

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.21 Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Read the folk tale, Rumpelstiltskin, present a play of the story, and create a bulletin board depicting appropriate and inappropriate ways to express anger.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will role play the anger of Rumpelstiltskin in presentation of the play.
- (2) The student will answer the question, "Are you angry?" by nodding for "yes" or making a facial grimace for "no."
- (3) While watching the play, the student will recognize the part in the play when Rumpelstiltskin gets very angry and jumps up and down by increasing her activity or smiling.
- (4) Given pictures of children with various facial expressions and body stances and asked to point to the ones where the child is angry, the child will point to the appropriate pictures.
- (5) The child will verbally state three things that make him angry or three recent experiences where he became angry.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will read and respond appropriately to a social story on sharing materials without getting angry during the preparation of sets and props. [TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #18; SELECTED ACADEMICS, #42, #44, #48}
- (2) The student will memorize and express her lines clearly in the play. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #11}
- (3) The child will greet the guest attending the class play. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.21 Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.

A. One Sample Instructional Activity for Middle School Learners that Incorporates this Academic Expectation Could Be:

Research the impact of Mothers Against Drunk Driving (MADD) and Students Against Drunk Driving (SADD) and develop a video on the emotions of grief, anger, sadness, and fear and how they lead to the formation, development, and impact of this powerful movement.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student and a peer will interview a local police official to gather data regarding the number of accidents and fatalities over the last 29 years in their community that were attributed to drunk driving..
- (2) The student will participate in a role playing activity focused upon peer pressure to drink and strategies for saying "no."
- (3) The student will view a video on the history and impact of MADD.
- (4) The student and peers will arrange for a car that has been demolished in a drunk driving accident to be brought onto the middle school campus.
- (5) The student and peers will visit a court room to observe the court appearance of individuals accused of drunk driving and make a presentation to the class regarding their experience.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will work as a member of a small group to construct a bulletin board presentation of the history of drunk driving accidents and fatalities in their community. [TARGETED SKILLS: motor skills, social skills] {COACH: SOCIALIZATION #19, #20; SCHOOL #65}
- (2) The student will work with a peer to make a list of various drinks that can make you drunk and beverages that are "OK." [TARGETED SKILLS: motor skills, functional academic skills] {COACH: SELECTED ACADEMICS #44, #49, #50}
- (3) The student will ride the community bus to the courthouse. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73, #79}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.21 Students observe, analyze, and interpret human behaviors to acquire better understanding of self, others, and human relationships.

A. One Sample Instructional Activity for High School Learners that Incorporates this Academic Expectation Could Be:

Students will survey a representative sample of students and adults on the rights of teens and adults to smoke. Students will identify the emotions involved by parents and teens and explore the behaviors and emotions in the nonverbal messages of smokers and nonsmokers, the impacts of peer pressures, the social pressures of advertising, and the right to freedom of choice,

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will participate in a role play activity focused upon the social and peer pressures for teens to smoke and strategies for turning down a cigarette.
- (2) The student will work with a small group of peers to produce posters to be distributed throughout the school and community that might influence peers not to begin smoking or to quit smoking..
- (3) The student will dictate the reasons he chooses not to smoke to a peer.
- (4) The student will conduct a survey to see what percent of the students in their school have smoked a cigarette and how many smoke at least five cigarettes per day.
- (5) The student will create a poster depicting the rights of the non-smoker.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will assist in the placement of posters throughout the school and community. [TARGETED SKILLS: social skills, critical community activity] {COACH: COMMUNICATION #7, SOCIALIZATION #18, #19, #20; SCHOOL #65; COMMUNITY #73}
- (2) The student will make tally marks and count by 5's to assist in counting results of surveys. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #45, #47, #51}
- (3) The student will operate his electric wheelchair carrying posters of the impacts of smoking to be posted in the community. [TARGETED SKILLS: critical community activity] {COACH: SELECTED ACADEMICS #42, #44, #46; COMMUNITY #73}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Respond appropriately to the question, "Are you angry?"
- (2) Use the words "happy," "sad," "angry," and "scared" to appropriately describe his feelings when asked by a peer, "How do you feel?"
- (3) Offer and share an item with a peer in a socially acceptable manner.
- (4) Use appropriate picture symbol on his communication board to state the feelings or emotions of peers or adults in response to the question, "How does _____ feel?"
- (5) Greet a peer by pushing the appropriate key on a speech production electronic communication device.
- (6) Care for a younger child or child with disability in an empathic, caring, responsible manner.
- (7) State how or why his behavior made another individual angry, happy, sad, or scared..
- (8) Invite a friend to his home after school.
- (9) Maintain a multiple turn-taking vocal interaction with a peer.
- (10) Use an appropriate gesture or touch to request the attention of a peer or adult.
- (11) Take turns appropriately while playing a card game with a small group of non-disabled peers.
- (12) Describe the social interaction pictured in different photographs in a social skills curriculum.
- (13) Take on a role in a short role play of what to do when offered a cigarette or alcohol by a peer.
- (14) Participate in a discussion of how peers can mediate conflict in their school.
- (15) Participate in role play on appropriate social responses to teasing by peers.

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

COMMUNICATION: #4, Summon others; #11, Sustain communication with other.

SOCIALIZATION: #16, Distinguishes and interacts differently with familiar, people, acquaintances, and strangers, #19, Offers assistance to others; #22, Shares with others; #23, Takes turns.

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. Paul H. Brookes: Baltimore.