**Tell Us What Happened:** From this task-based activity, you've learned about the tasks the employment-seeker can complete (with and without support), the skills demonstrated, supports needed, interests, teaching methods, and how the person completes tasks in a familiar place. It's not enough just to know an employment-seeker's interests—we need to know what the job seeker **can do**, what supports are needed to be successful, how he learns best, etc.

Describe the Discovery Activity so the reader understands the experience. Your narrative should be written descriptively and objectively, though optimistically. Do not add your interpretation and judgement. Tell us what happened, not your opinion about what happened. Use quotes as appropriate.

In addition to your description, be sure to provide the following details for each activity: Place or location, who was present, and date.

This information, in combination with all you learned from the home/neighborhood visits and interviews with important others, guides the development of Vocational Themes, the next step in the Discovering Personal Genius process.

*Tell it well.*

In addition to your description, be sure to provide the following details for each activity:

* Place or location,
* who was present,
* and date

**Example #1: Mary**

**Activity:** Copy all picture files for Mrs. Barger from computer onto 4 USB flash drives, one for each of her children.

**Location:** Mary's home

**Date:** 1/26/19

**Tasks:** Mrs. Barger, Mary's neighbor and friend, recently scanned hundreds of family pictures of her 4 grown children and saved them on her Apple MacBook. She has 4 files, each named for one of her four children containing their childhood pictures. She asked Mary to copy all four of the files onto a USB flash drive, one flash drive for each of her four children. She said that she was going to mail them to her children, so they could have their own copies. Mrs. Barger had purchased 4 new USB 8 GB flash drives for this purpose.

Mary was able to locate the files on Mrs. Barger's desktop. Mrs. Barger showed Mary how to right click and then select "duplicate" from the drop-down menu to duplicate a file. Mary tried 3 times to get to the drop-down menu, and on the third try was able to duplicate the first file "Joe". She then completed the same process to duplicate the remaining 3 files – Mike, John, and Meg. She inserted the first jump drive in the available USB port, without assistance. She located the jump drive file name in the Finder window. She then found each duplicated file name on the desktop, now with the names Joe-copy, Mike-copy, John-copy, and Meg-copy. Mrs. Barger showed her how to click and drag the Joe-copy file onto the USB file. Mary was able to repeat that same process with the remaining 3 files. When finished, she began to pull out the jump drive, but Mrs. Barger stopped her and explained that she had to click the small arrow next to the jump drive name, to eject the jump drive.

Mary followed her instructions and completed the first jump drive. With no additional prompting, Mary completed the transfers of the photo files for the remaining 3 jump drives. Mary wanted to check to make sure did them correctly, and with Mrs. Barger watching, Mary inserted each jump drive into the computer, opened each file, and Mrs. Barger confirmed the files was copied accurately. Mary was very excited saying that she had never done this before, but knew she could do it, and asked Mrs. Barger if she had anything else she could help her with.

**Supports Needed:** Mary needed only a few verbal prompts and a few gestures to point to the drop-down menu locations to complete this task.

**Example #2: Ray**

**Activity:** Cooking a "Healthy Meal"

Observations for each location and the specific activities observed:

**Location:** Home

**Date:** 4/26/19

**Tasks:** Made homemade sweet potato fries and turkey burgers (new recipe) at home — Dad and Ray are trying to eat a healthier diet. Worked with the dad to wash and slice sweet potatoes, laid on baking sheet and seasoned. Put the sweet potatoes in the oven. Assisted dad with placing ground turkey meat in a bowl. Chopped then mixed together sliced onions and peppers. Used an ice cream scooper to scoop out turkey meat mixture to form a turkey burger slider patty. Placed the patty on the baking sheet. Patties were then placed in a frying pan that was on the stove. Patty's cooked for about 20 minutes. Then Ray placed his burger on the bun and put his ketchup, mustard and tomato on top along with his sweet potato fries on his plate. Washed and put away knifes, bowls, plates, pan etc.

**Supports Needed:** Worked together with Dad. Located and used tools. Followed steps of new recipe.

**Example #3: Ray**

Location: Extended Neighborhood; Assisting Dad with “House Sitting” business

Tasks:

Ray assisted dad with monitoring houses when the owners are out of town. Ray sorted through a bag of keys and located the appropriate key to as series of houses (3 total) they visited. While at the house, he went from room to room and turned on all the faucets. He flushed the 3 toilets in the home. He checked the ceilings for leaks. He made sure the back door was locked then returned to each room and turned off the faucets. Ray used a checklist to run through the tasks while Dad retrieved mail and checked on the thermostats. (See Pictures).

Total time to check the 3 hours was an hour.

Ray mentioned that we really liked that the homeowners trusted him and his dad to look after their houses while they were out of town. He felt that they would have a higher quality trip if they didn’t have to worry about anything at home.

Supports Needed:

Checklist for each home; verbal check-in with Dad; transportation

**Example #4: Violet**

Location: Cooking Class at Leg Up Farmer’s Market; a whole foods and organic food market frequented by Violet and mom; the class lasted about an hour and a half.

The class was held in the community room of Leg up Farmer’s Market which is a classroom style kitchen set up. As we entered the room there was long tables with chairs for the participants and a commercial kitchen setup at the back of the room. We introduced ourselves to Chef Liza and chose a seat closest to the kitchen setup. When the class started Chef Liza explained the recipe she was demonstrating and started to bring out the ingredients. She explained each step thoroughly as she created the recipe and the class followed, modeling what she was doing.

Cooking steps included the following (See Pictures):

Cut the bread into 3/4 inch-thick slices.

Peel, cut, chop, quarter rosemary leaves, onion, and chives.

Put the milk, cream, rosemary stalks, onion and nutmeg in a medium saucepan, bring to a gentle simmer, remove from the heat and leave to cool. Break the eggs into a bowl. Once the milk mix is tepid, strain, discard the onion and rosemary, and pour over the eggs, whisking as you go, until you have a smooth custard. Whisk in half a teaspoon of salt and a quarter-teaspoon of white pepper.

Blanch the turnip for two minutes, strain, refresh and dry. Layer the turnip slices over the base of a 22cm x 29cm ovenproof dish

Mix the ricotta, parmesan, chopped rosemary and chives, and spread over one side of each bread slice. Lay the slices cheese-side up in the dish, standing them up on an angle and overlapping. Spoon custard over the bread just to cover, and gently press down the bread to immerse.

Half an hour before you are ready to bake, heat the oven to 350F. Cover the pudding with foil, bake for 20 minutes, remove the foil and continue cooking for 25-35 minutes, until golden-brown and crusty. Poke a knife into the center and gently press down – if no cream surfaces, it's ready. Allow to sit for 10 minutes before brushing the top with oil and serving.

Each participant of the class offered a sample of their recipe when it was finished. Violet received positive comments about her recipe from her classmates, including "Yum" and "that's pretty good!"

Supports Needed:

Some verbal, demonstration, and hand-over-hand instruction was provided by myself and Chef Liza while cutting the bread, vegetables, and herbs. Violet asked many questions about each step of the recipe. She asked questions such as how to quarter an onion, how to heat milk without scalding it, how to mix in hot liquids into eggs without cooking the eggs. She also asked about the meanings of terms such as "tepid", and "blanch."