

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

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

Examine the role of exercise as a strategy for achieving and maintaining emotional/mental wellness by keeping daily record of: "couch-potato-time" (i.e., lack of physical activity), physical activity, and mental state to see if physical activity promotes good mental health. Make posters that promote physical activity as a way to promote mental health and happiness.

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

- (1) The student will keep a chart that record the number of hours of physical activity and "couch-potato-time" along with a daily assessment of mental health or stress.
- (2) Use a Likert (1-5) scale with a sad face next to the one and with a happy face next to the five, to record emotional state.
- (3) The student will work with a peer to make a list of physical activities that peers can assist her with that she enjoys.
- (4) The student will work with a small group of peers to create a poster promoting walking for daily exercise.
- (5) The student and a peer will go to the mall and ask the mall manager the interior distance around the mall and what the mall does to promote mall walking.
- (6)
- (7)
- (8)
- (9)
- (10)

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

- (1) Write the number of minutes/hours engaged in activity or inactivity that are provide orally by parent or peer onto the daily activity chart. [TARGETED SKILLS: functional academic skills, communication skills, motor skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #47, #49}
- (2) Count the minutes on a clock by five to determine the duration of activity or inactivity. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #42, #44, #45, #46, #47, #53}
- (3) Use his walker to walk between classes. [TARGETED SKILLS: motor skills, critical school activity] {COACH: PERSONAL MANAGEMENT #35; SCHOOL #70}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

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

Read age-appropriate books that addressing friendship (e.g., Bridge at Tarabithia, Of Mice and Men, Circle of Friends, To Kill a Mockingbird) and create a literary based bulletin board on the value of friendship in sustaining one's well-being.

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

- (1) State why having friends is something that helps one stay happy.
- (2) Respond appropriately to phone calls and visits by friends from school at home after school, in the evening, or on weekends.
- (3) Participate as a member of a "circle of fiends" that support a student with severe or multiple disabilities within the school
- (4) With the assistance of a peer, caption a series of photographs of activities with friends.
- (5) Participate as a member of a group that teaches a song about friendship to a group of young children.
- (6)
- (7)
- (8)
- (9)
- (10)

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

- (1) Clearly state the names of school friends pictured in a scrapbook. [TARGETED SKILLS: communication skills] { COACH: COMMUNICATION #8, #10}
- (2) Walk and shop with a friend at the mall in a safe and appropriate manner. [TARGETED SKILLS: social skills, behavior skills, critical community activity] {COACH: SOCIALIZATION #13, #14, #15, #16, #17, #18, #19; COMMUNITY #73, #75, #76, #79}
- (3) Requests assistance of a salesperson to demonstrate the appropriate use of make-up. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical community activity] {COACH: COMMUNICATION #3, #4, #9, #12; SOCIALIZATION #13, #14, #15, #16, #17, #18, #19; COMMUNITY #76}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

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

As a part of a unit on family life and parenting, students will research depression in teens and young adults, how depressions associated with drug abuse and alcohol abuse, the facts about teen suicide, and ways depression can be treated. As a part of this study student might read about individual in fact and fiction who experiences depression (e.g., Sylvia Plath, Abraham Lincoln, Hermann Hesse, Vincent VanGogh, Edgar Allen Poe). A mental health worker or psychiatrist might be asked to speak to the class.

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

- (1) The student will make a collage of photographs, personal illustrations and /or illustrations from magazines and things that make her sad.
- (2) The student will state what he would do or whom he would talk with if she were very sad for a long time.
- (3) Given a set of three 2" Mayer-Johnson picture symbols and asked to point to the one that means "sad," the student will point to the appropriate picture symbol.
- (4) Given a series of photographs of individuals expressing various emotions the student will accurately identify those pictures that show individuals who appear to be sad.
- (5) Role play what he might say to a friend who is sad or depressed.
- (6)
- (7)
- (8)
- (9)
- (10)

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

- (1) The student will work with a peer to create a collage --- cutting and pasting with no more than verbal cues. [TARGETED SKILLS: communication, motor skills, social skills, critical recreation/leisure skill] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #19; SCHOOL #65}
- (2) The student will initiate a social interaction with a peer or friend. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #14}
- (3) Asks a friend or peer, "How are you , today?" [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6, #9, #12; SOCIALIZATION #13, #14, #17}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.32 Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

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

The student will:

- (1) State what types of activities make her happy.
- (2) Construct a collage entitled "What Makes Me Happy" with photograph. pictures from magazines and original illustrations .
- (3) State why a child or adult may be angry and a appropriate behavioral response, given a verbal description of a scenario and an illustration or photograph depicting the situation that could cause the individual to become angry.
- (4) Point to an appropriate picture symbol on her communication board to answer the question, "how do you feel?"
- (5) Calm from a distressed behavior state, within three minutes of calming actions by a peer or care provider.
- (6) Answer the question, "What can you do to calm down when you get upset?"
- (7) State to a group of friends how important it is to her to have friends at school.
- (8) invite a friend from school to her home or to a community recreation activity.
- (9) Ask a peer to help her find age-appropriate clothes and make-up at the mall.
- (10) Answer the question, "What would you do if you were very sad for a long time?"
- (11) State how she can show someone she cares for him without hugging them.
- (12) Role play an incident where someone's feelings are hurt and what can be done to remedy the situation.
- (13) Talk about situations that frighten her and strategies to address those fears with a small group of peers.
- (14) Make a list of individuals she might call if she is sad and their telephone numbers.
- (15) Attend to a group discussion of peers relating the things that make them angry and how they feel about anger, and how they express anger constructively.
- (16)
- (17)
- (18)
- (19)
- (20)

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

COMMUNICATION: #3, Makes requests; #9, Asks questions of others

APPLIED ACADEMICS: #40, Reads to get information and/or follow instructions; #44, Uses resource materials.

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. H. Brookes: Baltimore. (5)