

Common Core Standard

Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [age appropriate] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.SL.9-10.1](#) & [CCSS.ELA-LITERACY.SL.11-12.1](#)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

[CCSS.ELA-LITERACY.RI.6.7](#)

Learning Objective(s)

Students will be able to **advocate** for their needs by **creating** a multimedia transition profile to share with a local transition coordinating council or similar agency networking council.

Materials

- Computer and Projector
- Handouts
- Cell phones or tablets with camera
- Google Drive or FERPA compliant file sharing drive

Opening Activity – Whole Group, 5 Minutes

Activity Purpose: Getting motivated to create profiles

Description of Activity:

1. Ask students in the class what their favorite social media personality/influencer profiles are and why they like them -- Youtube, TikTok, Instagram & Facebook
 - a. Write down why they like them on a large notepad or projected document
 - b. If you don't have web filters that block social media at your school, look some of them up so students can share content they really like, if it is appropriate for school.
2. Introduce the idea that social media personalities/influencers create their "brand" by making decisions about what matters to them or what types of topics/content they want to focus on creating.
 1. "Today we will get to decide what we care about most in our transition process and in getting support to build our dream futures. Once we have figured out our transition "brands" we will create profiles that advocate for what we need from our community in our transition process and we will share these profiles with our local Transition Coordinating Council as a way to be self-advocates."



Activity 1 – Small Group, 20 Minutes

Activity Purpose: Brainstorm and plan student transition “brands” to prepare for creating profiles

Description of Activity:

1. Review & Model each section of this profile planning graphic organizer, one section at a time (**1 minute**).
 - a. After each review and model give groups of students time (**4 minutes**) to support each other to collaborative complete planning individual profiles.
2. Travel around to each group during work time and support groups if they get stuck.

Activity 2 – Small Groups, 20 Minutes

Activity Purpose: : Use notes from transition “brand” graphic organizers to produce student “profile” videos.

Description of Activity

1. Have students work in the same small groups they worked in to create their brand brainstorm notes for their transition profiles.
2. Ask them to use their notes for their transition profile brand to practice answering the question:

“What would be the most helpful type of support your community could give you as you prepare for your adult life?”

Students can use this script frame (page 2) to practice.
3. Let students know that you will be asking each student to record a **one minute video** one by one to answer that same question -- *it can be shorter if they don't talk the whole time*.
 - a. Remind students they are becoming “influencers” and these videos are a part of their personal brand and transition “profile.”
 - b. For students that may need accommodations to clearly express their “brand” for their transition profile video -- plan ahead.
 - i. For youth with working memory issues, they can type/print, write what they'd like to say and read it off of large cue cards.
 - ii. For articulation clarity students could type out their statement, print it and hold it up as they say it.
 - iii. For students using communication devices, support them to program in their answers, if they need support.
4. Once videos are recorded, upload them to Google Drive or your district's FERPA complaint file sharing platform. Rename them with the student's name, date, and “Transition Profile”.
 1. These can be used as a transition assessment and also a part of student centered IEP and transition planning meetings.

Activity 2 Continued

Extension Activity:

1. Share profile videos with each student's family or caregivers through text or email.
2. Request permission to share the video with your community transition coordinating council as a way for the youth to advocate for what they want to be connected to or see in their community in terms of transition programming.
3. Reach out to share the videos at the next meeting of the transition coordinating council and start a conversation about how to connect youth to what they are advocating for in their transition process.
 1. Invite youth to attend if the Transition Coordinating Council is open to this as a part of the meeting agenda.
 2. Take notes and follow up with any action items that are created because of your student's self advocacy.

Closing Activity – Whole Group, 5 Minutes

Activity Purpose: Share Out

Description of Activity:

1. Ask **three students** to volunteer to share their videos.
2. Watch the videos with the class.
3. Celebrate your class for their vulnerability, honesty and courage to ask for what they really want and need in their transition process.

Transition Influencer: Profile Planner

Essential Question: What would be the most helpful type of support your community could give you as you prepare for your adult life?

<p>The key to preparing for my adult life</p> <p>1</p>	<p><i>Choose & complete <u>one</u> of these sentence starters:</i></p> <p>Learning how to....</p> <p>Knowing...</p> <p>Understanding...</p> <p>Getting...</p>
<p>The thing I need most from other people to prepare to be an adult</p> <p>2</p>	<p>What I need most from other people is...</p>
<p>I wish my community would do this to make my adult life more successful</p> <p>3</p>	<p>To make my adult life more successful I wish my community would</p>
<p>My dream when I am an adult is</p> <p>4</p>	<p>When I am an adult my dream is...</p>

Profile Video Script: My transition influencer “brand”

My name is _____ and the key for me to preparing for adult life is

_____ (1) _____. What I need most from other people is

_____ (2) _____.

To make my adult life more successful I wish my community would

_____ (3) _____.

When I am an adult my dream is _____ (4) _____.