

Lesson Plan

Connecting with adults to teach us how to “adult:” A Unit

Sub-indicator 2.8, Significant Role of Adult

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.corestandards.org/ELA-Literacy/CCRA/SL/1/)

Learning Objective(s)

Students will be able to **identify** important adults in their life and **create** a digital presentation about their significance

Materials

- SmartBoard/ projector
- iPad/Computer access for students
- Writing Materials
- Questionnaire printed or displayed through google docs for activity 1 (Appendix A)

Opening Activity – Whole Group, 5 Minutes

Activity Purpose

- Students will understand the importance of adult mentors

Description of Activity

- 1.State the purpose of today’s activity: Introduce the importance of having an adult mentor to guide the student through the transition process
- 2.Watch [this video](#) to introduce why mentors can be so important
- 3.State: “It is important to have an adult that you trust because this builds your trust with school personnel, ensures you know what it’s like to have respect from adult professionals, builds your confidence to talk to adults that are not family, enables you to ask for and receive honest feedback, and encourages you to develop your own voice to speak up about your future.”
- 4.Ask Follow up questions about video and what they learned about mentors

How will students demonstrate their learning?

Students will be able to answer follow up questions regarding video.



Activity 1- Individual, 15 Minutes

Activity Purpose:

- Students will be able to identify significant adult roles in their lives

Description of Activity:

- Students will use this time to answer questions and reflect on important school personnel in their life.
 - 1.Introduce the activity by stating: “ This activity will allow you to reflect on the different adults and the roles they already have in your life. You will have about 15 minutes to reflect and think individually.”
 - 2.Pass out questionnaire (handout)

How will students demonstrate their learning?

- Students will identify significant adults within their circle at school or local agencies

Activity 2- Individual, 30 Minutes

Activity Purpose:

The purpose of this activity is for students to learn more about a significant adult/mentor in their lives & be able to express why this adult is important to them & their transition process. This activity will serve as the planning process. Students should pick the presentation option, adult to interview & prepare questions. Encourage use of questionnaire activity to guide the thinking process.

Description of Activity:

Question & Presentation options:

- 1.Video interview (no more than 7-10 minutes long)
- 2.Give questions to adult on paper & then create a digital presentation
- 3.Photo-op: Student may take pictures of adult (with permission) in various parts of their day doing different activities throughout the school or in their life

Key points students should address:

- 1.Adult’s name
- 2.Adult’s role
 1. What does this look like during the day?
- 3.Significance of adult in student’s life
 1. Positive qualities
 2. Fun facts about adult
 3. Something they admire about the adult
 4. How they help or could help in the transition process

Activity 2- Continued

***Note to teacher:** Once students pick who they will interview. Email adults about the project & confirm that they would be willing to spend about 20 minutes with the student. Confirm availability to ensure activity 3 can be completed in a timely manner*

How will students demonstrate their learning?

- Students will pick an adult, presentation option, and prepare questions

Activity 3 (Day Two)- Individual, 75 Minutes

Activity Purpose:

Students will be able to create a digital media presentation about their significant adult role or mentor

Description of Activity: Students should have their interview questions prepared.

- 1.Allow this time for students to spend about 20 minutes with their significant adult or mentor
- 2.Give students about an hour to create their digital presentation based on the option they chose.
- 3.Teacher discretion-Give extended time/days or have students complete for homework

How will students demonstrate their learning?

Students will interview adult and create digital presentation

Closing Activity- Whole Group, 20-30 Minutes

Activity Purpose:

- Students will be able to share their presentation with their class

Description of Activity:

- Have students individually share their presentation with their class

How will students demonstrate their learning?

- Students will share presentation in front of class

Significant Role of Adult Questionnaire

1. List adults that are important to you within your school or local agency

2. List the profession of the adult(s) listed above.

3. Thinking about the adult(s), what are some ways that they already help you in your transition or IEP processes?

4. List some positive characteristics about the adult(s)

5. Are any of the adult(s) a part of your transition/IEP team meetings? (If yes, how do they participate? If not, how would you like them to participate?)

6. Do you have any questions for the adult(s) regarding your future goals or how they can help you with future meetings?
