

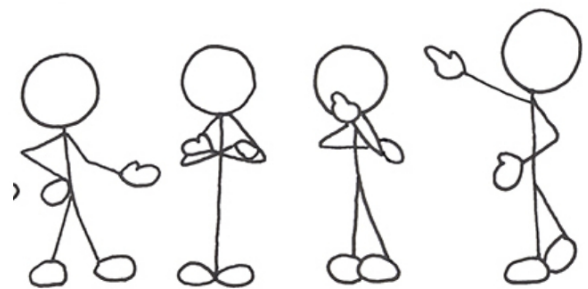
MOVING ON.

MOVING UP.

Part Two

- Moving on from school

WORKBOOKLET SERIES ONE PLUS



NAME:

Version 1 2018

www.supportedlearning.com



CONTENTS

Workbooklet Series One Plus are building block skills that can also link to Series One or onto Series Two. This workbooklet has key learning tasks that can be used as stand-alone tasks or as prior learning for NCEA Level 1 assessment packages.

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INSTRUCTIONS FOR THE TEACHER

The Series One Plus workbooklets are designed as building blocks within a theme for students to practice everyday skills and use them in several tasks. Where possible, we try to use relevant examples that include active learning and use resources available to most classroom settings.

To support a student: -

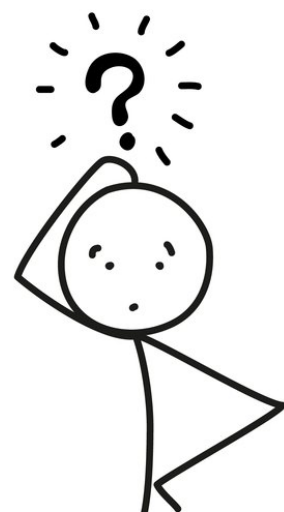
- Encourage them to think first and give them examples that they will know
- Link ideas to things they are familiar with
- Help with reading the tasks aloud and writing their answers
- Help with physical tasks like cutting, pasting, drawing lines etc.
- Support with braille or sign language or non-verbal communication
- Listen to their answers and ask them questions to check understanding

A student could respond the way they find easiest and could choose from speaking, writing, signing or using pictures.

For this Series One Plus workbooklet it would often be useful to have a charged iPad, notebook, tablet or phone/camera to use for some of the tasks.

INSTRUCTIONS FOR THE STUDENT

- Aim to complete the whole booklet and the learning checklist at the back
- Your teacher will explain how much you will be completing in a session
- Ask for help if you need it, especially with writing or understanding the task so you can complete it
- Think about how you use these skills every day
- The teacher can help you with reading/writing
- Remember, you can always practice a task before completing it.





INTRODUCTION

MOVING ON. MOVING UP Part Two is all about getting prepared for the exciting new challenges that are coming up after school. You may be moving onto a training course, a new work place or a new town that you need to get familiar with.



Sometimes it is useful to be familiar with what is ahead of us when we move on from school. It is good to look at how we get to places, what we take with us, who will be there and where to get when we get there are all useful things to think about or practice before it becomes our everyday setting.



Some of these tasks may be done in advance, and some may be done when you move onto your course or workplace. Remember, there are plenty of people around to support you if you are confused, anxious or have questions. Remember, some of these tasks may be just ideas you think about and discuss ahead of time.



PART TWO - MOVING ON FROM SCHOOL

You may complete many of the tasks in the MOVING ON. MOVING UP Part One workbooklet even if you are moving on from school or moving up to something else. In this Part 2 there are a couple more things for you to think about and prepare for.

Task 1: Look at the following map and answer the questions about using a bus to get to a course or work place.

Airport Road, Whenuapai to Britomart Place, Auckland Central	
Departs at 11:20 1hr 57min 060 080 \$8.50	
Departs at 13:20 1hr 57min 060 080 \$8.50	
Departs at 15:20 1hr 57min 060 080 \$8.50	
Departs at 17:20 1hr 47min 060 080 \$8.50	
(Empty row)	

What time does the first bus leave?	
How long will the 13:20 bus take?	
How much will the 17:20 bus cost?	
What number are the buses I could take at 11:20?	
What is the final destination?	



Task 2: Find a local bus, train or ferry timetable for your area and explain to someone:

talk about it

- where it is going to
- what number bus/train/ferry to take
- what time it is leaving
- how long it will take to get to your destination

Task 3: Think about and discuss how you are going to get to your training course or work place. Will you:

Bus	Walk	Run
Get a lift	Scooter	Train
Tram	Other:	

Task 4: Plan our your travel to and from your course or work place. Answer any or all of the following questions.

How will I get there?	
What time will you leave?	
How much will it cost?	
What time will I get there?	
Do I need to swap anywhere?	
What if my transport is late?	
Who do I contact if I need to?	
What do I need to take with me?	



Task 5: You need to make sure you know what you are doing on your first day. Complete a pre-visit or have a discussion with your teacher and create a summary below that you can come back to on your first day.



Details for Day One	
What time do I start?	
Where do I go to?	
Who do I ask for?	
What do I need to bring?	
What do I wear?	
Where do I put my belongings?	
Where are the toilets?	
Where do I have lunch?	
What time do I finish?	
Who is my main contact?	



Task 6: Ask THREE people about their first day at a course or a work place. They could be a year older than you or young adults.



	What happened on your first day?	Who did you talk to?	What did you take?
Person 1			
Person 2			
Person 3			

Task 7: Ask them if there is anything they needed to be careful about or if anything went wrong?





Task 8: Talk about and find out what you are to do at lunchtimes on a course or at a work place.



Details for Day One	
Do I take lunch or buy it (if buying it, where from?)	
Where do I put my lunch?	
Where do I sit?	
How long is lunch?	
Do I have other breaks?	
Am I allowed to leave at lunchtime?	
Where could I go at lunchtime?	
Am I allowed to use my phone?	
Where do I go to in an emergency?	

Task 9: What are some topics to talk about with your work placement or training colleagues? Have these conversations at school pretending you are with strangers.



Questions
1.
2.



Task 10: What do you do when you need help at your course or at work? Think about and discuss each of these in case they happen to you.



Questions	Possible answer
Who do you ask for help?	
How would you ask for help?	

Task 11: You could use each of the sentences below if you need help, especially if someone is giving you a lot of information and you are starting to feel confused.

Think about each one and talk about when you would use this sentence?

Sentence	When could you use this?
Could you repeat that slowly please?	
I'm struggling to remember that much. Could you tell me in smaller pieces?	
Can you help me or show me first?	
Please be patient with me, I just take a little longer.	



Task 12: On a course or at a work place, think about each of the following and say why you shouldn't be doing this.



Situations	Why you should NOT do this?
Swearing at people or speaking loudly	
Driving work cars	
Taking anything that isn't yours	
Having alcoholic drinks if you are under 18	
Taking any drugs if you are offered them	
Borrowing colleagues belongings or equipment without asking	
Looking through people's bags or desks/areas	
Commenting on other people	



Task 13: When you are in the wider world from school, sometimes people ask you to do things because they know you aren't there for long, or they want to take advantage of you because you don't formally work there.

Think about each of the following and say what you should do?



Situations	What should you do?
You are asked to take something out of someone else's backpack	
You are asked to take someone's phone they left on their desk	
Someone asks if you will pay for their lunch or lend them money	
Someone wants you to take something home and they will pick it up later	
You are asked to do something without safety gear	
You are asked to go somewhere you know you shouldn't	
You are told it is ok to make fun of a work colleague	
You are told it is ok to touch someone at work	



PART TWO – HEALTH & SAFETY

Task 14: Finally, there will be Health & Safety information up around the work place or training rooms. What should you be looking for and what will it tell you?

FIND
OUT

Health & Safety information	It will tell me about....

Task 15: Where would you expect to see Health & Safety information on your course or work place? How will you understand it if you aren't a great reader?

think
about it



Makes sure you also think about and discuss:

What to wear	If you can't make it
Who can help you	Who to contact in an emergency
Other things to get involved in	Where this course/work can lead to





FOR TEACHERS, SUPPORT STAFF & CAREGIVERS

You may also want to think about and discuss:



- Greetings/welcome on the first day
- The roles and protocols of a pōwhiri or similar
- How new beginnings can help some students
- How to behave appropriately in large groups/assemblies
- Policies on bullying
- Helping and caring for others
- Watching or participating in wider events
- What is appropriate at a company or college event etc.
- Different ways to get an adult or student's attention
- How to adapt to the unexpected (relief teacher, lost bag etc.)
- When to go to support people for help

Add other ideas to think about here:





WHAT ELSE CAN WE OFFER?

SLR themed workbooklets help embed key literacy, numeracy, social, communication and thinking skills using active, practical and visual tasks. All workbooklets can be stand-alone or can be used to build important pathways to NCEA L1-2 assessment packages, the New Zealand Certificates and meaningful pathways beyond classrooms.

For more workbooklets that will help our learners achieve “Success for All” have a look through any of the following on www.supportedlearning.com.

SERIES ONE workbooklets have many tasks that offer simple literacy, numeracy, communication, social and decision making in thematic skills for learners working around NZ curriculum L1-2. Key titles in **Series One** like **Organise Me**, **It’s All About Me**, **Feed Me**, **How I Behave** help build day to day personal skills while **Getting Around**, **It’s All About Caring**, **It’s All About the Money**, **Safety First** help students think about what is happening around them.



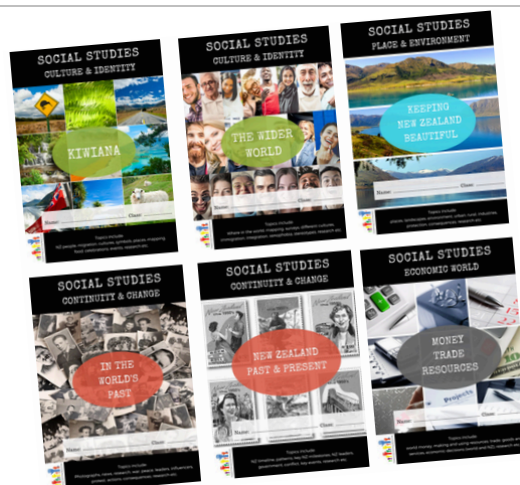
SERIES ONE PLUS workbooklets help support inclusion in subjects or offer more skills with the potential to link into subject specific areas or as stand alone. The subject support workbooklets in **Series One Plus** offer many learning links and practical tasks in booklets like **Explore It**, **Design It**, **Read It. Write It. Speak It**, **Upcycle It**, **Research & Present It** etc. but also continue to build a learner’s personal skills in **All Emotional**, **Confidence Plus**, **Making Sense of It**.



Series Two workbooklets are thematic blends that can be stand alone or part of wider themes. Useful for learners working around NZ curriculum L2-4 and offer titles like **Nuclear Numbers**, **Masterchef Madness**, **Fun Fitness**, **Time for a Date**, **Money Money Money**, **Office Works**, **Keeping Safe** etc.



SLR SOCIAL STUDIES workbooklets are for learners working around L2-4 of the NZ Social Studies curriculum and are written within the curriculum themes like Kiwiana, The Wider World, Past & Present, In the World's Past, Keep NZ Beautiful, Money, Trade & Resources. Offering plenty of content, skills and linking of ideas.



SLR SCIENCE workbooklet series – 20 practical, easy-to-understand thematic workbooklets for Year 6-10 science learners and for ongoing use with practical/applied Year 11 learners. The four themes (**Living, Material and Physical World, plus Planet Earth**) offer over 20 different themes and many active, practical tasks for students that need simpler literacy terms and visual material.



SLR WORKSHEET BUNDLES offer flexible 1-2 page worksheets within different themes and are perfect for everyday tasks, cover/relief lessons, wet weather days or an emergency! FIVE .pdf worksheet bundles are ready for use with your students or for caregivers to use at home/in the holidays. **Work It Out, Link Me, Leave It To Me, Outside the Box and All Our Skills** are perfect for L1-3 learners.



Please note: SLR design and offer many **NCEA L1 and 2 themed assessment packages** written in visual, active and practical styles that help students achieve credits and credit for their knowledge. For free online information or PDL sessions, just contact us on info@supportedlearning.com