Follow the **Strongest Vocational Theme**. Perhaps complete this activity at one of the businesses where you conducted an informational interview. (Hint: Informational Interviews give you access through discussion and observation. If it makes sense, based on what you learn, ask to come back and try some things out.) The activity must make sense based on your job-seeker's **Strongest** emerging Vocational Theme.

**This Discovery Activity cannot be "make work"** completed parallel to and separate from actual business functions and staff (for example, going to a grocery store, messing the shelves, then asking the employment seeker to "front" the shelves).

Also, these environments cannot be pre-established community-based assessment sites, or businesses where other people with disabilities are working. Do not complete activities in any facility-based setting, or disability organization's work site, such as an enclave, or organization thrift store.

Interact with actual business owners and staff and use existing or proposed functional business tasks based on real business needs. We want actual business tasks, real work-site conditions and culture, typical teaching and support methods, co-worker interactions, etc.

A quality Task-Based Discovery Activity will last at least 1 hour and involve 5-10 tasks with multiple steps. Tasks will involve repeated cycles to allow for instruction, task acquisition and learning, environmental support adjustment, observation of natural supports, and fading to natural cues.

Reminder: A task is a series of actions that complete a process; a skill is a learned or practiced action that contributes to the performance of a task.

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Examples of **Discovery Activities in Small Businesses**:

* Following an **Entertainment Theme**: Assist an Event Management Business (Owned by the Chef and Main Host) during a Private Children’s Birthday Party. Tasks included assisting business staff to welcoming guests and showing, preparing the meal (tacos and cupcakes), preparing plates then serving, facilitating activities (trivia, prizes, water balloon battle), and taking pictures.
* Following a **Logistics Theme**: Help a Transportation Specialist during a route and after—responsibilities included assisting senior citizens during contracted pick ups and drop offs, assistance with securing wheelchairs, and oil change and maintenance.
* Following an **Art Theme**: Take and edit pictures of paintings for sale and then upload them to an art studio’s web site. Assist with preparing canvases and materials for an art class.
* Following a **Fitness/Sports Theme:** At an independent professional wrestling gym, work with professional wrestlers during warm up (practicing moves, falls, routines), assist with spectator chair and refreshment set up prior to the event, help security (using wand on each arrival), videoing introductions/walk outs, and rapping his own music during breaks.
* Following an **Agriculture Theme:** Assist at a Ranching and Farming supply store. Fill 20-gallon drums of oil, then transport to delivery dock for using a Ucart. Fill propane tanks and carry bails of hay to customer’s vehicles. Use a TELXON (handheld scanning device) to check inventory, prices, and current stock of items needed by customers. Grind, mix, and bag various animal feed.
* Following a **Culinary Theme**: At a confectionery (cakes, cookies, fudge, chocolates, pastries, etc.), make “chocolate bowls:” making chocolate from scratch using kitchen mixer and other tools, then pouring into molds, wrapping for brief freezer storage to harden, and decorating the bowls with icing, chocolate mousse, pretzel rods, Oreos, and edible glitter.
* Following a **Transportation Theme:** Help the father and son, owner & manager of a classic & muscle car shop to replace gaskets and power valves—process involves removing bolts and fuel bowl from the carburetor using a socket wrench and mallet, then unscrewing a valve responsible for fuel flow using a screwdriver, cleaning the parts, removing the old gasket, the replacing the valves and gaskets and screws.
* Following a **Construction Theme:** After talking with a General Contractor, join a paid crew completing a business office “build to suit” project. Projects include removal and installation of “built-in office” features (office sizes, desks, cubicles), removal and installation of flooring, patching and painting walls, etc.
* Following a **Restoration Theme:** Assist an antique shop to restore old beer steins, repair a table and chair, and clean and polish a recently purchased coin collection.

Then follow the **2nd Strongest Vocational Theme**. Perhaps complete this activity at one of the businesses where you conducted an informational interview. (Hint: Informational Interviews give you access through discussion and observation. If it makes sense based on what you learn, ask to come back and try some things out.) The activity must make sense based on the employment-seeker's **2nd Strongest** emerging Vocational Theme.

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Interact with actual business owners and staff and use existing or proposed functional business tasks based on real business needs. We want actual business tasks, real work-site conditions and culture, typical teaching and support methods, co-worker interactions, etc.

A quality Task-Based Discovery Activity will last at least 1 hour and involve 5-10 tasks with multiple steps. Tasks will involve repeated cycles to allow for instruction, task acquisition and learning, environmental support adjustment, observation of natural supports, and fading to natural cues.

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Follow the **3rd Vocational Theme**. Perhaps complete this activity at one of the businesses where you conducted an informational interview. (Hint: Informational Interviews give you access through discussion and observation. If it makes sense based on what you learn, ask to come back and try some things out.) The activity must make sense based on the employment-seeker's **3rd** emerging Vocational Theme.

**This Discovery Activity cannot be "make work"** completed parallel to and separate from actual business functions and staff (for example, going to a grocery store, messing the shelves, then asking the employment seeker to "front" the shelves).

Also, these environments cannot be pre-established community-based assessment sites, or businesses where other people with disabilities are working. Do not complete activities in any facility-based setting, or disability organization's work site, such as an enclave, or organization thrift store.

Interact with actual business owners and staff and use existing or proposed functional business tasks based on real business needs. We want actual business tasks, real work-site conditions and culture, typical teaching and support methods, co-worker interactions, etc.

A quality Task-Based Discovery Activity will last at least 1 hour and involve 5-10 tasks with multiple steps. Tasks will involve repeated cycles to allow for instruction, task acquisition and learning, environmental support adjustment, observation of natural supports, and fading to natural cues.

Reminder: A task is a series of actions that complete a process; a skill is a learned or practiced action that contributes to the performance of a task.

When exploring possible businesses that may match the Vocational Theme, consider the likilhood of business Theme qualities matching what you've learned about the employment seeker. Once at the business, confirm the Theme match by considering the following:

1. **Community Activities**: Informally ask the owner, manager, or worker about their personal experiences related to this work.

2. **Personal Attributes/Personality** traits that are prevalent and seem valued.

3. **Tasks Performed** that are neccessary as a part of business operations (Core, Episodic, Work-Related, and Intersecting).

4. **Interests** of those thast work there or of customers, suppliers, or affecionados that youinteract with.

5. **Existing/Emerging Skills** of anyone present in the workspace. A task can be thought of as getting something done. A skill may be thought of as being good a gettting something done (or getting something done better) through learning and practice. What are the skills of experienced workers/owners/customers/suppliers of that business?

6. **Preferred Work Conditions/Culture**: How would you describe the business work environment, interactions between people, training methods, values, etc.?

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