

SOCIAL STUDIES:

PERSONAL BEHAVIOR



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
1. Student will comply with parent and teacher requests.	1. Give the student an instruction, (i.e., “(Name)”, stand up.” Model the desired behavior and prompt the student, if required, by physically guiding him/her through the desired behavior until performed independently. Reward with or without assistance. 2. Repeat step 1 procedures for another simple one-step instruction. When the student has learned to follow four simple instructions, review the four instructions by giving the student the instructions in the same order as learned. When the student is able to perform all of the four instructions independently, choose an additional four instructions and repeat steps 1 and 2. 3. Generalize the skills to a variety of settings and people.

RESOURCES/MATERIALS



T.E.K.S. 113.2 (K.8)

The student understands the role of authority figures.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
2. Student will respond to "STOP".	<ol style="list-style-type: none"><li data-bbox="803 430 1390 619">1. During correct conditions (student engaged in an undesirable activity), give the verbal command, "STOP". If the student elicits the correct response by ceasing the activity, reward. If he/she does not, proceed to step 2.<li data-bbox="803 619 1390 871">2. During correct conditions, give the verbal command, "STOP", and simultaneously remove the student from the group to an isolated "thinking chair". Leave unattended for at least thirty seconds and not more than ten minutes. If the student is crying, begin timing the thirty seconds after all undesirable behaviors cease.<li data-bbox="803 871 1390 955">3. Following step 2, return to the student and make sure he/she is aware of the reason for isolation.<li data-bbox="803 955 1390 1018">4. Return to the activity, making sure to welcome the student back to the group.

RESOURCES/MATERIALS

"Thinking" chair

NOTE:

Performance in the classroom needs to be consistent before the child can go safely into the community. There will not be a "thinking chair" in the community.



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
3. Student will repeat a praised performance.	<ol style="list-style-type: none"><li data-bbox="812 443 1373 590">1. Set up tasks which require only a brief response from individual students, such as the verbalization of a sound or the imitation of a simple movement. Reward the correct response.<li data-bbox="812 596 1252 653">2. Gradually require more complex performance from the students.<li data-bbox="812 659 1373 743">3. Whenever the students perform part of the lesson outside the structured lesson situation, reward them.

RESOURCES/MATERIALS



T.E.K.S. 113.2 (K.8)

The student understands the purpose of rules.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
4. Student will carry out simple commands.	<ol style="list-style-type: none">1. Give a command in a clear voice. If the student carries out the command within a specified time, reward. If not, proceed to step 2.2. Give the command in a clear voice and give 100% physical guidance to carry out the command. While repeating the command, take the student through the necessary motions.3. Continue with the procedure, gradually fading out physical and/or verbal prompting until the student is able to initiate the activity independently with non physical assistance and within a specified time.

RESOURCES/MATERIALS

Adaptation:

For higher functioning students, requests rather than commands, can be made, i.e. “(Name)”, would you please open the door?” If the student responds correctly, reward with “thank you”.



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
<p>5. Student will come to an activity when called.</p>	<ol style="list-style-type: none"> 1. With several students seated at a table with the teacher, call the name of the student desired and say, “(Name)”, it’s time to join our group.” If the student does not join the group within 15 seconds, start the activity and ignore him/her for up to three minutes, then repeat his/her name and the request. At this time, take the student’s hand and guide him to the activity area and wait for him to sit in the designated spot. When the student is seated, praise him/her for joining the group and give a treat or activity that is enjoyable. If the student hesitates more than five seconds before sitting, gently guide him/her into the seat, then praise. Repeat this procedure until the student joins the activity on his/her own within three minutes of the request. 2. With repetition of step 1, it is expected that the group activity is reinforcing for the student, or that joining the activity is enjoyable. At this point, no reward is to be given to the student when he/she waits longer than three minutes to join the group or has to be brought by another person. Explain to the student that he/she will have to come as quickly as the other students when called if a reward is to be given. When the student joins the activity within 15 seconds of the request, proceed to step 3. 3. Begin to reward the student every other time he/she joins the activity as requested. Continue this schedule one week, then reward intermittently. Continue, however, to praise the student each time he/she joins the activity as requested.

RESOURCES/MATERIALS

Adaptation:

Students who are already seated and doing what they are supposed to be doing should be rewarded before making your request to the student who has been called to keep the situation more equitable for all students.



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
6. Student will put things away upon request.	<ol style="list-style-type: none">1. Begin with several toys out of place. Instruct the student to put the toys away. Physically hold the student's hand and guide him/her in putting the materials away. Immediately reward the student when the action is performed.2. Follow step 1, use only minimum physical guidance.3. Follow step 1, physically assisting the student in putting away the first item only and then model with remaining items.4. Follow step 1, without physical assistance and model only.

RESOURCES/MATERIALS

Toys

NOTE:

This skill needs to be introduced early and to become a part of the daily routine. It is often helpful to provide labels and jigs, etc., to assist students in independent clean-up. Another technique is to take a picture of how the area/center looks when it is cleaned appropriately, and post it above the shelf, etc.



T.E.K.S. 113.2 (K.7)

The student understands the importance of jobs.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
7. Student will identify and accept classroom responsibility.	<ol style="list-style-type: none">1. Provide ways for the students to be helpers in the classroom, i.e.:<ol style="list-style-type: none">a. Serve as a helper for snack time.b. Ring a bell for clean-up time.c. Be a helper for another student.2. Provide opportunities for the students to complete tasks that require leaving the classroom, i.e.:<ol style="list-style-type: none">a. Take the attendance and/or lunch count.b. Take a message to another teacher.3. Encourage independent task completion at all times.4. Allow students to get their own lunch in the cafeteria, including picking up food and utensils and disposing of trays and garbage.

RESOURCES/MATERIALS

Items as specified



T.E.K.S. 113.2 (K.9)

The student understands the role of authority figures.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
8. Student will work for deferred rewards.	<ol style="list-style-type: none"><li data-bbox="810 443 1385 531">1. Begin by giving the students a choice of the rewards, if at all possible. Immediately after a task has been completed, reward.<li data-bbox="810 533 1385 743">2. Inform the students of the choice of rewards and exactly when it will be received and how much delay there will be. Reward at specifically appointed times. Begin with a very short delay; for example, after students have complete two tasks, or 30 seconds after task completion.<li data-bbox="810 745 1385 894">3. Increase the delay between task completion and reward; for example, two tasks, then three tasks, etc; or 30 seconds, then one minute, etc, until students have reached the desired delay time.<li data-bbox="810 896 1385 987">4. As students' abilities to wait for the desired reward increase, implement during Community Based Instruction.

RESOURCES/MATERIALS



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
<p>9. Student will identify appropriate behavior in the community environment.</p>	<ol style="list-style-type: none"> 1. Introduce reasons for appropriate behavior in public places. <ol style="list-style-type: none"> a. Have students identify one polite and one rowdy person, (use examples on T.V. or in the community, <u>not a peer in the classroom</u>), and compare their behaviors. b. Discuss respecting the rights of others through manners and good behavior. c. Make a class bulletin board to illustrate proper behavior in public places. d. Enlist parental support to develop and encourage appropriate manners and behavior in public. e. Remind parents that they are also role models for their children. 2. Talk about appropriate behavior when using transportation facilities. <ol style="list-style-type: none"> a. Visit a variety of transportation facilities (i.e., train station, bus station, airport). b. Have students observe appropriate/inappropriate behaviors on a particular vehicle. c. Invite a bus driver, taxi driver, or flight attendant to visit the class and review appropriate behavior. d. Encourage parents to take students on various modes of transportation. e. When possible, take students on various modes of transportation to access Community Based Instruction. 3. Identify appropriate behavior in eating facilities. <ol style="list-style-type: none"> a. Visit a variety of dining places (i.e., restaurant, fast food restaurant, cafeteria, etc.). b. Practice dining out, including paying the bill, leaving a tip, etc., depending on individual levels of functioning.



OBJECTIVE	TEACHING ACTIVITIES
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- This could be easily accomplished in the school cafeteria. Ask one of the cooks to be a waitress or cashier. Have each student work on his/her own behavior and complete a pictorial checklist of appropriate behaviors he/she observes and/or displayed.
- c. Invite a restaurant manager or employee to come to class and describe appropriate behavior.
 - d. Insist that parents expect appropriate behaviors in similar situations.
4. Discuss appropriate behaviors when using recreational facilities.
- a. Visit a bowling alley, skating rink, ball game, etc., to observe participant and audience behavior.
 - b. Have students identify behaviors that can lead to injury or present safety hazards.
 - c. Discuss improper manners and behavior and their influence on enjoying recreation.
 - d. Invite recreation personnel to discuss safety factors and proper behavior at the facilities.
 - e. Encourage parents to take the students to a variety of recreational settings and identify appropriate behavior.

RESOURCES/MATERIALS

NOTE:

Inappropriate behavior should be corrected as it occurs in the community.



T.E.K.S. 115.4 (2.10)

The student understands healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
10. Student will define various emotional moods.	<ol style="list-style-type: none">1. Prepare a set of facial features that show various emotions being expressed. Display one face and ask students to describe the emotion it seems to portray. They should be able to list several situations which resulted in the emotion; for example, the angry face may be caused by a fight with a friend or by being unfairly accused of something. After the students have studied each of the emotions portrayed by the facial features, they may discuss, "Things That Make Me Feel (<u>insert name of emotion</u>)."2. Discuss the concept of moods and emotions. Have the student compose a list of as many of them as possible on the chalkboard. Act out moods such as: grouchy as a bear, quiet as a mouse, happy as a lark, stubborn as a mule, mad as a hornet, timid as a kitten, and free as a bird.3. Read the book, <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u>, aloud to the class. Use this as a springboard for a discussion revolving around frustration. Ask students to discuss what frustrates them. How do these experiences affect their moods? This is also a good time to discuss how to cope with fluctuating moods and emotions. Students will enjoy creating simple books patterned after the book read to them. The stories should be based on personal experiences. These creative works may have just a sentence or two on each page, accompanied by drawings or magazine pictures. (Students may decide to describe a variety of things which make them happy, instead.)4. Play "The Feelings Game". (See attached.)
<hr/> RESOURCES/MATERIALS <hr/>	
<p>Pictures depicting emotions Facial feature cards Viorst, Judith, <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u>, Athenium, 1972. Palmer, Hap. "Feelings", Getting to Know Myself Album "Self-Concept". Macmillan Early Skills Program Macmillan Educational Co., 1984</p>	<p><i>NOTE:</i> <i>If handwriting is a barrier to creating a booklet, encourage the student to use the computer to transcribe the story that he/she has told to the teacher.</i></p>



SOCIAL STUDIES:

PERSONAL BEHAVIOR



satisfying interpersonal relationships.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
1. Student will develop acceptable social behavior.	<ol style="list-style-type: none">1. Stimulate interest in this topic by entering the classroom and purposely disregarding commonly accepted social behavior. This might include talking loudly, interrupting other speakers, pretending to yawn widely in front of the group, etc. Ask the students if such behavior is generally acceptable. Explain that another word for proper behavior is "etiquette". List student suggestions for etiquette on the chalkboard. Discuss how certain situations require different kinds of behavior.2. Guide students in the discussion of proper social behavior in the following situations: sporting events, overnight visit to a friend's house, movie, birthday party, and church. Discuss each scenario, listing proper behaviors. These ideas may be compiled in a class booklet illustrated with appropriate pictures or drawings.3. Permit the students to design individual thank you cards on the computer. Duplicate several pages of each student's cards. Encourage them to express their thanks often, using their personal cards.4. Invite students from a younger class to watch a movie or have lunch/snack. Encourage them to model appropriate social behavior for the younger children.

RESOURCES/MATERIALS

Print Shop software



T.E.K.S. 113.3 (1.12)

The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
2. Student will display appropriate manners during school situations.	<ol style="list-style-type: none"><li data-bbox="779 472 1391 808">1. Discuss why using good manners helps to make everyone in society feel more comfortable. Ask students to list as many examples as they can of both good and bad manners. Write their suggestions on the chalkboard. Have volunteers pose for pictures depicting both appropriate and inappropriate behaviors. Then ask the students to label each picture. Post the pictures and labels on a bulletin board or poster paper.<li data-bbox="779 808 1391 1018">2. Create a job description for a classroom host or hostess. Discuss how this person can make guests feel comfortable. Their ideas should be posted for future reference. This job should be rotated on a regular basis so that everyone has an opportunity to fill the position.<li data-bbox="779 1018 1391 1270">3. Ask each student to select one polite phrase, "Thank you", "Excuse me", "May I help you, please?", or "Good morning!". These statements should be displayed throughout the room. A mobile is an effective devise to use. Add interest to this lesson by letting the students use lettering stencils to make the mobile.<li data-bbox="779 1270 1391 1564">4. Provide students with phrases to utilize with people they encounter daily, i.e., "Good morning", "How are you today?", etc. Take a walk through the school. Stop in the office, library, cafeteria, etc. Have someone address each student and require students to make an appropriate response. Discuss with the group the responses which demonstrated good manners and what responses need to be improved.<li data-bbox="779 1564 1391 1747">5. Provide students with situations requiring a response to "What do you say when.....?" For example: when you bump into someone, you want to borrow something, someone thanks you, or someone gives you something.



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
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6. Plan a party. Throughout this activity emphasize the value of practicing appropriate manners. Invitations should be sent, and the students should respond to the R.S.V.P. request, plan the games, and select the food to be served.

NOTE:

Teachers should model and require good manners at all times.

RESOURCES/MATERIALS

Camera
Party items
Lettering stencils



T.E.K.S. 115.4 (2.11)

The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify interests and abilities in order to develop personal goals.	<ol style="list-style-type: none">1. Make a list of personal abilities.<ol style="list-style-type: none">a. Identify differences between abilities and interests.b. Have students tell about personal abilities, as well as activities in which they participate.c. Encourage each student to select an area where he/she shows weakness and, with help from the teacher, devise a program to improve in that area.d. Have the students complete an activity that demonstrates that study and practice can increase a student's level of performance.2. Assist students in identifying personal interests.<ol style="list-style-type: none">a. Encourage students to bring in hobbies or activities in which they participate outside of school and share them with the class.b. Expose students to various recreation/leisure activities to assist them in developing preferences.c. Have the class construct a poster indicating major interests.d. Require each student to conduct a one week "experiment" with a new activity, i.e., collecting rocks, bugs, baseball cards, etc., and to share the activity with the class.e. Have students list activities, hobbies, and subjects that they do or are interested in learning.3. Demonstrate goal setting in relationship to interests and abilities.<ol style="list-style-type: none">a. Encourage students to establish immediate goals that they would like to work toward.b. Have students assess the kinds of abilities and interests necessary for accomplishing their goals.



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
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- c. Assist students to reassess personal interest/ability levels in relationship to the goals developed.
- d. Discuss the self as a variable in attaining a goal (what a person can do, will do, can learn to do, etc.).
- e. Discuss the importance of goals to personal work future.

RESOURCES/MATERIALS



T.E.K.S. 115.5 (3.11)

The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
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| 4. Student will develop self-monitoring abilities. | <ol style="list-style-type: none"><li data-bbox="808 499 1391 625">1. Explain to students the importance of managing time. Have students develop a list of reasons why he/she should be organized.<li data-bbox="808 625 1391 720">2. Develop a master schedule to include routine tasks at school and/or work chores, recreational/leisure activities, etc.<li data-bbox="808 720 1391 835">3. Have each student develop a personal schedule. Write the schedules on cards to be carried in a wallet or purse, tacked to a bedroom wall or taped to a school locker. |
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Adaptation:
Use pictures to develop the schedule.

RESOURCES/MATERIALS

T.E.K.S. 115.4 (2.10)

The student understands healthy ways to communicate consideration and respect for self, family, friends, and others.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
5. Student will list possible causes for given emotions and describe personal emotional states.	<ol style="list-style-type: none">1. Select several magazine pictures or a video that depicts people in group situations. Ask the class to try to imagine the different feelings that each person in the group may be experiencing.2. Divide the class into small groups of three or four students. Assign each group a specific emotion and have the students create a collage of magazine pictures to portray the mood.3. Play “Emotional Charades”, (i.e., crying to depict sad, laughing-happy, etc.).4. Practice situations which students are likely to encounter and analyze how they would effect a person’s emotions and behavior. Make situation cards for students to analyze, i.e., “How would you feel and what would you do if.....”.<ol style="list-style-type: none">a. You got yelled at in school and now your father is telling you to do your homework.b. You have just had a fight with your best friend and now your sister wants to borrow your baseball mitt.c. You have finally put together a difficult puzzle and now your little brother wants to go get an ice cream cone with you.d. Your pet cat has been missing for several days and now your friend wants you to watch her dog’s new trick.

RESOURCES/MATERIALS

Magazine pictures or films that depict groups of people

Emotional situational cards

What Would You Do?

Linda Schwartz (1990)
The Learning Works, Inc.

What Do You Think?

Linda Schwartz (1993)
The Learning Works, Inc.



SOCIAL STUDIES:

PERSONAL BEHAVIOR



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will recognize authority and follow instructions.</p>	<p>1. Have students make a list of common authority figures (e.g., teachers, parents, public officials).</p> <ul style="list-style-type: none"> a. Have students list the authorities that effect their environment, (e.g., parents, teachers, principal, etc.) and discuss the purpose of instructions from each source. b. Develop a list of authorities in the community, (e.g., police officers, elected officials, clergy, etc.) and discuss how these roles effect a citizen's life. Emphasize that everyone is responsible to some authority. c. Have the class construct a bulletin board illustrating different authority figures at work. d. Invite officers from the police department to discuss their function as authority figures. e. Encourage workers form the community, (i.e., young adults and peers) to discuss how they handle working with an authority figure (e.g., foreman, boss, etc.) <p>2. Have students identify reasons for following instructions (e.g., safety, order, convenience).</p> <ul style="list-style-type: none"> a. Lead students in a discussion on the way things would be if everyone did as they please: traffic problems, law breaking, general confusion within society. b. Have students identify instructions they follow in school: where to go for fire drills, what chapters to read, how to do math problems, etc. c. Encourage parents to discuss the importance of following instructions in daily family life. d. Have peers discuss problems caused when one student disregards rules. e. Invite supervisors or workers from various industries to discuss important rules, regulations and procedures.



OBJECTIVE	TEACHING ACTIVITIES
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3. Expect students to respond to specific instructions from authorities.
 - a. Assign small groups of students different tasks which can only be completed by following instructions.
 - b. Give each student sequential instructions for completing an assigned task.
 - c. Discuss how to ask for more information if instructions are not clear.
 - d. Have students practice asking for more information.
 - e. Assist one group of students in constructing sequential instructions for completion of a particular task for another group to complete.
 - f. Have parents give the students sequenced instructions and evaluate their ability to properly expedite them.
 - g. Encourage peers and students to practice following specific instructions by devising rules for a new game or new rules for existing games.
4. Identify situations in which students have the right to disregard instructions from authorities.
 - a. Discuss possible personal reasons (i.e., injury, illness, etc.) which would make it necessary to disregard instructions.
 - b. Write a variety of situations on the board and explain each; then have the students discuss in which situations it would be appropriate to disregard instructions (e.g., out of school activities, unlawful acts.).
 - c. Have students discuss and practice ways of communicating to others an individual's reasons for noncompliance with instructions.
 - d. Solicit parents assistance to discuss consequences of possible harmful instructions (e.g., threat to physical safety).



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
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- e. Emphasize the need to inform proper authorities as to the reason for disregarding instructions (e.g., tell the teacher or coach you are sick or injured).

RESOURCES/MATERIALS

Police officer
Items as specified in activities



T.E.K.S. 113.2 (K.17)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will identify solutions to problems and respond appropriately.</p>	<ol style="list-style-type: none"> 1. List the steps involved in solving a problem. <ol style="list-style-type: none"> a. Identify the problem. b. Generate all the possible solutions. c. Choose the best solution. d. Systematically solve the problem e. Evaluate the solution. 2. Provide opportunities for students to solve problems as they occur in the classroom, during Community Based Instruction, and on the job. Problems can include: <ol style="list-style-type: none"> a. Another student teasing them. b. Getting separated from the group at the shopping mall. c. Being late to work/school. 3. Discuss compromise as a basic alternative in that each person must give a little in order to proceed with the task. 4. List ways of seeking and locating information to assist in developing alternatives. <ol style="list-style-type: none"> a. Give the students a hypothetical situation and have them devise alternative plans of action that would produce a satisfactory solution. b. Provide students with a list of resources available in establishing alternatives (i.e., medical and mental health clinics; employment, social services and vocational rehabilitation officers); persons who offer advice or assistance without fees (i.e., clergy, friends, teachers, co-workers, etc.); persons who offer assistance for fees (i.e., doctors, dentists, lawyers, psychologists, etc.); agencies that offer services on a sliding scale (Counseling, Planned Parenthood, Legal Aid/Public Defenders Office, etc.). c. Have students locate the phone number of an appropriate resource as a solution to the hypothetical situation discussed earlier.
<p>----- RESOURCES/MATERIALS -----</p>	
<p>McKinley, Nancy L., <u>Daily Communication Strategies for Language Disordered Adolescents</u>, Thinking Publication, 1984. Zachman, L.; Jorgensen, C.; Barrett, M.; Huisingh, R. and Snedden, M. K., <u>Manual of Exercises for Expressive Reasoning</u>, Linguistics, 1982. List of resources</p>	



T.E.K.S. 113.2 (K.17)

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
3. Student will anticipate consequences.	<ol style="list-style-type: none">1. Define “consequences” or “outcomes”.<ol style="list-style-type: none">a. Discuss basic cause-effect relationships, using physical examples like a bouncing a ping pong ball, shooting marbles and a pinball machine.b. Read stories and identify the consequences of the characters’ behaviors.c. Discuss consequences in terms of risks involved in particular actions.d. Discuss the need to weigh the risks with regard to the value of the desired goal.2. Discuss “natural consequences” for personal actions, (i.e., stealing results in arrest; failure to pay the utility bill results in interruption of services; and failure to follow good personal hygiene results in alienation by others).

RESOURCES/MATERIALS



T.E.K.S. 115.4 (2.9)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify areas of responsibility in personal life.	<ol style="list-style-type: none">1. Encourage students to take responsibility for:<ol style="list-style-type: none">a. Personal appearance.b. Behavior.c. School attendance.d. Completion of assignments.e. Household chores.f. Care of personal area.g. Younger children in their care.h. Work attendance.i. Punctuality.j. Productivity.k. Work Attitude.2. Have students identify reasons for organizing these responsibilities/activities.<ol style="list-style-type: none">a. Present students with hypothetical activities – work, school, recreational activities, etc. and ask them to organize the activities in order of priority or importance so that they will be able to participate in all activities.b. Have students discuss if things would get done without a plan to organize time.c. Videotape situations illustrating organized and disorganized persons.d. Discuss the need for setting aside specific times for each task.e. Encourage parents to discuss the organization of the household in terms of routine, assignment of tasks, scheduled activities, etc.3. Assist students in identifying and defining realistic goals.<ol style="list-style-type: none">a. Have students choose a preferred goal and compare pre-requisite skills with their own abilities and limitations.b. Discuss acceptance of responsibility and motivation as key factors in making a realistic decision.



Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
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- c. Point out that values must be consistent with the desired goal, (e.g., a person must feel that helping others is valuable if he/she considers being a nurses' aide or child care attendant).
- 4. Make a list of persons who can assist with setting and achieving goals. Provide students the opportunity to visit an employment office for a discussion with an employment counselor.
- 5. Identify possible barriers to goals, (i.e., lack of persistence, poor planning, outside pressure).
- 6. Assist students in identifying elements for a satisfactory personal life.
 - a. List the realistic goals of personal happiness, economic security and social stability.
 - b. Discuss persons who pursue different modes of satisfaction, (e.g., establishing a family, working two jobs for extra money, doing volunteer work, etc.). Have the class discuss the merits of each mode.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 115.4 (2.9)

The student comprehends the skills necessary for building and maintaining healthy relationships.

Area: Personal Behavior

OBJECTIVE	TEACHING ACTIVITIES
5. Student will develop an awareness of character traits.	1. Discuss with the class which character traits give a person a good reputation. Their suggestions may include honesty, fairness, kindness, promptness, generosity, and loyalty. a. Explore the way a person can establish a good reputation (hard work, keeping their word, etc.). b. Ask students how they would respond if someone were trying to tarnish their reputation by spreading false rumors. c. Share stories with the class about people who have shown honesty, fairness, kindness, promptness, generosity, and loyalty.

RESOURCES/MATERIALS

Life Skills Activities for Secondary Students
With Special Needs
Darlene Mannix

