

**NAME OF THE PROGRAM:** “Ready Set Go!”

**TARGETED POPULATION:** Deaf, Hard of Hearing, and Deaf-Blind high school students

**TARGET NUMBER TO SERVE:** 16 for the first implementation, increase this to max out at 30 later

**MAJOR EMPHASIS:** Provide students the tools and experiences needed to obtain successful and satisfying employment. This program will focus on preparing the student with hands-on learning, discussion, informational handouts, and individual charting of steps to achieve the realistic career they desire. There will be six-five hour sessions over the span of two weeks. Daily sessions will begin at 9:00 am and end at 2:30 pm. There will be a half hour for lunch; 12:00 am – 12:30.

**SCHEDULE:**

**DAY ONE:** Registration of students/school staff

Introductions of People and Program

Maze Activity and Debriefing (object lesson showing how knowledge is powerful)

Theme of the day; “Workplace Readiness”

1. Attitude
2. Appearance
3. Action

Rope Knot Activity (object lesson showing how knowledge is powerful)

Job Exploration

Guest speakers who are deaf, hard of hearing, and deaf-blind present about their jobs,

education, with a period of questions and answers afterwards

Job Contemplation…what career field would be suited for you?

Interest Assessments

Listing of five jobs of interest

Journal Writing

**DAY TWO:**  Drawing Out Your Pathway

Summarize previous day’s achievements

Each student will be given a list of jobs in their interest area with a listing of educational requirements

Each student will choose a vocation and write down all of the educational requirements needed on their passport

Students will be given a question to answer correctly to proceed with their educational goals to gain a feeling of achievement. The further the education, the harder the question becomes. Once all of their “education” is completed, their passports are checked and they are awarded beads symbolizing their career.

A debriefing occurs to foster comments regarding the education required for their career choice.

Tour of Tennessee Rehabilitation Center

Debriefing with Questions and Answers

Discussion on what the Deaf Services Program does for students and staff

Journal Writing

**DAY THREE:** Review of previous day’s activities

Accommodations for the Workplace (Disability Rights of Tennessee)

What does the word “accommodation” mean?

What the law states regarding “deafness” and employment?

How does one request accommodations?

What are “reasonable accommodations”?

How to report when rights are being denied?

Technology and Services (Tech Access Center of Mid-Tennessee)

What can be used to “level the playing field” for equality with hearing co-workers

Questions and Answers for both presenters

Role playing of the following scenarios:

Not dressed appropriately for work

Being late for work

Having a bad attitude

Being a bad team member

Having your rights denied

Deaf and Hearing cultures clash

Group work to develop a contract for the workplace

Groups come together and develop one contract

Contracts are printed and signed by each student

Shadowing assignments are given out to the students and a brief explanation of dress code and other important items are discussed.

Journal Writing

**DAY FOUR:** Job Shadowing Day

Each student will shadow an employee at a job site that may be similar to the one they want to really have.

After 2 ½ hours, a debriefing will be held with the students and the person they shadowed with.

Finances

How are you going to live on your salary?

Detail average expenses

Rent Electric Water Gasoline

Bus fare Car Note Food Clothing

Cable Cell Phone Entertainment Emergency Fund

Retirement

Apartment search for reasonably priced living spaces

Create a budget

Journal Writing

**DAY FIVE:** Review of Previous Day

How to find a job

Newspaper

Internet

People you know

Cold Calls

How to create a professional resume

How to interview

Homework Assignment

Choose a passage from your journal to share with the class for tomorrow

Come tomorrow dressed for the job you want to have

Journal Writing

**DAY SIX:** Review the previous five sessions

Each student will stand and share:

One journal entry

Their career goal

How they will accomplish their career goal

What they have learned from *“Ready Set Go!”*

All students together will sign their employment contract

Completion Ceremony

Evaluations of *“Ready Set Go!”*