

Lesson 3

Where Do I Go From Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

MATERIALS

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc. for student illustrations

LESSON OPENING

- *During our last class we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
- *Someone tell me how modifications are different in college than in high school.*
- *What information do you need to tell people about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
 - A copy of your testing to prove you have a disability
- *Today we are going to talk about how you might use this information in your life after high school.*
- *First, let's take a minute to review and add to our KWL chart. Let's look at what we wrote on the chart during the last class and then we can add things for today's topic.*
- Provide students time to discuss and write entries.

PROCEDURE

1. Complete worksheet 4-3: Where do I go from here? Planning guide

Handout: Distribute worksheet 4-3: Where do I go from here? Planning guide.

- *At the end of our last lesson I asked each of you to think about three things. Someone tell me what those three things are.*
 - Where do you want to live?
 - Where do you want to work?
 - Where do you want to go to school?
 - *Today we are going to talk about these three things and then each of you will create an illustration of your future. Before you create your illustrations, you need to plan what you want to include. To help you plan, you each need to fill in this planning guide.*
- Provide students time and opportunity to complete worksheet 4-3.
2. Have students create a picture, poster, or comic strip illustrating their life two years after they finish high school.

The illustration must include at least two of the three experiences included on worksheet 4-3.

- Education
 - Work/career
 - Living arrangements
- Provide students time to complete their illustration and present to the class.

Extension Activity: Use *Making the Transition from High School to College for Students with Disabilities: Transition Checklist* (NCLD, 2008) to review the differences in student rights and responsibilities at high school and college. Have students include this handout in their ME! Book as a resource. This handout is included with the unit materials and is also available for download at <http://www.ncld.org/publications-a-more/checklists-worksheets-a-forms>. You may find many of the resources available at the NCLD website helpful to you and your students.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 4.

You have just started your first semester and the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Discuss questions from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.
- Have students place their illustration in their ME! Book.

Handout: Distribute Unit 4 Knowledge Quiz for completion by each student.

STUDENT EVALUATION

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion
5. Unit 4 Knowledge Quiz

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