

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

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

Academic Expectation 2.31: Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

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

Students will study appropriate dental care. They will ask a dentist or dental hygienist to make a presentation to the class. They will use color tablets to evaluate the effectiveness of their toothbrushing and flossing. They will conduct an experiment of the impact of cola and diet-cola on a real tooth.

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

- (1) The student will listen to the presentation by the dentist or dental hygienist and answer "yes" / "no" questions about the content of the presentation.
- (2) The student will tell his parents what happened to the tooth in the class experiment with the tooth in cola.
- (3) The student will independently complete 8 of 12 steps in an individualized teacher developed task analysis for toothbrushing.
- (4) The student will sit and allow the dental hygienist to examine her teeth.
- (5) The student will hold her mouth open and cooperate as a caregiver brushes her teeth.
- (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 sit with the group during the presentation, attend to the speaker, and refrain from making inappropriate vocalizations. [TARGETED SKILLS: social skills, communication skills, behavior skills] {COACH: SOCIALIZATION #18; SCHOOL #66}
- (2) The student will independently follow her picture schedule and initiate tooth brushing independently after lunch. [TARGETED SKILLS: functional academic skill, critical school activity, critical domestic activity] {COACH: SCHOOL #69; HOME #56}
- (3) When given the verbal cue, "Open your mouth when you are ready," the student will choose when she is ready to have a caregiver brush her teeth. [TARGETED SKILLS: communication skills, critical domestic skill] {COACH: COMMUNICATION #1, #2, #7; SOCIALIZATION #13, # 19}
- (4)
- (5)

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

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

Academic Expectation 2.31: Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

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

Students will keep a record of their daily food and water intake and then consult with a dietitian at the hospital or medical center to determine ways to analyze their diets for nutritional value. Student will use computer technology if available through the hospital/medical center or the Internet.

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

- (1) The student with the assistance of his peers and parents will keep a written record of his food and water intake.
- (2) The student will plan three healthy meals for a day using pictures of foods (food cards) and the food pyramid.
- (3) The student will increase his fluid intake by 30% over the duration of this unit.
- (4) The child will purchase, prepare, and taste 8 different vegetables.
- (5) With a small group of peers, the student will plan, purchase the variety of vegetables needed to prepare a tossed salad as a part of a healthy luncheon prepared by and for classmate.
- (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 complete 9 of 12 steps in an individualized teacher developed task analysis for purchasing with no more than verbal and/or gestural cues. [TARGETED SKILLS: critical domestic activity, critical community activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20; SCHOOL #65; COMMUNITY #76}
- (2) The student will write a grocery list for the purchase of items for the class snack tray. [TARGETED SKILLS: functional academic skill] {COACH: SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #48, #49}
- (3) The student will use the appropriate kitchen utensils in a safe manner to prepare a salad. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical domestic activity.] {COACH: COMMUNICATION #7; SOCIALIZATION #19; HOME #60}
- (4)
- (5)

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

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

Academic Expectation 2.31: Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

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

Students will research the impact of certain nutrients, vitamins, foods, drugs, and substances (e.g., folic acid, Vitamin C, Vitamin B, calcium, cigarette smoking, cocaine, alcohol, marijuana) on the prenatal development of a healthy and at-risk newborns.

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

- (1) With peer support, the student will make a list of those foods that contain folic acid.
- (2) With the support of a peer, the student will create a dramatic presentation for classmates addressing the impacts of smoking during pregnancy.
- (3) The student will state the sequence of pregnancy, childbirth, infancy, and toddlerhood and the need for responsible lifestyle, care, and nutrition throughout this part of the life cycle.
- (4) The student will work with a small group of peers to create a poster for young women that state why and how alcohol impacts upon pregnant mothers and their developing infants.
- (5) The student will research the availability and location of prenatal care and nutrition counseling in their community.
- (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) With the assistance of a peer or parent, the student will use a "mouse" to accurately point and click to access the Internet and explore different sites regarding factors that place a newborn at risk for disabilities and positive impacts of some nutrients and vitamins on healthy newborns. [TARGETTED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19}
- (2) The student will watch the classroom clock and the clock representation on his daily schedule and get to his Parenting class on time daily, without teacher prompts. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #44, #46, #53; SCHOOL #69}
- (3) The student travels to a women's health care center with a small group of peers to gather written materials and interview the one of the nurses. [TARGETED SKILLS: communication, critical community activity] {COACH: COMMUNITY #73, #79}
- (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) Recognize when he is thirsty, vocalize to get attention and use eye-gaze to direct attention to his cup on the shelf to indicate that he wants a drink..
- (2) Cooperate with clean intermittent catheterization.
- (3) Indicates when his diaper is wet.
- (4) Independently wash his hand before eating and after using the bathroom.
- (5) Choose an appropriate snack, given a choice between three snacks and told to choose the "healthy snack "
- (6) Indicate when he does not feel well by pointing to the symbol for "sick" on his communication board and then answer "yes" / "no" questions about the nature of the discomfort.
- (7) Participate in an aerobic class at the local YWCA two evenings a week with a nondisabled peer.
- (8) Maintain a chart of the time spent aerobic walking daily and his weight weekly.
- (9) Wash a wound appropriately and apply antibiotic ointment and a Band-Aid.
- (10) Keep a chart that he take his medication daily.
- (11) Choose a menu for a typical day that includes fresh fruits and vegetables.
- (12) Upon request names five fruits that he likes and can buy at the local grocery store.
- (13) Make an appointment with her dental hygienist for a check-up and instruction on dental care.
- (14) Keep a chart of her menstrual schedule.
- (15) Role play situations where it would be appropriate to call 911 and then use a model phone to make such a call.
- (16)
- (17)
- (18)
- (19)
- (20)

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

**SOCIALIZATION:** #19, Accepts assistance from others; #20, Offers assistance to others.

**PERSONAL MANAGEMENT:** #25, Drinks and eats by mouth; #26, eats with hands/fingers; #27, Eats with utensils; #29, Cares for bowels and bladder needs; #30; Cares for hands and face.

**HOME:** #56, Brushes/flosses teeth; #57, Selects appropriate clothing to wear; #58; Cares for personal hygiene needs.

\* 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. H. Brookes: Baltimore. (5)