




ENRAGED2ENGAGED PRESENTS...

ADULTING 101

**A MULTI-WEEK STATION ROTATION MODEL FOR TEACHING
BASIC HOUSEHOLD LIFE SKILLS FOR INDEPENDENT LIVING
TO ADOLESCENTS WITH EBD, ASD, OR INTELLECTUAL
DISABILITIES AND THEIR PEER PARTNERS**



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Overview

Working with secondary students who have intellectual disabilities comes with an enormous amount of pressure. I feel a strong sense of urgency. There is an immediate need to help them prepare for life after high school. Even a freshman has only four years to learn as much as possible about how to function as an adult. When I talk to students and cadets (peer models) in my social skills class, “adulting” skills (cooking, laundry, cleaning, etc.) are high on the list of lessons they want to see addressed in class.

If ever there was a skillset that a worksheet was unable to address, Adulting has to be it. A worksheet teaching a person how to make a bed is quite possibly the most worthless waste of time I can imagine--and I sat through the entirety of Mariah Carey’s *Glitter* in the theater back in ‘01 (young teachers, Google it--you’ll die a little inside). Nope, there’s no shortcut for actually gathering up a crapton of supplies and setting up workstations that are as close to reality as possible.

Many schools have dedicated life skills spaces with kitchens, bathrooms, and bedrooms all set up, fully-equipped, and ready to use. My school does not. And if you’re in the same boat, you probably feel overwhelmed by the enormity of the task of amassing all the supplies, hauling them up to school, finding a way to set it all up only to tear it all down again at the end of the hour, and storing it so you’ll have it to use again next year. This lesson will help. You’ll still have to find all the stuff and drag it to school, but at least you’ll know specifically what you’re looking for and how to create an engaging lesson with all of it.

The best part is that, while--yes--the initial compilation and setup is time-consuming, once you’ve overcome that hurdle, the stations will be used daily for about a month in class, and you’ll be able to use the same stations with few/minor adjustments for years. It’s a station rotation model, so there’s lots of movement and variety for the kids and it’s very student-directed; my cadets had no problem navigating the groups from task to task.

Kansas SECD Standards:

Character Development

II. Responsible Decision Making and Problem Solving

- A. Develop, implement, and model responsible decision making skills.
2. Organize personal time and manage personal responsibilities effectively.

Grades 6-8

- a. Analyze daily schedule of schoolwork and activities for effectiveness and efficiency.
- b. Recognize how, when, and who to ask for help.

c. Monitor factors that will inhibit or advance effective time management.

Grades 9-12

a. Utilize time and materials to complete assignments on schedule. b. Anticipate possible obstacles to completing tasks on schedule. c. Organize and prioritize personal schedule.

d. Advocate for personal needs in accomplishing goals.

Character Development

II. Responsible Decision Making and Problem Solving

B. Develop, implement, and model effective problem solving skills.

Grades 6-8

1. Identify specific feelings about the problem and apply appropriate self-control skills.
2. State what the problem is and identify the perspectives of those involved.
3. Identify desired outcome and discuss if it is attainable.
4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.
5. Identify the best solution and analyze if it is likely to work.
6. Generate a plan for carrying out the chosen option.
7. Evaluate the effects of the solution.
8. Understand how to make adjustments and amendments to the plan.

Grades 9-12

1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-control and empathy skills.
2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved.
3. Identify desired outcome and analyze if it is attainable.
4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles.
5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.
6. Reflect on past problems and identify ways to improve.
7. Apply improvement strategies to future projects and situations.

Specifications

Cost Estimate: \$0 if you are able to get used items donated up to approximately \$250 if you purchase all items new on Amazon

Preparation Time: It took me approximately three hours (over the course of a couple of weeks) to get the whole thing set up. This includes all the steps I'll reference here, from surveying the class and colleagues, brainstorming with my teaching partner, emailing colleagues and parents asking for donation items, hitting up thrift stores, driving around, loading up the car, unloading the car, etc.

Duration of Unit: 2-4 weeks (10-20, 50-minute class periods)

Gathering Data

(So You Know What Stations You Want to Create)

Before I designed and set up the stations, I did some informal questioning to help me choose which adulting skills to teach. I had the students and cadets brainstorm ideas, and I also emailed the entire staff in my building to ask for ideas. These were the responses I got. I'm including all of them here in case you see an idea for something we didn't choose and would like to customize your stations.

I highly recommend sending out a group email to the staff in your building. #1--It was awesome to involve the building in our Adulting 101 Bootcamp. #2--I now know every person's pet peeves and hot buttons; it was really educational, especially since we have a few married couples working here.

Suggested stations:

- Washing dishes and loading the dishwasher
- Taking out the trash and recycling; replacing the trash bag
- Sorting trash and recycling
- Raking leaves, weeding flower beds, shoveling snow, and basic yard work
- Tidying up the bathroom
- Tidying up the living room
- Setting and clearing the dinner table
- Sorting laundry, folding/hanging laundry and putting it away
- Making the bed; changing sheets; folding sheets
- How to talk to a roommate about sharing responsibilities or problems that come up when you live with other people
- Cleaning out old food from the refrigerator
- Having a place to put bags, coats, keys, and shoes when you come in the door so you can find them later

- Getting the mail, sorting out the junk from the bills, putting the bills in a safe place where you can find them and remember to pay them

My class has four groups of 4-6 students (typically two peer models and two or three students), so we began with four stations in our station rotation. After the first week, we added two new stations and kept the original four; groups who had mastered the four initial stations or who needed variety could begin going to the new stations. After the second week, we added one final station. The number of stations a group attended and which stations a group attended were flexible; groups could customize their experience based on ability and need. You can look at the specific station instructions and breakdowns below and choose from that list, setting things up in a way that best meets your group's needs.

Daily Routine

Anticipatory Set Discussion Questions

I start each day with some quick conversation to review what we're studying and why.

These are some questions we talked about in small groups before beginning the unit. Groups then share out responses with the whole class. Use these to introduce the topic and explain what students will be learning:

- What is "adulting"?
- What daily living tasks should adults be able to do for themselves?
- What skills do you already feel confident that you know?
- What skills do you feel you still need to learn to be able to take care of your basic living needs as an adult?

These are some questions we talked about in small groups or as a whole class on different days throughout the unit as a way to start class:

- Do you plan to live at home when you are an adult? How do you think your family's expectations about how you will help out around the house will change when you are an adult instead of a child? How do adulting skills fit in with being an adult who lives at home with family?
- Do you plan to live with roommates when you are an adult? What challenges would you expect to face living with other people? How do adulting skills apply to living with a roommate?
- Do you plan on living alone? How do adulting skills apply to living by yourself?
- How will having good adulting skills make life after high school easier and more enjoyable?

Sample Structure for a 50-Minute Class Period

This will give you a quick overview of how I used our class time during this unit.

1. Begin each class period with a review of purpose and one or two reflective discussion questions. Have students discuss for 5 minutes in their small groups, then have groups share out with the larger group for 5 minutes.
2. Review expectations for station rotations; provide examples and modeling as needed to clarify:
 - a. Everyone participates and is hands-on
 - b. Groups stay together
 - c. Provide constructive criticism and feedback
 - d. Listen to feedback and use it to improve
 - e. Be patient with one another
3. Have each group select a station. When we only had four stations, I had groups take turns getting first pick, second pick, etc. Stations were set up on the perimeter of the classroom; we left the signs up on the wall and only put up the bags of supplies. Stations moved in a clockwise motion from station to station.
4. We set a visible timer for 15 minutes per station for the first couple of days. We were able to get through two stations per day for the first week. It's okay not to get through all the stations every time! Don't get hung up on that! Just pick up next time where you left off; it's fine.
5. After students improved their skills (got faster), we reduced the time per station to 10 minutes each. We did that for about a week.
6. By week three, some of the groups were ready for new challenges. We added two more stations. Groups got to choose stations to practice each day during week three, based on their own reflection and formative data we took.
7. During week 4, we added one more station to the mix to keep things fresh for the quicker learners. Some groups were working to master all seven stations as individual participants while other groups were focused on just two or three stations. Both scenarios were totally fine, and it was an ideal example of student-driven, responsive learning. This was our final week of practice.
8. We chose to have a contest between non-program teachers and students with me and my teaching partner acting as the judges as our summative assessment and culminating activity.

Portable Adulting Stations

My social skills class shares a room with the science department, so we can't leave our stations set up. This made things challenging, but we were able to create a workable plan for organizing all the supplies/stations.

If your class has to break down stations daily, purchase a big, blue [Ikea bag](#) (or two) for each station. They are durable, easy to locate, easy to carry, and hold a LOT of stuff. Label the bags with their station name and keep them all in a central location; we were lucky enough to have a big storage room in between our classroom and the one next door where stuff could go when the Biology classes needed the space. At least we didn't have to schlep

it all across the building to my office (#glasshalffull). When it was time for class to start, the first group to use each station was in charge of setting up the station; the last group to use the station was in charge of packing it back up into its bag and stowing it in the storage room.

Once you have set up your stations, you'll be able to put them into storage and pull them out year after year, adjusting things as needed. The first year is a lot of work; after that, SO EASY.

Here are the descriptions of tasks and supply lists for each station we created:

Station #1: The Living Room

Supplies:

- Two Ikea tote bags, labeled "Living Room"
- Three chairs placed side-by-side to make a "sofa" (if you have an actual sofa, that's even better)
- Two chairs placed to represent armchairs (once again, if you have actual armchairs, that's even better)
- Coffee table (something light and small if you, like me, have to do a daily breakdown. This [cheap one from Ikea](#) even has removable legs so you can flat-pack it to store later, if needed)
- Two throw pillows
- One throw blanket
- Small waste bin (new and clean, designated for use with this station, not to be used for actual trash--I dedicated my bin by writing "Living Room" on it with sharpie)
- Small waste bin liners (you'll only need a couple...it's so kids can practice "taking out the trash"--but the liners get reused, since the trash isn't actual, stinky trash)
- Small recycling bin (new and clean, designated for use with this station, not to be used for actual recycling--I dedicated my bin by writing "Living Room" on it with sharpie)
- "Clean trash/recycling" (balls of clean tissues, washed-out beverage bottles, washed-out yogurt containers, aluminium cans, paper, wiped-out food wrappers, etc.--this is special, clean "trash/recycling" you have prepared that will be used over and over again at the station)
- Magazines and/or coffee table books
- A puzzle with a box (not too many pieces...a 20 piece puzzle is good)
- A board game with a box that doesn't have too many pieces (chess or checkers with missing pieces is good)
- "Dirty dishes" (not actually dirty, but we all know that stuff like silverware and mugs get left in the living room...just put a few of these into the mix. For ours, we had a coffee mug, a plastic drink cup, two forks, a bowl, and one spoon)
- Dish tub (use this to represent the kitchen sink; it's where the dirty dishes will go)
- Dust rag
- Pledge/dust cleaner

Setup

The first group at the station will gather the bags of items and place them randomly in the living room space to create a typical messy living room like you'd see in anyone's home.

After cleaning up (doing all the tasks), the group should set up the space for the next group by creating the typical messy living room again. Tip: Some kids will feel upset to mess up the tidy room they just created; encourage them to show the teacher or take a photo of their work to text to a parent or group member or post on Google Classroom (eases the blow of undoing all that hard work). Other kids think it's great fun to intentionally make a mess; you may have to reign in their gleeful trashing of the space with reminders that the mess should be typical, not horrible.

The last group at the station will pick up all items, place them into the Ikea bags, and return them to the storage area.

Scenario and Instructions:

A friend has called. She is in the area and wants to stop by for a visit. You haven't seen her in a while. She will be at your house in 15 minutes. You must tidy up the living room before she arrives.

Make sure you do all of the following tasks:

- Pick up all trash and recycling. Place items into the proper containers.
- Take out the trash. Replace the liner.
- Gather up all dirty dishes. Place them in the kitchen sink (dishtub).
- Pick up games and toys. Put them back in their boxes.
- Fluff the pillows and place them neatly on the sofa.
- Fold the blanket and place it neatly on the sofa.
- Stack the magazines neatly.
- Dust the coffee table
- Put the dust rag and cleaner away.

Don't forget to set up the space for the next group before you go to your next station. If you are the last group using the station today, please place all the items into the bags and take them to the storage area.

Station #2: The Laundry Room

Supplies

- Three Ikea tote bags labeled "Laundry Room)
- Lingerie bag
- 15 plastic hangers (optional...you can have them fold it all)

- ❑ Small hanging rack (optional...you can have them fold it all; in our classroom, there was a tiny, unused coat cabinet with a rod for hanging, so we were able to use that)
- ❑ Assorted laundry. Used stuff is great for everything but underwear. Make sure you have a good split between light and dark colors for sorting.

We had five of everything because we had five kids per group, but you can adjust it to fit your group's needs. Here's what we had:

- ❑ 5 pair of socks; assorted sizes/styles/colors are ideal
- ❑ 5 bath towels
- ❑ 5 washcloths
- ❑ 1 set bed sheets (flat, fitted, pillowcases)
- ❑ 5 t-shirts
- ❑ 5 blouses or other shirts
- ❑ 5 pairs of jeans/pants
- ❑ 5 pairs of shorts
- ❑ 5 pair of women's underwear (this needs to be new)
- ❑ 5 pair of mens' underwear (this needs to be new)
- ❑ 2 bras (this needs to be new)

Setup

The first group at the station will gather the bags of clothes and will dump them into the center of a large table, making sure everything is mixed together and unfolded/unsorted. The group will sit around the table.

After cleaning up (doing all the tasks), the group should set up the space for the next group by unfolding/unsorting the laundry, mixing it all together, and placing it back into the bags. Tip: Some kids will feel upset by messing up all the laundry they just folded; encourage them to show the teacher or take a photo of their work to text to a parent or group member or post on Google Classroom (eases the blow of undoing all that hard work). Other kids think it's great fun to intentionally make a mess; you may have to reign in their enthusiasm with reminders that the laundry just needs to be unfolded and placed in the bags, not torn up or tied into knots.

The last group at the station will pick up all items, place them into the Ikea bags, and return them to the storage area.

A Special Note About This Station

Don't skip the underwear!

Yes, the kids will giggle. Some kids will get mad and grossed-out at first. But...washing underwear is a part of life. Remind them that all THIS underwear is brand new and has never been worn, then teach them how to wash it. Women's bras and panties, in particular, can be baffling for men. I feel we've done the world a service if our male students understand how to wash and dry bras without ruining them! After all, they may live with women (as roommates, family members, or romantic partners), and it'd be nice if they knew how to take care of those items.

Scenario and Instructions:

It's laundry day! You are washing clothing for the entire household. Sort the laundry and prepare it to be washed and dried, then fold/hang up the laundry.

Here's some guidance as you sort and fold/hang up:

- Light colors should be washed with other light colors; dark colors should be washed with other dark colors.
- Towels and sheets should be washed separately from clothes. Towels leave lint on shirts and pants.
- Women's bras and some underwear are delicate. They should be washed in a lingerie bag then hung up to dry instead of going into the dryer.
- T-shirts and pants can be hung up or folded, but button-up shirts need to go on a hanger if possible.
- Folding a fitted sheet is hard, so stay calm. Everybody thinks folding fitted sheets is frustrating.
- Make sure the socks match when you pair them up. If you have a sock without a mate, set it aside where you can find it later. Its friend will probably show up in the next load!

Don't forget to set up the space for the next group before you go to your next station. If you are the last group using the station today, please place all the items into the bags and take them to the storage area.

Accommodation Ideas

Difficulty can be reduced by taking out some of the items to make the sort more straightforward. Cadet teachers can hold up two items and ask if the item is light or dark. Cadet teachers or more advanced students can have discussions about the more complex sort criteria, while less advanced students take the items and place them into piles as instructed.

Station #3: Trash v. Recycle

Supplies

- Ikea bag labeled "Trash v. Recycle"
- Medium waste bin (new and clean, designated for use with this station, not to be used for actual trash--I dedicated my bin by writing "Trash v. Recycle Station" on it with sharpie)
- Medium waste bin liners (you'll only need a couple...it's so kids can practice "taking out the trash"--but the liners get reused, since the trash isn't actual, stinky trash)
- Medium recycling bin (new and clean, designated for use with this station, not to be used for actual recycling--I dedicated my bin by writing "Trash v. Recycle Station" on it with sharpie)
- "Clean trash/recycling" (3-4 of each item)

- Balls of clean tissues
- Washed-out beverage bottles
- Washed-out food containers (yogurt, etc.)
- Aluminium cans, paper
- Wiped-out food wrappers (chip bags, etc.)
- Food boxes (cereal boxes, etc.)
- Tin cans (green beans, etc.)
- Aluminum foil ball
- Pizza box (if you ask your local place and tell them what it's for, they'll give you one)
- Paper
- Cardboard
- Red solo cups, styrofoam, or takeout containers--these should LOOK like you could recycle them, but have no marking for recycling on them
- Plastic shopping bags
- Glass containers (optional)

Setup

The first group at the station will gather the Ikea bag of trash/recycling, the designated recycle bin, and designated trash bin/liners and will place them into the center of a large table, making sure everything is mixed together in the bag. The group will sit or stand around the table.

After sorting all the trash/recycling, the group should set up the space for the next group by mixing the items together again and placing them back into the Ikea bag. Tip: Some kids will feel upset by messing up all the sorting they just did; encourage them to show the teacher or take a photo of their work to text to a parent or group member or post on Google Classroom (eases the blow of undoing all that hard work). Other kids think it's great fun to intentionally make a mess; you may have to reign in their enthusiasm with reminders that the items just need to be mixed and placed in the bags, not torn up.

The last group at the station will pick up all items and return them to the storage area.

Scenario and Instructions:

It's time to take out the trash...but you haven't been sorting things as you threw them away. Now, you have to make sure the trash and recycling are separated and ready to take out. Otherwise, you'll be looking at a fine from the city!

Here's some guidance as you sort. Make sure:

- You look for the triangle and number to see if an item can be recycled. Some items may look recyclable...but aren't!
- Plastic bags are recyclable but cannot go into the recycle bin at your house. They need to be set aside to take to a store that recycles bags.
- Glass containers are recyclable but cannot go into the recycle bin at your house. They need to be set aside to take to a RippleGlass bin or other glass recycling area.

- ❑ Cardboard can be recycled...but not if it has food remains on it. Make sure cardboard that has food bits on it goes into the trash, not the recycle bin.
- ❑ When you have finished sorting, make sure you take out the trash (don't ACTUALLY throw it away...we need to keep it for the station) and replace the liner
- ❑ set it aside where you can find it later. Its friend will probably show up in the next load!

Don't forget to set up the space for the next group before you go to your next station. If you are the last group using the station today, please place all the items into the bags and take them to the storage area.

Accommodation Ideas

Difficulty can be reduced by taking out some of the items to make the sort more straightforward--especially the tricky ones, like the pizza box or red solo cup. A cadet can offer a choice between two items (one that can be recycled and one that cannot) and have the student place them into the correct bins. A cadet can offer just one item and have the student place it into the correct bin.

Station #4: The Dining Room

Supplies

- ❑ 6 drinking glasses
- ❑ 6 dinner plates
- ❑ 6 placemats or a tablecloth to fit the table
- ❑ 6 forks
- ❑ 6 spoons
- ❑ 6 butter knives
- ❑ 6 napkins
- ❑ Three silverware baskets or a silverware sorting caddy
- ❑ Soap and paper towels for washing hands
- ❑ Paper towels or reusable cleaning cloths
- ❑ Cleaning spray for table
- ❑ Table with 6 chairs
- ❑ Liquid dish soap (optional)
- ❑ Dish cloths (optional)
- ❑ Dish towels (optional)

Setup

The first group at the station will gather the Ikea bag of items for the station and take them to the table.

After finishing at the station, the current group should set up for the next group by making sure the items are set aside and sorted--plates together, glasses together, silverware sorted, but not on the table set up).

The last group at the station will pick up all items, place them in the Ikea bag, and return them to the storage area.

Scenario and Instructions:

OPTION 1: SETTING THE TABLE (NO DISHWASHING)

It's time for dinner! Your roommate cooked, so it's up to you to set the table. Set the table, then clear it after dinner and put away the dishes.

Make sure you:

- Wipe down the table before you begin to set it
- Wash your hands after you wipe down the table and before you set it
- Set all six places at the table
- Line up the place settings with the chairs
- Make sure all the pieces are in their correct places
- Clear the table and sort the pieces when you finish--glasses together, plates stacked, silverware sorted
- Remove the tablecloth or placemats; fold them neatly and set them aside
- Wipe down the table again at the end

Don't forget to set up the space for the next group before you go to your next station. If you are the last group using the station today, please place all the items into the bag and take it to the storage area or place items on the shelf/in the cabinet.

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OPTION 2: SETTING THE TABLE AND WASHING THE DISHES

It's time for dinner! Your roommate cooked, so it's up to you to set the table. Set the table for dinner, then clear the table, wash the dishes by hand, and put them away.

Make sure you:

- Wipe down the table before you begin to set it
- Wash your hands after you wipe down the table and before you set it
- Set all six places at the table
- Line up the place settings with the chairs
- Make sure all the pieces are in their correct places
- Clear the table, wash and dry the dishes by hand
- Remove the tablecloth or placemats; fold them neatly and set them aside
- Sort the pieces when you finish--glasses together, plates stacked, silverware sorted
- Wipe down the table again at the end

Don't forget to set up the space for the next group before you go to your next station. If you are the last group using the station today, please place all the items into the bag and take it to the storage area or place items on the shelf/in the cabinet.

Accommodation Ideas

If you're lucky enough to save a cabinet or shelf where you can safely keep the items, using real glassware and plates (breakable) is good for your higher-level kids. We had a shelf in the shared room we were able to use.

If you have to stow things in an Ikea tote, plastic is your best option. Plastic is also good for students with fine/gross motor issues.

Post a guide poster that shows where each item goes at a place setting for reference. A quick Google search will turn up lots of beautiful options. This [free placemat guide on TpT](#) from Nicole Shorey is cute, clear, and effective.

Cadets can hand items individually to students and have them place them on a guided mat.

More advanced students can coordinate the entire table setting from start to finish, getting feedback only as necessary. You could also add additional setting pieces (salad forks, coffee cups and saucers, etc.) to make it more challenging.

Station #5: The Bathroom

Supplies

- *ACCESS TO A SINK. This isn't totally essential, but it's ideal. Since we were in a science lab, we had a sink to use.
- Dedicated small wastebasket with liners (I labeled it "Bathroom Station" so people would know it wasn't for regular trash; you'll only need a couple of liners since they'll be reused)
- Tube of toothpaste
- Toothbrush
- Hairbrush or comb
- Wadded tissues (clean)
- Pump of liquid hand soap
- Assorted toiletries: We had a bottle of contact lens solution (refilled with water), a contact lens case, a bottle of hairspray (empty)
- Hand towel
- Wall-mounted mirror (We had to attach a plastic locker mirror with Command adhesive)

- ❑ All-purpose spray cleaner and either paper towels or reusable cleaning cloths OR Clorox wipes

Setup

The first group at the station will gather the bag of items and place them in the bathroom space to create a typical messy bathroom like you'd see in anyone's home (a blob of toothpaste in the sink, tissues on the counter, items not neatly placed, towel wadded up, etc.).

After cleaning up the bathroom, the group should set up the space for the next group by creating the typical messy bathroom again. Tip: Some kids will feel upset to mess up the tidy room they just created; encourage them to show the teacher or take a photo of their work to text to a parent or group member or post on Google Classroom (eases the blow of undoing all that hard work). Other kids think it's great fun to intentionally make a mess; you may have to reign in their gleeful trashing of the space with reminders that the mess should be typical, not horrible.

The last group at the station will pick up all items, place them into the Ikea bags, and return them to the storage area.

Scenario and Instructions:

Visitors are coming to your home and will arrive in 15 minutes. Tidy up the bathroom so it looks nice and is ready to use when guests arrive.

Make sure you:

- ❑ Throw trash in the trash can
- ❑ Wipe down the sink area and countertop
- ❑ Wipe down the mirror
- ❑ Wipe down toiletry items, especially the hand soap pump
- ❑ Arrange the items neatly on the countertop
- ❑ Neatly fold the hand towel

Don't forget to set up the space for the next group before you go to your next station by creating a typical, messy bathroom. If you are the last group using the station today, please place all the items into the bag and take it to the storage area or place items on the shelf/in the cabinet.

Accommodation Ideas

Tasks can be reduced in number to simplify the routine.

Jobs can be divided up between group members or taught one at a time to simplify the process; steps can be added one at a time over a number of days.

More advanced students can engage in the whole process start to finish with corrective feedback only as needed.

More advanced students can race themselves or others to see how quickly they can complete the task with accuracy.

Station #6: The Bedroom

Supplies

- Portable air mattress
- Mattress pad
- Sheet set
- Blanket
- Comforter or quilt
- Pillow(s)

*We used a twin-size air mattress and bedding because it was easier to wrangle a twin-size into the storage room. It's also easier to move around a twin mattress. We elevated our mattress on two tables we pushed together so it wasn't on the floor and was accessible to all the students.

Setup

The first group at the station will gather the Ikea bag containing the bedding and the portable air mattress. The group will push two tables together to form a base and will place the air mattress on them.

After making the bed, the group will UNMAKE the bed, neatly fold the sheets and blankets, and place them in the Ikea bag for the next group.

The last group at the station will pick up all items and return them to the storage area.

Scenario and Instructions:

It's time to change the sheets on your bed! Imagine you have already washed and dried all your bedding. Now, it's time to put it all back on the bed.

Make sure you:

- Place items on the bed in the correct order:
 - Mattress pad
 - Fitted sheet
 - Flat sheet
 - Blanket
 - Comforter/quilt
 - Pillow in pillowcase

- Get the fitted sheet on correctly
- Smooth out each layer and make sure the same amount of fabric is hanging down on both sides
- Tuck the corners of the flat sheet and blanket

Don't forget to set up the space for the next group before you go to your next station by unmaking the bed, folding the sheets/blankets neatly, and placing them in the Ikea bag. If you are the last group using the station today, please place all the items into the bag and take it to the storage area.

Accommodation Ideas

Tasks can be reduced in number to simplify the routine.

Tasks can be taught and practiced one at a time until the full sequence has been mastered.

More advanced students can engage in the whole process start to finish with corrective feedback only as needed.

More advanced students can race themselves or others to see how quickly they can complete the task with accuracy.

Station #7: Conflict Resolution

Supplies

- Printed and cut-apart [E2E Conflict Resolution Scenario Cards](#)
- Bowl, bag, or container to put the cards in

Setup

The first group at the station will pick up the bowl of cards and place it at the station.

Scenario and Instructions:

You are having a conflict with a housemate. You have to talk to the person and work together to resolve the conflict in a way that is fair to both of you. Two group members will participate in role play at a time; other group members will watch and provide feedback and help.

1. Choose two group members. Assign one group member to be the one starting the conversation (the one wanting to talk about the issue on the card) and one group member to be the person being talked to (the one who is doing whatever problematic thing is on the card).

2. The conversation initiator will draw a card, approach the second group member, and begin.
3. Other group members will watch and step in to offer suggestions and feedback as needed.
4. When the scenario has been resolved, the card is returned to the container with the other cards, and two other group members take a turn.

If your group is the last to use the station, please make sure all the cards are in the container and the container is placed in the storage area.

Accommodation Ideas

Cadets can model a scenario that students then repeat with either one another or a cadet.

Students can be partnered with cadets who will help coach them through the process.

Provide a script for starting conversations (ex. “Hey, _____. I need to talk to you about something that’s been bothering me so we can figure out how to fix it.”).

Printable Station Signs

Click on the links to access printable station signs. You can tape these up to designate the location in the classroom for each station. The station signs give the name of the stations but also provide a scenario and a checklist of reminders for the students.

[This link includes station numbers](#) that match the station numbers in this lesson (#1-#7). [This link includes unnumbered stations](#) you can customize.

My signage doesn’t include pictures for visual reinforcement, but that could be a helpful addition using clipart or even pictures cut out of magazines. This is something students could do in their groups at the start of the unit.

Assessment Rubrics

Needing a qualitative progress monitoring tool? Use these [E2E Adulthood 101 Boot Camp rubrics](#) to provide formal and informal assessments for students at each station throughout the unit.

These are nice to send home to the students’ families from time to time throughout the unit, or use them for progress monitoring.

Summative Ideas

Here are some ideas for giving a summative assessment and culminating the unit and bringing closure before the next unit:

1. Host an Adulting 101 Olympics competition. Bring in outside evaluators to fill out the assessment rubrics. Award gold, silver, and bronze medals for each event. Outside staff members can be invited to compete against students for some added fun and connection to the larger school community.
2. Host an Adulting 101 Exhibition. Invite families and other staff members to watch students complete stations.
3. Create a digital portfolio for each student or each group, showing them completing each station and talking about each station. Post the videos on YouTube--our class has its own YouTube channel). Share the videos with families.