

Lesson Plan

Living Independently after High School!

Sub-indicator 6.1: Independent Living Skills Development

Common Core Standard

The students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.W.11-12.10](#)

Learning Objective(s)

Students will be able to **manage** different household chores and **reflect** which skills and supports are needed to live independently after high school.

Total Lesson Time: 95 Minutes

Materials

Computer and Projector
Academic materials
Example of house Chores images

Activity Handouts:

- Living Independently Infographic
- My House Chores Checklist
- Moving Out Questionnaire

Opening Activity – Whole Class, 20 Minutes

Activity Purpose: Understand what is required to live independently knowing the important components of managing their own living conditions.

Anticipatory Activity: Explore the students' knowledge about what it means to live on their own. Ask questions such as: **If you own a house...**

1. What type of chores do you need to do inside your home?
2. How can you keep yourself healthy and safe?
3. What do you need to do when paying bills or shopping for food?

Description of Activity:

1. Project the "Living Independently Infographic" (attached) to start the class explaining each concept of what they should learn or understand when thinking about living independently. Explain that there are a set of steps and responsibilities that they need to know and do in order to maintain their living arrangements and become independent. For example: House Management; Finance, Budgeting and Shopping; Health and Safety; Community Interactions; Transportation
2. On the board draw or paste a house (you can also project one digitally) and give the students a piece of paper so they can write one of the components that they need to learn and be aware of to live independently to reinforce the learning after infographic discussion.
3. After all the components discussed are on the wall, read them out loud and review a few of the examples. Encourage students to provide their own examples based on what they have learned.



Activity Purpose: To get more involved in household tasks by making a list of daily chores and following a daily routine to practice independent living.

Description of Activity:

1. Present to the class and hand in the "My House Chores Checklist" (attached) worksheet to each student.
2. Project this worksheet to have an open discussion of the common household chores that the student will be doing at their houses with their families or alone.
3. Go through every chore and provide examples with images or even performing them in front of them. Example, you can bring a broom or cleaning products and perform a chore (of cleaning a desk) as you explain.
4. Explain the second part of the answer which is the student's review. This can be done by the student alone or with their parents.
5. Read all the questions out loud and provide examples so the student can have a much better understanding of what they need to answer in these questions.

Extension Activity:

1. Write a letter to the parents to let them know about this activity and how they can support their children when performing their household chores.
2. Explain to the parents to give clear instructions and steps when doing the chores and model some of the chores that students have not done before.

**This lesson is a continuation for the next day in order to review the students' completed checklists and their reactions after performing their household tasks. It would be a good idea to give this activity for the weekend and review the checklists next Monday to give the students and their caregivers time to perform the tasks and answer the self reflection questions.*

Activity 2 – Whole Group/Individual, 30 Minutes

Activity Purpose: To create a simple Independent living plan for their next IEP meeting to grow more aware of the skills, supports and services that they need so they feel prepared and confident when the time comes to live on their own after high school.

Anticipatory Activity: To recall previous activity, display the "Living Independently Infographic" on the board so the students can recollect what they have learned previously about what it means to live independently.

1. Create a list on the board of different skills needed to live independently. For Example: Self-Care Management (cooking, nutrition, hygiene), Home Management (chores), Home Safety, Budget and Financial Management (bank account, shopping), Time Management, Community Relations and Interactions, Transportation awareness (driving license/ public transportation)
2. Go briefly through all these skills and provide additional examples if needed for students that are still trying to understand what requires them to live independently.

Description of Activity:

1. Give each student the "Moving Out Questionnaire" and display the same questionnaire on the board with the projector.
2. Discuss each question from the questionnaire and provide examples.
3. Encourage students to answer the first two questions from the questionnaire after reading the questions out loud. Give them time to answer these two questions.
 - a. Where do I want to live?
 - b. Who do I want to live with?
4. Motivate the students to share their thoughts and explain their answers with the rest of the group or teacher.
5. Explain the other three questions:
 - a. Who can help me plan for my future living arrangements? You can name more than five.
 - b. What skills do I need to learn to live independently? You can list more...
 - c. What types of support will I need from my transition team to achieve this goal?
6. Explore the students' knowledge by encouraging them to answer the last three questions as much as they can.
7. Assure the students their family members and their transition team can also support them in answering the questions completely.

Extension Activity:

1. Set a casual meeting with a representative of the students' transition team to provide support to the students when answering their questionnaire.
2. Write a letter or make a phone call to the caregivers of the students informing them of the activity so they can be prepared to discuss the questions and answer them alongside their children.

Activity Purpose: Reflect on what the students learn from planning and gathering information about independent living.

Description of Activity:

1. Gather the students and review the requirements on what it means to live independently. You can read them one more than the skills that they need to learn and train for in order to be prepared and live on their own after high school.
2. Ask basic self-reflection questions to the student such as...
 - a. What did you like about doing your own chores at home?
 - b. After gathering information with your transition team and family members what answers impacted you the most?
 - c. Mention at least two people that can support you with your future living arrangements.
 - d. Name one support that was discussed with your transition team or family member. Why do you like this support?
3. Allow time for students to think and answer these questions. They don't need to answer all the questions, but they should be encouraged to do so.
4. Provide support for students that need help in arranging their thoughts and speaking out loud their answers. You can sit or stand right next to them and help them read their answers from their questionnaire.

What does it mean to live on my own or MOVE OUT?

It's mean it's time to take care of yourself!

You will meet new people in the community.

Becoming responsible for your life!



Manage your health and safety.

Manage your time and budget.

Know where you live and how to go to different places.

My Daily Household Chores Routine

Instructions: With the support of your family members, set a routine by assigning different household chores that you can perform daily. When a chore is done draw a checkmark in the checkbox.

Kitchen <ul style="list-style-type: none"><input type="checkbox"/> Wash the Dishes<input type="checkbox"/> Clean the Dining Table<input type="checkbox"/> Take out the Trash<input type="checkbox"/> Sweep and Mop Floor	Bathroom <ul style="list-style-type: none"><input type="checkbox"/> Wipe sink and counter<input type="checkbox"/> Clean Mirror<input type="checkbox"/> Sweep and Mop Floor<input type="checkbox"/> Clean toilet bowl and seat<input type="checkbox"/> Clean shower/tub
Living Room <ul style="list-style-type: none"><input type="checkbox"/> Clean coffee table<input type="checkbox"/> Vacuum carpet<input type="checkbox"/> Put away Books/Toys/Papers<input type="checkbox"/> Dust the Sofa/Chairs/Curtains	Bedroom <ul style="list-style-type: none"><input type="checkbox"/> Make bed<input type="checkbox"/> Put clothes and misplaced objects away<input type="checkbox"/> Sweep/Vacuum floor (mop floor)<input type="checkbox"/> Clean Nightstand and Desk
Laundry (set a date) <ul style="list-style-type: none"><input type="checkbox"/> Sweep floor<input type="checkbox"/> Put Clothes in Washing Machine<input type="checkbox"/> Put clothes in Dryer<input type="checkbox"/> Fold clean clothes	Entryway/Backyard <ul style="list-style-type: none"><input type="checkbox"/> Sweep Entryway<input type="checkbox"/> Pick up clutter<input type="checkbox"/> Rake leaves<input type="checkbox"/> Water the plants

Instructions: After finishing your chores, review your achievements by answering the following questions with the support of your family.

<p>What chores did you perform first?</p> <p>What chores did you do last?</p> <p>What chores do you consider to be a priority?</p> <p>What chores did you ask for support?</p> <p>What chores were you able to do on your own?</p> <p>What were the chores that you did not do or liked and why?</p>
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“MOVING OUT” Questionnaire

Instructions: With the support of your family members and your transition team answer the following questions. These answers should be discussed in your next IEP meeting with your family and Transition team in order to establish an Independent living plan that matches your interests, preferences and needs.

Where do I want to live?

- An apartment
- A house
- A studio

Who do I want to live with?

- A family member
- Roommate
- Alone

Who can help me plan for my future living arrangements? You can name more than five.

1. Example: Your Family
2. _____
3. _____
4. _____
5. _____

What skills do I need to learn to live independently? You can list more...

1. Example: Personal Hygiene
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What types of support will I need from my transition team to achieve this goal?

1. Example: Adult Service Providers
2. _____
3. _____
4. _____
5. _____
6. _____