

## Sub-indicator 7.6: Transition Fairs

## Common Core Standard

The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-LITERACY.W.11-12.5](#)

## Learning Objective(s)

The students will be able to seek information from agencies, colleges, organizations and businesses that can support their own transition planning.

**Two Lessons – 85 Minutes**

## Materials

- Computer and Projector
- Academic Materials
- Handouts:
  - What is a Transition Fair?
  - Transition Fair Day Planner
  - Self-Questionnaire

## • Teacher Resources:

- Transition Fair examples
- Transition Fair Day Planner
- [Transition Fair Toolkit](#)

**Before the Lesson:** Arrange or search for a Transition Fair event in school or within the students' community.

## Opening Activity – Whole Group, 20 Minutes

**Activity Purpose:** The students will discover what Transition Fairs events offer and what types of services and supports are available for them and their families while transition planning.

**Anticipatory Activity:**

1. Write on the board Transition Fairs and ask the students what they believe a transition fair is and what they can expect in finding there when attending one.
2. Write the students' answers on the board creating a bubble brainstorming diagram of their ideas.
3. Discuss the answers with the students and correct any of the ideas that need editing.



### Description of Activity:

1. Pass out to each student, or project on the board, the What is a Transition Fair? Infographic.
2. Let the students volunteer in reading all the content inside the flags on the infographic.
3. Make comparisons with the ideas that the students brought up in the anticipatory activity and add them as new information made by the students.
4. Re-read the six flags from the infographic of what they can learn in transition fairs and provide examples of previous fairs that have come to the school or community if it's possible with pictures or posters.
5. Ask the students to review the discussion:
  - a. What interests you the most in learning when you visit a transition fair?
  - b. How can transition fairs help you achieve your future goals?
6. Encourage students to answer the questions in their own words and help those who still need time to comprehend the infographic and its content. Guide them through examples by giving them multiple choices so they can choose what they would like to learn in transition fairs.

### Extended Activity:

1. Return to the What is a Transition Fair? handout and use the Scavenger Hunt on the second page to engage students at the Transition Fair.
2. Students should be motivated to explore around the exhibits around the fair and learn from the exhibitors. They should ask their names, information about their programs and services, and write down their contact information if necessary.

**How will students demonstrate their learning?** Students will be able to understand what transition fairs are and how they provide valuable information for their transition planning. They will be able to share what they would like to learn the most and explain how these fairs can help them during their transition program and after high school.

## Activity 1 – Small Group, 25 Minutes

**Activity Purpose:** Students will prepare themselves with a planner for the next transition fair and involve their families to gather information about transition planning.

### Description of Activity:

1. Pass out to each student the Transition Fair Day Planner.
2. Explain the instructions of the planner to the students: they should mark (with a check mark) the events that they are interested in getting more information about around transition planning. They do not need to choose all of the items on the list.
3. Read carefully all the items on the list and provide examples for each so that the students have an idea of what to ask themselves. For example:
  - a. *“Job Training - You can ask for what job coaching and mentoring services the transition fair is offering to students like you who are in the process of transition planning.”*
  - b. See more examples of questions here: [Teacher’s Transition Fair Day Planner Resource](#).
4. Divide the classroom into groups of two or three. Working in groups, students should express what they want to learn to others, and possibly learn from their peers who might already have experienced a transition fair before.
5. Observe the students' progress and their generated questions from column three of the planner.
6. Explain the second column, which is for them to write what they want to learn specifically when they approach different exhibitions in the fair.

### Extension Activity:

1. Students should take the planner home so they can discuss and study it better with their family. Family members can help their child come up with other questions that they would like to ask the agencies and organizations at the fair.

### How will students demonstrate their learning?

1. Students will gain a better understanding of what Transition Fairs offer in regards to support, services, resources and information that will be valuable for their transition plans and their future.
2. They will be able to write their own questions of what they would like to know about to make their transition plan successful, as well as what services and support they can count on after graduation.

## Closing Activity – Whole Group, 5 Minutes

**Activity Purpose:** Share their questions as a group discussion and clear any concerns about Transition Fairs.

**Description of Activity:**

1. Ask the students to read the reflection section of the Transition Fair Planner. Encourage them to explain in their own words which event they consider to be top priority in obtaining information for them and their families.
2. Ask if anyone still needs clarification of what a Transition Fair is so you can provide additional individual assistance with more examples. You can use visuals, brochures from previous fairs and posters.

**How will students demonstrate their learning?** Students will be able to share their questions with the rest of the group and be motivated to ask any further questions if they are still unclear of what they are supposed to know or do in transition fairs.

## Activity 2 – Individual or Small Groups, 25 Minutes

**Activity Purpose:** To prepare and make the students more confident to speak up and ask important questions to different agencies, organizations, schools and businesses while attending a transition fair.

**Anticipatory Activity:**

1. Ask the students why it is important to ask questions. Record students thoughts on the board as they share them.
2. Add your own reason of why it is important to ask questions. For example:
  - a. It is important in order to discover and learn something new.
  - b. By asking questions you can solve problems or life challenges.
  - c. You gain more knowledge to understand different things and people.

**Description of Activity:**

1. Hand in the Self-Questionnaire to the students in the classroom.
2. Start explaining the instructions to the students. They should come up with key questions that they would like to ask people who are in the Transition Fair representing agencies, transition organizations, colleges and businesses.

### Description of Activity continued:

1. The questions table is divided into five categories:
  - a. Job Training and Employment
  - b. Post-secondary schools and skills Training
  - c. Independent living and adult services
  - d. Medicaid and Health care services
  - e. Vocational Rehabilitation services
2. You can add other categories, depending on the transition fair and the events offered by the school or community.
3. Set the students in groups of two or three to help each other in generating the right questions to ask the transition fair. There might be students who already have the experience and can guide those who are new with transition fairs.
4. If necessary, provide one example for each category so the students have an idea of what questions to ask. Example:
  - a. *Post-secondary schools and skills Training: "You can ask, what services and support does your college offer for people with disabilities?"*
5. Guide the students to write two to three questions. Provide additional explanations and examples for previous activities of this lesson plan.
6. Give the students the chance to ask for their families and transition team support. They can arrange a meeting with their transition team and provide more examples and advice when searching for the right answers.

**How will students demonstrate their learning?** Students will be able to work as a team to come up with key questions for their next transition fair and ask agencies, schools, organizations and businesses about their different services and resources.

**Activity Purpose:** Reflect on the activities of the lesson plan by sharing their thoughts about the benefits in attending a transition fair with their families or a transition team representative.

**Description of Activity:**

1. Gather the students after they are done with their Self-Questionnaire.
2. Ask the students to reflect about transition fairs and their benefits. Ask the following questions:
  - a. What did you learn about Transition Fairs?
  - b. What are your expectations when attending one in school or in your community?
  - c. What do you want to learn the most about these fairs?
3. Listen to the students' answers and encourage them to answer in their own words. If they seem lost, have them to review their notes from the previous activities to refresh their thoughts.

**How will students demonstrate their learning?** Students will be able to reflect about Transition Fairs and their importance when gathering information about different services, supports and resources for them and their families during their transition planning.

# What can you learn from visiting a Transition Fair?

You learn about different agencies information and resources.

You learn about work, continuing education and life after high school.

You can take resources home and study them with your family.

You make connections with agencies, colleges ,organizations and businesses.

Build trust between agencies and school.

You learn how can agencies and school support your plan for the future.



# What can you learn from visiting a Transition Fair?

## Exploring Transition Fairs Scavenger Hunt!

**Instructions:** choose the exhibits displayed in your transition fair at school or community that matches your needs and interests. Write the name of the exhibitor and their contact information.

<b>College Training Programs</b>	<b>Adult Services</b>	<b>Independent Living Housing</b>
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<b>Vocational Rehabilitation</b>	<b>Employment Assistance</b>	<b>Internships</b>
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<b>Health Services</b>	<b>Transportation Services</b>	<b>Agencies' programs</b>
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# What to ask when going to a Transition Fair?

**Instructions:** With the help of your transition team, family members or lesson providers think of key questions about different services, supports, resources and additional information that you and your family need for your transition planning during and after high school.

**Write at least two questions for each**

<b>Job Training and Employment</b>

<b>Post-Secondary Schools/Skills training</b>

<b>Independent Living/Adult Services</b>

<b>Medicaid/Health Care Support</b>

<b>Vocational Rehabilitation Services</b>

# Transition Fair Day Planner

**Instructions:** Mark the events and information that you want to see and learn about with your family or transition team.

Events from agencies, schools, post-secondary schools, transition organizations and businesses.	What do I want to learn about?	What questions do I want to ask?
Job Training		
Career Pathways		
Businesses		
Continue school programs		
College training		
Independent living support		
Transition programs from agencies		
Transition Organizations		
Health Care support		
Adult support services		
Skill workshops		
Recreation activities		
Vocational Rehabilitation		

**Reflect:** Which of these agencies, organizations and events are you and your family interested in the most to learn for your transition planning?

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# **STARTUP CAREER FAIR**

**Register at: [startupfair.anvilstartups.com](http://startupfair.anvilstartups.com)**

- 25+ companies
- 100+ jobs available
- Internships & Full time jobs
- Open to ALL majors

**FEBRUARY 28TH, 2019  
FROM 3 PM - 7 PM**



Register

**Where:**

**The Anvil (320 North St, West  
Lafayette, IN 47906)**



SAVE THE DATE!

# Visions *For a great life*



## SATURDAY, NOV. 5, 2016

# TRANSITION: LIFE AFTER HIGH SCHOOL

For Tri-Cities and New Westminster Youth & Their Families

If you have a son or daughter who has a disability and is beginning to think about life after high school, this is the event for you! This **FREE** conference features workshops throughout the day for youth and families, a complimentary lunch, and an opportunity to connect with others and learn about community resources!

In order to off-set the cost of lunch, donations will be gratefully accepted the day of the event.

 THE FRASER SOCIETY  
FOR COMMUNITY LIVING

*In partnership with:*



Join us for a full-day conference for youth and their families...

A time to connect, network and learn about services, supports, community resources, and other transition related information.

9:30 AM – 4:00 PM  
DOGWOOD PAVILION  
624 Poirier Street,  
Coquitlam  
*(entrance and parking off of Winslow Avenue)*

**REGISTRATION IS TAKING PLACE ONLINE** and will remain open until Monday, Oct. 24, 2016.

For more information about the event or if you need a registration link emailed to you, please contact:

Kathy Trotter at  
[ktrotter@sfscf.org](mailto:ktrotter@sfscf.org)  
604-528-3950 ext. 332  
[Click to Register](#)

# COLLEGE, CAREER & TRANSITION FAIR

**TUESDAY FEBRUARY 7, 2019  
6:30pm to 8:00pm**

At the  
**CARROLL SENIOR HIGH SCHOOL**  
1501 W. Southlake Blvd, Southlake TX 76092



**Helping high school students with learning differences gain knowledge about: college, application process, career opportunities, Department of Disability Services and transition needs when pursuing post-secondary education or training.**

**GUEST SPEAKER:**  
Kimberly Eason M.Ed.  
Coordinator of  
Disability Support  
Services  
TCCD

“Transition of services  
from high school to  
college”



**HOSTED BY:**  
Carroll ISD Special  
Programs  
Department

## **MORE INFORMATION**

Contact: Juliana  
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## Teacher's Transition Fair Day Planner Resource

Job Training	Provide example questions such as: what job coaching and mentoring services are available in my community? What basic job skills are appropriate for me for job training?
Career Pathways	Provide example questions such as: What advice can you give me about career exploration or what can I do to prepare for a career?
Businesses	Provide example questions such as: what programs or services does your company have for people with disabilities?
Continue school programs	Provide example questions such as: Does your university have a students' support department?
College training	Provide example questions such as: What type of training is available for me to prepare better for a college experience? What skills will I learn in these training sessions?
Independent living support	Provide example questions such as: What life skills will I learn with your services? For example: Money Management, Health and Safety, living arrangements, social and community activities or transportation.
Transition programs from agencies	Provide example questions such as: Do you provide any technological support with technology centers? How can I be supported and be thought about my financial management?
Transition Organizations	Provide example questions such as: How can I be more prepared for my dream job or my postsecondary education? What strategies do you offer that could fit my needs?
Health Care support	Provide example questions such as: What are some of the health care plans that can help me in my transition planning? Which health plan could benefit me?
Adult support services	Provide example questions such as: What skills should I learn or be trained to have better functioning skills? What plans do you have for independent living and self care?
Skill workshops	Provide example questions such as: How do you assess what skills are needed and what skills need to be enhanced further for me?
Recreation activities	Provide example questions such as: What activities can I be engaged in or in your organization that could help me learn new

	skills for my transition plan? What summer activities will be available for me to develop my employment basic skills?
Vocational Rehabilitation	Provide example questions such as: How can you help me get the right for me based on my interests and needs? What types of support do you offer to help me when employed? What are Apprenticeship programs?