

# 1

## 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."

### ❑ 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" sheet of heavy paper that can be folded in half to make tent. After printing their name on both sides, students can personalize the tent.



PREPARATION UNIT
LESSON 1

Dear Student,

Welcome to the world of Personal 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 about 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 Personal Management course do for you? You will learn to:

- Increase your personal power
- Communicate effectively with adults and peers
- Choose a career
- Choose the right education and training

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 dream by starting your future now.

Best wishes for a successful and happy future !!

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PERSONAL MANAGEMENT: Appendix A
PREPARATION UNIT: LESSON 1

### ACTIVITY EXAMPLES

**STEP 4**

**STUDENT NAME TENT:**  
Using an 8" x 8" sheet 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.

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**STEP 5**

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

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**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 5: Activity - 15 Minutes

Read through the **Student Letter** with the class. Explain that they will use the **Personal Management Student Book**, which is divided into four units: **Winning with Personal Power**, **Using Effective Communication Skills**, **Choosing the Right Career for You** and **Maximizing Your Options & Opportunities**. 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.

PERSONAL MANAGEMENT: Appendix A PREPARATION UNIT: LESSON 1

Student and Parent/Guardian Letter

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 Personal Management, Volume 1 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: Winning With Personal Power
- Unit 2: Using Effective Communication Tools
- Unit 3: Choosing the Best Career for You
- Unit 4: Maximizing Your Options & Opportunities

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.
- Settle into transition goals by completing a Personal Career Plan.

Classroom Rules

Attend and complete assignments.  
Cooperate and participate in class activities.  
Respect learning for self and others.

Student Commitment

Make up all missed work.  
Complete all activities.  
Accept consequences for behavior.

I encourage you to support your son or 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 **Personal 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