

21 Implement Your Transition Plan

TRANSITION OBJECTIVE

Students will learn and practice a procedure to use in implementing their transition plan.

RELEVANCE TO SUCCESSFUL TRANSITION

The hardest part of goal setting lies not in writing the plan but in implementing the plan. The first step is to organize oneself by setting up a timeline and support system. The second step is to visualize and believe the plan can be accomplished.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I always follow through on my commitments when . . .

❑ STEP 2: Convene Roundtable

"When I follow through on a plan, I feel ____."

❑ STEP 3: Advance Organizer

"Today you will learn to follow through on your plans to accomplish your goals."

relaxation exercise. Have classical music very low in the background. Tell students to close their eyes and find a comfortable position. In a soothing voice, slowly follow the directions to the **Relaxation Exercise**.

PERSONAL MANAGEMENT: Appendix A UNIT 4: LESSON 21

RELAXATION EXERCISE

Play classical music very low in the background. Tell students to close their eyes and find a comfortable position. In a soothing voice, slowly give the following directions, remembering to pause for 3-5 seconds where you see a series of dots (. . .)

"Breathe deeply and slowly. Inhale and exhale very slowly. Listen to your breathing as you inhale and exhale. Start with your feet, relax your body. Feel your feet and legs relaxing and getting heavy. Breathe very deeply as your legs relax..."

Now feel your back and abdomen relax as you breathe in and out. Your shoulders are now relaxed and heavy... Your arms and hands are very limp and relaxed. Breathe slowly and deeply as you relax your neck and face.

Continue to relax and breathe deeply as you think about your future. See yourself in one year, finishing your training program or your first year of college... How do you feel? See yourself getting excellent grades or receiving your certificate... Feel how happy and satisfied you are with your hard work...

Now see yourself going to work. In the job you want. You are driving up to the door of the place where you work... You walk in and feel great because you love this job... See yourself doing the work and thinking about how much you love this job...

Now see yourself at home. Where do you live now? See yourself relaxing and feeling wonderful about everything you have done in your career and your life... Picture yourself happy and looking forward to the next day.

Now relax and continue to breathe deeply as you see yourself where you want to be because you have followed through on your goals... breathe deeply and begin to come back to the room... When you are ready, slowly open your eyes...

Now do a quick write for three minutes about what you saw and felt as you relaxed and thought about your future."

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PERSONAL MANAGEMENT: Unit 4 LESSON 21

Implementing Your Plan

❑ **Get support by working with a partner**
Your name: _____
Partner's name: _____
Your goals:
1. _____
2. _____
3. _____

❑ **Make copies of your plan**
Keep a copy in the front of your notebook, keep a second copy in your room at home where you can see it when you walk in or leave.

❑ **Use a calendar to mark your deadlines**
Get a calendar and use it for scheduling the tasks you need to do as well as homework assignments and appointments. Keep your calendar with you at all times. Take it to school, back home and in the car when you go places.

❑ **Check yourself with a support person**
Find an adult or friend who will be a mentor and supporter of your goals and who will help you when needed. Set up a time to talk with this person on a weekly basis to update your progress.
Name of mentor: _____

❑ **Mark your progress on your growth goal chart**
Every time you get something done on your plan, mark it on your chart. Pick a time each day to look at your plan and ask yourself if you have supported your plan. Go over your progress with your partner. When you mark your chart tell yourself "thanks" for getting it done. If not, tell yourself what you will do the next day to work on your plan.

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❑ STEP 4: Activity - 25 Minutes

Tell students that you will start out with a visualization activity and have them read through their **Transition Career Plan** to prepare. Now, guide students through a

❑ STEP 5: Activity - 20 Minutes

Tell students that there are two steps to implementing their goals. First, they must get organized and disciplined and second, they must visualize and believe they will accomplish their goals. To help students get organized, review **Implementing Your Plan**.

Next, have students choose a partner to become a goal supporter. Direct students into pairs that will be productive. In pairs,

have students complete each section of **Implementing Your Plan**. Tell students that they are responsible for checking with each other on a daily basis to support each other. Continue to help students accomplish each task, using class time and school resources where available.

❑ **STEP 6: Evaluate Outcomes**

The most important thing I can do to accomplish my goal is “_____.”

❑ **STEP 7: Connecting Activity**

Tell students that it is important to visualize themselves accomplishing their goals. In pairs, ask students to discuss how they will commit to visualizing their success once a day. They will tell their partner when they plan to visualize each day, then report to their partner every week on how they felt. Check with students on a regular basis for accountability.

KEY WORDS

commitment

organize

implement

accountability

MATERIALS AND PREPARATION

- Student Handouts: **Relaxation Exercise**, Appendix A, page A16; **Implementing Your Plan**, page 203.
- Prepare for the relaxation activity.
- Prepare a screen image of handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening, Speaking
- Thinking Skills: Seeing Things in the Mind's Eye
- Personal Qualities: Responsibility, Sociability, Self-Management