

Lesson Plan

Engage your Family, Plan for your Future!

Sub-indicator 4.1, Family Engagement

Common Core Standard

The student will be able to present information, findings, and supporting evidence, conveying a clear and distinct perspective, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose and audience

[CCSS.ELA-LITERACY.SL.9-10.4](#)

[CCSS.ELA-LITERACY.SL.11-12.4](#)

Learning Objective(s)

The students will be able **to assemble** their own IEP meeting with their families to express their thoughts and plans of their future goals after high school to the transition team and listen to their ideas and support.

The students will be able **to advocate and be prepared** with their families by creating a plan concerning their goals after High School.

Materials

- Computer and Projector
- A letter to parents explaining their participation in the activity
- Activity handouts
- Family Engagement Information
- My Needs Checklist

Opening Activity – Small Group/Whole Group, 15 Minutes

Activity Purpose:

- To recognize the importance of parents engagement and to self-advocate during the process of transition planning.

Anticipatory Activity:

- Ask the student about how their parents or caregivers help them at home in various ways. These it could be:
 - Chores
 - Homework
 - Community Interactions
 - Family Activities
- Allow the students who want to share to talk about their experiences and explain afterwards about family engagement when everyone in the family is working as a team to learn or support each other.



Opening Activity – Continued

Description of Activity:

- Hand in the Family Engagement Information handout to students so they can discuss it as a group in the classroom.
- This handout can be projected on the board for everyone to see. Afterwards, discuss the content inside the handout explaining the family's (caregivers) roles when becoming engaged in their transition planning and what benefits are gained for the students when families get more involved.
- After explaining ask comprehension questions such as:
- In what way can families help you when they are engaged in your transition planning?
- What type of information can your families provide to your transition team?
- Name a way that Family Engagement benefits you

How will students demonstrate their learning?

- The students will be able to explain in their own words how Family Engagement is important for their transition planning and how it helps them.

Activity 1 – Individual, 20 Minutes

Activity Purpose:

- Activity Purpose: The students will design a plan with their families to share its information with the transition team on the next IEP meeting.
- It will enhance self-determination.
- Promote advocacy and confidence.
- Students and Families will be better prepared.

Description of Activity: My Needs Checklist

- Present the students with the handout, My Needs Checklist.
- Explain the instructions and each question clearly by giving examples so they can understand better when working with their families.
- Project the handout on the board to have a better and clearer view of the activity so the students can visualize better and focus more on each question while they follow your explanations and instructions.
- While going through the questions, explore the students' knowledge by asking them:
 - Do you know your strengths?
 - What do you like to do for fun?
 - Who supports you at home?
 - What are your dreams?
 - What do you want to do after you graduate? What is your goal?
 - Do you want to study or search for a job?
- The students don't need to answer all the questions, but it is important that they understand their meaning and how they can answer them later with their family.

Activity 1 – Continued

Required Extension Activity:

- Students need to take the handout from school so they can work with their families to fill out the questions.
- Write a letter to the parents explaining the assignment and how their participation is essential for the students to complete the task and benefit from the information provided through the answers.

How will students demonstrate their learning?

- The students will be able to comprehend the questions clearly and answer in their own words some of the questions by sharing their thoughts and discussing them in front of the class.
- The students should feel confident and prepare to work with their families at home when discussing and answering the questions together.

Activity 2 – Whole Group, 10 Minutes

Activity Purpose:

- The students will be able to express their thoughts about thinking of either choosing to continue study after graduation or applying for a job.

Description of Activity:

- After the instructions from Activity 1 are clear, discuss with the group about life after high school.
- Ask the following discussion questions:
 - Who wants to enroll in a university, institute or college?
 - Do you know what to study?
 - Who wants to apply for a job after high school?
- Encourage the students to think about the questions and write them on the handout My Needs Checklist in the dreams sections.
- Write on the board the answers given from the students of their career choices or internships that they are interested in.
- Explain that these answers are goals being set by them based on what they are interested in or prefer and that they can work with their families and transition team to achieve those goals.

How will students demonstrate their learning?

- The students will be motivated to participate in the open discussion of thinking about what they would prefer to do after high school and share their interests with the rest of the group.

Closing Activity – Whole Group, 5 Minutes

Activity Purpose

- The students can recall the importance of Family Engagement in Transition planning and how family members and transition teams are there to support them.

Description of Activity

- Review the class discussion on how can families help students in their transition planning.
- Mention from the Family Engagement Information Handout the ways that families can help students.
- Afterwards, ask the students:
 - What advantages do you have when your family supports you?
 - How do you feel knowing that your family is right to dare to aid you on your transition plan and decision making?
 - Do you have any questions about Family Engagement before working with your family?

How will students demonstrate their learning?

- The students will be able to answer independently the questions or express what they learned throughout the activities. The students should feel encouraged to ask questions.





What is my family's Role?

Helps you make a transition plan that matches your strengths, interests, preferences, disability, needs and goals

Provides valuable information about your strengths, needs, preferences, dreams and goals. to help your transition team know you better.

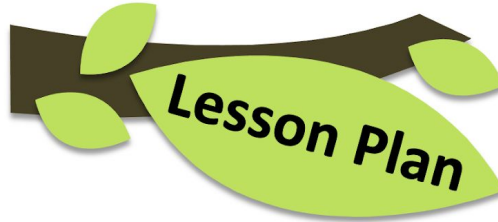
Helps you build more skills or figure out challenges to make you more independent and prepared in reaching your goals.

How does this benefit YOU?

Learn about the right opportunities and services that match your goals!

You will become self-determined and advocate your thoughts and ideas.

Learn different skills that you need to achieve your goals after high school.



Family Engagement in Transition Planning My Needs Checklist!	
Instructions: With the help of your caregivers (family members) answer the following questions and additionally create your own questions so your transition team can help you answer them at your next IEP meeting.	
Questions	Answers
Who supports me from home?	
When can my family meet with my transition team?	
What are my strengths and abilities?	
What are my dreams and goals?	
Name the things that I need in order to achieve my goals after high school? 1. Resources 2. Services 3. Support 4. Skills 5. Training	
What can we ask our transition team to learn more about our transition program? Think at least of five questions that you and your family would like to ask.	1. 2. 3. 4. 5.