

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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

Small groups of students will read Goldilocks and the Three Bears and write and illustrate a story about another animal family that behaves like a human family.

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

- (1) The student will choose appropriate names for the characters in the story.
- (2) The student will draw illustrations of each family member in the story that correctly represent the gender, size, physical attributes, and clothing.
- (3) Given a peer's illustration of the story the child will point to appropriate figure when asked to "Point to the mother." "Point to the father." "Point to the children."
- (4) After watching rehearsal and productions the student will correctly answer basic questions about the story, sequence of activities, and characters.
- (5) Given Polaroid snapshots of different scenes in the production, the student will put the snapshots in sequence and relate aspects of the story verbally.
- (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) Works on her illustration with a small group of peers until she completes the task. [TARGETED SKILLS: motor skills, social skills, critical vocational activity, critical recreation/leisure activity] {COACH: SELECTED ACADEMICS #42, #44, #46; SCHOOL #67}
- (2) Shares a set of markers with a peer while working on individual illustrations. [TARGETED SKILLS: social skills] {COACH: SOCIALIZATION #23}
- (3) Will independently put on the pants and shirt that are his costume for the production. [TARGETED SKILLS: critical domestic activity] {COACH: PERSONAL MANAGEMENT #28}
- (4)
- (5)

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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

Small groups of students will be asked to write and present a one scene play about a parent-teen interaction. After each play one group must respond to the play from the parent perspective and another group respond from the teen perspective. The whole class will then discuss the differing perspectives and possible reasons for the differing perspectives.

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

- (1) During the cooperative brainstorming for a topic for their play, the student will relate a story about a conflict between his parent and himself.
- (2) After participating in the writing, practice, and production of the play the student will answer "yes" / "no" questions about the story line and characters by nodding his head appropriately.
- (3) The student will use appropriate statements or actions in portraying a role of a teen dealing with a conflict or danger,
- (4) Role-play various ways he might respond when asked by his parents to put away his toys and go to bed.
- (5) Put four pictures of various stages in a bedtime routine into an appropriate order to relate his bedtime routine.

(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 use a hammer appropriately to assist in the construction of props for the play. [TARGETED SKILLS: communication, critical vocational activity] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46}
- (2) In response to the cue, "Look at the speaker.", the student will demonstrate head control during group activities to look at the individual who is speaking and work to maintain that focus throughout the students presentation. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #7; SOCIALIZATION #15; SELECTED ACADEMICS #41}
- (3) Upon request, the student will state his name and that of his father. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #7, #8, #10}

(4)

(5)

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.29: Students demonstrate effective individual and family life skills.

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

Small groups of students will video tape their interviews with individuals over 70 from different races, cultures, and ethnic backgrounds to get differing descriptions of family life, child-rearing strategies, violence in the home, and sexual roles and relationships. The students will share the videos with students and senior interviewees and then hold a series of discussions about the differences in roles and responsibilities, changes over time, and reasons for change.

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

- (1) The student will appropriately answer the mand, "Tell me how families were different long ago."
- (2) The student will sort photographs of various family members into three categories: children, parents, and grandparents.
- (3) The student will listen to a peer reading from A Lesson Before Dying by E. Gaines and answer questions regarding the African-American family experience in the 1940s in the south.
- (4) Attentively listen to an individual over 70 relate stores of her childhood.
- (5) Answer questions about the stories of one of the senior story tellers.
- (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 this Class Activity by Embedding Student-Specific IEP Basic Skill and Critical Activity Objectives:**

- (1) Dictate and copy a thank you note to one of the senior interviewees. [TARGETED SKILLS: communication skills, motor skills. functional academic skills] {COACH: SELECTED ACADEMICS #42, 44, #45, #46, #49}
- (2) The student will complete all the steps in a task analysis for folding a letter, stuffing the envelope, stamping the letter, and mailing a letter. [TARGETED SKILLS: motor skills, critical domestic activity] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #46; VOCATIONAL #82}
- (3) The student will participate in a trip to the post office to buy stamps and mail notes. [TARGETED SKILLS: critical community activities] {COACH: COMMUNITY #73, #76, #79}
- (4)
- (5)

**MORE ITEMS 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) Demonstrate a change in behavior state upon hearing his parents' voices.
- (2) State what is inappropriate touching by a familiar and unfamiliar individual
- (3) Express anger in a socially acceptable manner.
- (4) State strategies for appropriately resolving conflict between family members in the home.
- (5) Discuss the impact of parents' death or divorce on each family member.
- (6) States criteria for physical abuse to himself by a family member or care-provider.
- (7) Participate in role-play regarding adolescent social and emotional pressures.
- (8) State appropriate social-sexual behavior on a date.
- (9) Call 911 to report an abusive or dangerous situation.
- (10) Completes appropriate family-centered chores in the home with no more than verbal prompts.
- (11) State socially acceptable ways to show affection to family members in the home, at school, or in the community.
- (12) Given three choices, point to appropriate dress for specific weather or activities
- (13) Point to a picture of a family member when that family member is named.
- (14) Greet extended family members in a socially appropriate manner.
- (15) Greets an individual he sees daily at school by saying "Hi, How are you today?" and waiting for a response.
- (16)
- (17)
- (18)
- (19)
- (20)

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

**HOME:** #55, Picks up after self; #57 Does household chores.

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