

PHOTOVOICE IMPLEMENTATION GUIDE

**Supporting Career
Exploration and
Transition
Through
Photography**



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 **Instructional Targets**

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a

 **Differentiated Tasks**

| Level 3 Learning Goals | Level 2 Learning Goals | Level 1 Learning Goals |
|--|--|--|
| <ul style="list-style-type: none"> I can label pictures as human subject and object subject. I can describe what is happening in the photo with one to three words. I can label the parts of the camera. I can take five pictures and view them. | <ul style="list-style-type: none"> I can sort pictures as human subject and object subject. I can select description words to describe sample photos. I can use a word bank to match the parts of the camera. I can take three pictures and view them. | <ul style="list-style-type: none"> I can match pictures as human subject and object subject from an errorless choice. I can match description words from an errorless selection to sample photos. I can match pictures of the camera to the parts on the camera. I can use a visual task analysis to take one picture. |

Topic Connections

Students will begin exploring and identifying the features of a digital camera. The student will also know the difference between an object subject and a human subject.

Topic Words

Lens Research Screen Focus
Human Subject Object Subject

Transition Words

Lesson at a Glance

| <i>Instructional Activities</i> | <i>Materials and Resources</i> | <i>Additional Materials</i> |
|---|---|---|
| <ul style="list-style-type: none"> Differentiate between a Human and Object Subject Identify the different parts of a camera Take a picture of a human or object subject and describe the photo. | <ul style="list-style-type: none"> Class set of Digital Cameras Object and Human Subject Pictures Digital Camera Proficiency Checklist Vocabulary Strip 1 Vocabulary Strip 2 | <ul style="list-style-type: none"> Visual Adjectives Sheet Photovoice Day 1 Practice Guide Blank task analysis template for taking a photo Digital Camera Proficiency Checklist |

Photovoice Lesson - Introduction to Photovoice
Activity #1 - What is Photovoice?

 **Instructional Targets**

Applied Studies:
ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c

 **Instructional Routine**

| | |
|------------------|--|
| Introduce | <p>- Introduce the Photovoice project and a brief overview of what students will learn over sessions. Explain that there are different subjects that you can take a picture of. Explain that during the project you might want to take pictures of objects or human subjects.</p> <p>- Review the learning goal with the students: I will differentiate between an object and a human subject.</p> |
| Model | <p>- Using the Object and Human Subject Pictures, talk through the picture by identifying the object and human subjects within each. Model using describing words to identify what is in the photo. Model using the Visual Adjectives Sheet</p> |
| Provide Practice | <p>Level 3: While showing the Object and Human Subject Pictures, have the student independently identify the human and/or object in the picture. Have the student describe the photo using at least five words.</p> <p>Level 2: While showing the Object and Human Subject Pictures, have the student identify the human and/or object in the picture with prompts. Have the student describe the photo with at least three words using the Visual Adjectives Sheet.</p> <p>Level 1: While showing the Object and Human Subject Pictures, have the student identify the human and/or object in the picture based on their active response mode. Have the student describe the photo using at least two words from the Visual Adjectives Sheet.</p> |
| Review/Extend | <p>Throughout the day, show the student a picture and/or point out something in their natural environment and have them identify it as a human or object subject. Have them use words to describe what they see.</p> |

 **Check for Understanding** 

| | |
|---------|---|
| Level 3 | Can the student independently differentiate between a human and an object subject? |
| Level 2 | Can the student use words and symbols to differentiate between a human and an object subject? |
| Level 1 | Can the student select pictures to differentiate between a human and an object subject? |

 **Instructional Targets**

Applied Studies:

ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c



Instructional Routine

| | |
|-------------------------|--|
| <p>Introduce</p> | <p>- Introduce the digital camera and the vocabulary strips (Vocabulary Cards Strip 1 Vocabulary Cards Strip 2) for each part of the camera. Locate the on/off button, lens, screen, how to focus, and how to take a picture. - Review the learning goal with the students: I will identify the parts of a camera and use them to take a good picture of an object subject.</p> |
| <p>Model</p> | <p>- Model how to make sure the subject of the picture is displayed appropriately on the screen before taking the picture. Show examples and non-examples of good quality pictures.</p> |
| <p>Provide Practice</p> | <p>Level 3: While holding the camera, have the student independently identify the different parts of the camera. Have them take a good quality picture with an object subject.</p> <p>Level 2: While holding their camera, have the student identify the different parts of the camera with prompts. Have them take a good quality picture with an object subject.</p> <p>Level 1: While holding their camera, have the student identify using their active response mode the parts of the camera. Have them assist with taking a good quality picture of an object subject.</p> |
| <p>Review/Extend</p> | <p>Continue practicing using the cameras to take pictures in the classroom. Review camera vocabulary throughout the week. Consider using a variation of this Digital Camera Proficiency Checklist to check the knowledge of the students or collecting data using a task analysis for taking a digital picture</p> |



Check for Understanding



| | |
|----------------|--|
| <p>Level 3</p> | <p>Can the student independently use the digital camera to take a picture of an object subject?</p> |
| <p>Level 2</p> | <p>Can the student use the digital camera to take a picture of an object subject when given prompts?</p> |
| <p>Level 1</p> | <p>Can the student assist with using the digital camera to take a picture of an object subject?</p> |

 **Instructional Targets**

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a

 **Differentiated Tasks**

| Level 3 Learning Goals | Level 2 Learning Goals | Level 1 Learning Goals |
|---|---|--|
| <ul style="list-style-type: none"> I can independently identify Work Environment Preferences. I can independently identify careers with their features. I can independently identify a career cluster of interest. I can independently take pictures of human and object subjects related to a career. I can independently use the photo permission form and script to take pictures of a human subject. | <ul style="list-style-type: none"> I can use words or pictures to select Work Environment Preferences. I can match careers with their features. I can use words or pictures to select a career cluster of interest. I can use word and picture supports to take pictures of human and object subjects related to a career. I can use words or pictures to use a photo permission form and script to take a picture of a human subject. | <ul style="list-style-type: none"> I can make a selection to indicate a picture of Work Environment Preference. I can select a career from an errorless choice to match careers with their features. I can select a career cluster of interest. I can select items for human and object subjects that can be photographed by staff. I can select which form needs to be used to gain photo permission from a human subject and present the script to the subject. |

Topic Connections

Students will begin exploring their work environment preferences, careers, and career clusters. They will also become familiar with photography and asking permission before taking pictures of human subjects.

Topic Words

Object subject Human subject
Consent

Transition Words

Work Environment Preferences
Career Career Cluster

Lesson at a Glance

| <i>Instructional Activities</i> | <i>Materials and Resources</i> | <i>Additional Materials</i> |
|---|--|--|
| <ul style="list-style-type: none"> Completing Work Environment Preferences Sheet Identifying 1-2 career clusters of interest Taking object and human subject pictures Obtaining at least two verbal consents from human subjects. | <ul style="list-style-type: none"> Work Environment Preferences Survey Pictorial Interest Inventory Table for tracking responses to Pictorial Inventory Photo Consent Script | <ul style="list-style-type: none"> Work Environment Slide Show Digital Cameras Work Environment Communication Board Career Cluster Communication Board |



Instructional Targets

Applied Studies: EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a



Instructional Routine

| | |
|--------------------------------|---|
| <p>Introduce</p> | <ul style="list-style-type: none"> - Introduce the activity by asking a focus question about work environments. For example, ask, “Would you want to work in a clean or dirty environment?” - Explain that there are different types of work environments and it is important to know which one you prefer so that you can find a job that matches. Using the Work Environment Slide Show, sort pictures based on the work environment. Have the students individually complete the Work Environment Preferences Survey - Explain that they will be looking at different work environment pictures and deciding on which one they prefer. - Review the learning goal with the students: I will identify my Work Environment Preferences and potential career cluster(s). |
| <p>Model</p> | <ul style="list-style-type: none"> - Using photos of careers in the Pictorial Interest Inventory and the Work Environment Communication Board or their completed survey, talk through the three pictures on the first page using the vocabulary from the communication board. For example, say “This is a person working in the library. I know the library is a clean, quiet place inside. I like quiet places. Loud noises will sometimes scare me.” Show the students how to indicate which career they prefer out of the three displayed on each page using the Table for tracking responses to Pictorial Inventory. Complete the inventory. |
| <p>Provide Practice</p> | <p>Level 3: Have the student independently select their preferred career photo on the interest inventory. After reviewing all photos, students will count their preferred photos to determine their preferred career cluster. They can share their results with a partner.</p> <p>Level 2: Have the student use words and symbols to select their preferred career photo on the interest inventory. After reviewing all photos and with support, the students will count their preferred photos to determine their career cluster. They can use the Career Cluster Communication Board to share their results with a partner.</p> <p>Level 1: Have a printed version of the Pictorial Interest Inventory and have the student select their preferred career photo by means of their preferred active communication response mode. After reviewing all photos and with support, the student will participate in counting their preferred photos to determine their career cluster. They can use the Career Cluster Communication Board and their active communication response mode to share with a partner.</p> |
| <p>Review/ Extend</p> | <p>Using pictures from a variety of different careers, review one picture per day with students. Use the Work Environment Communication Board to discuss the photo. Have students indicate whether this is a job they would enjoy based on their preferred work environment preferences and their preferred career cluster.</p> |



Check for Understanding

| | |
|----------------|--|
| <p>Level 3</p> | <p>Can the student independently identify their Work Environment Preferences and a career cluster of interest?</p> |
| <p>Level 2</p> | <p>Can the student use words and symbols to select their Work Environment Preferences and select a career cluster of interest?</p> |
| <p>Level 1</p> | <p>Can the student select pictures of their Work Environment Preference and a career cluster of interest?</p> |

 **Instructional Targets**

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c



Instructional Routine

| | |
|--------------------------------|---|
| <p>Introduce</p> | <ul style="list-style-type: none"> - Introduce the activity by asking a focus question about taking pictures. For example, ask, “Have you ever gotten your picture taken? Or “Have you ever taken a picture of someone or something?” - Explain to students that there are different types of cameras and they will be learning how to use a digital camera to take pictures. - Explain that there are different types of subjects in a picture. An object subject is a place or a thing. A human subject is a person. Explain that when you take pictures of a human subject, you need to gain their consent or permission to take their pictures. - Review the learning goal with the students: I will use a digital camera to take pictures of human and object subjects related to a career. |
| <p>Model</p> | <ul style="list-style-type: none"> - Using the digital camera, model how to use the features of the camera to take a picture of an object subject. Talk through each step of turning on the camera, finding the subject on the screen, and pressing the button to take the picture. - Model the same procedures for taking a picture of a human subject. However, before the picture can be taken, the person must give consent. For example, you might say “I want to take a picture of the security officer. He is a human subject, so I have to get his consent first.” Show the students the Photo Consent Script. Model how to follow the script to get consent from a human subject. |
| <p>Provide Practice</p> | <p>Level 3: Have the student independently take pictures of objects and human subjects while using the consent script (if needed).</p> <p>Level 2: With a partner, have the students take pictures of objects and human subjects while using the consent script (if needed).</p> <p>Level 1: With staff or peer support, have the students identify items within the classroom/building as either object or human subjects and assist them with taking a picture. If it is a human subject, prompt the student to gain consent by touching the Photo Consent Script.</p> |
| <p>Review</p> | <p>Have students give a thumbs up or thumbs down if gaining permission to photograph is needed when taking a picture of:</p> <ul style="list-style-type: none"> - Flower, Security officer, Lunch tray, Science teacher |



Check for Understanding



| | |
|----------------|--|
| <p>Level 3</p> | <p>Can the student Independently take pictures of human and object subjects related to a career and ask for consent and respond accordingly when taking pictures of a human subject?</p> |
| <p>Level 2</p> | <p>Can the student use words and/or picture supports to take pictures of human and object subjects related to a career and follow the Photo Consent Script to take a picture of a human subject?</p> |
| <p>Level 1</p> | <p>Can the student select items for human and object subjects that can be photographed by staff and gesture to the Photo Consent Script when wanting to take a picture of a human subject?</p> |

 **Instructional Targets**

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a

 **Differentiated Tasks**

| Level 3 Learning Goals | Level 2 Learning Goals | Level 1 Learning Goals |
|---|---|--|
| <ul style="list-style-type: none"> I can independently match careers with preferred work environment features. I can independently indicate work learning styles. I can independently take pictures of human and object subjects related to a career. I can independently use the photo permission form and script to take pictures of a human subject. I can independently answer questions about the pictures. | <ul style="list-style-type: none"> I can use words or pictures to match careers with preferred work environment features. I can use words or pictures to indicate work learning styles. I can use words or picture supports to take pictures of human and object subjects related to a career. I can use words or pictures to use a photo permission form and script to take a picture of a human subject. I can use words or pictures to answer questions about the pictures. | <ul style="list-style-type: none"> I can make a selection to match careers with preferred work environment features. Using preferred response mode, I can indicate work learning styles. I can select items of human and object subjects related to a career that can be taken by staff. I can select which form needs to be used to gain photo permission from a human subject and present the script to the subject. I can participate in answering questions about the pictures. |

Topic Connections

Students will identify their work learning styles and continue to explore their work environment preferences, careers, and career clusters. They will practice using their cameras to take pictures of on-site careers set up by the teachers.

| Topic Words | Transition Words |
|---|--|
| <p align="center">Object subject Human subject</p> <p align="center">Consent</p> | <p align="center">Work Environment Preferences</p> <p align="center">Learning Style Career Career Cluster</p> |

Lesson at a Glance

| <i>Instructional Activities</i> | <i>Materials and Resources</i> | <i>Additional Materials</i> |
|--|--|--|
| <ul style="list-style-type: none"> Identifying work learning styles Taking on-site object and human subject pictures | <ul style="list-style-type: none"> Discover your Learning Style Video Work Learning Style Career Tools Scavenger Hunt Discussion Prompts | <ul style="list-style-type: none"> Digital Cameras Photo Consent Script Work Environment Communication Board Object and Human Subject Pictures |

 **Instructional Targets**

Applied Studies: EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a

 **Instructional Routine**

| | |
|---------------------------|--|
| <p>Introduce</p> | <ul style="list-style-type: none"> - Introduce the activity by asking a focus question about learning styles. For example, ask, “Do you learn better when you can read the directions or when someone shows you how to do it?” - Explain that there are different learning styles and when identified can help determine what jobs are the best fit. Knowing your learning style can also help you advocate for the support you need to be more successful in your job. - Explain that we will be looking at different work learning styles and deciding on which ones best describe how you learn. - Review the learning goal with the students: I will identify my Work Learning Style. |
| <p>Model</p> | <ul style="list-style-type: none"> - Watch the video: Discover Your Learning Style - Using the Work Learning Style checklist, go through each section and talk through with the students each preference. - Make connections between the different learning styles and a potential job cluster that might use that particular style of learning. |
| <p>Provide Practice</p> | <p>Level 3: Have the student independently select their work learning style and share their checklist with a partner.</p> <p>Level 2: Have the student use words and symbols to select their work learning style. After reviewing their choices with staff, the students can share their checklist with a partner.</p> <p>Level 1: With staff support, have the student select their work learning style by means of their preferred active communication response mode. They can use the checklist and their active communication response mode to share with a partner.</p> |
| <p>Review/ Extend</p> | <ul style="list-style-type: none"> • Using Object and Human Subject Pictures from a variety of different careers, review one picture per day with students. • Use Career Cluster Communication Board and Work Environment Communication Board sheet to discuss the photo. • Have students identify some work learning styles that might be needed in that particular job. • Have students rate whether this is a job they would be interested in based on their particular preferences and desired career cluster(s). |

 **Check for Understanding** 

| | |
|----------------|--|
| <p>Level 3</p> | <p>Can the student independently identify their Work Learning Styles and advocate for any supports that they might need on the job?</p> |
| <p>Level 2</p> | <p>Can the student use words and symbols to identify their Work Learning Styles and advocate for any supports that they might need on the job?</p> |
| <p>Level 1</p> | <p>Can the student select pictures to identify their Work Learning Styles and advocate for supports that they might need on the job?</p> |

Instructional Targets

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c

Instructional Routine

| | |
|------------------|--|
| Introduce | <ul style="list-style-type: none"> - Just like on the job when there are steps you have to take to complete a task, taking a photo of a human subject requires steps to be followed. - If someone does not want their photo to be taken, do not be upset. You might say “I understand. Thank you for your time.” and move on to a different object or human subject. - Inform the students that today we are going to take pictures of some on-site job opportunities and we will have to follow this procedure. - After we visit the locations, we will come back to the classroom to answer questions about one of the pictures. Discussion Prompts - Review the learning goal with the students: I will take pictures of human and object subjects. |
| Model | <ul style="list-style-type: none"> - Role play using the script to gain consent from a human subject in the classroom. - While at the different on-site locations, model the use of the camera and the script. |
| Provide Practice | <p>Level 3: Have the student independently complete the Career Tools Scavenger Hunt by taking pictures of objects and human subjects while using the consent script (if needed).</p> <p>Level 2: With a partner, have the students complete the Career Tools Scavenger Hunt by taking pictures of at least 3-5 objects and/or human subjects while using the consent script.</p> <p>Level 1: With staff or peer support, have the students identify items within the classroom/building as either object or human subjects and assist them with taking a picture. If it is a human subject, prompt the student to gain consent by touching the Photo Consent Form. Have the student associate at least one item with a career on the Career Tools Scavenger Hunt.</p> |
| Review/Extend | <p>Upon returning to the classroom, discuss the pictures taken in each work location using the Work Environment Communication Board as a reference.</p> <ul style="list-style-type: none"> • Questions for discussion could include: <ul style="list-style-type: none"> ○ What did you take a picture of? ○ What is happening in the picture? ○ What job did you take a picture of? ○ Can you use describing words to tell us about that job? ○ What tools do you need to work at that job? |



Check for Understanding ?

| | |
|---------|--|
| Level 3 | Can the student independently gain consent and take pictures of human and object subjects related to a career? |
| Level 2 | Can the student use words and symbols to gain consent and take pictures of human and object subjects related to a career? |
| Level 1 | Can the student select pictures and/or indicate what is needed to gain consent and take pictures of human and object subjects related to a career? |

 **Instructional Targets**

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c; EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a

 **Differentiated Tasks**

| Level 3 Learning Goals | Level 2 Learning Goals | Level 1 Learning Goals |
|--|--|--|
| <ul style="list-style-type: none"> I can independently describe a photo of a career by its Work Environment Features. I can independently identify if a career is a good fit for me based on my preferred career clusters and work preferences. I can independently indicate workplace readiness skills. I can independently answer questions about my pictures. | <ul style="list-style-type: none"> I can use words or picture supports to describe a photo of a career by its Work Environment Features. I can use words or picture supports to identify if a career is a good fit for me based on my preferred career clusters and work preferences. I can use words or picture supports to indicate workplace readiness skills. I can use words or picture supports to answer questions about my pictures. | <ul style="list-style-type: none"> I can select a photo of a career by its Work Environment Features. I can indicate with a preferred response mode if a career is a good fit for me. I can select answers to indicate workplace readiness skills. I can participate in discussions about my pictures. |

Topic Connections

Students will begin to distinguish between careers that match their preferences. They will learn how to advocate for themselves by indicating their work learning styles. Students will practice answering questions about their pictures by participating in a mock interview.

| Topic Words | Transition Words |
|---|--|
| <p>Object subject Human subject</p> <p>Consent</p> | <p>Work Environment Preferences</p> <p>Learning Style Career Career Cluster</p> <p>Advocate Supports</p> |

Lesson at a Glance

| <i>Instructional Activities</i> | <i>Materials and Resources</i> | <i>Additional Materials</i> |
|--|--|---|
| <ul style="list-style-type: none"> Identifying positive workplace readiness skills through a self evaluation. Identifying if a career is a good fit based on preferences and career clusters | <ul style="list-style-type: none"> Workplace Readiness Video Work Skills Rubric Object and Human Subject Pictures WBL Communication Board Interview Questions | <ul style="list-style-type: none"> Digital Cameras Photo Permission Script Job Training Site Matches |

 **Instructional Targets**

Applied Studies: EMPL-AWARE: 1a, 1b, 2a, 2b, 2i, 3b, 3c, 3d, 4b; EMPL-SEEK: 2c, 3a



Instructional Routine

| | |
|-------------------------|--|
| <p>Introduce</p> | <ul style="list-style-type: none"> - Introduce the activity by talking about the many jobs that can be explored. Ask the students “How will you know what job is best for you?” “What might you need to know about yourself to determine if the job is a good fit?” - Explain that one way to help determine this is to learn more about yourself by finding out which work skills do you already have and which skills do you need to improve, along with your work environment preferences. - A good way to learn more about yourself is by completing a survey. Explain that we will be completing a survey on workplace readiness skills. - Review the learning goal with the students: I will identify if a career is a good fit for me based on my work based learning preferences. |
| <p>Model</p> | <ul style="list-style-type: none"> - Watch the video: Workplace Readiness - Using the Work Skills Rubric, go through each section with the students emphasizing their response options. - If already completed, review some of the sections with the students while making connections between the positive work skills and their career clusters and work environment preferences. - Revisit the Object and Human Subject Pictures. Using WBL Communication Board, have the students determine if the career in the picture is a good fit for them based on their preferences. |
| <p>Provide Practice</p> | <p>Level 3: Have the student independently identify if a career is a good fit for them based on their identified preferences.</p> <p>Level 2: Have the student use words or picture supports to identify if a career is a good fit for them based on their identified preferences.</p> <p>Level 1: Have the student use their preferred response mode to identify if a career is a good fit for them.</p> |
| <p>Review/Extend</p> | <ul style="list-style-type: none"> - Continue to discuss career clusters, work environment preferences, and workplace readiness skills throughout the week with the students. - Find ways to have the students think about what job or career would be a good fit for them based on what they know about themselves. - Consider completing the Job Training Site Matches after each work based learning experience. |



Check for Understanding



| | |
|----------------|---|
| <p>Level 3</p> | <p>Can the student Independently identify if a career is a good fit for them based on their work based learning preferences</p> |
| <p>Level 2</p> | <p>Can the student use words or picture supports to identify if a career is a good fit for them based on their work based learning preferences?</p> |
| <p>Level 1</p> | <p>Can the student use their preferred response mode to identify if a career is a good fit for them?</p> |

 **Instructional Targets**

Applied Studies: ENG - COMP: 2c, 2g, 3h, 4e; ENG - DOCS: 4a; HIST - PERS: 2d, 2g, 3b; IND-Social: 1d, 1e, 2e, 2h, 2i, 3b, 3c, 4a, 4b, 4c



Instructional Routine

| | |
|-------------------------|---|
| <p>Introduce</p> | <ul style="list-style-type: none"> - Just like on the job when there are steps you have to take to complete a task, taking a photo of a human subject requires steps to be followed. - If someone does not want their photo to be taken, do not be upset. You might say “I understand. Thank you for your time.” and move on to a different object or human subject. - It is also an important job skill to be able to answer questions and give information on a topic. Explain that we are going to use the pictures that were taken to answer questions about one of the pictures. Mock Interview Questions - Review the learning goal with the students: I will discuss pictures from different on-site locations. |
| <p>Model</p> | <p>If there are any additional on-site locations, have the students visit those locations to practice picture taking and getting consent from any human subjects.</p> <p>Discuss the pictures taken in each work location using the WBL Communication Board as a reference.</p> <ul style="list-style-type: none"> • Questions for discussion could include: <ul style="list-style-type: none"> ○ What did you take a picture of? ○ What is happening in the picture? ○ What job did you take a picture of? ○ Can you use describing words to tell us about that job? ○ What tools do you need to work at that job? |
| <p>Provide Practice</p> | <p>Level 3 - Have the student independently answer questions about their pictures.</p> <p>Level 2 - With a partner, have the student answer questions about their pictures using words or picture prompts.</p> <p>Level 1 - With staff or peer support, have the student answer questions about their pictures using their preferred response mode supported by the WBL Communication Board.</p> |
| <p>Review/Extend</p> | <ul style="list-style-type: none"> - Continue to discuss pictures throughout the week using the Mock Interview Questions. |



Check for Understanding



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|----------------|--|
| <p>Level 3</p> | <p>Can the student independently discuss their pictures?</p> |
| <p>Level 2</p> | <p>Can the student use words and symbols to discuss their pictures?</p> |
| <p>Level 1</p> | <p>Can the student select pictures and/or indicate a response to discuss their pictures?</p> |

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