

World Two
JOB READINESS

NATIONAL DEAF CENTER

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AUTHORITY



DEAFVERSE



REVENGE OF THE DEEP



REVENGE OF THE DEAF

TEACHER STRATEGY GUIDE



NDC
National Deaf Center
on Postsecondary Outcomes

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**BEFORE
THE GAME**

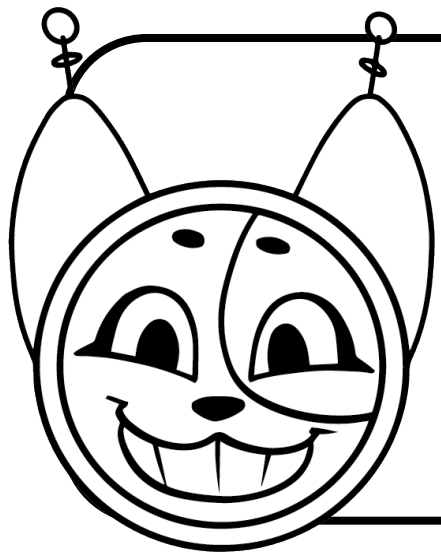


HI! I'M KAT. I'M HERE TO WALK YOU THROUGH THE TEACHER STRATEGY GUIDE (TSG). THIS STRATEGY GUIDE IS INTENDED TO BE USED WITH THE PLAYER STRATEGY GUIDE (PSG). BOTH GUIDES ARE DOWNLOADABLE ON THE RESOURCES PAGE AT DEAFVERSE.COM ALONG WITH STRATEGY GUIDES FOR THE OTHER TWO WORLDS AND RESOURCES FOCUSING ON TOPICS SUCH AS SELF-DETERMINATION, PREPARING RESUMES AND COVER LETTERS FOR THE JOB SEARCH, DECIDING WHICH CAREER TO AIM FOR, AND MORE!

THIS RESOURCE OFFERS GUIDANCE BEFORE, DURING, AND AFTER THE GAME. IT INCLUDES LEARNING OBJECTIVES, A SUMMARY OF THE STORY, AND THE CHARACTERS. YOU WILL ALSO FIND IMPORTANT VOCABULARY, ACTIVITY GUIDES FOR EACH CHAPTER, AND OTHER SUPPLEMENTAL MATERIALS.

IF YOU CANNOT FIND WHAT YOU NEED HERE, CHECK OUT THE GET HELP PAGE ON OUR WEBSITE OR CONTACT US AT [DEAFVERSE@NATIONALDEAFCENTER.ORG!](mailto:DEAFVERSE@NATIONALDEAFCENTER.ORG)

ABOUT DEAFVERSE



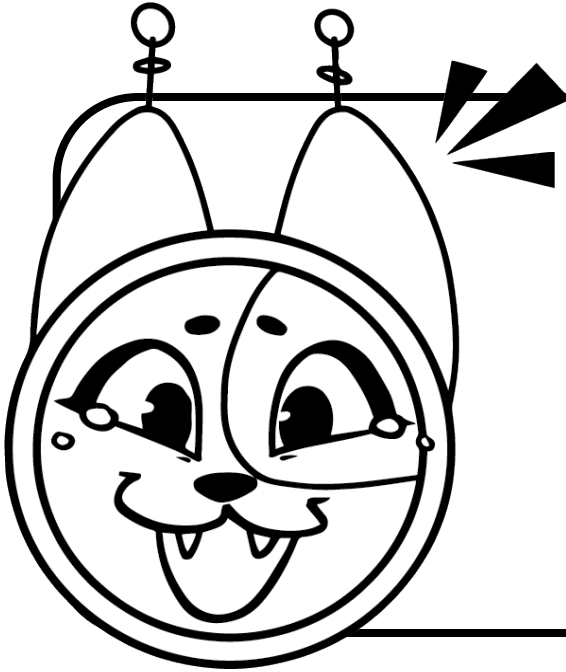
LET'S LEARN A LITTLE MORE ABOUT THE NATIONAL DEAF CENTER AND DEAFVERSE! IF YOU HAVE ANY QUESTIONS, CONCERNS, OR FEEDBACK TO SHARE - PLEASE REACH OUT TO US AT ***DEAFVERSE@NATIONALDEAFCENTER.ORG!***

Deafverse is a free, browser-based, choose-your-own-adventure game designed to build real-world skills for deaf youth. **Revenge of the Deep** focuses on workplace readiness and will cover topics ranging from identifying strengths to navigating job interviews.

Developed by the [National Deaf Center on Postsecondary Outcomes](#) (NDC), Deafverse aligns with Pre-Employment Transition Services (Pre-ETS) under the Workforce Innovation and Opportunity Act (WIOA). It is built to center American Sign Language storytelling along with English captions and voiceovers, making it as accessible as possible for all deaf youth.

We encourage you to draw upon and modify the suggested activities in this **TSG** to accommodate player demographics, settings, and schedules. Players should have a copy of the PSG for their use. If you do not have a copy, please download it from the [Resources page](#) at [deafverse.com](#). We hope our guide sparks inspiration and growth in your students!

CAREER READINESS LEARNING OBJECTIVES



THESE LEARNING OBJECTIVES WERE WRITTEN TO ACCOMMODATE MEASURABLE POSTSECONDARY GOALS, MATCH TRANSITION ASSESSMENTS, AND DESIGNED WITH ANNUAL IEP GOALS RELATED TO STUDENTS' TRANSITION SERVICES AND NEEDS IN MIND!

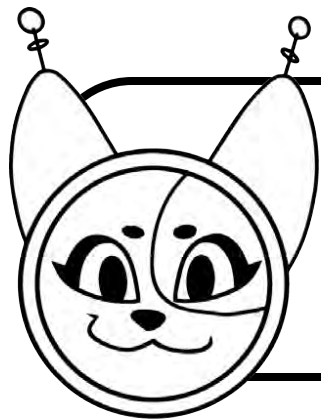
Career readiness skills help students prepare for the real-world responsibilities and expectation of employment. While **Duel of the Bots** focuses on building self-advocacy skills and **Legends of the Eldertree** explores college readiness, **Revenge of the Deep** centers on practical tools and decision-making skills needed to succeed in future jobs and professional settings.

These objectives are designed to align with [Pre-ETS: Workplace Readiness](#) and [IEP transition goals](#).

In **Revenge of the Deep**, students will:

- Identify strategies for disclosing deafness in the workplace
- Evaluate options for requesting accommodations in the workplace
- Demonstrate understanding of marketable skills that improve success during the job search process
- Understand the role of a resume and cover letter in the job search process
- Evaluate job responsibilities to make informed decisions about desired positions
- Explore potential accommodations that can be used on the job
- Demonstrate effective communication skills and teamwork strategies on the job
- Apply strategies for navigating communication barriers and resolving conflicts
- Initiate choices that demonstrate good time management skills
- Select successful strategies for participating in job interviews
- Demonstrate techniques for maintaining positive behavior and professional attitude on the job

REVENGE OF THE DEEP STORY SUMMARY



USE THIS STORY SUMMARY TO KEEP UP WITH THE GAME IN YOUR CLASSROOM!
YOU'LL ALSO FIND LEARNING OBJECTIVES FOR EACH CHAPTER.

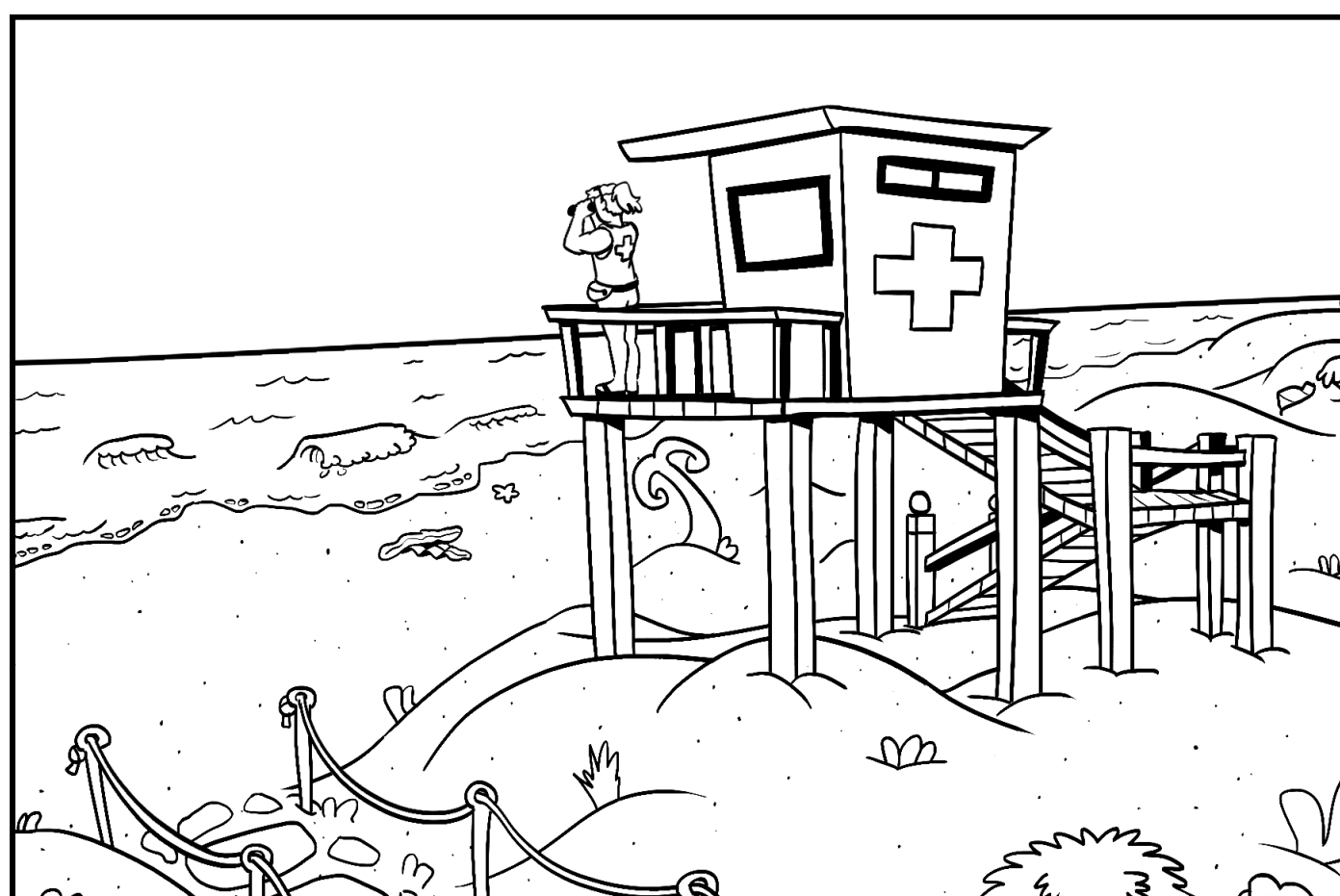
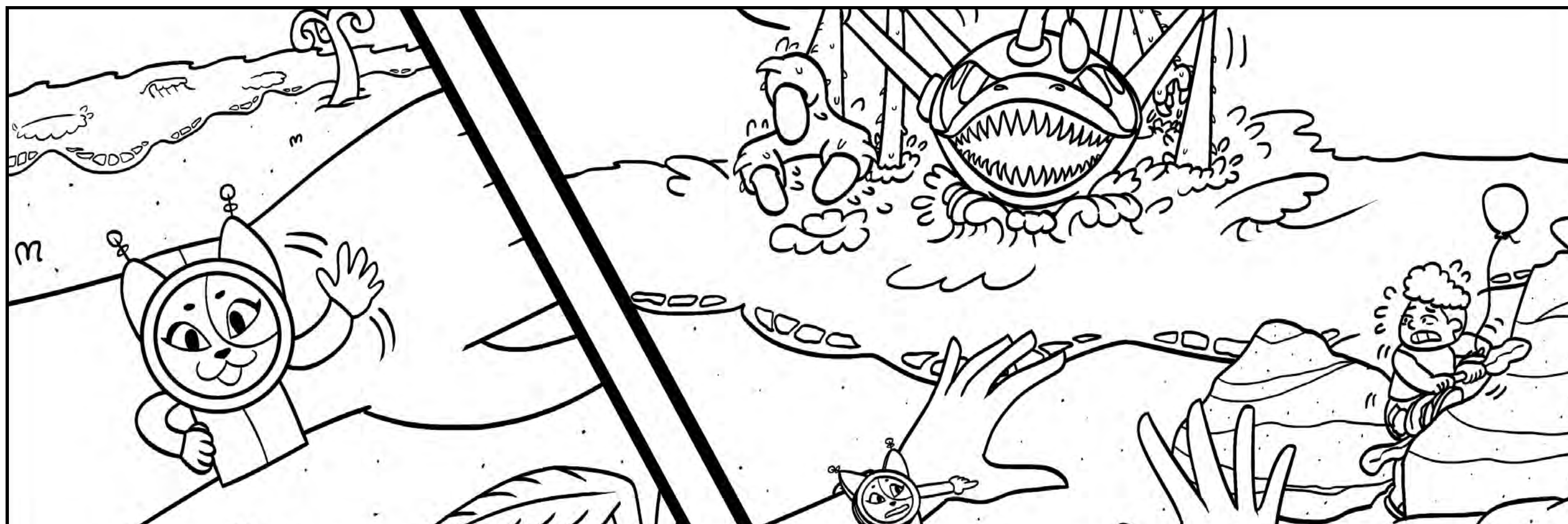
Players arrive on Vine Island, a fictional setting that takes players through a career journey.

Across six topic areas, players navigate everything from self-reflection and career exploration to interviews, conflict resolution, and long-term planning.

Players will engage with real-world tasks and roleplay through scenarios that mirror the deaf work experience while navigating the non-linear story.

START

Player wakes up on beach and meets their sidekick, Kat. Kraken attacks beach and player must rescue a trapped boy.



Lifeguard Tower

Player talks with lifeguard Luca about the Kraken situation and island locations. Luca shows speedboat and plans to stop Kraken.

- Identify strategies for disclosing deafness in the workplace
- Evaluate options for requesting accommodations in the workplace

REVENGE OF THE DEEP STORY SUMMARY (Continued)

Rita's Cafe

Player browses job listings, and meets Rita who explains KelpCo background. Kraken attacks cafe and player must defend it.

- Evaluate job responsibilities to make informed decisions about desired positions
- Understand the role of a resume and cover letter in the job search process



Museum

Player meets Starla and learns about the island with the museum exhibits and statue quizzes.

- Explore potential accommodations that can be used on the job

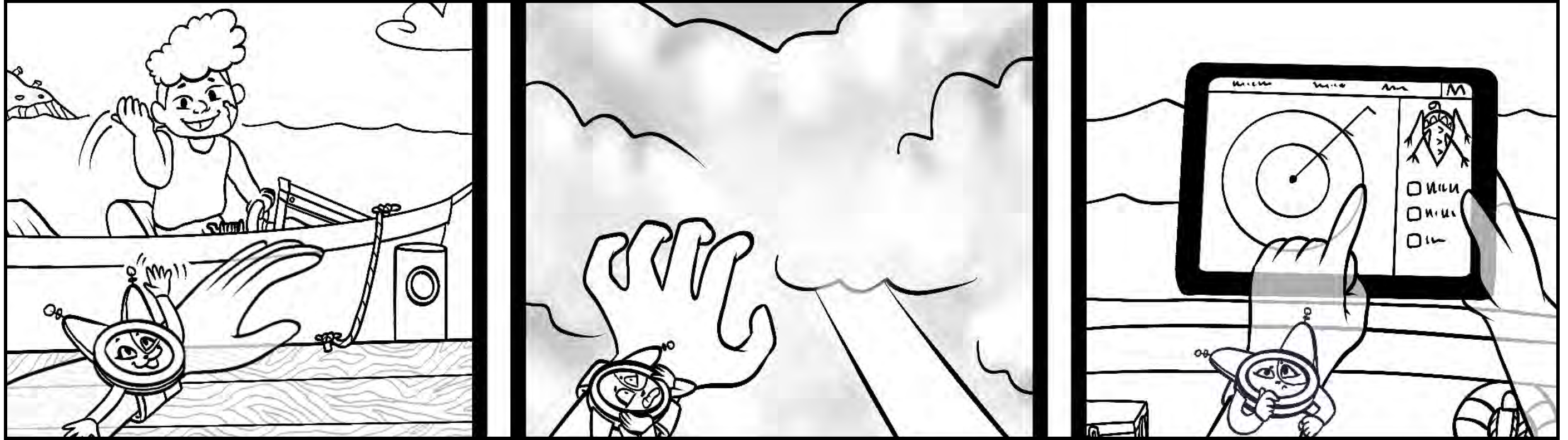


REVENGE OF THE DEEP STORY SUMMARY (Continued)

Docks

Player reunites with Milo, the boy they rescued earlier in the game, to retrieve ocean sensors as a team. Player has the option of choosing their role in this scenario.

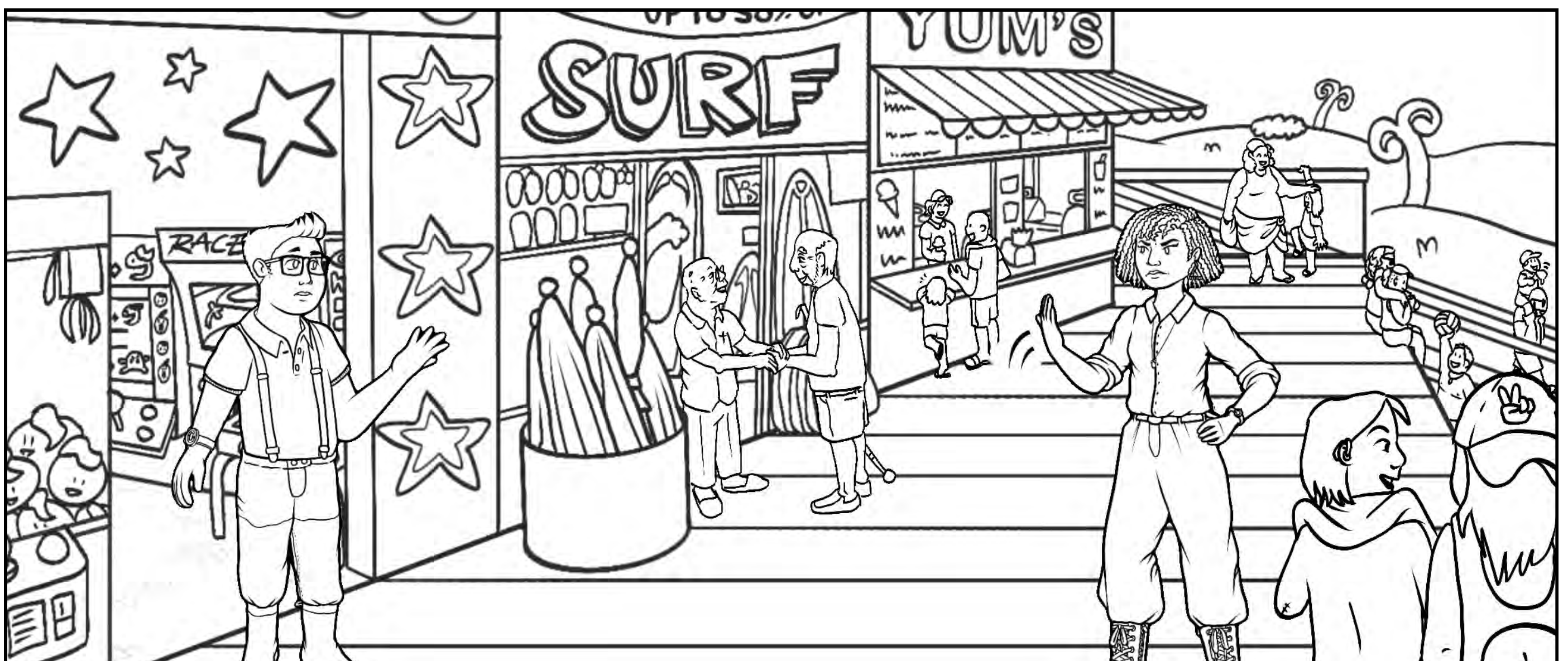
- Demonstrate effective communication skills and teamwork strategies on the job



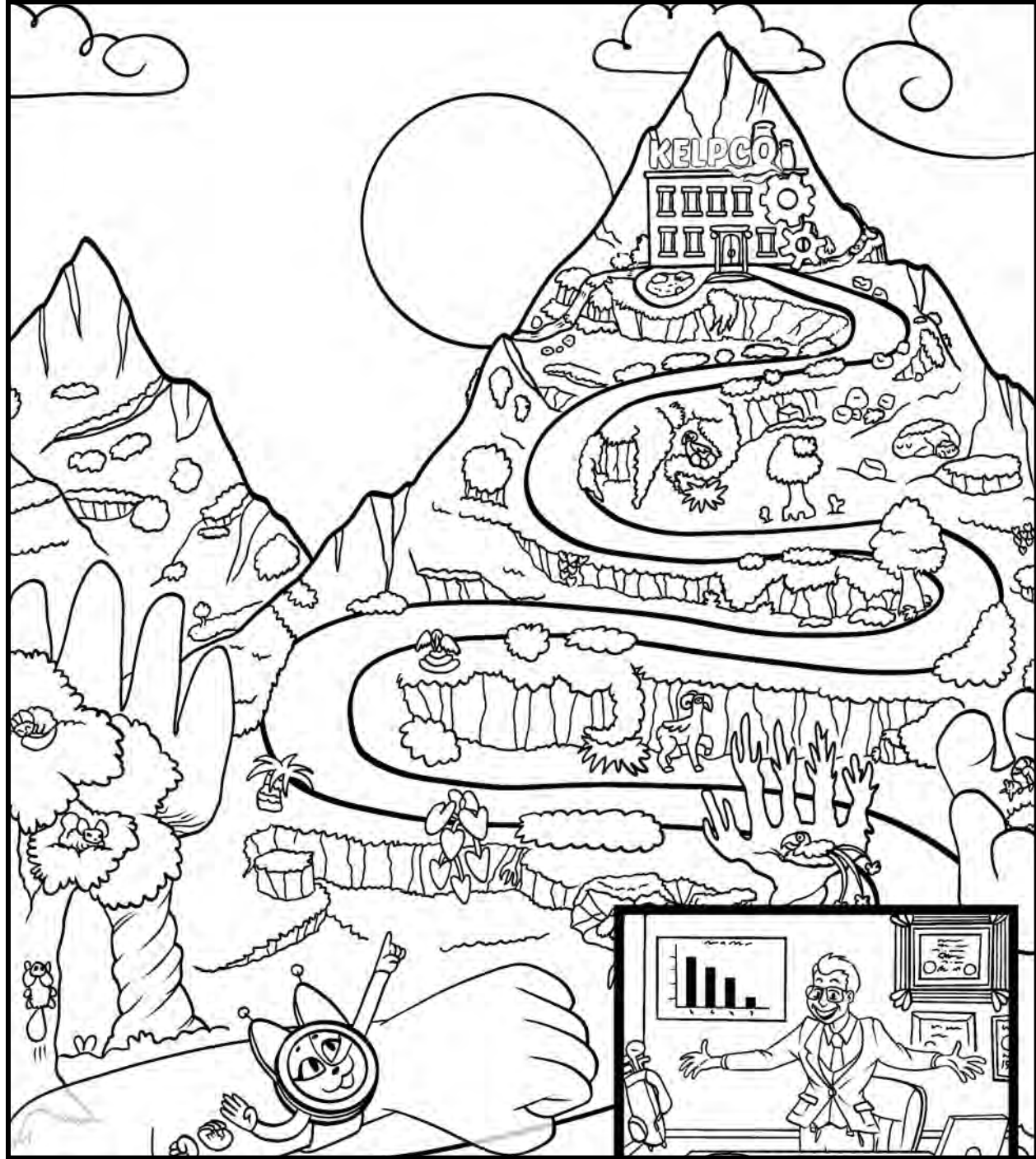
Boardwalk

Player plays games at the arcade, then meets KelpCo employees Maya and Chance. Player must use diplomacy to handle Chance's ignorance about deaf people.

- Apply strategies for navigating communication barriers and resolving conflicts
- Initiate choices that demonstrate good time management skills



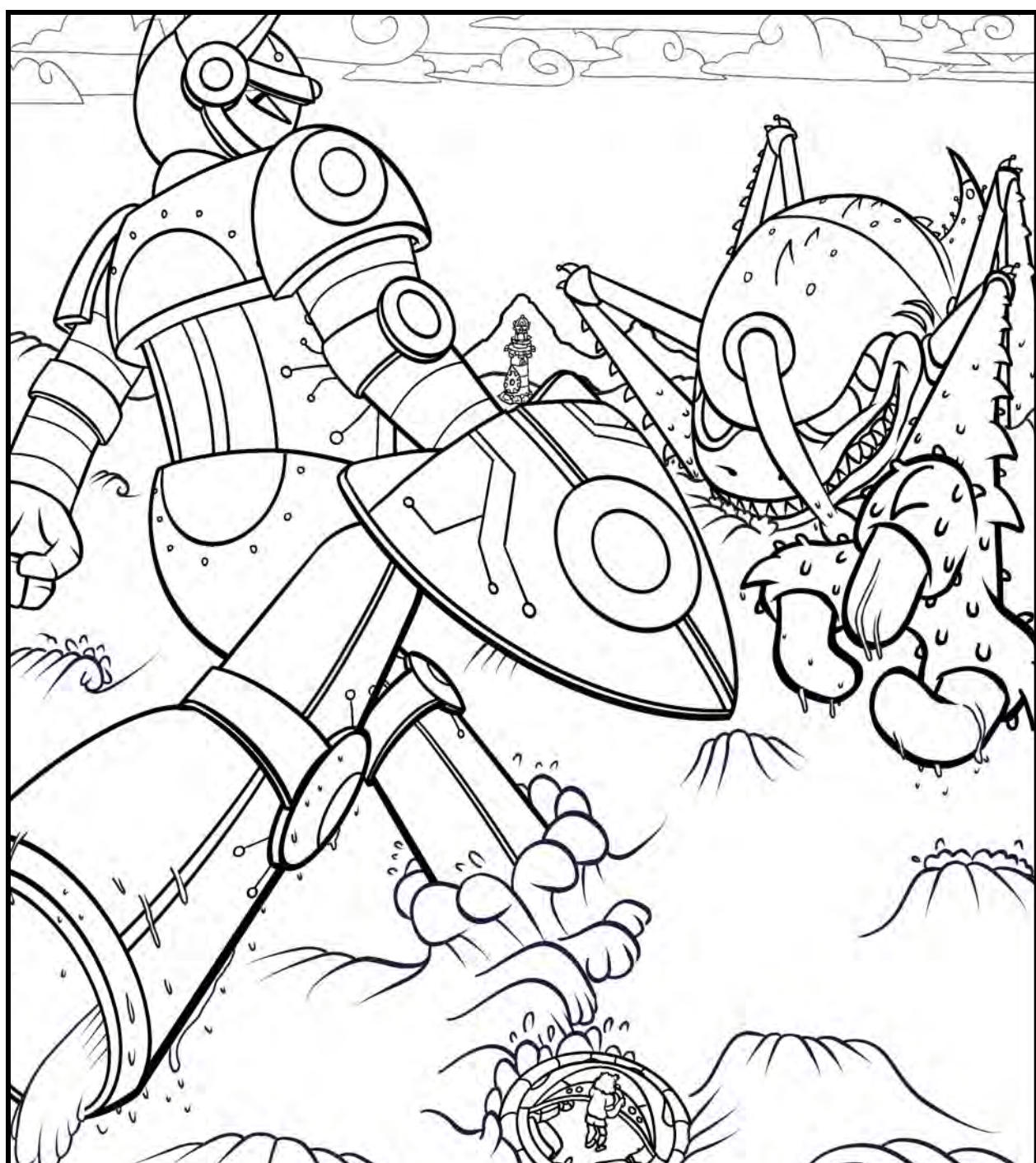
REVENGE OF THE DEEP STORY SUMMARY (Continued)



KelpCo

Player interviews with CEO Eaton Fogbane at company HQ. CEO discovers player can detect the Kraken and demands they team up with Maya and Chance.

- Select successful strategies for participating in job interviews
- Demonstrate understanding of marketable skills that improve success during the job search process



Lighthouse

Player works with Maya and Chance to reactivate lighthouse while addressing Chance's misconceptions. Kraken attacks and Kat transforms into a giant robot to defend the team.

- Apply strategies for navigating communication barriers and resolving conflicts
- Demonstrate techniques for maintaining positive behavior and professional attitude on the job

REVENGE OF THE DEEP STORY SUMMARY (Continued)

ENDING

Player wakes up inside Kraken's mouth, and discovers it's actually a robot controlled by CEO Fogbane. Player, Kat, and Catbot escape and expose the CEO.

- No learning objective (plot exposition)

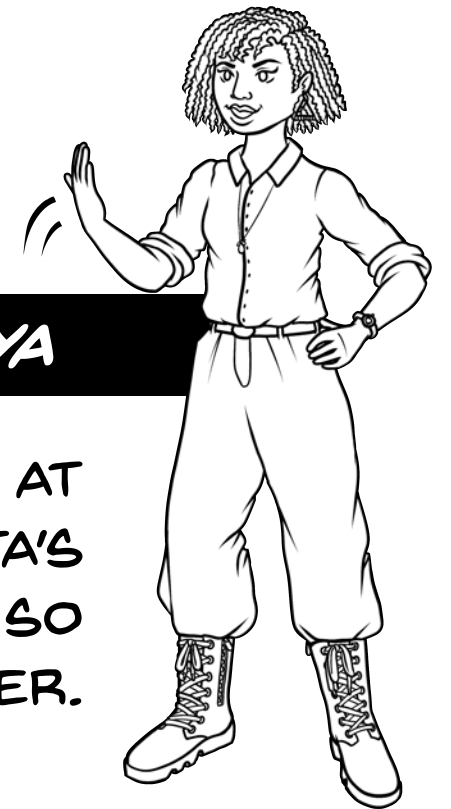


REVENGE OF THE DEEP CHARACTERS



LUCA

LUCA IS THE ISLAND'S ONLY LIFEGUARD, AND THEY KNOW THE ISLAND LIKE THE BACK OF THEIR HAND. WITH HAWK-LIKE VISION AND THE ABILITY TO SWIM LIKE A FISH, LUCA ENSURES NO ONE NEEDS TO FEAR THE OCEAN.



MAYA

COMPETENT, THOUGHTFUL, AND DETERMINED, MAYA EXCELS AT WHAT SHE DOES ON THE ISLAND. AFTER ALL, SHE IS RITA'S GRANDDAUGHTER! MAYA WORKED HARD TO GET AHEAD IN LIFE, SO TAKE THE OPPORTUNITY TO LEARN FROM HER.



CHANCE

CHANCE MIGHT SEEM ABRASIVE AND IGNORANT AT FIRST, THAT'S BECAUSE HE DOESN'T KNOW WHAT IT'S LIKE TO BE IN YOUR SHOES. FIND A WAY TO WORK WITH HIM, AND HE MAY PROVE TO BE AN INVALUABLE TEAMMATE!



RITA

RITA IS SOMEONE WHO MAKES THE ISLAND FEEL LIKE HOME FOR MANY. SHE CAN BE SEEN AT HER RESTAURANT SERVING UP DISHES AND COMPLIMENTS WITH GRACE AND GUSTO WHILE ZIPPING AROUND IN HER WHEELCHAIR.



HELGA THE HARPOONER

FAMED FOR WRESTLING A SHARK AWAY TO RESCUE HER BROTHER, HELGA HAS ALWAYS RELIED ON PEAK FITNESS AND STRENGTH, MAKING HARPOONING A PERFECT JOB FOR HERSELF. AS A HARPOONER, HELGA EARNED GOOD MONEY BECAUSE, HEY... POINTY THINGS ARE DANGEROUS!

CHLOE THE CAPTAIN

CHLOE WAS A LEGENDARY CAPTAIN WHO BRAVED THE SEAS TO BRING VALUABLE RESOURCES BACK TO VINE ISLAND. CHLOE'S NAVIGATION SKILLS WERE SECOND TO NONE. SHE WAS A GREAT COMMUNICATOR KNOWN FOR MAKING SPLIT-SECOND DECISIONS UNDER PRESSURE.





MILO

GIVE MILO A CHALLENGE OR A PUZZLE, AND HE WILL SOLVE IT NO MATTER HOW LONG IT TAKES. ALWAYS PERSISTENT AND INVENTIVE, HE DOES TOO MUCH AND LOSES HIMSELF SOMETIMES. WATCH HIS BACK, AND MILO WILL OPEN DOORS FOR YOU!

EATON FOGBANE

EATON FOGBANE IS THE DRIVEN AND SUPERFICIAL CHIEF EXECUTIVE OFFICER OF KELPCO. HE BELIEVES IN GROWTH ABOVE ALL AND WILL DO ANYTHING POSSIBLE TO MAKE VINE ISLAND AS PRODUCTIVE AS POSSIBLE. BUT IS GROWTH IN PURSUIT OF PROFIT ALWAYS GOOD?



SEYMOUR THE SCIENTIST

SEYMOUR WAS A RENOWNED MARINE BIOLOGIST WHO SPENT ALL HIS FREE TIME STAYING ACTIVE AND FIT. AS A SCIENTIST, SEYMOUR RELIED ON MATHEMATICAL, PROCEDURAL, AND ANALYTICAL KNOWLEDGE TO PERFORM HIS JOB.

STARLA

STARLA IS SOMEONE JUST LIKE YOU. SHE'S FIGURING OUT WHAT TO DO IN LIFE AND WHERE TO WORK. SHE RECENTLY WON A CONTEST ON VINE ISLAND TO BECOME A CHARACTER IN A VIDEO GAME, SO YOU CAN SAY SHE'S GOT A HEAD START!

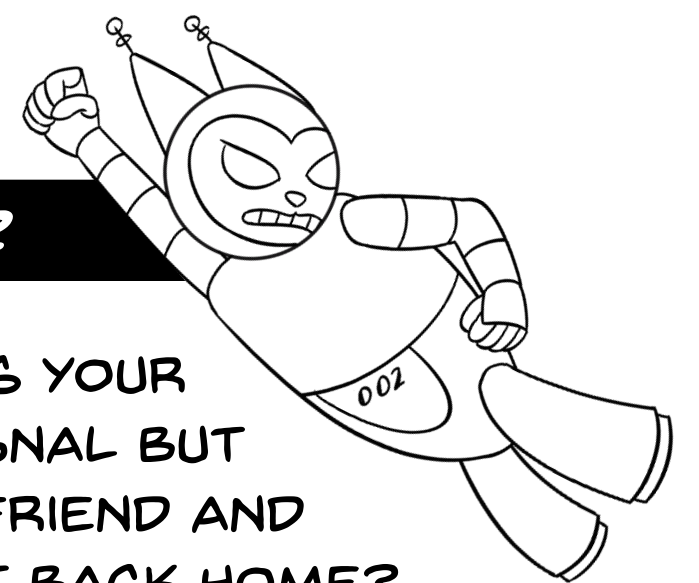


KAT

COUNT ON KAT TO BE IMPOSSIBLE TO LOSE, UNLIKE A CERTAIN ROBOT. THEY'RE LITERALLY ON YOUR WRIST, AFTER ALL! NO MATTER WHAT TROUBLE YOU FIND YOURSELF IN, THIS CRAFTY ROBOT'S GOT EVERYTHING YOU NEED TO SUCCEED AT ANYTHING.

CB - 002

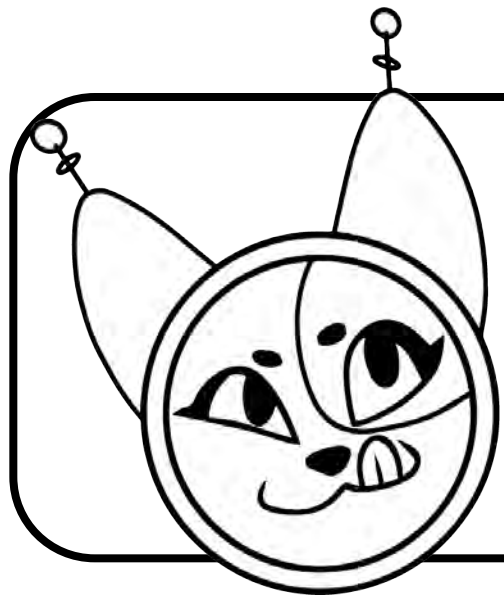
CB-002, ALSO KNOWN AS CATBOT, IS A MYSTERIOUS ROBOT THAT NEEDS YOUR HELP... AGAIN! IT WAS SENT ON A MISSION RESPONDING TO A DISTRESS SIGNAL BUT VANISHED FROM ALL COMMUNICATIONS. WILL YOU FIND YOUR OLD FRIEND AND BRING IT BACK HOME?



KRAKEN

THE KRAKEN, ONCE CONSIDERED MYTHOLOGICAL, IS A GLOWING OCEAN MONSTER WITH CLAWS THE SIZE OF A SCHOOL BUS! ITS HOBBIES INCLUDE TERRORIZING VINE ISLANDERS AND LONG SWIMS IN THE KELP FOREST UNDER THE MOONLIGHT.

CAREER READINESS VOCABULARY



HERE'S A LIST OF TERMS WORTH DISCUSSING WITH YOUR STUDENTS BEFORE DIVING INTO WORK READINESS! YOU CAN INTRODUCE THESE TERMS BEFORE, DURING, OR AFTER PLAYING REVENGE OF THE DEEP. THIS IS A GREAT TOOL TO ENHANCE DISCUSSIONS, REFLECTIONS, AS SUGGESTED TOPICS, AND MORE!

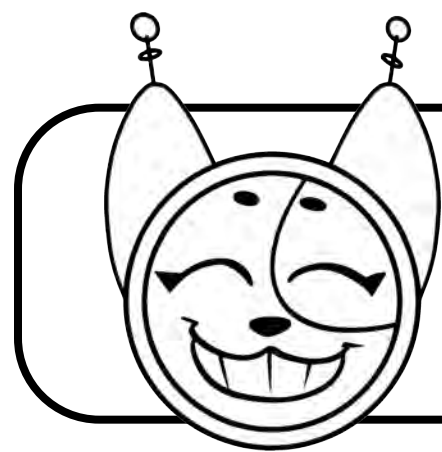
- **Accommodation Plan** – a plan that lists what help you need and how to ask for it
- **Accommodations Request** – asking for your needs so you can do well in interviews and at work
- **Active Listening** – paying close attention to what someone is saying and asking questions about it
- **Americans with Disabilities Act** – a law from 1990 that says people with disabilities have the same rights as everyone else
- **Captioning** – words on the screen that show what people are saying in videos
- **Code-Switching** – changing how you talk when you're with different groups of people
- **Cold-calling** – calling someone about a job when they haven't posted a job opening
- **Cover Letter** – a letter you send with your resume to tell why you want a job
- **De-escalation** – helping someone calm down when they are upset
- **Disability Rights** – laws that protect people with disabilities and make sure they get fair treatment
- **Disclosure** – telling someone important information about yourself
- **Discrimination** – treating someone unfairly because they are different
- **Effective Access** – when everyone can get the help and services they need easily
- **Effective Communication** – when people with and without disabilities can talk to each other successfully
- **Free Appropriate Public Education** – the right for all students with disabilities to go to public school for free
- **Hard Skills** – special skills you learn for one specific type of job
- **Individuals with Disabilities Education Act** – a law that makes sure students with disabilities get the help they need in school
- **Interpreter** – someone who helps people understand each other when they speak different languages
- **Interview Etiquette** – how to act politely and correctly during a job interview

CAREER READINESS VOCABULARY (Continued)

- **Job Accommodations** – tools or changes at work that support people with disabilities
- **Least Restrictive Environment** – students with disabilities should learn with other students as much as possible while still following their IEPs
- **Major Life Activities** – important things that most people do every day, like walking, seeing, or learning
- **Mediation** – helping two people who are fighting talk it out and solve their problem
- **Mentorship** – when someone with more experience helps guide and teach you
- **Multi-tasking** – doing more than one thing at the same time
- **Performance Review** – when your boss talks to you about how well you're doing your job
- **Portfolio** – a collection of your best work to show what you can do
- **Qualified Individual with a Disability** – a person with a disability who has the skills and knowledge needed for a job
- **Reasonable Accommodations** – fair changes to help someone with a disability do their job or apply for work
- **Resume** – a paper that tells about your skills and experience
- **Salary Negotiation** – talking with your boss about how much money you want to make at the job
- **Section 504 of the Rehabilitation Act** – the first law in 1973 that said you can't treat people with disabilities unfairly
- **Soft Skills** – people skills that help you work well with others in any job
- **STAR Method** – a way to answer questions in job interviews. STAR stands for situation, task, action, and result. You tell what happened, what you had to do, what you did, and what happened because of it
- **Tactile Alerts** – special vibrations or touches that let you know something important is happening, like when your phone buzzes to tell you about a message
- **Tactile Support** – things you can touch and feel that help you understand or communicate better, like raised letters you can feel with your fingers
- **Transition Plan** – a plan to help you get ready for what comes next in life
- **Undue Burden** – when helping someone would cost too much money or be too hard for a business
- **Visual Alerts** – lights or signs that help people see important information instead of hearing it
- **Visual Support** – pictures or signs that help people communicate and understand

Activity idea: Create a vocabulary wall or matching game using these terms.

GETTING STARTED



DON'T WORRY, WE GOT YOU! HERE'S A QUICK OVERVIEW OF THINGS YOU SHOULD TAKE CARE OF BEFORE DIVING INTO REVENGE OF THE DEEP!

Classroom Prep Checklist

1. Decide how you will implement Deafverse in your classroom
2. Make sure each student has a Player Strategy Guide (PSG), either in print from [NDC](#) or downloaded from [deafverse.com](#)
3. Ensure access to computers, tablets, or phones with internet
4. Set up a Teacher Account at [deafverse.com/signup/teacher](#)
5. Use that Teacher account to set up accounts for your students via [Classroom](#) if needed
6. Email login details to your students via [Classroom](#) or write down and pass around if needed
7. Test site access and ASL video playback
8. Schedule time for gameplay and reflection (suggested: 30-60 mins per topic area)
9. Ensure that YouTube is allowed on your school network to access certain NDC resources

Implementation Models

- Whole class (projected gameplay + group discussion)
- Small group rotations (stations)
- Individual play with structured journaling and PSG responses

Not all students will benefit from the same level of support. Gameplay is accessible in ASL, written and spoken English, but some students may need additional support with the game depending on their language fluency and preferences. Consider your students' needs and how these suggested implementation models could support you on meeting their needs.

Not all students will be familiar with workplace vocabulary. Consider pairing English terms with ASL signs before gameplay. Create a mini "job fair" in your classroom with stations for resume building, career exploration, and disclosure practice.

**DURING
THE GAME**

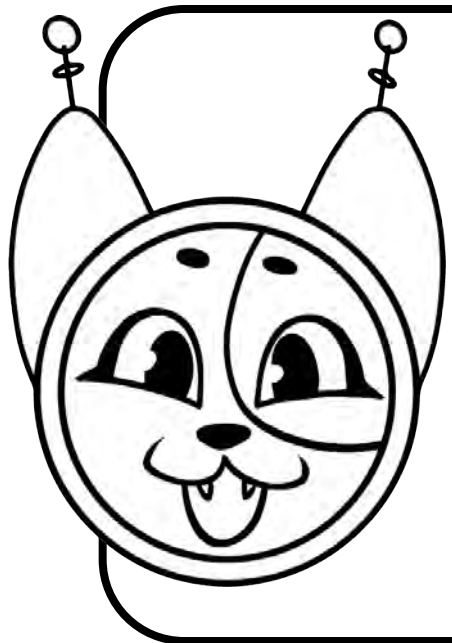


ARE YOU READY FOR AN ADVENTURE?! IN THIS CHAPTER, YOU WILL FIND TIPS FOR ENHANCING THE ACTIVITIES FROM THE PLAYER STRATEGY GUIDE FOR EVERY TOPIC AREA IN REVENGE OF THE DEEP.

ACROSS EACH TOPIC AREA, YOU WILL FIND ACTIVITIES FOR STUDENTS TO MAKE RESUMES AND COVER LETTERS, BUILD WORK RELATIONSHIPS, PREPARE FOR THE WORKPLACE, AND MORE. YOU MAY ADD OR SKIP SUGGESTIONS FOR ENHANCING AND EXTENDING LEARNING.

ON THE OTHER HAND, IT IS PERFECTLY FINE IF YOU PREFER PLAYERS TO PROGRESS INDEPENDENTLY IN THEIR STRATEGY GUIDE WITH LESS SUPPORT. YOU KNOW YOUR STUDENTS BEST!

LESSON PLANNING SCHEDULE



REVENGE OF THE DEEP TAKES PLACE ACROSS NON-LINEAR TOPIC-BASED SCENARIOS AT UNIQUE LOCATIONS. THESE SCENARIOS HAVE AN AVERAGE PLAY TIME OF AROUND TWENTY MINUTES EACH. SOME OF YOUR STUDENTS MAY HAVE A QUICKER PLAYTHROUGH THAN OTHERS! BE PREPARED TO MANAGE YOUR CLASS'S WORKFLOW DURING THE DEAFVERSE EXPERIENCE.

1. **Estimated Time:** ~4 hours per topic area
2. **Materials Needed:** PSG, TSG, and student devices with their accounts ready

This TSG provides activities that support approximately **four hours of instruction per topic area**. Below is a recommended flow for implementing the game along with both the **Teacher** and **Player Strategy Guides**:

1. **Introduce the Topic and the Island Map**

Use deafverse.com to introduce Vine Island and spark discussion. Highlight the specific location on the map that corresponds to the current topic. Guide students through setting up their individual accounts.

(Note: Each player should have their own device and account.)

2. **Play Topic-Specific Scenario in Revenge of the Deep**

Play the Revenge of the Deep scenario in groups or individually. Students should explore each location at their own pace using a desktop, laptop, tablet, or phone if they are working individually.

3. **Pause for Reflection**

You can review the DISCUSS prompt in the Player Strategy Guide ahead of time. When players pause the game, they may write their response to the prompt so they have something to share during the group discussion once everyone is ready.

LESSON PLANNING SCHEDULE (Continued)

4. **Lead Group Discussions**

Once players complete the scenario at the selected location and respond to the DISCUSS prompt, you may use the ESSENTIAL QUESTIONS to lead the discussion. These help students reflect on their gameplay experience. Players may first pair up to share, then open up to whole-group dialogue.

5. **Assign ASK and TRY THIS Activities**

These optional, out-of-class activities connect in-game themes to the real world:

- **ASK:** Encourages students to connect with an adult or mentor about their experiences. This is a great way for students to build their self-determination
- **TRY THIS:** Activities that encourage students to try real-life experiences related to the game's scenarios.

6. **Create and Explore with BUILD WITH CATBOT**

These creative activities extend learning and encourage students to imagine, draw, write, or build their own scenarios. They're great for project-based learning or cross-curricular connections. Many also align with the ideas in the After the Game section of this guide. Use them to support student identity development and your broader learning goals.

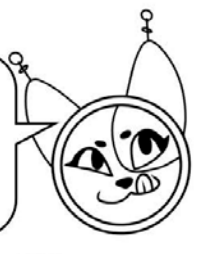
Teacher Tip:

You don't have to follow the Teacher Strategy Guide to the letter. This guide is designed to give you starting points on how to use Deafverse in your classroom and how to teach career readiness. Feel free to be creative in meeting your students' needs!

WELCOME TO VINE ISLAND

VINE ISLAND EMPLOYEE PROFILE

TO FILL OUT YOUR EMPLOYEE PROFILE, THE ONLY RULE IS TO BE HONEST WITH YOURSELF! HMM, DIDN'T I READ THAT SOMEWHERE RECENTLY? ANYWAY, IF YOU ALREADY STARTED YOUR CHARACTER SHEET IN WORLD ONE: DUEL OF THE BOTS' PLAYER STRATEGY GUIDE, YOU SHOULD HAVE NO PROBLEM CONTINUING HERE!




ADD/DRAW YOUR HEADSHOT

NAME: _____

DATE OF BIRTH: _____

PLACE OF BIRTH: _____

SIGNATURE: _____


08

Topic Overview

This opening section introduces students to **Vine Island**, a metaphorical workplace setting where they'll make career-related decisions. Students begin to reflect on **who they are**, what they value, and how identity connects to career choices. They'll also begin noticing how **their experiences as a deaf person** influence their work life.

This section is designed to:

- Set the tone for the rest of the game
- Encourage students to reflect on personal and professional identity.
- Prepare them to make choices rooted in self-advocacy


This section connects with the introductory chapter in **Revenge of the Deep**, where students will face off against the Kraken after washing up on the Beach and make an important choice in fending off the Kraken that will influence the rest of their playthroughs.

INTERESTS
I feel excited about...

<input type="checkbox"/> Working with my hands	<input type="checkbox"/> Teaching others
<input type="checkbox"/> Solving problems	<input type="checkbox"/> Leading teams
<input type="checkbox"/> Coming up with ideas	<input type="checkbox"/> Making decisions
<input type="checkbox"/> Creating and designing things	<input type="checkbox"/> Collecting information
<input type="checkbox"/> Making my own rules	<input type="checkbox"/> Studying things to understand them better
<input type="checkbox"/> Helping people	<input type="checkbox"/> Staying with regular routines

WORK VALUES & ENVIRONMENTAL PREFERENCES
When I feel at my best, I am somewhere...

Casual	<input type="radio"/>	<input type="radio"/>	Formal
Indoors	<input type="radio"/>	<input type="radio"/>	Outdoors
Quiet	<input type="radio"/>	<input type="radio"/>	Noisy
At home	<input type="radio"/>	<input type="radio"/>	At school/office
With a regular schedule	<input type="radio"/>	<input type="radio"/>	With a flexible schedule
Working with step-by-step instructions	<input type="radio"/>	<input type="radio"/>	Figuring out things on my own
Routine	<input type="radio"/>	<input type="radio"/>	Unpredictable
With less position changes	<input type="radio"/>	<input type="radio"/>	With more opportunities for advancement
By myself	<input type="radio"/>	<input type="radio"/>	Around others
Where more people sign	<input type="radio"/>	<input type="radio"/>	Where more people speak
Giving feedback	<input type="radio"/>	<input type="radio"/>	Receiving feedback
Self-motivated	<input type="radio"/>	<input type="radio"/>	Motivated by others


09

Facilitator Notes

- Consider beginning with a group warm-up: "If you could do any job, what would it be and why?"
- Use this section to connect your students' personal experiences with this page.
- This is a great moment to emphasize the concept of [self-advocacy](#) and how it relates to career development.
- Consider using the "[How Do You Explore Your Potential](#)" badge video to introduce this page.

WELCOME TO VINE ISLAND (Continued)

Essential Questions:

- Who are you and how do your interests shape the work you want to do?
- Can you share 3 things that you are good at?
- What makes you happy? What motivates you?
- Do you feel ready for work? If not, how could you become more ready?
- How might being deaf challenge and empower you at work?

Extension Activities:

1. Career Island Activity

Create a class “Vine Island” map. Students each design their own part of the island that represents a career field or job they’re interested in. Ask them to:

- Name their “district”
- Add symbols or images of their interests
- Explain what communication and access might look like in that field

Make a collage using the students’ parts to represent the class’s Vine Island.

2. Interview Pairs

Students pair up and interview each other with questions like:

- What are you passionate about?
- What’s one thing you’re great at?
- What kind of environment helps you thrive?

Have students create a one-slide presentation or mini poster titled: “Meet [Student’s Name], Future [Job Title]!”

WELCOME TO VINE ISLAND (Continued)

3. Value Sort

Give students a list of workplace values (e.g., creativity, structure, flexibility, helping others). Have them choose their top 3, and explain why they matter to them.

4. Interest and Value Assessment

Choose one of the following assessments to share with your students and have them reflect on their results.

- [O*NET Interest Profiler](#)
- [CareerOneStop's Interest Assessment](#)
- [Princeton Review Career Quiz](#)

Teacher Tip:

Some students may not feel confident about their strengths or interests yet. Help scaffold reflection with visual aids, sentence starters (e.g., "I feel happy when I...") or [videos of deaf professionals](#) talking about their career paths.

CAREER EXPLORATION

CAREER EXPLORATION

ASK KAT!

HOW DO I KNOW WHICH CAREERS WOULD BE A GOOD FIT FOR ME?

THERE'S SO MANY CAREERS OUT THERE THAT IT CAN BE HARD TO KNOW WHERE TO START, RIGHT? REMEMBER, START WITH WHAT YOU LIKE AND WHAT YOU'RE GOOD AT. BUT IF YOU'RE ALREADY THINKING OF A FEW JOBS, GO AHEAD AND LOOK THEM UP TO SEE WHAT KIND OF EXPERIENCE YOU WOULD NEED TO GET THESE JOBS.

DISCUSS

TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
Ask your friends and family what they think you are good at. List the things you agree with and share what you notice about yourself.

ASK

DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
What made you realize you were interested in your current career choice?

DEAFVERSE TIP

ASSESSMENTS ARE A GREAT WAY OF LEARNING MORE ABOUT YOURSELF. THERE ARE GENERALLY FOUR TYPES OF CAREER ASSESSMENTS: PERSONALITY TESTS, INTEREST INVENTORIES, SKILLS ASSESSMENTS, AND VALUE ASSESSMENTS. TRY LOOKING UP SOME OF THEM ONLINE!


 11

TRY THIS

GO ON AN ADVENTURE OF YOUR OWN!
Act out the situations from the DISCUSS activity with your friends. Think of solutions for the bad experiences and share what you learned here.

BUILD WITH CATBOT

CREATE SOMETHING THAT THE WORLD NEEDS!
How would you change your classroom to make it easier to understand and learn? Draw and share your ideas with Miss Rose!

 CHAPTER TWO | 12

Topic Overview

This section guides students through the process of discovering careers that align with their interests, skills, and values. Through reflection and interactive prompts, students explore different work environments and roles, with an emphasis on how their experiences as deaf people may intersect with various career paths.

Students begin forming connections between their personal strengths and professional possibilities.

In the game, career exploration is an ongoing aspect rather than solely done in a chapter or section. Students will have opportunities to learn about jobs available at KelpCo and think about how these jobs could fit their interests and preferences. Choosing one of these jobs will determine how they'll fight off the Kraken in the end.

Facilitator Notes

- Encourage students to think beyond traditional jobs. Include **creative fields, trades, tech, arts, science, and community work**.
- Emphasize the **exploration process** at this point, instead of commitment. This is about **trying on possibilities** as if they were clothes.
- Use resources like [National Deaf Center's Deaf Professionals YouTube playlist](#), [My Next Move](#), [DPAN's Real People spotlights](#), and [NAD's #DeafAtWork videos](#).
- Additional NDC resources: "[How Do I Decide Which Career I Want](#)" resource page, [Work-Based Learning video](#), and the [Career Exploration badge video](#).
- Consider inviting deaf professionals to your class to share about their careers.

CAREER EXPLORATION (continued)

Essential Questions:

- How do you know which careers would be a good fit for you?
- Did you ever find a job appealing? What made you curious about it?
- What careers match your interests and strengths?
- How do your life experiences influence what you want to do?
- What kind of work environment fits you best?
- Are there soft skills and hard skills you need for the job you want?
- How do you find out what a job is really like?

Extension Activities:

1. Career Action Plans

If your students completed accessible career interest quizzes in the previous section, have them research three careers that align with their results. They will build their own action plan to pursue their chosen career:

- Identify education requirements
- Identify potential obstacles and accommodations to overcome them
- Identify and note the actions needed to become employable
- Develop a timeline populated with the goals above

2. Career Exploration Posters

Each student chooses a career to research and creates a one-pager/poster that includes:

- Job title
- Key responsibilities
- Typical workplace
- Communication access considerations
- Why it might be a good fit

CAREER EXPLORATION (continued)

3. Deaf Professionals Guest Panel (Virtual or In-Class)

Invite 1-2 deaf professionals (or play recorded interviews) to talk about:

- Their career journey
- What they do at work
- Barriers they faced
- How they advocated for themselves at work

Let students prepare questions in advance and write reflections afterward.

4. Career Cluster Investigation Teams

Students divide up into small groups. These groups are assigned career clusters that they will investigate for:

- Job positions
- Salary ranges
- Education requirements
- Accommodations needs

Have the groups present their findings to each other.

Teacher Tip:

Some students may not see their identities represented in common career examples. Center deaf professionals, prioritize representation for marginalized identities, and suggest alternative career paths to help all students see themselves in the workforce.

CAREER PLANNING

CAREER PLANNING

ASK KATI

NOW I'M THINKING OF A CAREER, BUT I WANT TO KNOW MORE ABOUT HOW I CAN START GETTING READY FOR THIS CAREER. WHERE DO I BEGIN?

THERE ARE MANY DIFFERENT WAYS TO GAIN THE EXPERIENCE AND SKILLS YOU NEED TO SUCCEED IN YOUR CAREER. SOME CAREERS REQUIRE SPECIFIC DEGREES, WHILE OTHERS WANT TO SEE WORK EXPERIENCE. FIND OUT WHAT YOU MIGHT NEED TO ACHIEVE YOUR CAREER GOALS AND PLAN AHEAD!

DISCUSS

TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!

Do you plan to start work right after high school or get more education first? Why do you feel this would work best for you?

ASK


DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!

What would you need to get ready for your career? Things like degrees, certifications, and training programs?

DEAFVERSE TIP

CONNECTING WITH PEOPLE, OR CAREER NETWORKING IS AN IMPORTANT TOOL TO LEARN MORE ABOUT THE CAREERS YOU WANT AND FIND POTENTIAL JOB OPPORTUNITIES!

ONE GOOD WAY TO DO THIS IS AN "INFORMATIONAL INTERVIEW", A CONVERSATION THAT YOU HAVE WITH A PERSON TO LEARN ABOUT THEIR CAREER EXPERIENCE.

 14

TRY THIS


GO ON AN ADVENTURE OF YOUR OWN!

Pick one of the careers that you've been exploring. Look for information about what kind of education or training you need for that job. Do you need to get a college degree, or certificate? Find some schools or programs near you that offer the education or training you need.

BUILD WITH CATBOT

CREATE SOMETHING THAT THE WORLD NEEDS!

Design a new tool or app that would help deaf people find and apply for job opportunities that match their skills and interests. What features would your tool/app have and how would it work?

 15

Topic Overview

This section helps students **set career goals** and map out the **steps needed to reach them**. They reflect on accommodations, support systems, and skills they want to build, and begin to understand the purpose of **resumes, cover letters, and job applications**.

The focus is on **strategic thinking, goal setting, and self-awareness**, which are all key elements of long-term success.

This section corresponds to the Vine Island Museum chapter. Students will meet a character who shares a career goal that they have, and learn about three local legends and their career journeys. They'll also use what they learned to pass various quizzes in this museum exhibit.

Facilitator Notes

- Help students break down long-term goals into **short-term, realistic steps**.
- Emphasize that **career planning is flexible** — plans can (and often will) change.
- Provide sentence frames to support students who struggle with writing or abstract thinking (e.g., "I want to be a ___ because...").
- Use resources such as Deafverse's [Why Do I Need a Resume and a Cover Letter? page](#) and the [Career Planning badge video](#).

CAREER PLANNING (Continued)

Essential Questions:

- What's one goal you've reached in your life so far?
- What helped you reach it?
- What are your long-term goals for work or life?
- What steps do you need to take to get there?
- What support will you need along the way?
- What soft skills and hard skills do you need for the career you want?

Extension Activities:

1. Resume & Cover Letter Starters

Guide students in creating simple resumes and cover letters:

- Use templates with sentence starters such as: "I am experienced in [afterschool club activity]...", "I have x years of experience in playing [school sport]", or "my skills are x, y, z..."
- Encourage creative formatting (visual resumes such as collages, zines, or slides)
- You can ask your students to share their resumes and cover letters with each other to get feedback.

2. Goal Map Timeline

Have students draw a timeline with key goals from now to 5 years in the future:

- Education or training steps
- Job interests
- Personal milestones
- Supports or tools they'll need

3. Career Support Web

Create a visual "support web" that maps out people and resources who can help with career planning:

- Teachers, family, VR counselors, interpreters, mentors, job coaches
- Encourage students to identify how they would ask for help from each

Teacher Tip:

Students may feel overwhelmed by the pressure to plan their future. Emphasize that planning is a tool, not a trap. Make room for dreaming and flexibility. Normalize changing plans and the idea that progress isn't always linear.

WORKING WITH OTHERS

WORKING WITH OTHERS

ASK KATI

HOW DO I KNOW WHICH SKILLS I NEED TO BE SUCCESSFUL IN THE WORKPLACE?

EMPLOYERS WANT WORKERS WHO HAVE CERTAIN SKILLS. THESE ARE CALLED MARKETABLE SKILLS, AND THEY CAN HELP YOU GET HIRED AND BE SUCCESSFUL IN YOUR JOB. BUT HOW DO YOU KNOW WHICH SKILLS YOU NEED? THAT'S SOMETHING YOU CAN ASK PEOPLE WHO WORK IN THE JOB OR FIELD YOU'RE INTERESTED IN.

DISCUSS

TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
Think about how you can tell someone that you work well with others. What would you say and why would you choose to share this information? Think of a specific example that shows you work well with others.

ASK

DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
Which skills are the most important to have in the workplace and for working with others?

DEAFVERSE TIP

TO PRACTICE DESCRIBING YOUR MARKETABLE SKILLS:

1. LIST YOUR SKILLS: WRITE DOWN YOUR MARKETABLE SKILLS TO IDENTIFY YOUR STRENGTHS AND WEAKNESSES.
2. PRACTICE WITH SOMEONE: DESCRIBE YOUR SKILLS TO A FRIEND OR FAMILY MEMBER AND HAVE THEM GIVE FEEDBACK ON HOW YOU SHARE THIS.
3. RECORD YOURSELF: USE YOUR PHONE TO RECORD YOURSELF PRESENTING YOUR SKILLS AND ABILITIES, AND THEN REVIEW THE VIDEO TO IDENTIFY AREAS TO IMPROVE.
4. BE CONFIDENT: YOU'RE THE EXPERT ON YOUR OWN ABILITIES, SO DON'T DOUBT YOURSELF WHILE DESCRIBING YOUR SKILLS.
5. USE SPECIFIC EXAMPLES: GIVE EXAMPLES OF TIMES YOU'VE DEMONSTRATED YOUR SKILLS.

DEAFVERSE 17

Topic Overview

This section introduces students to [working with others](#) as a team. Whether it's a boss, coworker, or customer, students learn the value of **collaboration, respect, and teamwork**. The emphasis is on finding strategies that help everyone work together effectively, even when communication styles or personalities differ.

It helps students reflect on what it means to be a team player, how to support others, and how to recognize their own contributions in group environments.

TRY THIS

GO ON AN ADVENTURE OF YOUR OWN!
Go on an adventure and explore your community! Look for places where you can help out as a volunteer or find a part-time job. You'll learn new skills and make a difference in your community. Here are some ideas to get you started:

- Library: help shelve books and organize events.
- Community/Recreation Center: assist with programs and activities.
- Senior Living Center: spend time with residents and help with daily tasks.
- YMCA: help with sports and fitness programs.
- Deaf Advocacy Organization: volunteer at events or help with outreach.
- Hospital or Medical Center: assist with patient care or administrative tasks.
- School District: tutor students or help with after-school programs.
- Animal Shelter: help care for animals and keep the shelter clean.
- Food Bank: sort and distribute food to those in need.

BUILD WITH CATBOT

CREATE SOMETHING THAT THE WORLD NEEDS!
Show the world your marketable skills! Create a visual presentation that includes pictures, videos, or drawings of the skills you have that would make you a great employee. You can make a slideshow, comic book, or short video to showcase your skills and talents.

DEAFVERSE 18

The Rita's Cafe chapter in the game connects the closest with this section. However, students will also have the opportunity to begin searching for job leads there. Students will learn how to work with others by navigating a scenario where the Kraken appears and threatens the cafe with its presence. Students will need to keep others safe in this scenario.

Facilitator Notes

- Many students may associate "teamwork" only with school group projects. Help them transfer that concept to workplace environments.
- Reinforce that teamwork isn't about being perfect. It's about showing up, communicating clearly, and being respectful on a consistent basis.

WORKING WITH OTHERS (Continued)

Essential Questions:

- How do you know which skills you need to be successful in the workplace?
- Think about a time you had to work with someone you didn't know well while playing sports, participating in clubs, or something like that. How did it go?
- What helped (or made it harder) to work as a team?
- What makes someone a good teammate?
- How can you show support to the people I work with at school and outside of it?
- What can you do if someone on my team doesn't respect you or your communication needs?

Extension Activities:

1. Team Role Scenarios

Provide scenarios in which something goes awry in the workplace and assign workplace team roles (e.g., manager, shift worker, receptionist, customer service) to students. In small groups, students:

- Read a scenario (e.g., busy shift, miscommunication, missing team member)
- Act out their roles and find a solution together
- Debrief: What worked? What was hard?

2. Workplace Team Code of Conduct

As a class, create a short "Team Agreement" for how to work well together. Include:

- Communication norms
- Conflict resolution ideas
- Ways to support access and inclusion

Post it in the classroom or have students keep their own copy.

WORKING WITH OTHERS (Continued)

3. Coworker Compliments

Give students slips of paper with prompts like:

- “You helped our team by...”
- “I noticed you did a great job with...”
- “You made our group stronger by...”

Let them give feedback to classmates during or after team activities.

4. Journal Reflections

Prompt students to write about experiences in which they’ve had to work with others. How did that go for them? Was there anything that they could have done differently?

Teacher Tip:

Some students may fear group work because they’ve been left out in the past. Use this topic to intentionally reframe teamwork as an opportunity for inclusion, communication, and mutual growth instead of productivity for its own sake.

ACCOMMODATIONS ON THE JOB

ACCOMMODATIONS ON THE JOB

ASK KAT!

HOW CAN I DECIDE WHAT KIND OF SUPPORT I MIGHT NEED TO DO MY JOB WELL AT WORK?

WHEN YOU GO TO WORK, YOU MIGHT NEED SOME SUPPORT OR STRATEGIES TO TALK TO PEOPLE OR UNDERSTAND THINGS. THIS IS OKAY AND IT'S CALLED AN ACCOMMODATION. SOME EXAMPLES OF ACCOMMODATIONS ARE AN ASL INTERPRETER, A DEVICE PROVIDING AMPLIFICATION, CAPTIONING, A VIDEOPHONE, OR A SPACE WITH FEWER DISTRACTIONS. THINK ABOUT THE JOB YOU WANT AND WHAT YOU'LL NEED TO DO IT WELL. WILL THERE BE TIMES WHEN YOU NEED EXTRA HELP TO TALK WITH CUSTOMERS, COWORKERS, OR BOSSES OR UNDERSTAND WHAT'S HAPPENING AROUND YOU?

DISCUSS

TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!

Think about the accommodations you use in school. What might be different at work? How might you ask for the accommodations you need?


ASK

DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!

Have you ever needed to advocate for specific accommodations in the workplace? If so, what kind of accommodations did you get on the job?

DEAFVERSE TIP

REQUESTING ACCOMMODATIONS IS A SUPERPOWER! IT HELPS YOU LEVEL THE PLAYING FIELD AND ACHIEVE YOUR GOALS. IMAGINE YOU ARE ADDING YOUR OWN TOPPING TO AN ICE CREAM SUNDAE AT A PARTY - YOU GET TO ENJOY THE SAME DELICIOUS TREAT AS EVERYONE ELSE, BUT WITH YOUR OWN PERSONALIZED TOUCH. SO DON'T BE AFRAID TO ASK FOR WHAT YOU NEED TO SUCCEED!

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TRY THIS


GO ON AN ADVENTURE OF YOUR OWN!

Think of a real-life situation where you might need accommodations, such as a doctor's appointment or a meeting. Practice requesting accommodations, such as an interpreter, for that situation. Share your experience with the class.

BUILD WITH CATBOT

CREATE SOMETHING THAT THE WORLD NEEDS!

Create a comic book character or superhero who works in an ordinary real-life company or organization. How would their superpowers affect their work? What accommodations would they need to succeed? Get creative and remember that safety is important!

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Topic Overview

This section focuses on helping students understand what **job accommodations** are, how they work, and how to identify what they might need in a work environment. It encourages students to recognize that requesting accommodations is about **equal access**, not special treatment.

What students need to know about their federal rights to effective communication and accommodations will also be emphasized here.

This topic builds knowledge and confidence around real-life support strategies from **real-time captioning** to **scheduling flexibility**, **interpreters**, and **visual alerts**.

Job accommodations are an ongoing topic throughout *Revenge of the Deep*. However, Luca at the Lifeguard Tower on the Beach is when students will probably discuss job accommodations for the first time in the game.

Facilitator Notes

- Introduce the idea that your students' **rights** to **accommodations** are protected by **federal law**, and make sure to incorporate **legal terms** in your discussions such as: **effective communication**, **reasonable accommodations**, and **discrimination**.
- Discuss the difference between **modifications** (changing the job) and **accommodations** (changing the access).
- Encourage students to consider whether they have access to effective communication and the accommodations that they've tried.
- Here are some additional resources by [National Deaf Center](#) to support your instruction on this topic: [Know Your Rights page](#), [Access and Accommodations Portal](#), and [Accommodations 101](#) course.

ACCOMMODATIONS ON THE JOB (Continued)

Essential Questions:

- How do you decide what kind of support you might need to do your job well?
- Have you ever struggled with something because you didn't have the right support?
- What helped? What would have helped more?
- What are accommodations, and why are they important?
- What accommodations could you use at school and work?
- How do you ask for them?

Extension Activities:

1. Accommodations Match-Up

Create cards showing different jobs (e.g., restaurant server, office assistant, lifeguard) and another set showing reasonable accommodations (e.g., vibrating pager, captioned phone, VRI). Have students match them and explain their reasoning. Discuss the concept of "reasonable accommodations" and how students can strengthen their cases in advocating for their needs in the workplace.

2. Create a Personal Accommodation Menu

Students brainstorm a list of accommodations they might need on the job:

- "I need an interpreter during meetings."
- "I prefer text over phone calls."
- "I use a smartwatch for visual alerts."

Students can format this as a checklist or an infographic they can refer to later.

ACCOMMODATIONS ON THE JOB (Continued)

3. Access Advocate Challenge

Present a scenario where a student starts a job and realizes the workplace isn't accessible (e.g., no visual fire alarms). Students work in teams to:

- Identify the barrier
- Choose accommodations to request
- Plan what they would say or write

4. Rights Court Simulation

Students participate in a mock courtroom where they must argue cases based on real scenarios involving Section 504, ADA, and IDEA violations. You will act as a judge while students take roles as plaintiffs, defendants, and attorneys. They must use the legal terms above in the Suggested Vocabulary section accurately while presenting their cases. Some landmark accessibility court cases are provided below.

* **Southeastern Community College v. Davis (1979)** – this case focuses on Section 504 and established the “reasonable accommodations” framework

* **PGA Tour, Inc. v. Martin (2001)** – this case established an important precedent in the enforcement of the ADA

* **Cedar Rapids Community School District v. Garret F. (1999)** – landmark case for IDEA that required continuous nursing services for disabled students

Teacher Tip:

Some students may fear group work because they've been left out in the past. Use this topic to intentionally reframe teamwork as an opportunity for inclusion, communication, and mutual growth instead of productivity for its own sake.

DISCLOSING DISABILITIES

DISCLOSING DISABILITIES

ASK KATI
SHOULD I TELL A POTENTIAL EMPLOYER ABOUT MY DEAFNESS AND OTHER DISABILITIES?

SHARING YOUR DISABILITIES WITH YOUR EMPLOYER IS CALLED "DISCLOSURE", AND THIS CAN HELP YOU GET ACCOMMODATIONS. IT MIGHT SEEM SCARY TO SHARE THESE DETAILS ABOUT YOURSELF, BUT REMEMBER THAT YOU DESERVE TO WORK WITHOUT UNFAIR CHALLENGES. THIS CAN GO A LONG WAY IN IMPROVING THE WORKPLACE FOR OTHERS TOO!

DISCUSS
TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
When and how do you tell people about your disability? If you have done this before, what worked well for you?

ASK
DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
When and how did you tell your job about your disabilities? Before the interview, at the interview, or after getting the job?

DEAFVERSE TIP
IF YOU ARE STILL STRUGGLING WITH DISCLOSURE, HERE ARE SOME QUESTIONS TO ASK YOURSELF:
• DO OTHER PEOPLE NOTICE MY HEARING LOSS?
• DO I NEED SPECIAL TOOLS OR HELP TO TALK TO PEOPLE AT WORK OR DO MY JOB?
• COULD THERE BE PROBLEMS IF I DON'T TELL MY BOSS ABOUT MY DISABILITY?
YOU MAY FACE BOSSES AND COLLEAGUES WHO DON'T HAVE A FULL UNDERSTANDING OF YOUR LEGAL RIGHTS IN THE WORKPLACE. ONE WAY YOU CAN ADVOCATE FOR YOURSELF IS TO LEARN MORE ABOUT LAWS LIKE THE AMERICANS WITH DISABILITIES ACT (ADA) AND THE REHABILITATION ACT. IT'S IMPORTANT TO BE AWARE OF THE LAWS THAT PROTECT YOUR RIGHTS TO GET WHAT YOU NEED TO DO YOUR JOB WELL.

DEAFVERSE 23

Topic Overview

This section explores the deeply personal decision to [disclose a disability](#) in the workplace. Students examine **when, how, and why** they might choose to share that they are disabled while interviewing for a job at a workplace that might be mostly staffed by abled people. They'll also explore how to respond if they experience invasive or discriminatory questions from interviewers, supervisors, and coworkers afterwards.

It supports students in **practicing self-advocacy, understanding their rights,** and thinking critically about what makes them feel **safe and empowered** in professional settings.

TRY THIS
GO ON AN ADVENTURE OF YOUR OWN!
Role-play scenarios where you need to disclose your disabilities and request reasonable accommodations. Practice communication skills, such as clarity, patience, and flexibility.
How can you be more clear on what you need to meet the expectations of the job? What suggestions and creative options can you offer?

BUILD WITH CATBOT
CREATE SOMETHING THAT THE WORLD NEEDS!
Create a poster or comic strip that shows the top 10 tips for sharing information about your disability or accommodations needs. You can also include ideas you talk about with your family and friends. Remember, it's important that everyone feels comfortable talking about this!

DEAFVERSE 24

Facilitator Notes

- Let students know there's **no one "right" answer.** Decisions on disclosing your identities and disabilities can vary based on the job, people, and environment.
- Offer examples of **different approaches to disclosing your disabilities:** early on vs. after being hired, formal vs. casual. Emphasize that every situation will have their own considerations.
- Some students may benefit from **model language or scripts** to try out in a low-pressure setting.

DISCLOSING DISABILITIES (Continued)

Essential Questions:

- Do you have to tell an employer you're disabled?
- When is the right time to disclose?
- What are the risks and benefits of disclosing your disability?
- How can you share this part of your identity with confidence?

Extension Activities:

1. Disclosure Planning Worksheet

Have students fill out a simple template:

- When might I disclose? (Interview, after hire, never)
- Who might I tell? (HR, supervisor, co-worker)
- What might I say?
- What support will I ask for?

Give your students at least three examples of organizations for them to compare and contrast their approach with, such as: a nonprofit focusing on disability rights, a Fortune 500 corporation, an organization exclusively staffed by deaf people that uses different communication modalities, and a blue-collar business that might not be as familiar with disabled people.

DISCLOSING DISABILITIES (Continued)

2. Disclosure Practice Roleplaying

Create simple workplace interview role-play cards with varying scenarios:

- “You’re applying for a cashier position at a busy grocery store.”
- “You’re being interviewed via Zoom by a hiring manager who has never worked with a deaf person.”

Students can choose how to disclose (or not), practice phrasing, and reflect on what feels empowering or awkward.

Then in small, supportive groups, students take turns practicing different disclosure scenarios of their own. Examples:

- A video interview
- A conversation with a manager
- Writing an email before starting a job

Peers can give feedback on clarity, confidence, and tone.

3. Video Reflection Assignment

Invite students to imagine that they are about to interview for a job that they want very much.

However, the interviewer is an abled person. Ask them to record a short, optional video answering:

“When and how will you disclose your disabilities? What do you want future employers to know about how you communicate best?”

This helps them prepare for real-world conversations in a safe, creative way. Support them by giving feedback and reframing their responses to focus on their needs if necessary.

Teacher Tip:

Students may worry that disclosure will hurt their chances of employment. Reassure them that it’s about finding a workplace that values access and respect and that they are protected by anti-discrimination law. Use real-life examples or guest stories to show successful disclosure strategies.

CONFLICT RESOLUTION

CONFLICT RESOLUTION

ASK KAT!
WHAT SHOULD I DO WHEN EVERYONE IS ANGRY AND FRUSTRATED DURING A HARD SITUATION AT WORK?

PAUSE AND TAKE A DEEP BREATH. OBSERVING THE SITUATION FOR A FEW SECONDS CAN HELP YOU RESPOND BETTER. LISTEN CAREFULLY AND TRY TO UNDERSTAND THE OTHER PERSON IN THE CONFLICT.

DISCUSS
TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
Think of a time when you were in a conflict with someone. What did you do to try and resolve it? Was it effective? If not, what could you have done differently?

ASK
DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
What are some strategies you use to resolve conflicts in the workplace as a deaf person?

DEAFVERSE TIP
HERE ARE SOME TIPS TO HELP SOLVE CONFLICTS:

1. LISTEN CAREFULLY TO WHAT THE OTHER PERSON IS SAYING, AND ASK QUESTIONS TO MAKE SURE YOU UNDERSTAND.
2. BE PATIENT AND RESPECTFUL, EVEN IF THE OTHER PERSON HAS A DIFFERENT WAY OF TALKING OR COMMUNICATING.
3. TALK ABOUT YOUR OWN FEELINGS USING "I" STATEMENTS, INSTEAD OF BLAMING THE OTHER PERSON WITH "YOU" STATEMENTS.
4. TAKE RESPONSIBILITY FOR YOUR OWN ACTIONS AND FEELINGS, AND DON'T MAKE ASSUMPTIONS ABOUT WHAT THE OTHER PERSON IS THINKING OR FEELING.
5. TRY TO FIND A WAY TO AGREE OR COMPROMISE, INSTEAD OF INSISTING ON YOUR OWN WAY ALL THE TIME.

DEAFVERSE 26

TRY THIS
GO ON AN ADVENTURE OF YOUR OWN!
Next time you see a conflict at home, with friends, or on TV, think about how you would handle it differently. Write down or discuss with someone how you would resolve the conflict and what strategies you would use. Consider scenarios such as disagreements over sharing responsibilities, differences in opinion, or misunderstandings.

BUILD WITH CATBOT
CREATE SOMETHING THAT THE WORLD NEEDS!
Create a conflict resolution kit with items that could help people cool down a situation. Your kit could include a list of suggested phrases, journal prompts, or activities to help manage stress. What are the tools and knowledge that would help people resolve conflicts in a positive way? This kit can be a poster, presentation, or even a physical box full of items!

DEAFVERSE 27

Topic Overview

This section teaches students how to handle **conflict at work** with coworkers, supervisors, or customers. It normalizes conflict as something that happens in all workplaces and focuses on building **self-regulation, communication, and problem-solving strategies** to manage it constructively.

It also encourages students to [understand their rights](#) and boundaries while staying professional and solution-oriented.

The Boardwalk in Revenge of the Deep is where your students will play scenarios focusing on conflict resolution. They'll also have the opportunity to resolve a conflict with a coworker in the Lighthouse chapter just before the game ends.

Facilitator Notes

- Start with a classroom conversation about [conflict myths](#), e.g., "Avoiding conflict is always best."
- Give examples of **common workplace conflicts**, like misunderstandings with communication, unfair treatment, or task disagreements.
- Help students practice **staying calm and clear**, even in frustrating situations.

CONFLICT RESOLUTION (Continued)

Essential Questions:

- What should you do if someone treats you unfairly at work?
- How can you solve a problem without getting into a fight?
- What should you do when everyone is angry and frustrated during a hard situation at work?
- What are your options when you feel stuck?
- Have you ever been in a conflict that got worse before it got better? If so, how did you react?
- What do you wish you had done differently or what worked well?

Extension Activities:

1. Workplace Conflict Scenarios

Give students sample workplace situations (e.g., a coworker mocks their signing, a manager talks over their interpreter, a coworker making a snide comment about their accommodations, or a teammate constantly looks at interpreter instead of them). In small groups, they:

- Discuss possible responses
- Role-play different solutions
- Reflect on how it felt and what they learned

2. “Cool Down” Toolbox

Have each student create a personal list of calming strategies or grounding techniques they can use during tense moments. Include things like:

- Take a breath
- Ask for a break
- Write it out
- Text a mentor

If they're not sure what else to add, ask them to think about what would help them find their cool again. Their cooldown toolbox can become part of their real-world self-advocacy kit.

CONFLICT RESOLUTION (Continued)

3. Conflict Resolution Style Research

Ask your students to research the concept of conflict resolution styles then have them journal or film themselves reflecting on the conflict style that they feel they have. They can also split up into pairs to share their thoughts and discuss this concept.

Some prompts that may help with thinking and discussing:

- Think about a conflict that happened to you recently. What was your conflict style?
- How did your conflict style feel after the conflict? Was there anything you would've done differently now?
- Would you have a different conflict style in another conflict? Why?

Teacher Tip:

Deaf students often face unfair conflict dynamics, like being blamed for communication breakdowns. Use this section to teach self-protection with professionalism and validate their lived experiences while building tools for success.

EFFECTIVE COMMUNICATION

EFFECTIVE COMMUNICATION

ASK KAT!

WHY IS IT IMPORTANT TO WORK TOGETHER IN A TEAM TO COMPLETE TASKS?

WORKING IN A TEAM IS IMPORTANT BECAUSE YOU CAN ACCOMPLISH MORE WHEN YOU WORK TOGETHER! WHEN YOU WORK WITH OTHERS, YOU CAN SHARE IDEAS, LEARN FROM EACH OTHER, AND HELP EACH OTHER OUT. REMEMBER TO LISTEN AND COMMUNICATE WITH YOUR TEAMMATES!

DISCUSS


TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
Was there a situation when you had to work with others in a team? What strategies did you use to communicate effectively with your team members? What did you learn from the experience?

ASK

DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
What are some challenges you faced when working in a team, and how did you overcome them?

DEAFVERSE TIP

SOMETIMES YOU MAY NOT AGREE WITH THE ROLE YOU ARE ASSIGNED IN A TEAM. TRY SHARING YOUR FEELINGS AND FIGURE OUT ADJUSTMENTS IN THE PLAN. IT HELPS IF YOU UNDERSTAND WHAT IS BEING ASKED OF YOU AND IF YOU CAN CONTRIBUTE IN A WAY THAT WILL BENEFIT EVERYONE.

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Topic Overview

This section gives students tools to communicate clearly and confidently with their team while taking on projects. It focuses on how students can communicate about how to start something, decide on who should do what and encourages students to consider their communication style.

Students also learn how to check for mutual understanding, ask for clarification, and navigate communication mismatches with grace.


This section connects with The Docks chapter in *Revenge of the Deep*. Students will need to work with Milo to retrieve a tool in the middle of a hectic situation in a variety of ways.

TRY THIS

GO ON AN ADVENTURE OF YOUR OWN!
Create something with a friend, like collaborating on a TikTok, planning a party, or cooking a meal. Discuss how you will work together before you start, and reflect on what worked well and what you could improve on.

BUILD WITH CATBOT

CREATE SOMETHING THAT THE WORLD NEEDS!
Imagine a new invention or project that no one has done before. Come up with a team of people who could make it happen and think about the skills, attitudes, and behaviors that would be important for the team to accomplish the task successfully.

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Facilitator Notes

- Although this chapter is titled “Effective Communication”, it’s important to make clear the distinction between the legal and everyday definitions of this term for your students. This chapter is meant to talk about how to communicate well with your team, while your students will need to remember that effective communication is a legal term to use in advocating for accommodations and access.
- Start with the question: “How do you communicate with someone who doesn’t know ASL?” Now, what about if the person knows ASL, but still doesn’t understand you?
- Reinforce the message: **there’s no one “right” way to communicate** as long as you can deliver the message clearly while staying true to yourself.
- You can model a few scenarios (e.g., ordering food, asking a manager for help) and demonstrate how students might adapt.

EFFECTIVE COMMUNICATION (Continued)

Essential Questions:

- Why is clear communication important in the workplace?
- Share a time when communication broke down. What helped fix it?
- Was there a time that you realized there was a breakdown in communication after the situation happened? Did you try to follow up on it and find a solution with that person?
- What's one way you could teach someone how to communicate better with you?
- What are a few different ways you can communicate at work?
- How do you decide which strategy to use in different situations?
- What should you do if it feels like there's a lack of understanding between you and the other person?

Extension Activities:

1. Classroom Escape Room

Set up a series of connected puzzles that your students must solve to "escape" within the time limit.

- Give different clues to different students that must be shared and combined to solve each challenge.
- Take 10 minutes at the start to have the class set up their communication protocols (how to share discoveries, organize information, ensure everyone can contribute).
- Make sure to give your class 10 minutes before the class actually ends so they can discuss what went wrong, and what they could've done differently next time.
- Using generative AI to create the puzzles is highly encouraged for this activity! Make sure to avoid using identifying information.

EFFECTIVE COMMUNICATION (Continued)

2. Tower Building Challenge

Split up your class into small groups and have them compete against each other in building the tallest free-standing tower with paper, tape, straws, and whatever else that might be appropriate.

- Teams spend 10 minutes creating their communication agreement (how to share ideas, make decisions, handle disagreements).
- The competition is 25 minutes of building while practicing their agreed-upon communication methods.
- The final 15 minutes involve teams presenting their towers and reflecting on what communication strategies worked best and what they'd change.

3. Scenario Role-Play

Present your students with workplace scenarios, and roleplay with your students. You can be the instigator or the supervisor. Have your students be the ones that need to communicate with you.

Here's a few examples:

- A noisy environment
- A new job orientation
- A staff meeting
- A customer interaction

Teacher Tip:

Some students feel pressure to let things go when it may be more effective to clear up communication or advocate for themselves. Encourage them to build confidence in their communication style by exploring tools that help them express themselves clearly and comfortably while staying true to themselves. This includes saying nothing in order to de-escalate a situation. Model inclusive responses when people don't understand.

JOB INTERVIEWS

JOB INTERVIEWS

ASK KATI!

WHAT'S NEXT AFTER I APPLY FOR A JOB?

IF THE EMPLOYER IS INTERESTED IN LEARNING MORE ABOUT YOU, OR THINKS YOU ARE A GOOD FIT FOR THE POSITION, THEY MAY CONTACT YOU FOR AN INTERVIEW. DURING THE INTERVIEW, THE EMPLOYER WILL WANT TO LEARN MORE ABOUT YOU, YOUR QUALIFICATIONS, AND WHETHER YOU ARE A GOOD FIT FOR THE POSITION. AT THE SAME TIME, THE INTERVIEW IS ALSO AN OPPORTUNITY TO LEARN MORE ABOUT THE EMPLOYER, THE JOB EXPECTATIONS, AND WHETHER THE WORKPLACE MEETS YOUR NEEDS.

DISCUSS


TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
What parts of a job interview make you feel confident or nervous? How can you improve your confidence in those areas?

ASK

DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
Can you share any strategies you used when preparing for job interviews and highlighting your marketable skills?

DEAFVERSE TIP

GET YOUR DETECTIVE HAT ON! BEFORE THE BIG INTERVIEW, DO SOME RESEARCH ON THE COMPANY AND THE POSITION YOU'RE APPLYING FOR. THIS WILL NOT ONLY SHOW THE EMPLOYER THAT YOU'RE INTERESTED AND KNOWLEDGEABLE, BUT ALSO HELP YOU FEEL MORE CONFIDENT AND PREPARED. SO, LET'S GET READY TO IMPRESS AND ACE THAT INTERVIEW LIKE A PRO!

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Topic Overview

This section prepares students for [job interviews](#) by helping them anticipate common questions, communicate their strengths, and decide how they want to discuss their deaf identity and communication preferences. It also addresses **preparing accommodations** (like requesting an interpreter), practicing confidence, and understanding the purpose of interviews from both sides.

It encourages students to see interviews as **opportunities to assess fit** and show up authentically.

TRY THIS


GO ON AN ADVENTURE OF YOUR OWN!
Practice a mock interview with a friend or family member. Use this opportunity to practice how you present yourself, communicate your skills and experiences effectively, and answer questions confidently. Ask and answer questions like:

- Can you tell me about your previous work experience?
- What skills or qualities do you possess that make you a good fit for this position?
- How do you handle stressful situations at work?
- What motivates you to do your best work?
- Can you give an example of a time when you had to solve a problem at work?

Remember, questions asked in an interview may vary based on the job and employer.

BUILD WITH CATBOT

CREATE SOMETHING THAT THE WORLD NEEDS!
Think of a way to help deaf people with job interviews, resumes, or cover letters. This could be an app or device to help with accessibility, or any creative solution you can think of. You can present your design in any format you choose, such as a drawing, diagram, prototype, or video. Be creative and have fun!

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The game builds up towards the job interview in the KelpCo HQ chapter. Students will be able to improve their chances at succeeding in the interview process with key decisions throughout the game before arriving at KelpCo HQ. They'll be tested on their ability to present themselves well.

Facilitator Notes

- Consider running a [mock interview session](#) with your class after this lesson.
- Emphasize that interviews are a **two-way street**. They are also for the students to see if the employers are a good fit for them.
- Frame the session with: "You don't have to be perfect. You just have to be prepared."

JOB INTERVIEWS (Continued)

Essential Questions:

- What should you expect in a [job interview](#)?
- How will the interview change depending on the format (in-person, Zoom, phone)?
- How can you talk about your strengths and communication needs?
- What's one thing you're proud of about yourself that you'd want an employer to know? Why?
- If you named something that you're proud of, are there skills that it could relate to?
- What will help you feel confident and ready?

Extension Activities:

1. Mock Interview Day

Set up interview stations in the classroom with:

- A peer or teacher acting as an employer
- Were there any soft skills and hard skills that they could've mentioned in the interview?
- Common interview questions (printed or projected)

Consider giving your students example scenarios. That may help them get into character.

After the interviews, students reflect:

- What did I do well?
- What do I want to improve?

2. Build a "3-Minute Introduction"

Help students script and rehearse a short self-introduction they could use at an interview. It should include:

- Their name and interests
- What job they're applying for
- What makes them a good fit

JOB INTERVIEWS (Continued)

3. Interview Prep Checklist

Students create or fill out a list:

- What do I wear?
- What questions might they ask me?
- What do I want to ask them?
- Do I need an interpreter or other accommodations?

Teacher Tip:

Interviews can trigger anxiety, especially for students who've faced communication barriers or bias. Help reframe the experience as a conversation, not a quiz. Let your students define success as "showing up as themselves with preparation." Remind them that the interview is also FOR them to evaluate whether the employer is a good fit for them and that they HAVE value.

TIME MANAGEMENT

TIME MANAGEMENT

ASK KAT!
HOW DO YOU HANDLE BEING OVERWHELMED WITH WORK?

ONE STRATEGY IS TO ORGANIZE AND COMPLETE ACTIVITIES ON TIME. THIS IS KNOWN AS TIME MANAGEMENT! THERE ARE MANY TIME MANAGEMENT TOOLS AND TRICKS TO HELP YOU WORK EFFICIENTLY, REDUCE STRESS AND MEET YOUR GOALS QUICKER.

DISCUSS
TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
Have you ever missed a deadline or an assignment? What were the reasons you missed it? What are some ways you could have avoided falling behind?

ASK
DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
What are some strategies you use to balance your time between work, personal life, and any other responsibilities you may have? Are there any specific tools or apps you use to help you manage your time more efficiently?

DEAFVERSE TIP
ESTABLISHING A CONSISTENT SCHEDULE CAN HELP YOU MANAGE YOUR TIME BETTER. SET UP A DAILY ROUTINE AND COMMIT FOCUS BY EXPERIMENTING WITH DIFFERENT SEQUENCES OF ACTIVITIES AND RESPONSIBILITIES. EFFECTIVE TIME MANAGEMENT INCLUDES MINIMIZING DISTRACTIONS, PRIORITIZING TASKS, SCHEDULING BREAKS, ASKING FOR HELP WHEN NEEDED, AND BEING ADAPTABLE TO CHANGE.

DEAFVERSE 35

TRY THIS
GO ON AN ADVENTURE OF YOUR OWN!
Time to get organized! Plan out your day using a daily planner template, and stick to it. Reflect on how planning your time impacted your work. Did it make you more productive? What would you do differently next time?

BUILD WITH CATBOT
CREATE SOMETHING THAT THE WORLD NEEDS!
Design a time management game that helps players learn and practice effective time management strategies. Think about what features and challenges the game should have, how it should be played, and what kind of feedback or rewards should be given to players. You can create a written description of the game, draw a storyboard, or create a prototype.

DEAFVERSE 36

Topic Overview

This section helps students reflect on how they manage their time, both at work and in daily life. They explore how things like **planning ahead**, **setting reminders**, and **building routines** can help them stay on track and reduce stress.

Students also look at how **communication access** can affect time such as needing time to set up accommodations or clarify instructions and how to advocate for time-related needs professionally.

In *Revenge of the Deep*, students can play a scenario in the Boardwalk Arcade where they'll have to manage their time and arrive at work on time. The fortune teller machine in the same Arcade will dispense various tips, some of which will touch on time management.

Facilitator Notes

- [Time management](#) is a **real challenge** for many students and adults. Normalize it as a skill, instead of a talent that anyone is born with. It's something that needs to be learned and consciously practiced.
- Invite students to identify what already works for them. They may not realize that they already have their own systems (e.g., using phone alarms, habit stacking, visual calendars).
- Frame time management as a **self-care** and accessibility strategy. The more you manage your time well, the less stress you'll experience and also the more time you'll have for the things you enjoy doing.

TIME MANAGEMENT (Continued)

Essential Questions:

- What helps you stay on top of my responsibilities? What doesn't help?
- How do you plan my time when things get busy?
- What tools or supports help you manage your time at home, school, and work?

Extension Activities:

1. Build Your Ideal Workday

Have students design their perfect (realistic) daily schedule for a job they want. Include:

- Commute time
- Work hours
- Breaks
- Access setup (e.g., VRI, meeting prep)
- Decompression time

They can draw it, write it, or use a template.

2. Time Budget Challenge

Give students a list of "tasks" for the day (e.g., responding to emails, helping a customer, setting up an interpreter, attending a meeting). Ask:

- How much time would you need for each task?
- What would you do first?
- What would you do if you ran out of time?
- Does the above feel realistic to you? Why or why not?

TIME MANAGEMENT (Continued)

3. Visual Time Tool Showcase

Show examples of visual schedules, ASL time planners, and color-coded calendars. Let students try making their own or choosing a format that works for them.

Teacher Tip:

Time management challenges can sometimes be tied to access delays or anxiety. Encourage tools that reduce cognitive load such as visual cues, timers, and routines. Most of all, though, emphasize the need for rest. Successful time management and high quality work both require rest.

With that said, many people do have additional challenges, such as ADHD, depression, anxiety, et cetera, that make time management more difficult. Encourage them to develop their own systems that align with their own needs and support their well-beings. Last but not least, explore ways to help them feel more comfortable to ask for support.

MAKING A POSITIVE IMPACT

MAKING A POSITIVE IMPACT

ASK KAT!
HOW DOES MY ATTITUDE IMPACT THE JOB SEARCH AND THE WORKPLACE?

YOUR ATTITUDE CAN AFFECT HOW WELL YOU WORK WITH CUSTOMERS, COWORKERS, AND SUPERVISORS. MAINTAINING A POSITIVE ATTITUDE CAN IMPROVE RESPECT, COOPERATION, COMMUNICATION, AND PRODUCTIVITY.

DISCUSS
TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!
Imagine it's your first day at work. What would you do to make a positive impression on your coworkers and supervisors?

ASK
DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!
Can you share some techniques you use to maintain a positive and flexible attitude during challenging situations? Can you also provide examples of situations where these techniques were effective?

DEAFVERSE TIP
TO MAINTAIN A POSITIVE AND FLEXIBLE ATTITUDE, TRY THESE TIPS:

1. PRACTICE ACTIVE LISTENING.
2. TAKE DEEP BREATHS AND COUNT TO 10 BEFORE RESPONDING TO FRUSTRATING SITUATIONS.
3. FOCUS ON FINDING SOLUTIONS RATHER THAN GETTING UPSET.
4. TAKE BREAKS WHEN NEEDED TO RECHARGE.
5. BE AWARE OF BODY LANGUAGE AND NONVERBAL CUES WHEN COMMUNICATING WITH OTHERS.
6. REMEMBER TO MAINTAIN RESPECT AND PROFESSIONALISM, EVEN IN DIFFICULT SITUATIONS.

DEAFVERSE 38

Topic Overview

This section wraps up the in-game learning by encouraging students to reflect on how they can make a [positive contribution](#) to any workplace they join. It highlights values like **reliability, professional attitude, teamwork, and leadership**, which are all key soft skills that go beyond the job description.

It also empowers students to see how being deaf can be a **strength**. They are bringing unique perspectives, communication skills, and resilience to the workplace.

TRY THIS
GO ON AN ADVENTURE OF YOUR OWN!
Choose a friend or family member to have a conversation with. During this conversation, try to pay attention to what they're saying without interrupting or being distracted. Ask questions if you're not understanding them or are feeling stuck. Afterward, see how much you remember by reviewing the conversation together. For an added challenge, try to remember specific details like names and dates!

BUILD WITH CATBOT
CREATE SOMETHING THAT THE WORLD NEEDS!
Create a diagram or illustration of your ideal boss. What personal traits and attributes would make them a positive and professional person to work with?

DEAFVERSE 39

This section corresponds the closest to the ending of *Revenge of the Deep*.

Facilitator Notes

- Use this section to help students **see their own growth** across the game experience.
- Invite them to connect the dots between **who they are, what they've learned, and what kind of team member they want to be**.
- Some of the essential questions have been asked already earlier in this guide. Ask your students to reflect on whether their answers have changed and their reasons for changing them.
- Reinforce that making an impact doesn't require a big title. It can start with small, meaningful actions.

MAKING A POSITIVE IMPACT (Continued)

Essential Questions:

- How does your attitude impact the job search and the workplace?
- Think of someone who made a positive impact in your life. What did they do?
- What's one thing you want to be remembered for at your future job?
- What kind of teammate or employee do you want to be?
- Remember the concept of soft skills and hard skills. Which of these skills do you bring to a job?
- How can you make the workplace better for others, too?

Extension Activities:

1. Positive Impact Collage

Students create a digital or paper collage answering:

“What does it mean to make a difference at work?”

They can use:

- Words
- Images
- Quotes
- Drawings
- ASL signs

Display them around the classroom or as part of a final showcase.

2. “Best Teammate Ever” Nomination

Have students nominate a peer for a “Best Teammate” award. They must explain:

- What made the person a good teammate
- A moment when they helped the group
- What impact they had on you or the group

Celebrate students’ strengths and reinforce community-building.

MAKING A POSITIVE IMPACT (Continued)

3. Strengths Reflection Journal

Ask students to write or film a short reflection on:

- One strength they've discovered about themselves
- One way they plan to use that strength in a future job
- One way they'll support their future coworkers

Teacher Tip:

Time management challenges can sometimes be tied to access delays or anxiety. End on an affirming note. Some students may not feel “job ready” yet, but they can leave this experience with a stronger sense of identity and purpose. Remind them that small actions, like showing up, listening, advocating, are already making a difference.

AFTER THE GAME

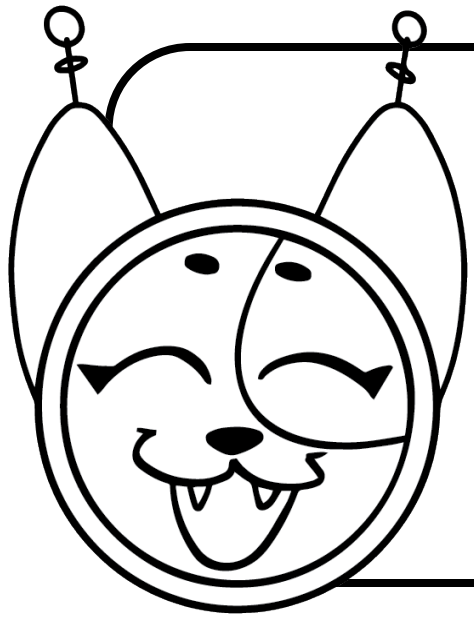


THIS CHAPTER ENCOURAGES STUDENTS TO THINK ABOUT THE BIGGER PICTURE OF THEIR CAREER JOURNEY: WHAT LONG-TERM GROWTH LOOKS LIKE, HOW TO BOUNCE BACK FROM CHALLENGES, AND HOW TO STAY CONFIDENT IN THEIR IDENTITIES AS THEY ENTER THE WORKFORCE.

THIS IS A SPACE FOR STUDENTS TO REFLECT ON HOW FAR THEY'VE COME AND TO IMAGINE THE FUTURE WITH INTENTION AND FLEXIBILITY. THIS SECTION ALSO HELPS THEM SET THEIR GOALS AND CREATE DOCUMENTS THEY CAN CARRY INTO IEP MEETINGS, VR INTAKES, AND JOB INTERVIEWS TO ADVOCATE FOR THEMSELVES.

THESE ACTIVITIES ARE FLEXIBLE AND CAN BE USED OVER 1-2 CLASS PERIODS OR REVISITED THROUGHOUT THE SCHOOL YEAR.

BUILDING CAREER PORTFOLIO



YOUR STUDENTS WILL PUT TOGETHER THEIR OWN RESUMES AND COVER LETTERS BEFORE PERFORMING MOCK INTERVIEWS TO TIE EVERYTHING TOGETHER! HERE ARE SOME NOTES AND QUESTIONS YOU CAN USE TO GUIDE THEM ALONG THE WAY.

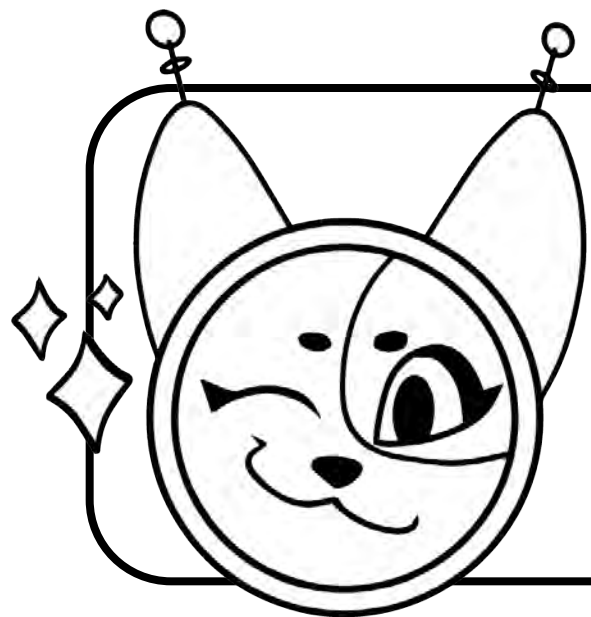
Facilitator Notes

- Support open conversation around doubts, fears, and dreams.
- Some students may need extra encouragement that “success” can look many different ways.
- Consider weaving in transition planning support and aligning with IEP goals to empower your students.

Essential Questions

- How do you keep growing after you land a job?
- What should you do if you experience barriers or feel discouraged?
- How do you define success for yourself?
- Who can you turn to when you need support?
- What’s one thing you’ve learned about yourself through this game?
- What’s something you want to try or improve next?

BUILDING JOB RESUME



IF YOUR STUDENTS BUILT OUT THEIR DRAFTS EARLIER IN THIS GUIDE USING THE EXTENSION ACTIVITIES IN THE CAREER PLANNING PAGE, NOW IS THE TIME TO GIVE THEM FEEDBACK AND HAVE THEM FINALIZE THEIR DRAFTS!

JOB RESUME BUILDER

THESE ARE THE MOST COMMON PARTS OF A RESUME. YOU MAY ALSO REVIEW YOUR EMPLOYEE PROFILE AT THE BEGINNING OF THIS BOOK. ALWAYS KEEP YOUR MATERIALS UPDATED AND STAY READY TO EXPLORE NEW HORIZONS! GOOD LUCK!

CONTACT INFORMATION
Include your name, email, and phone number at a minimum.

- Name
- Email
- Phone Number
- Address
- City, State, Zip Code
- Add Social Media or Portfolio links

EDUCATION
Add your most relevant education, including programs you're currently enrolled in.

- School Name
- School Location
- Start Month, Start Year
- End Month, End Year (I currently study here)
- Degree
- Field of Study
- Description

RECENT PROFESSIONAL EXPERIENCE
Add your most recent job and continue in descending order.

- Position
- Company Name
- Start Month, Start Year
- End Month, End Year (I currently work here)
- Description Work Experience
- Highlight your specific work experience and accomplishments as bullet points.

KEY SKILLS
Add relevant professional key skills and proficiencies.

- _____
- _____
- _____
- _____

OTHER
Add more sections to your resume. Some suggestions are:

- Accomplishments
- Affiliations
- Certifications
- Community
- Involvement
- Languages
- Volunteer Work

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Guidance Tips

Many deaf students vary in their reading levels and comprehension. It becomes more important to tailor your approach in teaching the concept of resumes to each student.

Consider framing resumes as opportunities for your students to tell their “employment stories” to potential employers.

If they appear to be struggling with a section, guide them towards finding the things that they can and have done well in that section. Support them on finding the words they need to write that part of their stories.

Once your students have gotten words down, support them on formatting their resumes. Don't hesitate to use templates to streamline this process.

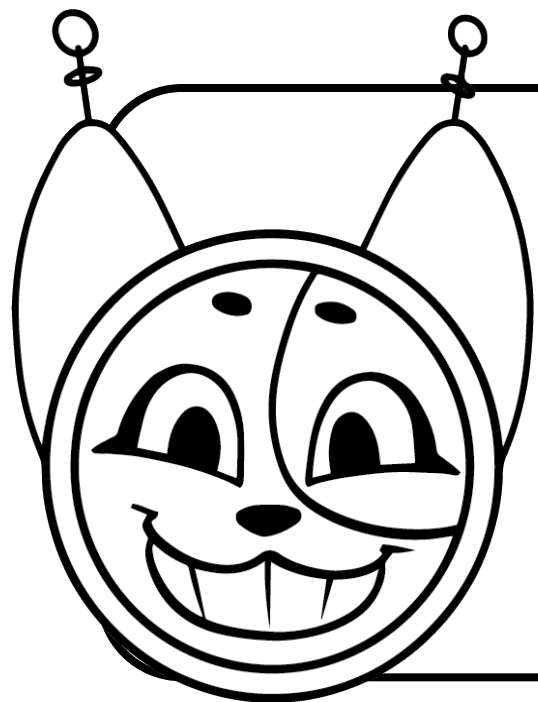
Extension Activities

Personal Career Portfolio

Students compile:

- Their resume
- Cover letter draft
- Selected PSG pages
- A video reflection or self-introduction

BUILDING JOB COVER LETTER



BE AWARE THAT COVER LETTERS DON'T COME NATURALLY TO MOST PEOPLE. HOWEVER, YOUR STUDENTS GOT A HEAD START ON THIS IN THE CAREER PLANNING PAGE. ENCOURAGE THEM TO RETURN TO THEIR DRAFTS TO FINALIZE THEM OR START NEW DRAFTS USING WHAT THEY'VE LEARNED UP TO THIS POINT.

JOB COVER LETTER

REMEMBER, A COVER LETTER IS AN IMPORTANT DOCUMENT THAT YOU SEND WITH YOUR RESUME WHEN YOU APPLY FOR A JOB. IT IS A CHANCE FOR YOU TO INTRODUCE YOURSELF TO THE EMPLOYER AND EXPLAIN WHY YOU ARE INTERESTED IN THE JOB!

It's a good idea to include these in your cover letter:

- Introduce yourself
- Explain why you're interested in the job
- Why you would be a good fit
- Thank the employer for their time and consideration

DEAFVERSE 42

Guidance Tips

The blank page and the lack of structure can often feel more intimidating than they are. If your students seem to be struggling with starting, encourage them to imagine how they would talk about themselves to another person.

They can either address it to you or a fictional employer that you've created for this purpose. Sometimes having an audience in mind does help with starting a draft.

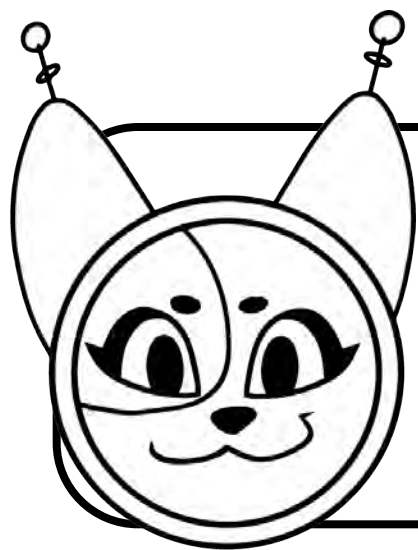
However, having your students attempt the Extension Activity here may help those who does not enjoy writing. Another idea is for you to provide cover letter outlines that they can follow along with.

Extension Activities

Cover Letter Vlogs

Students can record 1-3 minute long vlogs of themselves applying for a job and talking about what makes them unique. Give them employer and organization examples to support them with this activity.

STAGING MOCK INTERVIEWS



THIS PAGE IS MEANT TO HELP YOU STAGE MOCK INTERVIEWS WITH YOUR STUDENTS! THIS IS WHERE YOUR STUDENTS GET A CHANCE TO PUT EVERYTHING THAT THEY'VE LEARNED UP TO THIS POINT TO THE TEST.

MOCK INTERVIEW QUESTIONS

YOU MAY RECOGNIZE THESE QUESTIONS FROM ANOTHER ACTIVITY EARLIER IN THIS BOOK. THESE ARE GREAT STARTING QUESTIONS TO PRACTICE FOR A MOCK INTERVIEW WITH A FRIEND OR FAMILY MEMBER. FEEL FREE TO ADD AND PRACTICE QUESTIONS YOU FEEL MAY BE MORE SPECIFIC TO THE JOB YOU WANT!



Can you tell me about your previous work experience?

What skills or qualities do you possess that make you a good fit for this position?

How do you handle stressful situations at work?

What motivates you to do your best work?

Can you give an example of a time when you had to solve a problem at work?

Add any other questions and answers below!



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Guidance Tips

Dedicate a day to staging mock interviews in your classroom.

Some suggested approaches, depending on class size, are: one-on-one, split up into small groups and ask the groups to interview one student in their groups at a time, or invite deaf community members to come to your classroom and support you on hosting mock interviews. Ask students to gather the jobs and careers that they would like to apply for and use them in your mock interviews with them.

Suggested questions for the mock interviews:

- Why are you interested in this position?
- What are your greatest strengths?
- What is a weakness you're working to improve?
- Describe a challenge you faced and how you overcame it.
- Have you ever had to learn something new quickly? How did you approach it?
- How do you handle stressful situations or tight deadlines?
- Describe a time you made a mistake. What did you learn from it?
- If you disagreed with a supervisor's decision, how would you handle it?
- If you didn't know how to complete a task, what would you do?

Encourage your students to ask YOU and the community members you might've invited questions in the mock interviews. Ask them to think out of the box!



THAT WAS FUN! REMEMBER, THE LEARNING DOESN'T END HERE! WE HAVE [MORE RESOURCES](#) ON OUR WEBSITE AND [NDC'S WEBSITE](#), SUCH AS RESOURCES ON SPECIFIC TOPICS, ASSESSMENT TOOLS, AND MORE.

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT US AT

DEAFVERSE@NATIONALDEAFCENTER.ORG.

I'M GLAD YOU JOINED US IN OUR ADVENTURE AND I LOOK FORWARD TO OUR NEXT ONE!

THIS IS KAT SIGNING OFF!