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Purpose of the Transition Class

TRANSITION OBJECTIVE

Students will understand the purpose of the transition class.

RELEVANCE TO SUCCESSFUL TRANSITION

From the beginning students should feel ownership of the class and view it as relevant to their future.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Have students write about the following question: What will I do after I finish high school?

❑ STEP 2: Convene Roundtable

Please read the information provided in the Lesson Instruction Section on **Convene Roundtable** before using the following strategy: The roundtable for today is: "Meeting new people is ____."

❑ STEP 3: Advance Organizer


"Today you will learn about this class, make a name tent and introduce another student."

LIFE MANAGEMENT: Appendix A PREPARATION UNIT: LESSON 1

ACTIVITY EXAMPLES

STEP 4
STUDENT NAME TENT:
 Using an 8" x 8" piece of heavy grade paper, have students make a name tent. They may personalize and design their name tent to express "who they are." Explain that the tent will be placed on a desk each day to indicate where they will sit.

STEP 5
BRIDGE:
 Draw a bridge on the board (using this example) to illustrate the meaning of transition - as a bridge from school to adult life.

SCHOOL  ADULT LIFE

STEP 6
INTRODUCTIONS:
 Write the following on the board:
 1. What is something no one knows about you?
 2. What is your favorite outdoor activity?
 3. Why would someone hire you?

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❑ STEP 4: Activity - 10 Minutes

Have each student make a name tent (see **Activity Example** for Step 4). These will be used to indicate changes in seat assignments. Give each student an 8" x 8" piece of heavy paper that can be folded in half to make a tent. After printing their name on both sides, students can personalize the tent.



PREPARATION UNIT LESSON 1

Dear Student,

Welcome to the world of Life Management!

You now are entering a phase of your school life that will allow you to learn about yourself, your strengths, growth areas, goals, and opportunities. By learning these things you will be able to make effective decisions for a successful future.

For the next several months, you will work with your teacher and classmates to support each other in this process.

What will the Life Management course do for you? You will learn to:

- Maintain a healthy life
- Enjoy your leisure time
- Learn to budget and live within your means
- Plan for a happy family life in the future

What will you do to complete the program?

- Continue to show up every day
- Participate in all class activities
- Complete the out-of-class assignments
- Help make this a fun and effective class

Taking this class gives you a powerful opportunity to reach for your dreams by starting your future now.

Best wishes for a successful and happy future!

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❑ STEP 5: Activity - 15 Minutes

Read through the **Student Letter** with the class. Explain that they will use the **Life Management Student Book**, which is divided into four units: **Maintaining a Healthy Life, Enjoying Your Leisure Time, Living on Your Own** and **Planning for a Happy Family Life**. Activities and handouts from the Student Book will assist students with their transition

from school to adulthood. Write *TRANSITION* on the board, then draw a bridge with the word *School* on the left side, *Transition* on the bridge and *Adult Life* on the right side (see **Activity Example** for Step 5). Using this example, explain that transition is a successful move from school to adult life.

□ STEP 6: Activity - 20 Minutes

Write the following questions on the board:

- (1) What is something no one knows about you?
- (2) What is your favorite outdoor activity?
- (3) Why would someone hire you? Divide students into pairs and give them five minutes to prepare an introduction for one another, using answers to the questions (see **Activity Example** for Step 6). Limit introductions to one minute each.

□ STEP 7: Evaluate Outcomes

Read **Evaluate Outcomes** in the **Lesson Instruction** section at the beginning of this guide. In this activity, students place an ending on the sentence begun by the teacher. Students do not repeat the

sentence before adding their ending. Today's sentence is: Transition means "_____."

□ STEP 8: Connecting Activity

Distribute the **Student and Parent/Guardian Letter**. Review the letter and instruct students to give the letter to their parents.

LIFE MANAGEMENT: Appendix A PREPARATION UNIT: LESSON 1

Date: _____

To: Student and Parent/Guardian,

Welcome to the Transition Class of _____ school. I look forward to helping make the coming year a successful one. My objective will be to promote success for students as they move from school to adult life.

The text for the transition class is: Life Management, Volume 3 of the Transitions Curriculum. By working through the lessons in this book, students will learn about themselves, their strengths, growth areas, goals, opportunities and options. By learning these things, students will gain power over their actions and set goals for a successful and satisfying life.

This book consists of four units:

- Unit 1: Maintaining a Healthy Life
- Unit 2: Enjoying Your Leisure Time
- Unit 3: Living on Your Own
- Unit 4: Planning for a Happy Family Life

To participate in this class, students will:

- Complete all assignments, on and off campus
- Complete a community service project
- Complete career assessments and career counseling
- Determine transition goals by completing a Personal Career Plan

Classroom Rules
Attend and complete assignments
Cooperate and participate in class activities
Respect learning for yourself and others

Student Commitment
Make up all missed work
Complete all activities
Accept consequences for behavior

I encourage you to support your son/daughter in completing this class successfully.

Sincerely,

Please sign, date and return this section to school to show that you have read and discussed this information.
We understand and agree to support the activities and rules of the transition class.

Student _____ Date _____ Parent _____ Date _____

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KEY WORDS

transition

goal

career

future

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 1; **Activity Examples**, Appendix A, page A1 of this volume; **Student and Parent/Guardian Letter**, Appendix A, page A2 of this volume.
- Prepare 8" x 8" pieces of heavy paper for each student's name tent. Have art materials ready for name tent activity.
- Prepare a discussion about the **Career Management Guide**. Draw and use the bridge analogy shown in the **Activity Examples**.
- Prepare for student introductions. Get administrative approval and prepare **Student and Parent/Guardian letters** to send home.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking
- Personal Qualities: Responsibility, Sociability