

# Lesson Plan

## Taking Ownership of Choices and Decisions for my Life

### Sub-Indicator 2.4 Self-Determination

#### Common Core Standard

Students will be able to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.”

[CCSS.ELA-LITERACY.CCRA.SL.1](https://www.pearson.com/ccss/ELA-LITERACY/CCRA.SL.1)

#### Learning Objective(s)

Students will be able to **implement** choice-making skills into a variety of daily living skills.

#### Materials

- SmartBoard/ projector
- iPad/Computer access for students
- Writing Materials
- Access to word document
- I'm Determined self-assessment
- I'm Determined one-pager

#### Opening Activity – Individual Activity, 10 Minutes

##### Activity Purpose

- This activity will determine readiness for making decisions for daily and future plans.

##### Description of Activity:

Students will take a self-assessment on their ability to make choices.

1. Introduce the activity by stating to students that they will be learning and discussing how to take ownership of choices and decisions that they make for their life.
2. Hand each student their own packet of the [I'm Determined Student Assessment](#)
  - a. \***Option**-Students can view this on a digital format and highlight answers in a word document



## Opening Activity - continued

3. Read each question aloud to the whole group, allow time for students to answer each question (\*Save the last page-open ended questions for closing activity)
  
4. Have students score their assessments
  - a. **\*Option-** Assist students in adding up scores
  - b. **\*Option-**If you have assistance, have them score assessments and get results at the end of class

### How will students demonstrate their learning?

Students will participate in a self-assessment of their current self-determination skills

## Activity 1 - Whole group, 20 minutes

**Activity Purpose:** Students will be able to define choice making skills and transfer knowledge to a good day plan

### Description of Activity:

1. Introduce activity by defining self-determination: *The freedom to make choices and decisions on your own life*
2. Display the I'm Determined [elements of self-determination table](#)
3. Briefly discuss each element
4. Bring focus and attention to choice making
5. State *"Choice making skills are important because as you get older and begin to make choices for your life outside of high school, you will be making choices based on your interests, preferences, and desires and not anyone else's. It is important to know how to make choices and how to support your choices and decisions to your transition team"*

## Activity 1 continued

### Description of Activity Continued:

7. Open a discussion on certain decisions that students already make for themselves. Gauge their choice making skills by asking questions on daily things such as:
  - a. How do you know what you will eat for breakfast?
  - b. What activities do you do that you are interested in?
  - c. How do you know what you're eating for lunch each day?
  - d. Do you know what goals you are focusing on in your current IEP?
  - e. Do you get to share your interests and goals at your IEP meetings?
8. End the discussion by emphasizing the importance of choice making skills not only for now but for the future and how these types of skills lead to independence

### How will students demonstrate their learning?

Students will engage in open discussion of their learnings with the instructor

## Activity 2 - Individual Activity, 20 minutes

### Activity Purpose:

Students will be able to practice choice making skills through the I'm Determined One Pager Document based on strengths, areas of need, preferences, interests

### Description of Activity:

1. Give each student a blank copy of the [I'm Determined One-Pager](#)
2. Explain to students that this one pager is focused on their individual preferences, interests, strengths, and needs. Not their friends, families, or teachers.
3. Allow students time to complete the one-pager document
4. Discuss sections with students if they want to share their one pager with classmates

### How will students demonstrate their learning?

Students will demonstrate choice making by picking out key strengths, interests, etc. for their one pager document.

## Closing Activity - Individual Activity, 5-10 minutes

**Activity Purpose:** To evaluate choice-making ability

### Description of Activity:

1. From the second page of the I'm Determined [Self Determination Assessment](#). Instruct Students to take a few minutes to answer the first three questions about a goal they have
2. Students should work on this individually but may ask questions as needed
3. Students may be given extended time to complete (for homework if needed)

**Extension Activity:** Create a series of "Do Nows" to begin your class period teaching about rights under ADA and IDEA. Have students complete question 4 on the [Self Determination Assessment](#) at a later time.

### How will students demonstrate their learning?

Students will demonstrate choice making skills by choosing a specific goal they would like to focus on