

Common Core Standard

The students will Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-LITERACY.SL.9-10.1.D](#)

Learning Objective(s)

Students will be able to **assess** the different requirements of planning their living arrangements after graduating from high school.

The students will be able to plan with their transition team and family members how they want to live taking into consideration their interests, preferences, needs and dreams.

Materials

- Computer and Projector
- Academic Materials
 - Activity Handouts
 - Thomas' Future Planning
 - Living Arrangements Infographic
 - Living Arrangements Planner
 - My Living Arrangement Skills

Opening Activity – Whole Class, 20 Minutes

Activity Purpose: Understand and learn what is required to move out and live independently in their future living arrangements before searching for their ideal place to call home.

Anticipatory Activity:

1. Present the students with a scenario where they need to give their personal opinion based on what they know about living arrangements and what it takes to live independently in a home or apartment.
2. Introduce Thomas, a high school student that just graduated and now is thinking of renting a house/apartment and getting a part time job while he studies in his community's college.
3. Ask the students:
 - a. What do you think Thomas needs to know and plan before choosing his living arrangements?
4. Allow the students to answer on their own and write down on the board their answers so they can review them later in the main activity.



Opening Activity Continued

Description of Activity:

1. Display on the board with a projector and hand in the Living Arrangements Infographic to each student in the classroom.
2. Explain that planning for living arrangement is exploring and preparing themselves with the support of their transition team and family members in searching for their ideal housing options and being able to manage those living conditions.
3. Introduce and read out loud each Information Box from the infographic and provide examples either using Thomas' story or providing a complete new story created by you.
4. It can be helpful using the students as an example so they can imagine themselves planning and taking the decision on their own while thinking of searching for their own living arrangements with the support of their transition team or caregivers.
5. At the end of the activity reflect with the students and ask the following questions:
 - a. Which ones of these skills and needs you consider to be a priority in learning first?
 - b. What skills do you need help to learn and train to plan for your living arrangements?

How will students demonstrate their learning?

1. The students will be able to better understand the necessary skills and needs that they need to learn in order for them to begin a plan to search or explore housing options and manage their living arrangements.
2. They will be encouraged to answer the reflection questions and share their thoughts and dreams about living independently.

Activity 1 – Individual, 30 Minutes

Activity Purpose: Give the opportunity to the students to get involved and reflect in their own decision making when planning their future living arrangements with the support of their transition team and family members.

Description of Activity:

1. Give the student a copy of their Living Arrangements Planner. Display this planner digitally on the board with the projector to discuss its contents and explain each part and question to the students.
2. Set the students, after explaining questions one and two, to choose their preferred answers and then to reflect on their answers by explaining why in their own words.

Activity 1 Continued

Description of Activity, continued

1. Work with the students independently and support them if they have additional questions or trouble choosing or explaining their answers.
2. Listen to their answers and encourage them to share what their living arrangements dreams are about and help them, if necessary, to write them down on the planner if they have any difficulties doing so by themselves. This promotes the idea that asking for help is important and that people are always there for them to support them.

Extension Activity:

1. Arrange a meeting with one of the representatives of the students' transition team member so they can sit down with the students and help them gather information of three different agencies that are available for them and able to support them when the time comes to search for housing options while planning their future living arrangements.
2. Remember to keep their caregivers updated about this activity and how can they also be engaged by providing additional information to their child about living arrangements. Permit the students to take their Living Arrangements Planner home so they can discuss their plans with their caregivers in more depth.
3. Encourage the students to take their Living Arrangement Planner to their next IEP meeting and to take the lead in explaining what they want and how they search for support.

**This activity can continue to the next day so the students' transition team and the caregiver have the chance to support and share their knowledge with the students.*

How will students demonstrate their learning?

The students will be able to answer the first two questions easily and explain in their own words why they made those choices. They will ask support from their transition team or caregivers to search for different agencies that can help them in their future living arrangement plans during their transition program.

Activity Purpose: To recognize what skills were learned or need to be learned in order to become prepared and confident in managing their living arrangement after their high school graduation.

Description of Activity:

1. Give the students a copy of their My Living Arrangement Skills and also project the handout on the board so everyone can see.
2. This activity can be done individually, but also with the entire group by going through each skill by reading them out loud while the students can draw a checkmark if they know the skill or if they would need to learn it.
3. Before starting the activity read the instructions carefully and make sure that everyone is paying attention and ready to listen to the skill options presented in the handout.
4. Provide time for each skill after reading so the student can decide and draw a checkmark.
5. Help students individually if they need more support. Re-read them the skills and provide examples from previous activities or scenarios so they feel more familiarized with their responses.
- 6.

Extension Activity:

Students should take My Living Arrangement Skills handout home to discuss further with their caregivers about the skills they know or will need to learn during their transition program during high school.

7. Encourage the students to take their checklist to their next IEP meeting and discuss it with their transition team.

How will students demonstrate their learning?

1. Students will be able to assess all the skills needed when planning their future living arrangements and determine what skills need to be learned during their transition program.
2. They will become motivated to seek support and discuss these plans with their transition team and family members.

Activity Purpose: Review what they learned during these activities and reflect on what they can do to achieve their goals independently and with support from their transition team and family members.

Description of Activity:

1. After finishing the checklist of the skills they need to know for their future living arrangement plan ask the following question so they can reflect and share their opinion as a group.
2. Ask: After knowing what you know and need to learn to achieve your living arrangement dreams, what can YOU do to learn these skills and achieve your dreams in living independently?
3. Give time for students to think their answer and raise their hands to share their thoughts about the questions.
4. Motivate all students to share their own answers and help those who still need time to put their answers into words. You can support them by giving them examples like:
 - a. Reaching their transition team for support.
 - b. Talk to different school personnel and peers for advice.
 - c. Discuss your activity plans with your family members.
 - d. Speak up in your next IEP meeting and work with your plan by making a schedule.
 - e. Explore different housing options and agencies that are available with the help of their transition team.

How will students demonstrate their learning?

Students will be able to think of a way where they can become more involved in their living arrangement planning and how they can learn the different skills and needs they require to make their goal a possibility after graduating from high school.

What does Thomas need to be able to rent and make his living arrangements a reality?



How can I make my IDEAL Living Arrangements a REALITY?



You can live with someone, with a pet or by yourself.

You decide to buy or rent a house or apartment.

Choose to live in a house, apartment or study.

Determine if you want to live in the country or in the city.

Learn about supported living, group homes and supervised homes.

Learn about money management with Financial Support

You can choose to drive or take public transportation. Know your community!

Know how to be healthy, clean and safe in your own living space.

My Living Arrangement Planner!

Instructions: With the support of your transition team and family members answer the following questions and search for information that will help you plan for your future living arrangements.

After I graduate from High School, I'm dreaming of moving out into a/an

Where do I want to live? <input type="checkbox"/> House <input type="checkbox"/> Apartment <input type="checkbox"/> Studio	Explain why...
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When I decided where to live, how will I live and with whom...

With whom I would like to live? <input type="checkbox"/> With a caretaker <input type="checkbox"/> With a roommate <input type="checkbox"/> With a group of roommates <input type="checkbox"/> With a pet <input type="checkbox"/> Alone Independently	Name the people or explain why you want to live alone.
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I need SUPPORT! Search for different agencies that can support you in giving you beneficial choices for your living arrangements. (Seek help from your Transition Team and Family Members).

Search for at least three agencies around your community that can support you.

Agency 1	Their benefits and disadvantages
Agency 2	Their benefits and disadvantages
Agency 3	Their benefits and disadvantages

My Living Arrangement Skills!

Instructions: Read the following skills and needs and determine which one you already learn and which skills you need support in order to learn them and become more prepared for your future living arrangements planning.

Read the following skills carefully	I know the Skill	I need to learn this skill
I can make my own decision of where I want to live (country or city) and with who (caregiver, roommates or alone).		
I can solve different situations like fixing household problems. Cleaning or fixing some broken appliances like fixing a light bulb.		
I know about cooking and fixing my meals in the most healthiest way.		
I understand the different safety rules inside a home.		
I can keep my health in check knowing what medicines I take, eating healthy and exercising.		
I understand and have created my own bank account and opened my own savings account.		
I can create a budget plan that includes house expenses like paying rent and grocery shopping.		
I know where I want to study or work and how to get there from my new home.		
I explored and learned about the different sources of transportation around my community to reach different places of interest.		
I know what agencies, people and organizations are supporting me and all the benefits and services that are available for me.		

Answer the following question

What can I do to learn these skills and achieve my dreams in living independently?