

## Lesson Plan

# Sharing Information and Ideas with Family Engagement Activities

## Sub-indicator 4.2, Family Engagement

### Common Core Standard

The students will be able to integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-LITERACY.SL.11-12.2](#)

### Learning Objective(s)

The students will be able **to interpret** different valuable information about their transition planning concerning their rights, school programs, services and agencies that can support them and their families during their transition process. The students will be able **to compare, share and discuss** different sources of information from their transition team and family members.

### Materials

- Computer and Projector
- Activities handouts - Use digital copies to provide accommodations like font sizes, visual aids, highlight, etc.
- Activity handouts
  - Informative Poster
  - Information Questionnaire
  - My Transition Team Questions

### Opening Activity – Whole Group, 20 Minutes

#### Activity Purpose:

- The students will discuss and understand what types of information that are beneficial for their transition planning.
- The students will become self-aware of the resources, services, and support that their transition team can provide to them and their families.

#### Anticipatory Activity:

- Talk about information and how it is “a collection of facts that teach us about something or someone.” You can expand this definition by providing examples or experiences verbally or visually with a projector or visual aids.
- Explore the students knowledge about what is information for them and ask them:
- What can information do for us?
- What are the benefits of knowing all kinds of information?
- Discuss the students' answers or clarify doubts about the subject. The goal is that the students have a clear understanding of what is information and its benefits.



## Opening Activity – Continued

### Description of Activity:

- Project on the board the Informative Poster about Family Information and Sharing Activities where the students would be able to see the different types of information that they can gather and learn when engaging in their transition planning with their families. Provide physical copies so they can follow the discussion and also take it home to their parents to review it and engage them.
- Explain the contents in every illustration and what they mean to the students and how this information is available for them through their transition team when transition planning.
- As review, ask the students:
  - Name at least three resources that you are interested in learning about?
  - What services would you consider to be the most important?
  - Can you name some of the people who are supporting you today in your transition planning? Who are these supporters?
  - Encourage students to take the information handout home and discuss its content with their parents so they can also be informed and learn about the different resources, services and support that are available for them.

### How will students demonstrate their learning?

- The students will be able to understand what kind of information is available for them in their transition planning. They will be able to answer the teacher's questions and participate in the class discussion with the rest of the group.

## Activity 1 – Individual/Small Group, 30 Minutes

### Activity Purpose:

- To work in small groups in order to collectively answer questions concerning what resources, services and support the students count on and know that it is available to them.
- This will help the teachers, parents and their transition teams understand the level of knowledge the student possesses about their transition planning and how much information they can provide them.
- This promotes teamwork and information exchange with other peers that have different resources, services and supports that might be beneficial for other students that still need information to start their transition planning.

### Description of Activity: My Needs Checklist

- Start the activity creating small groups of two or three students and provide them with the Information Questionnaire handout, one for each student.
- Explain the instructions and go through every question so the students can have an idea what they are going to be working on. Provide additional examples if the students need more ideas from the ones that are already in the handout.

## Activity 1 – Continued

- Be proactive with every group always giving the students ideas and motivating them to write what they know or ask their peers for new information. Encourage them to talk about their experiences.
- There might be students that will need more help with their writing or answering their questions. Listen to them and offer your help to channel their thoughts correctly.

### **Extension Activity:**

- The students should take this activity home so the parents can view the answers and add more information about their resources, services and supports that are provided to their child.
- They can discuss with each other the different answers and create a plan to elaborate in their next IEP meeting with their transition team.

### **How will students demonstrate their learning?**

- The students will be able to work as a team and answer most of the questions from the information questionnaire. They will be able to share their experiences and information with their peers and learn from others about different transition plans that they have worked with their families.

## Activity 2 – Small Group, 30 Minutes

### **Activity Purpose:**

- The students and their families will know what to ask to obtain information from their transition team in order to clarify and understand better what transition planning is all about.

### **Anticipatory Activity:**

- From the previous lesson “Information Questionnaire” encouraged two of the groups of the classroom to read some of the questions answered by them. Assistance can be provided to students that need reading accommodations.
- After both groups have read their answers, ask the group to identify if there were any similarities and differences about the information given from the group.
- Explain that when people have numerous facts at the same time from different resources they can analyze the information and compare notes. This can benefit the ones seeking information because they can pinpoint what information is beneficial and what information can be used for some other time if necessary.

### **Description of Activity:**

- Hand in the handout My Transition Team Questions to each student.
- In the first part, explain the five main questions that the students need to ask to their transition team with the support of their families.
- Read the instructions and explain the questions one by one providing clear details and examples if needed for better understanding.

## Activity 2 – Continued

- In the second part, re-group the students like in the previous lesson.
- Explain the second part instructions where they must write three additional questions that they would want to ask their transition team.
- Provide individual assistance to students that need additional time and support in thinking of questions for their transition team.
- The following are ideas that the student can use to create their own questions:
- Think about what you want to study or learn to do after high school. How can your transition team help you choose a school?
- Do you have an idea of your dream job? How can your transition program help you find a career that matches with your interests, preference or needs.
- Have you ever considered living on your own after high school? How can your transition team help you make that possible?
- After the questions are made, encourage the students to discuss their three questions with you for further understanding.
- Students that need additional help with their writing, a strategy would be to listen to their ideas and write for them what they think is the best question. Read back to them the questions they said out loud for you and ask them if that is what they meant.

### **Extension Activity:**

- In the first part of this activity the students need to take the handout to their homes so they can get their family members involved and help them discuss the questions as a continuation of the learning experience.

### **How will students demonstrate their learning?**

- The students will be able to come up with interesting questions that will complement the main five questions from the handout.
- They will be able to help each other formulate the questions and discuss with each other what they have written.

## Activity 2 – Whole Group, 15 Minutes

### **Activity Purpose:**

- The students will recall the importance of gathering information and the benefits that information gives to them.

### **Description of Activity:**

- Review the lessons of getting information by asking questions and working as a team.
- Ask the group:
  - Why is gathering information important to you?
  - How do you feel when people help you gather information?
  - What new important information did you learn after asking your family, transition team or your classmates?
- Encourage students to answer at least one of the three questions or more. Other questions can be brought out like:
  - Are there new questions that you are thinking about your transition planning?
- This can help the student self-advocate more of their ideas and motivate them to keep asking questions and support from their families and their transition team.

### **How will students demonstrate their learning?**

- The students will be able to answer the questions from the closing activity and even be confident enough to come up with new questions if they have any for their families or transition



## Information Activity Questionnaire

**Instructions:** Answer the questions based on your knowledge and experiences when working with your family or transition team in your transition planning activities.

1. What physical resources (technological equipment, financial aid, transportation) do I have available for my transition program?

2. Who are the people (Family Members, Transition Team, Teachers, Special Education Teachers, Specialists, or Therapists) that are supporting me today?

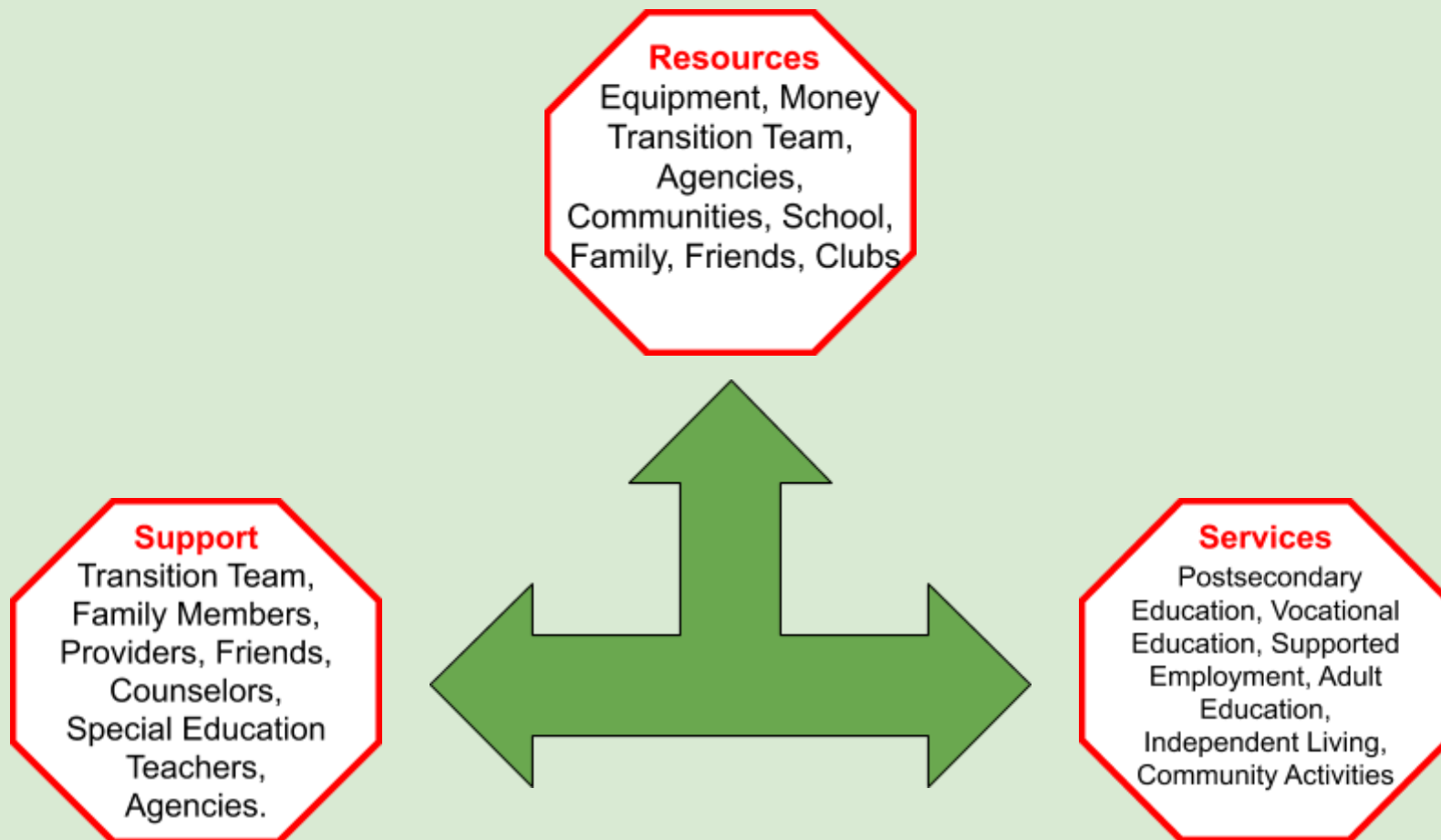
3. What community resources (clubs, organization, civic groups, or public agencies) are most beneficial for me based on my interests, preferences, needs and dreams?

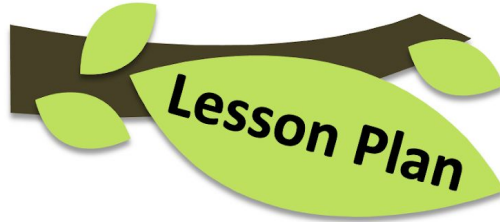
4. What other services (vocational education, postsecondary education, adult education or Independent living skills) can support me in reaching my goals after high school?



## Family Information Sharing Activities

What do you need to be informed about your Transition Program?





## My Transition Team Questions

**Instructions:** With the support of your family work with your transition team to answer the following questions. Also, before meeting your transition team, come up with three other questions that you and your family consider important.

1. What skills do I need to learn before graduating from high school?
2. What can the school offer me to achieve these goals?
3. What resources are available for me that would benefit me?
4. What activities or strategies can we use to get me and my family involved?
5. How do I get information about possible agencies and services that can offer support?

Still have questions? Write three additional questions that you would like to ask your transition team. Discuss these questions with your family first.

- 1.
- 2.
- 3.