Mapping Your Future: Provides step-by-step guides for high school seniors, including college applications, financial aid timelines, and career planning.</p> <p>MyNextMove: Specifically designed for students to see the "Preparation" level required (Zones 1-5). It lists exactly what to do next based on their current "Zone."</p>

Badge 1: Employability Skills and Resiliency in the Workplace

Discrete Skill 4: Identify courses of study that must be completed to reach their employment goal.
Skill Overview: *Know the graduation requirements and determine courses you can take in high school to help you (1) meet graduation requirements AND (2) prepare for postsecondary employment and career.*

Student Activities/Evidence	Instructional Ideas
<p>Students will:</p> <ul style="list-style-type: none"> • Identify their current pathway to the standard high school diploma. • Identify their most recent course of study in their TIEP. • Look at the school's course offerings- CTE, Dual Enrollment, elective courses, core academics, career-based courses including community-based instruction (CBI) CBVE, and WBLE to identify courses of interest that will also meet graduation requirements and gain skills needed for postsecondary employment and career. • Identify possibly changes in graduation option (pathway to the Standard High School Diploma). • Identify possible changes in the course of study or complete a new course of study. 	<p>Utilize the following resources:</p> <ul style="list-style-type: none"> • Project 10 Graduation Options Chart • Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter • Academic Advisement Students Entering Grade 9 Prior to 2023-2024 • District's Student Progression Plan • District and School CTE offerings • District and School Dual Enrollment offerings (both academic and vocational) • Student's most recent or draft TIEP- mark changes to graduation option and course of study, as applicable. <p>Student-Directed Transition Planning</p> <ul style="list-style-type: none"> • Lesson 6- Course of Study

Badge 1: Employability Skills and Resiliency in the Workplace

Discrete Skill 5: Develop a career and education plan that includes short- and long-term goals, high school program of study, and postsecondary/career goals.

Skill Overview: Tie it together: Transition assessment → MPGs → graduation option → course of study → annual goals/short-term objectives → Supports and services (transition services, special education services, related services)

Student Activities/Evidence	Instructional Ideas
<p>Have all of these details printed out and highlighted in existing TIEP.</p> <p>Students can practice sharing this information with peers in preparation for their IEP meeting.</p>	<p>Students' TIEP sections will be printed out, reviewed, and used for IEP meeting preparation:</p> <ul style="list-style-type: none"> • Transition assessment results • Measurable postsecondary goals • Graduation option • Course of study • Annual goals/short-term objectives (stepping stones to improve my present levels along the way) • Supports and services (who can help me and how) <p><u>Student-Directed Transition Planning</u></p> <ul style="list-style-type: none"> • Lesson 3- Vision for Employment • Lesson 4- Vision for Postsecondary Education • Lesson 5- Vision for Adult Living • Lesson 6- Course of Study • Lesson 7- Connecting with Adults Supports and Services • Lesson 8- Putting it All Together <p><u>Whose Future Is It Anyway?: A Student-Directed Transition Planning Process</u></p> <ul style="list-style-type: none"> • <u>Section 4- Goals, Objectives, and the Future</u>
<p>Make any recommended changes</p>	<p>TIEP sections (with edits, as applicable):</p> <ul style="list-style-type: none"> • Transition assessment results • Measurable postsecondary goals • Graduation option • Course of study • Annual goals/short-term objectives (steppingstones to improve my present levels along the way) • Supports and services (who can help me and how they can help)

Education Plan	<p><u>ChoiceMaker Self-Determination Transition Curriculum</u></p> <ul style="list-style-type: none"> • Choosing Education Goals <ul style="list-style-type: none"> ○ <u>Description</u> ○ <u>Teacher Manual and Student Lessons</u> ○ <u>Reproducibles</u>
Career Plan	<p><u>ChoiceMaker Self-Determination Transition Curriculum</u></p> <ul style="list-style-type: none"> • Choosing Employment Goals <ul style="list-style-type: none"> ○ <u>Description</u> ○ <u>Teacher Manual and Student Lessons</u> ○ <u>Reproducibles</u>
Goal Setting	<p><u>Overcoming Obstacles- Goal Setting</u></p> <ul style="list-style-type: none"> • <u>Lesson 1: Defining Goals</u> • <u>Lesson 2: Stepping Stone Goals</u> • <u>Lesson 3: Taking Action</u> • <u>Lesson 4: Persevering</u> <p><u>ChoiceMaker Self-Determination Transition Curriculum</u></p> <ul style="list-style-type: none"> • Choosing Personal Goals <ul style="list-style-type: none"> ○ <u>Description</u> ○ <u>Teacher Manual and Student Lessons</u>

Badge 2: Workplace Safety

Discrete Skill 1: Describe how to assess and control risks.

Discrete Skill 2: Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.

Discrete Skill 3: Describe the procedure for identifying, dealing with, or reporting a hazard.

Discrete Skill 4: Properly don and remove personal protective equipment.

Discrete Skill 5: Demonstrate how to keep the work area tidy and properly store equipment.

Badge 2: Workplace Safety

Discrete Skill 1: Describe how to assess and control risks.

Skill Overview: *Systematically identifying potential hazards, evaluating their likelihood and severity, and implementing the most effective solutions from the hierarchy of controls to ensure a safe environment.*

Student Activities/Evidence

- Explain that workplace injuries are predictable and preventable.
- Identify job hazards and the main hazard categories.
- Choose ways to control hazards (remove the hazard, use policies/procedures, use personal protective equipment (PPE)).
- Recognize workplace emergencies and describe safe response steps.
- Describe young workers' rights/responsibilities and practice speaking up about safety concerns.



Instructional Ideas

Teaching Talking Safety- Resource

Handbook – [Youth at Work - Talking Safety Handbook](#)

Presentation – [Youth at Work - Talking Safety Curriculum Presentation](#)

Companion video – [Teen Workers: Real Jobs, Real Risks \(Mallory's Story\) Video](#)

Supplemental Video Series

- Lesson 1- [Young Worker Injuries](#)
- Lesson 2- [Finding Hazards](#)
- Lesson 3- [Making the Job Safer](#)
- Lesson 4- [Emergencies at Work](#)
- Lesson 5- [Know Your Rights and Responsibilities](#)
- Lesson 6- [Taking Action](#)

Badge 2: Workplace Safety

Discrete Skill 2: Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments
Skill Overview: *Individual adherence to personal safety habits, such as the proper use of PPE, and strict organizational compliance with site-wide regulatory standards like hazard communication and fall protection.*

Student Activities/Evidence	Instructional Ideas
Recognize Common Workplace Safety Rules- Identify rules such as wearing PPE, keeping work areas clean, and following posted safety signs.	Students research the company their MPG is associated with and find any employee handbooks that state rules, safety procedures, etc.
Understand the Purpose of Safety Rules- Explain how safety rules prevent injuries and keep workers safe.	National Safety Council <ul style="list-style-type: none"> • Understanding how rules protect you in the workplace.
Identify Safety Signs, Symbols, and Labels- Recognize common safety icons, warning signs, and hazard labels.	Educators are encouraged to use the practice activities and adapt existing classroom or workplace materials to support skill development. Instructional opportunities may also exist in CBI, CBVE, WBLE in the community and on school campus (teacher facilitated identified and discussion of safety signs, symbols, labels).
Follow Basic Workplace Safety Expectations- Demonstrate behaviors such as reporting injuries, using equipment properly, and staying in assigned areas.	During CBI, CBVE, SBE- demonstrate safe working behaviors following safety signs, using equipment, and/or other job expectations.

Badge 2: Workplace Safety

Discrete Skill 3: Describe the procedure for identifying, dealing with, or reporting a hazard.
Skill Overview: *Identifying and applying individual safety practices alongside site-wide regulatory standards to ensure a consistently hazard-free and compliant work environment.*

Student Activities/Evidence	Instructional Ideas
Recognize when to stop work, move away from danger, or alert others.	The "Stop Work" Drill: Much like a fire drill, conduct a surprise "Safety Freeze" in the classroom. When you call "Freeze," students must explain why they might need to stop their current task (e.g., "The floor is wet," "This tool feels loose").
Use clear communication (verbally, written form, or digital report) to explain what the hazard is and where it is located.	Key Teaching Points for Clear Communication:

- Avoid Pronouns: Teach students to avoid saying "It's over there." Instead, teach them to be specific: "There is a puddle [What] near the back exit door [Where]."
- The "Visual Scan" Method: Before writing, have the student take a "mental photo" or an actual photo (if permitted). This helps them describe the hazard's exact relationship to landmarks (e.g., "Under the clock," "Behind the counter").

Badge 2: Workplace Safety

Discrete Skill 4: Properly don and remove personal protective equipment.

Skill Overview: *Executing the correct procedures for putting on and taking off protective gear to ensure maximum safety and prevent personal or environmental contamination.*

Student Activities/Evidence	Instructional Ideas
<p>Identify Types and Purposes of Personal Protective Equipment (PPE) - Recognize common PPE such as gloves, goggles, masks, aprons, and helmets & match PPE to the hazard it protects against.</p> <p>Understand When PPE Is Required- Identify tasks or environments that require protective equipment.</p> <p>Demonstrate Correct Steps for Putting on PPE (Donning)- Follow step-by-step procedures for properly fitting PPE.</p> <p>Demonstrate Safe Removal and Storage of PPE (Doffing)- Remove equipment safely to avoid contamination or injury and store it properly.</p>	<p>OSHA Personal Protective Equipment</p> <p>OSHA Education Center- Staying Safe: A Guide to Personal Protective Equipment</p> <p>CDC Personal Protective Equipment (PPE): Protect the Worker with PPE</p> <p>Applying Personal Protective Equipment (PPE) (CPalms Lesson)</p>


Badge 2: Workplace Safety

Discrete Skill 5: Demonstrate how to keep the work area tidy and properly store equipment.

Skill Overview: *Maintain a safe and efficient environment by consistently organizing the workspace and ensuring all tools are cleaned and returned to their designated storage locations after use.*

Student Activities/Evidence	Instructional Ideas
Recognize an Organized vs. Disorganized Work Area- Identify examples of clean, safe workspaces and cluttered or unsafe areas & describe why organization is important for safety and productivity.	<p>Structured workstations where students:</p> <ul style="list-style-type: none"> • Compare two setups • Fix a “messy” station <p>Real classroom jobs (e.g., organizing materials, setting up/cleaning a workspace)</p> <p>Timed “reset your workspace” routines</p> <p>This skill can also be practiced during CBI, CBVE, WBLE opportunities.</p>
Identify Where Tools and Materials Belong- Match tools, equipment, and materials to their designated storage locations (e.g., shelves, bins, labeled areas).	<p>The "Reset" Drill:</p> <ul style="list-style-type: none"> • Purposely place 5 items in the wrong locations. Have the student "Audit" the area to find the items that are "homeless" and return them to their correct spots. <p>Color-Coded Zoning:</p> <ul style="list-style-type: none"> • Divide the workspace into colored zones (e.g., the Blue Zone is for PPE, the Yellow Zone is for Hand Tools). • Use colored floor tape or shelf lining to reinforce the boundary. <p>This skill can also be practiced during CBI, CBVE, WBLE opportunities.</p>
Demonstrate Basic Cleaning and Organization Procedures- Return tools and materials to their proper location after use, Dispose of trash and scrap materials appropriately, Wipe down or clear work surfaces.	<p>Educators are encouraged to use the practice activities and adapt existing classroom or workplace materials to support skill development. This skill can also be practiced during CBI, CBVE, and WBLE opportunities.</p>
Follow End-of-Task or End-of-Day Cleanup Routines- Use a checklist or routine to ensure all materials are stored, equipment is turned off, and the workspace is left safe and orderly.	<p>Educators are encouraged to use the practice activities and adapt existing classroom or workplace materials to support skill development. This skill can also be practiced during CBI, CBVE, WBLE opportunities.</p>

Badge 3: Job Attainment Skills	
Discrete Skill 1: Identify resources used in a job search (e.g., newspaper, internet, networking).	
Discrete Skill 2: Identify the job tasks that the occupation will require	
Discrete Skill 3: Identify steps of the job application process including arranging for references and proper documentation	
Discrete Skill 4: Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.	
Discrete Skill 5: Demonstrate effective interviewing skills (behavioral) through mock interviews.	
Skill overview	

Badge 3: Job Attainment Skills	
Discrete Skill 1: Identify resources used in a job search (e.g., newspaper, internet, networking).	
Skill Overview: <i>Students will identify and use various tools to search for jobs related to their employment and career MPGs.</i>	
Student Activities/Evidence	Instructional Ideas
Use a newspaper to find jobs related to employment and career MPG	<u>Overcoming Obstacles- Looking for a Job</u> <ul style="list-style-type: none"> Part 1- Finding Job Listings <p>Teacher guided search through local newspaper- online or print version.</p>
Use internet search engines to find jobs related to employment and career MPG *After searching newspaper and job finding websites, students will identify at least one job description to use for the remaining activities for each discrete skill in badge 3.	<u>Overcoming Obstacles- Looking for a Job</u> <ul style="list-style-type: none"> Part 1- Finding Job Listings Part 2- Reading and Understanding Job Descriptions Part 3- Is This a Fit? <p>Teacher guided search various job-posting websites such as:</p> <ul style="list-style-type: none"> www.indeed.com www.ziprecruiter.com https://www.careeronestop.org/JobSearch/job-search.aspx
	
Network with known adults to find jobs related to employment and career MPG	<u>Overcoming Obstacles- Networking</u>

Badge 3: Job Attainment Skills

Discrete Skill 2: Identify the job tasks that the occupation will require.

Skill Overview: *Using a job posting aligned with employment and career MPGs, students will identify what the requirements are.*

Student Activities/Evidence	Instructional Ideas
<p>Using the job(s) identified in Discrete Skill 1 during the job search using newspapers/online/your network, list the skills the job will require you to have. Students should refer directly to the job description, when available.</p>	<p>Compare students' current skills to required job skills. Students will identify:</p> <ul style="list-style-type: none"> Skills they have. Skills they need to improve upon. Skills they need to learn/currently do not have. <p>Create a plan to improve upon and learn required skills needed for the job. The plan can include CBI, CBVE, functional academic and general academic skill development.</p>
<p>Use the selected job to identify the job requirements:</p> <ul style="list-style-type: none"> Education requirements Skills Hours Pay Other relevant details 	<p>Overcoming Obstacles: A Game Plan for Work</p> <ul style="list-style-type: none"> Lesson 2: Exploring Job Possibilities <p>Overcoming Obstacles- Looking for a Job</p> <ul style="list-style-type: none"> Part 2- Reading and Understanding Job Descriptions Part 3- Is This a Fit?

Badge 3: Job Attainment Skills

Discrete Skill 3: Identify steps of the job application process including arranging for references and proper documentation.

Skill Overview: *Students will read and follow job application directions, ensure they have information they will need available to them, and ensure the application is completed neatly. Students will also practice asking for references and appropriately documenting the reference's contact information.*

Student Activities/Evidence	Instructional Ideas
<p>Identify steps of the job application process Complete sample job applications</p> <ul style="list-style-type: none"> Follow directions on applications carefully. Ensure the information is accurate and the application looks neat. Be prepared-- have the information you will likely need to provide with you when you complete the application. 	<p>Overcoming Obstacles: Getting the Job</p> <ul style="list-style-type: none"> Completing Applications <p>Assist students in completing various job applications- both handwritten and online. Consider visual required for each student (information templates).</p>
<p>Arranging for references</p>	<p>Overcoming Obstacles: Making Contacts</p>

Practice asking for references, obtaining the reference, and documenting the reference's contact information	Conduct mock reference request activities utilizing teachers, other staff at the school, peers, volunteers, etc.
Badge 3: Job Attainment Skills	
<p>Discrete Skill 4: Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.</p> <p>Skill Overview: <i>Mastering the creation of essential professional documents, from initial resumes and applications to post-interview follow-ups and transition letters, to effectively manage every stage of the employment lifecycle.</i></p>	
Student Activities/Evidence	Instructional Ideas
Compile relevant information such as personal information, contact information, education, skills, work experience, volunteer experience, and references.	Xello Lesson plan: <u>My resume</u> : Students learn how a resume is used to present their skills, education, and experience in a way that best represents them to potential employers.
Practice electronic resume development	<p>Teach students about various resume formats in word processing programs and provide opportunities to complete practice resumes.</p> <p>Provide examples of good and poor-quality resumes- walk students through what makes a good and bad resume.</p>
Students will identify that a letter of recommendation is a written "thumbs up" from a trusted adult that helps them get a job.	<p>Complete a template:</p> <ul style="list-style-type: none"> • Who am I asking for the recommendation? <ul style="list-style-type: none"> ○ Teacher, job coach, former boss • What information do I need to provide them to write an accurate letter of recommendation? <ul style="list-style-type: none"> ○ My positive skills and attributes- organized, punctual, team player, etc. • Why do you need the letter of recommendation? <ul style="list-style-type: none"> ○ Demonstrate to a potential boss that you are the best choice for the job.
Prepare a resume tailored to student selected job.	<u>Overcoming Obstacles: Preparing a Resume</u>
Badge 3: Job Attainment Skills	
<p>Discrete Skill 5: Demonstrate effective interviewing skills (behavioral) through mock interviews.</p> <p>Skill Overview: <i>Demonstrating professional communication and self-advocacy by successfully answering experience-based questions during simulated workplace scenarios to prove one's readiness for employment.</i></p>	
Student Activities/Evidence	Instructional Ideas

<p>Prepare for and participate in mock interviews.</p>	<p>Overcoming Obstacles- Getting the Job Lesson 2- Preparing for an Interview Lesson 3- Interviewing Lesson 4- Following the Interview Lesson 5- Responding to a Job Offer</p> <p>Facilitate peer-to-peer mock interviews.</p> <p>Invite community business partners, staff/teachers from school, parents, volunteers, etc., to conduct mock interviews after several guided practice sessions.</p>
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Badge 4: Self-Advocacy and Career Planning	
Discrete Skill 1: Discuss ways that honesty and trustworthiness can lead to school and career success.	
Discrete Skill 2: Identify and describe characteristics, interests, experiences, and academic abilities	
Discrete Skill 3: Identify appropriateness of disclosing disability in some situations and not others	
Discrete Skill 4: Demonstrate ability to communicate necessary job accommodations to prospective employers	
Discrete Skill 5: Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning	

Badge 4: Self-Advocacy and Career Planning	
Discrete Skill 1: Discuss ways that honesty and trustworthiness can lead to school and career success	
Skill Overview: <i>Exploring how maintaining high ethical standards and a reliable reputation fosters the professional relationships and personal integrity necessary for long-term academic and career advancement.</i>	
Student Activities/Evidence	Instructional Ideas

Students will learn about and explain trustworthiness and honesty.



Resiliency Florida 9-12: [Teacher Resources](#)

- Perseverance
- Grit
- Gratitude
- Responsibility
- Responsible Decision-Making
- Critical Thinking & Problem-Solving
- Self-Awareness & Self-Management
- Mentorship
- Citizenship
- Honesty
- Empathy

Students will learn about consequences of untrustworthiness and dishonesty through teacher-created role-playing scenarios.

Students will identify, explain, and exhibit positive on-the-job behaviors.

- [Overcoming Obstacles: On-the-Job](#)
[Lesson 1: Developing a Positive Work Ethic](#)
[Lesson 2: Working with Others](#)
[Lesson 3: Communicating on the Job](#)
[Lesson 4: Managing Time, Money, & People](#)
[Lesson 5: Advancing on the Job](#)

These skills can be practiced and reinforced during CBI, CBVE, SBE, and WBLE opportunities.

Badge 4: Self-Advocacy and Career Planning

Discrete Skill 2: Identify and describe characteristics, interests, experiences, and academic abilities.

Skill Overview: *Conducting a thorough self-assessment to articulate how one's unique personal traits, professional interests, and academic strengths align with future career opportunities.*

Student Activities/Evidence	Instructional Ideas
Complete a Visual Career Mapping Graphic Organizer	A "Who Am I?" web with the student in the center and four branches: <ul style="list-style-type: none"> • Talents (What I can do) • Passions (What I love) • Accomplishments (What I've done) • Learning Style (How I work best)
Complete a visual representation of personal interests and academic strengths.	Students create a single-page "Brand Board." They must include: <ul style="list-style-type: none"> • Three images representing hobbies or interests. • Two icons representing academic subjects they excel in.

	<ul style="list-style-type: none"> • Three "Power Words" (adjectives) that describe their work ethic (e.g., Punctual, Creative, Helpful).
Complete a "Self-Discovery" Inventory Template	<p>A simplified checklist for students to identify their "Starting Point."</p> <ul style="list-style-type: none"> • Personal Characteristics: (Checklist of 15-20 positive traits like Reliable, Friendly, Fast Learner). • Academic Snapshot: "My favorite subject is _____ because _____." "One thing I am proud of learning this year is _____." • Experience Log: A table to list school clubs, chores, or community involvement and the "Job Skill" associated with it.
Badge 4: Self-Advocacy and Career Planning	
<p>Discrete Skill 3: Identify appropriateness of disclosing disability in some situations and not others. Skill Overview: <i>Students will learn about disability disclosure, when, and how to do it in various settings.</i></p>	
Student Activities/Evidence	Instructional Ideas
Students will be able to understand and explain their rights and responsibilities.	<p>ME! Lessons for Teaching Self-Awareness & Self-Advocacy</p> <ul style="list-style-type: none"> • Unit 4- Understanding My Rights and Responsibilities • Unit 7- Advocating for My Needs in High School • Unit 8- Advocating for My Needs After High School
Badge 4: Self-Advocacy and Career Planning	
<p>Discrete Skill 4: Demonstrate ability to communicate necessary job accommodations to prospective employers. Skill Overview: <i>Students will learn about their rights under ADA and how to request reasonable workplace accommodations.</i></p>	
Student Activities/Evidence	Instructional Ideas
<p>Disability disclosure on the job: Explicitly teach the "Why, When, and How" of disability disclosure in employment. Use role-play to practice describing an academic or physical ability and the support needed to perform a job task.</p> <p>Decide who and when to disclose.</p> <p>Explain the accommodations/support you need.</p>	<p>The 411 on Disability Disclosure: A Workbook for Youth with Disabilities</p> <ul style="list-style-type: none"> • Unit 7- Disclosure on the job- why, when, what, to whom, and how <p>Job Accommodations Network Workplace Accommodation Toolkit</p> <p>Provide role-playing opportunities for students to practice disclosing their disability in various employment phases (interview, upon hiring). Students may require visual supports from previous activities.</p>
Badge 4: Self-Advocacy and Career Planning	
<p>Discrete Skill 5: Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.</p>	

Skill Overview: Recognizing that ongoing learning and professional development are essential for maintaining job security, adapting to industry changes, and achieving long-term career growth.	
Student Activities/Evidence	Instructional Ideas
Identify how jobs, technology, and workplace expectations change.	O*NET Online: Bright Outlook-track which occupations are growing and how technology is impacting them
Recognize examples of training opportunities such as workshops, certifications, college courses, and on-the-job training.	Match a career goal with the most appropriate training type. <ul style="list-style-type: none"> • Task: Students are given "Goal Cards" and "Training Cards." They must pair them correctly. <ul style="list-style-type: none"> ○ Goal: "I want to be a nurse." → Training: College Degree (4 years). ○ Goal: "I want to learn how to use a specific new software by Friday." → Training: Workshop (3 hours). ○ Goal: "I want to prove I can safely drive a forklift." → Training: Certification (Exam & License). ○ Goal: "I just got hired at a coffee shop and need to learn the register." → Training: On-the-Job (First week of work).
Describe how additional training or education can lead to promotions, new responsibilities, or higher wages.	The " O*NET OnLine " Career Research <ul style="list-style-type: none"> • Activity: Have students look up a specific career (e.g., "Medical Assistant"). Ask them to find the "Education" and "Wages" sections. • Comparison Task: Compare a "Medical Assistant" (Certificate/Some College) to a "Registered Nurse" (Associate or Bachelor's Degree). <ul style="list-style-type: none"> ○ Observation: How much does the median wage increase with the extra degree? What new responsibilities (e.g., supervising others, administering meds) come with the RN role?
Identify skills they may need to learn for a job of interest.	Use a Folder Game or Sorting Mat to make the concept of a "Skill Gap" physical. <ul style="list-style-type: none"> • Setup: Create cards with photos of tasks for a specific job (e.g., for a Cafe: Wiping a table, pouring water, using a cash register, smiling at a customer). • Task: The student sorts the cards into two buckets: <ol style="list-style-type: none"> 1. "I Can Do This Now" (Confidence building). 2. "I Want to Practice This" (Identifying the skill to learn).