
Early Steps to Self-Determination

Sharon Field, Ed.D.
Alan Hoffman, Ed.D.
Kay Cornell, Ed.S.



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Note: This review version of the *Early Steps to Self-Determination* curriculum is in draft form. It is a work in progress! We apologize for the distraction of any typographical or formatting errors. We welcome your feedback and suggestions. Please send any comments or suggestions to sharon@beselfdetermined.com

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INTRODUCTION

Self-Determination: A Broad Perspective

Students who are self-determined know what they want and how to get it. They take action to achieve their goals and they learn from their experiences. Self-determined students play an active role in their education and, as a result, they are more engaged in their learning. Self-determination has been defined as “the ability to identify and achieve goals based on a foundation of knowing and valuing oneself” (Field & Hoffman, 1994, p. 164). A model depicting the knowledge, beliefs and skills that lead to self-determination is provided in figure 1.

The Importance of Self-Determination in the Early Grades

An abundance of research evidence supporting the effects of student involvement in goal setting on educational achievement can be found in the psychological literature on motivation. Studies conducted to assess differences between people whose motivation is authentic (e.g., self-authored or endorsed) versus externally controlled found that those whose motivation is more authentic “have more interest, excitement, and confidence, which in turn is manifest both as enhanced performance, persistence, and creativity” (Ryan & Deci, 2000, p. 69). Studies conducted by Koestner, Ryan, Bernieri, and Holt (1984) indicated that students who participate in choosing school activities show enhanced motivation to perform the tasks they select. A study by Schunk (1985) with students with learning disabilities found that those students who helped develop their goals for mathematics instruction were more successful in achieving their goals.

An Action Model for Self-Determination



Field, S. and Hoffman, A. (2015). An Action Model for Self-Determination. Revised from "Development of a Model for Self-Determination," by S. Field and A. Hoffman, 1994, *Career Development for Exceptional Individuals*, 17(2), p. 165. (For permission to reprint, please contact sharon@beselfdetermined.com.)

Educational research studies have found that students who are more self-determined are more successful in educational activities and in achieving important post school outcomes than those who do not have these key skills. Studies have supported a positive link between self-determination knowledge and skills and

- performance on high stakes testing in the elementary grades for students with and without disabilities (Field, Hoffman, Sawilowksy & Cornell, 2007),
- a decrease in risk factors for depression in sixth grade students, with and without disabilities (Bruno, 2000),
- academic achievement in youth who have been incarcerated (Houchins, 1998),
- grade point average in postsecondary students with disabilities (e.g., Sarver, 2000), and
- the likelihood of students with cognitive disabilities being employed, having higher earnings and living independently in the community one and three years after graduation (Wehmeyer and Palmer, 2003; Wehmeyer and Schwartz , 1997).

There is clear and substantial evidence that many of the knowledge, skills and beliefs that lead to self-determination are strongly rooted developmentally in the elementary grades (Doll, Sands, Wehmeyer & Palmer, 1996). Doll et al. identified self-determination skills that should be addressed at each of 4 levels: early childhood, early elementary, late elementary, and secondary. Examples of self-determination interventions they suggested as important for students in the late elementary years include:

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- experiences related to decision-making,
 - opportunities to set specific types of goals,
 - opportunities to analyze adult perspectives, and
 - opportunities to evaluate task performance in safe ways.

Abery and Zajac (1996) also conceptualized self-determination as a developmental process and made a compelling case that instruction and opportunities related to self-determination should begin in the early childhood years and continue through elementary education. Abery and Zajac made recommendations for instruction in the elementary years in the following areas: 1) allowing student choice, 2) enhancing student understanding of self-determination outcomes, 3) facilitating the acquisition of self-determination competencies (i.e., motor and mobility skills, communication skills, other self-determination skills), and 4) structure of relationships (family relationships, teacher-student relationships and peer group relationships.)

Kliewer (1996) examined coping in children and discussed the importance of working to build self-efficacy, a concept highly related to self-determination, in elementary aged children. She stated that this is ideally done by giving children concrete skills in coping and problem solving and also by providing the opportunity to practice these skills. Allenman & Brophy (2000) stated that five features are important in providing instruction related to self-efficacy in children: 1) teachers modeling the thought process, 2) drawing on real-life examples, 3) drawing on students' personal situations, 4) discussing decision-making as an adventure, and 5) using different sources of information. Several studies have reported positive gains (locus of control, self-concept, positive coping strategies, self-respect and/or empowerment) in elementary age children

by providing instruction related to self-efficacy. (Dubrow et al., 1993; Henderson et al., 1992; Allenman & Brophy, 2000.)

As a result of these studies, a number of authors have suggested that a stronger focus on quality transition programming, including an emphasis on self-determination in the early grades, is a way to help create more positive post-school outcomes for youth with disabilities (e.g., Field, 1996; Martin, Huber-Marshall & Maxson, 1993; Halpern, 1994; Ward & Halloran, 1993). A Position Paper on Elementary Curriculum by The Council for Exceptional Children's Division on Career Development (Clark, Carlson, Fisher, Cook, & D'Alonzo, 1991) noted "... it is unrealistic to expect satisfactory career development and transition education outcomes when intervention is delayed until students reach high school. The ultimate question of what schools want students to know and be able to do when they leave high school is critical. From both future outcomes and current needs perspectives, *career development and transition education should be designed and implemented for every identified elementary-aged child with a disability.*"

The authors concluded that "a commitment to life-centered career development and transition preparation outcomes for students exclusively at the secondary level is not only inadequate but counterproductive. Such an exclusive approach denies the possibility that we have not succeeded in the past because of waiting so long. Such an exclusive approach also denies the mass of data supporting early intervention with children who have disabilities or are at risk." (p. 17).

The *Early Steps to Self-Determination* curriculum helps prepare students for important post-school life skills within the context of academic skills instruction. Through the *Early Steps to Self-Determination* curriculum students are able to develop

their academic skills in key subject areas (i.e., language arts, science, math and social studies) while they are also developing skills for self-determination. Students who participate in *Early Steps to Self-Determination* develop both the academic and the life skills they need to be successful in school, work and community settings.

Curriculum Structure

The *Early Steps to Self-Determination* curriculum was designed to be taught in grades K-5. The curriculum is based on the model of self-determination developed by Field and Hoffman in figure 1 (1994; revised 2015). It is aligned with the *Steps to Self-Determination* (Hoffman & Field, 1996; 2005) curriculum developed for middle and high school age students that has been widely used since 1996.

The *Early Steps to Self-Determination* curriculum includes 6-8 developmentally appropriate instructional activities for each of the following content areas for each grade level, K-5.

- Know Yourself and Your Context
- Value Yourself
- Plan
- Act and Experience Outcomes and Learn.

Each lesson was designed to teach academic content as defined by state standards in conjunction with specific self-determination skills. The lessons were aligned with academic benchmarks identified by the state of Michigan for students in elementary settings. As we were developing this curriculum we analyzed the academic requirements across several states and found a high degree of similarity. Therefore the academic content that is included in these lessons should be appropriate in a variety of settings

across the country. Each lesson is approximately 20-30 minutes in length and is activity based.

The *Early Steps to Self-Determination* curriculum guide includes all of the materials necessary to teach the curriculum, with the exception of common classroom materials (e.g., paper, crayons, pencils). This guide contains detailed lesson plans, student worksheets and a student activity assessment that can be used for evaluating student progress. Each lesson plan includes the lesson goal and objectives, related core curriculum standards, time needed, materials needed, activity description, procedures and room for personalized teacher notes.

Uses of the Curriculum

There are many different ways in which the curriculum can be used. The most common applications are listed below:

1) *Classroom settings.* The *Early Steps to Self-Determination* curriculum is appropriate for use in a variety of classroom settings including general and special education. Since self-determination skills are important for all students, and they are important for success across many content areas, self-determination instruction can be infused into a variety of subjects or programmatic settings.

Self-determination instruction is typically most successful when teachers select a time for implementation where there is significant overlap between the class content and the skills stressed in the self-determination curriculum. For example, many of the lessons include instruction in specific academic benchmarks, such as language arts or social studies. Infusing self-determination instruction specifically into the related area of academic content instruction is recommended. Another setting teachers found particularly

appropriate for self-determination instruction was morning meetings.

2) *Counseling and Support Services*. Several school counselors and social workers have used self-determination curricula with groups of students or as a tool for individual coaching. Many support services staff have used the *Steps to Self-Determination* curriculum for middle and high school age youth with classroom groups they co-led with classroom teachers, with specially formed groups who needed to work on these specific skills and on a one-to-one basis with individual students. There is a high level of consistency between self-determination instructional content and standards for social and emotional development of children and youth established by the American Counseling Association. School counselors, psychologists and social workers may find the *Early Steps to Self-Determination* curriculum to be a valuable resource to help them meet their goals with students.

3) *Family Support*. Family involvement is important to the development and expression of self-determination. First, self-determination skills are strongly influenced by the role models available to children. Role models provided within the family have potential to provide a strong influence for the development of self-determination skills. Second, family systems literature postulates that roles and behaviors of family members are highly interrelated. Therefore, the form of, and opportunities for, the expression of self-determination and the type of reinforcement provided for self-determination will be affected by each family's dynamics.

There are many opportunities provided throughout the curriculum to involve parents in instructional activities. In addition to these activities for parents whose sons and daughters are participating in the curriculum, many family support advocates have

used selected lessons from the curriculum to acquaint parents and other family members with the concept of self-determination in a more general manner.

Curriculum Effectiveness

The *Early Steps to Self-determination* curriculum was field-tested in grades K-5 in self-contained, resource and inclusive classrooms at each of the five grade levels K-5. Project staff provided initial training for implementing teachers to use the curriculum before each unit. Results from the field-test are provided below.

Demographics. In the participation group, there were students from 2nd through 5th grade, with approximately even representation with the exception of third graders who were over-represented. Because we implemented in inclusive classrooms, approximately 3/4ths of the participants did not have a disability. The comparison group was comprised of students who were present in approximately similar proportions.

Instrument. The *Elementary Self-determination Activity Assessment* was used to assess students' knowledge and skills related to key self-determination concepts. The internal consistency reliability for the field test of the *Elementary Self-determination Activity Assessment* was .84.

Results. A comparison was conducted on both the quality and quantity of responses on the *Self-determination Elementary Activity Assessment*. Students who participated in the self-determination instruction obtained statistically significantly superior responses as compared with a similar group of students who did not participate in the program. The Effect Size for the qualitative scale is .68, which Cohen (1988, *Statistical power analysis for the behavioral sciences*, Mahwah, NJ: Erlbaum) describes as being moderately high, favoring the participation group. The Effect Size for the quantity scale is .48, which is a

moderate effect size favoring the participation group. The program was equally effective for students with and without disabilities.

To determine the impact of participation in the *Early Steps to Self-Determination* on academic achievement a comparison was done for the participation group and the comparison group using the Michigan Educational Assessment Program (MEAP), the state-wide accountability testing program as a measure of academic achievement. The MEAP is given in two of the grade levels represented in the project. The MEAP results were analyzed for students who completed the *Early Steps to Self-determination* curriculum and those students who did not participate in the instructional modules. A MANOVA was conducted with two dependent variables (MEAP English Language Assessment and MEAP Math Assessment) with the independent variable being group participation in the instructional modules. The results were statistically significant, with Hotelling's Trace = 221.455, $p = 0.000$. A breakdown for the two subjects indicated English language was statistically significant ($F = 2.91$, $p = .000$), but math was not ($F = 1.094$, $p = .134$). A similar MANOVA was conducted on the MEAP social studies and the MEAP science areas. The MANOVA was significant, with Hotelling's Trace = 4.84, $p = .008$. A breakdown indicated the science portion was significant ($F = 6.67$, $p = .016$), but the social studies portion was not ($F = .831$, $p = .370$).

In addition to the quantitative evaluative data discussed above, interviews were conducted with students who participated in the curriculum. Students' responses were very favorable with no suggestions given as to how the curriculum could be improved. Sample comments included the following:

"They (the activities) were very, very fun." (Third grade student)

“We should do it (be self-determined) because we’ll be a better school and community. We can help each other reach our goals.” (Third grade student)

“I accomplished my goal to get along better with my brother. We didn’t used to get along, but I did certain things and now we get along really good.” (fifth grade student)

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Know Yourself and Your Context

Learning Activities

KINDERGARTEN

GRADE: Kindergarten—Activity 1
SELF DETERMINATION—Know Yourself

ALL ABOUT ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVE: Specifically in this activity, students will:

- Know their strengths, weaknesses, needs and preferences.
- Know what is important to them.
- Learn and share information about themselves.
- Practice good speaking and listening skills.
- Act (the fourth step in the Self-Determination model.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in persona, social occupational and civic contexts..

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES STANDARDS that address students’ self awareness.

TIME NEEDED: 30 Minutes for explanation and drawing. Depending on the class, it may take more time and you may want to break it up into 2 days. Time needed for sharing is flexible depending on how it’s done. (See recommended procedure below.)

MATERIALS: paper and crayons or markers

ACTIVITY DESCRIPTION: Students draw a picture in each quadrant of the grid below.

Your Family	Something You Like To do
Something You Like To Eat	Your Favorite Toy

PROCEDURES: In order to become self-determined, students must know themselves, their preferences and their options. Self-awareness is the focus of this activity. Continue to stress that the more you know yourself, the better you can make good choices for yourself. After students have completed the grid, have 5 students share the information every day until all student have shared their information with the class.

TEACHER NOTES:

ALL ABOUT ME

MY FAMILY	SOMETHING I LIKE TO DO
SOMETHING I LIKE TO EAT	MY FAVORITE TOY

GRADE: Kindergarten—Activity 2
SELF DETERMINATION—Know Yourself

MY FAVORITE PLACE TO VISIT

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Verbalize why a particular place is a favorite of theirs.
- Learn of other places and thus expand their world.
- Practice speaking and active listening skills.
- Students will learn what is important to them.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-25 minutes

MATERIALS: Paper and crayons or markers

ACTIVITY DESCRIPTION: In the large group, students will share a favorite place to visit. They then can draw a picture of that place.

PROCEDURES: The focus of this activity is Knowing Yourself. Point out that if we are going to make good decisions about what we want to do, we need to know what is available. This is a fundamental principle in self-determination and it is important to continue to emphasize the language. This activity can be done with a map during Social Studies or after reading a story. Students can see on the map where their classmates like to go. The activity widens their perspective to a world larger than their own family.

TEACHER NOTES:

KKY—WS#2

MY FAVORITE PLACE TO VISIT

<p>GRADE: Kindergarten—Activity 3 SELF DETERMINATION—Know Yourself</p>
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I HELP AROUND THE HOUSE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know their options and preferences.
- Recognize that they have some responsibilities.
- See themselves as contributing to the family.
- Accept and Value themselves. (From later steps in the program.)
- Practice active listening. (From later steps in the program.)
- Act and communicate. (From later steps in the curriculum.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Begin with a discussion about helping each other in the classroom and how important it is. Then talk about helping with chores around the house. It helps the family and can even be fun. Students will think about something they like to do to help at home. They can write about it or they can draw a picture.

PROCEDURES: The concept of knowing that students have options and responsibilities are important to the concept of self-determination. Through this activity they can also learn to accept and value themselves as part of a family. This can be done during Social Studies, Science or journal time. This can also be supported during morning meetings.

TEACHER NOTES:

KKY---WS#3

I HELP AROUND THE HOUSE

GRADE: Kindergarten—Activity 4
SELF DETERMINATION—Know Yourself

MY FAMILY AND ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Express their needs and preferences.
- Develop and nurture positive relationships (From a later step in the program.)
- Act and communicate (From a step later in the program.)
- Practice active listening skills.
- Recognize that there are many different kinds of families.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers

ACTIVITY DESCRIPTION: Students will think about what they like to do with their family and will draw of picture of them with their family involved in that activity. The class will share their drawings. As students share their pictures, the teacher identifies some of the things each child likes to do. The teacher will also point out things that children bring up that help families get along.

PROCEDURES: The self-determination focus of this activity is student needs and preferences. It is also important for you to reinforce that children contribute positively to family relationships. This can be done in Social Studies or during journal time. Sharing can be done immediately after students have completed their drawings or during a sharing time at another time during the day.

TEACHER NOTES:

KKY---WS#4

MY FAMILY AND ME

<p>GRADE: Kindergarten—Activity 5 SELF DETERMINATION—Know Yourself</p>
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MY FRIENDS AND ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Identify their preferences.
- Learn to nurture positive relationships. (From steps later in the program.)
- Identify things that are important if they are to have friends. (From steps later in the program.)
- Verbalize who their friends are and what they do to be a good friend.(From steps later in the program.)
- Practice active listening skills. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: Two 20-minutes sessions

MATERIALS: Paper and crayons or markers

ACTIVITY DESCRIPTION: Students will draw a picture of two or three of their friends. They can then (a) write, say or draw one thing they like about their friends and (b) write or draw one thing they do to show “I am your friend.”

PROCEDURES: There are two areas of focus in this activity: student preferences and nurturing positive relationships. This is important to becoming self-determined because students must recognize what they like in their friends so they can choose friends wisely. This can be divided into two sessions, one for the thinking and drawing and the second for sharing what they do to be a good friend. This can be done in Social Studies or during class meetings/sharing times. As the group talks about what it takes to be a good friend, emphasize that students have options and preferences, even in choosing friend. For some students, this is a new concept. They may be able to verbalize it easier than they can draw the pictures. In that case, use is as an oral activity.

TEACHER NOTES:

KKY---WS#5

MY FRIENDS AND ME

<p>GRADE: Kindergarten—Activity 6 SELF DETERMINATION—Know Yourself</p>
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WHAT I'M GOOD AT

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know their strengths and weaknesses.
- Learn that everyone has strengths and areas in which they wish they could do better.
- Students will practice active listening.(From steps later in the program.)
- Act, Communicate, Value themselves, Acknowledge strengths that come from weaknesses. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons of markers.

ACTIVITY DESCRIPTION: Students will think of something they are good at and something they wish they could do better. They will then draw a picture doing something well and a picture trying to do something better. The activity ends with a class sharing. They can also talk about one thing they can do to get better in their area of weakness.

PROCEDURE: In this activity, focus on the students' strengths and point out that we all have times when we wish we were better at something. This can be done during a writing lesson. Also, the writing can be done during a writing lesson or during journal time, the sharing can take place during sharing/morning/class meetings.

TEACHER NOTES:

KKY---WS#6

I'M GOOD AT

I WISH I COULD DO THIS BETTER

<p>GRADE: Kindergarten—Activity 7 SELF DETERMINATION—Know Yourself</p>
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WHEN I GROW UP

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Students will identify and verbalize a dream they have about then they are older.
- Students will practice listening skills.
- Dream.
- From later modules: Act and Communicate.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers

ACTIVITY DESCRIPTION: Students think for a minute about what they would like to be when they grow up. They then draw a picture of themselves doing that job. Students share what they would like to do and why with the class.

PROCEDURES: In order to be self-determined, students have to be able to dream and then to work to make their dreams reality. This may also be a good activity in which to introduce the concept of goals—looking forward to something in the future. This can be done as a part of journal writing or in Social Studies.

TEACHER NOTES:

KKY---WS#7

WHEN I GROW UP---MY FUTURE CAREER

<p>GRADE: Kindergarten—Activity 8 SELF DETERMINATION—Know Yourself</p>
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I LIKE TO SHARE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Students will think about themselves in relation to others.
- Students will recognize needs and preferences.
- From the Value Yourself Module: Develop and nurture positive relationships.:

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: None.

ACTIVITY DESCRIPTION: This activity is done in a discussion format. Students answer the following questions:

1. What is something you like to share?
2. Who do you like to share it with?
3. What is your favorite thing that someone shares with you?
4. How do you feel when someone shares with you?

PROCEDURES: As you process this activity, focus on nurturing positive relationships and how students strengthen friendships by sharing the things they value. Students will also recognize their preferences and options as they do this activity. Students can do the brainstorming for this during a story, journal time or a writing lesson. They can draw all of some of the answers, depending on time available.

TEACHER NOTES:

<p>GRADE: Kindergarten—Activity 9 SELF DETERMINATION—Know Yourself</p>
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HOW I LIKE TO TRAVEL

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know their options.
- Recognize needs and preferences.
- Dream.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Crayons or markers

ACTIVITY DESCRIPTION: Students should circle and color the type of transportation they would like to travel in on a vacation. They can share their pictures with their classmates.

PROCEDURES: Students can do the brainstorming for this during a story, journal time or a writing lesson to stimulate their thinking. They can draw all of some of the answers, depending on time available. When sharing their pictures, they should focus on their preferences and options and what criteria they used to choose their favorite way to travel. Being able to use criteria to identify preferences and options is very important to becoming self-determined.

TEACHER NOTES:

KKY---WS#9

HOW I LIKE TO TRAVEL



<p>GRADE: Kindergarten—Activity 10 SELF DETERMINATION—Know Yourself</p>

PEOPLE WHO TAKE CARE OF ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know their supports.
- Act, access resources and supports. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Crayons or markers

ACTIVITY DESCRIPTION: On the picture of the hand provided, name and draw 5 people who take care of you.

PROCEDURES: In order to be self-determined, students need to know who they can turn to for support and this will help them focus on the supportive people in their lives. Students can do the brainstorming for this during a story, journal time or a writing lesson. Follow-up to this lesson can be done during a class meeting or during another time when you are focusing on oral language.

TEACHER NOTES:

KKY---WS#10

PEOPLE WHO TAKE CARE OF ME



<p>GRADE: Kindergarten—Activity 11 SELF DETERMINATION—Know Yourself</p>

WHAT I DO BEST

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know their options.
- Recognize strengths and preferences.
- Dream.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Crayons or markers

ACTIVITY DESCRIPTION: One the worksheet, students should circle and color the type of activity they like best. They can share their picture with their classmates.

PROCEDURES: The focus of this activity is that we are all different. Stress the positive aspects of our diversity as you process this lesson. Students can do the brainstorming for this during a story, journal time or a writing lesson. Students need to understand their preferences and options as a foundation to becoming self-determined.

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TEACHER NOTES:

KKY---WS#11

WHAT I DO BEST



<p>GRADE: Kindergarten—Activity 12 SELF DETERMINATION—Know Yourself</p>

WHAT I LIKE BEST ON THE PLAYGROUND

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know their options.
- Recognize strengths and preferences.
- Dream.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Crayons or markers

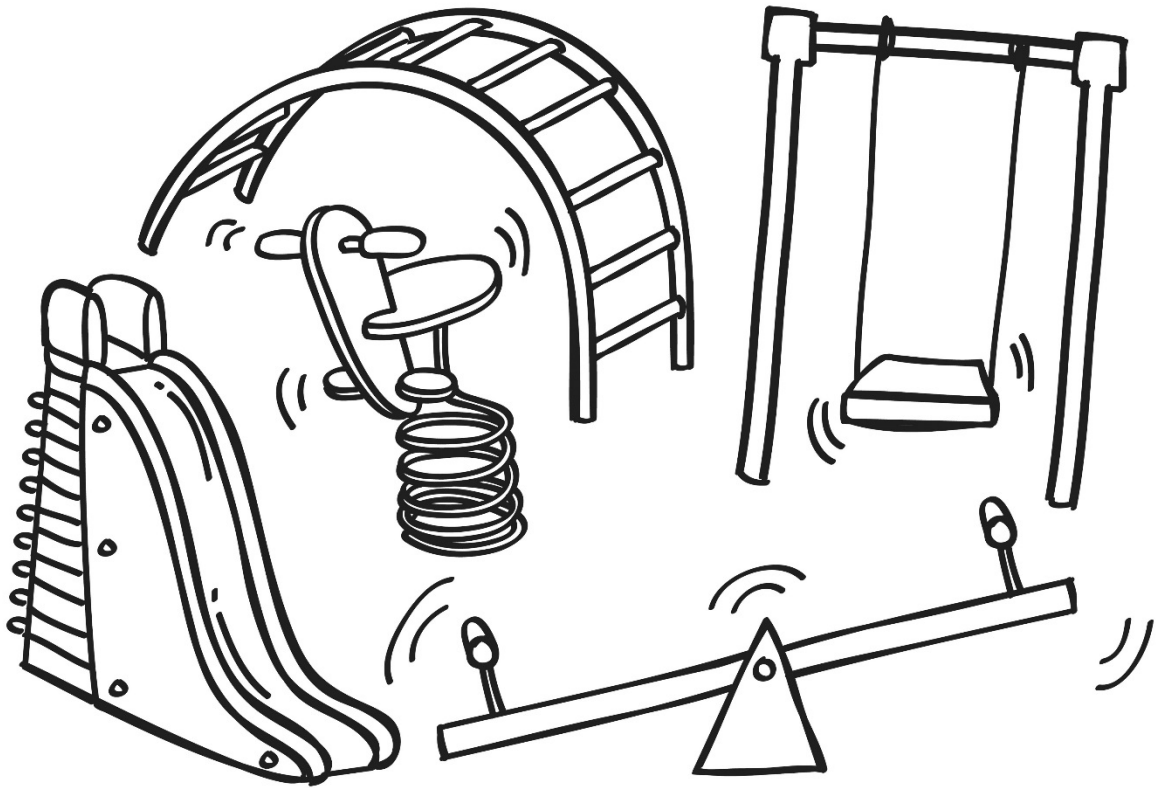
ACTIVITY DESCRIPTION: On the worksheet, students should circle and color the type of activity they like best on the playground. They can share their picture with their classmates.

PROCEDURES: Knowing their preferences and options and being able to dream are fundamental skills in becoming self-determined. As students share their pictures, reinforce these concepts by using self-determination vocabulary. That should be the focus of this lesson. Students can do the brainstorming for this during a story, journal time or a writing lesson.

TEACHER NOTES:

KKY---WS#12

WHAT I LIKE BEST ON THE PLAYGROUND



Know Yourself and Your Context

Learning Activities

FIRST GRADE

GRADE: 1—Activity 1

SELF DETERMINATION—Know Yourself

ALL ABOUT ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- State their strengths, weaknesses, needs and preferences.
- State what is important to them.
- Learn and share information about themselves.
- Practice good speaking and listening skills.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STANDARDS that address students' self-awareness.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Students draw a picture in each section of the grid below.

My family	Something I like to do	My favorite school subject
Something I like to eat	My favorite toy	Something I want to get better at this year in school

PROCEDURES: The focus of this activity is self-knowledge. Students need to know their preferences and what is important to them to become self-determined. After students have completed the grid, 5 students will share the information about themselves. After that, 5 students will share their information every day until all have shared.

TEACHER NOTES:

ALL ABOUT ME

MY FAMILY	SOMETHING I LIKE TO DO	MY FAVORITE SCHOOL SUBJECT
SOMETHING I LIKE TO EAT	MY FAVORITE TOY	SOMETHING I WANT TO DO WELL IN SCHOOL

GRADE: 1—ACTIVITY 2

SELF DETERMINATION—Know Yourself

I HELP TAKE CARE OF THE EARTH

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Imagine (dream) about what needs to be done to take care of the earth.
- Realize their options and state what is important to them.

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SCIENCE Strand III, Standard 5, E4: Students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigated explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment, analyze how humans and the environment interact.

TIME NEEDED: 20 minutes.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION: Students will make a list or drawing of things they do to take care of the earth.

PROCEDURE: Begin this lesson by having the students dream a little about what needs to be done to take care of the earth. Continue to stress the concept that our dreams help us know what we like and that dreams can become reality if we work to make them happen. To enhance this process, have the children dream a little at the beginning about what needs to be done to take care of the earth. This can be done as a part of a science lesson, as a journal entry, as a sponge activity (focusing activity on the board for when students enter the room in the morning, afternoon, or after a special) or during morning meetings.

TEACHER NOTES:

GRADE: 1—ACTIVITY 2

SELF DETERMINATION—Know Yourself

I HELP TAKE CARE OF THE EARTH

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Imagine (dream) about what needs to be done to take care of the earth.
- Realize their options and state what is important to them.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SCIENCE Strand III, Standard 5, E4: Students will explain how parts of an ecosystem are related and how they interact; explain how energy is distributed to living things in an ecosystem; investigated explain how communities of living things change over a period of time; describe how materials cycle through an ecosystem and get reused in the environment, analyze how humans and the environment interact.

TIME NEEDED: 20 minutes.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION: Students will make a list or drawing of things they do to take care of the earth.

PROCEDURE: Begin this lesson by having the students dream a little about what needs to be done to take care of the earth. Continue to stress the concept that our dreams help us know what we like and that dreams can become reality if we work to make them happen. To enhance this process, have the children dream a little at the beginning about what needs to done to take care of the earth. This can be done as a part of a science lesson, as a journal entry, as a sponge activity (focusing activity on the board for when students enter the room in the morning, afternoon, or after a special) or during morning meetings.

TEACHER NOTES:

1KY---WS#2

THINGS I DO TO TAKE CARE OF THE EARTH

GRADE: 1—ACTIVITY 3

SELF DETERMINATION—Know Yourself

MY FAMILY AND ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you. (The Value Yourself module also stresses nurturing positive relationships.)

OBJECTIVES: Specifically in this activity, students will:

- Be able to dream about what they like to do with their families.
- Understand what is important to them.
- Recognize preferences and needs.
- Recognize the importance of strong positive relationships. (From steps later in the program)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STANDARDS that address family.

TIME NEEDED: 20-30 minutes.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Students will draw a picture of their family and then draw a picture of something they like to do with their family.

PROCEDURE: Students may share their drawing with the class. When they share their drawings and the things they like to do with their family, be sure to tie it all back to self-determination. When one knows what one likes, it's another insight into knowing oneself well. This is a strong foundation piece in self-determination. This activity is also good for stressing tolerance and for helping students understand that there are many types of families. This can be done all in one class session or over several sessions as a morning meeting activity or as a part of a Social Studies lesson.

TEACHER NOTES:

1KY----WS#3

MY FAMILY AND ME

THINGS I LIKE TO DO WITH MY FAMILY

<p>GRADE: 1—ACTIVITY 4 SELF DETERMINATION—Know Yourself</p>

MY FAVORITE TOYS

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize what is important to them.
- Be able to identify similarities and differences.

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SCIENCE Strand IV, Standard 1,E1: Students will use appropriate terms to describe and classify objects according to physical attributes/properties.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and pencils

ACTIVITY DESCRIPTION: Students will identify 2 of their favorite toys. They can make a list of the ways the toys are alike and the ways they're different.

PROCEDURES:

RECOMMENDED: This activity will help students identify their preferences and what is important to them. It is important to continually link what they are doing in the "Know Yourself" learning activities to self-determination since "know Yourself" is the foundation of self-determination. Students can do this on their own as a journal or Language Arts assignment or as the beginning of a science lesson that will involve similarities and differences. As always in this module, continually link what they are doing to self-knowledge since "Know Yourself" is the foundation of self-determination. This can also be done as a whole group first and then students can do it on their own.

TEACHER NOTES:

MY FAVORITE TOYS

Two of my favorite toys are

1. _____

2. _____

HOW THEY ARE ALIKE	HOW THEY ARE DIFFERENT

GRADE: 1—Activity 5

SELF DETERMINATION—Know Yourself

DIFFERENT WAYS I FEEL

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- State needs and preferences.
- Recognize what makes them feel happy, sad, upset and scared.
- Be able to speak and listen effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Next to each word, write or draw something that makes you feel that way. Then share what you wrote or drew with the class.

PROCEDURES: The important outcome of this activity is that students know how they feel and what makes them feel that way as a way of knowing their needs and preferences and understanding their emotions. This is important to becoming self-determined. Students may share with the whole group in one session or over a period of days in morning meetings during class time. This can also be done during journal write. Students may also share only one or two of the pictures. If time doesn't allow students to share in the large group, they may share in small groups.

TEACHER NOTES:

DIFFERENT WAYS I FEEL

WHAT MAKES ME HAPPY	WHAT MAKES ME SAD
WHAT MAKES ME UPSET	WHAT MAKES ME SCARED

GRADE: 1—Activity 6

SELF DETERMINATION--Know Yourself

LOOK IN THE MIRROR—WHAT DO YOU SEE?

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know themselves, their strengths and weaknesses and expectations.
- Be able to describe themselves in detail and indicate that they know how they look. (Know strengths)
- Students will be able to speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers; a mirror

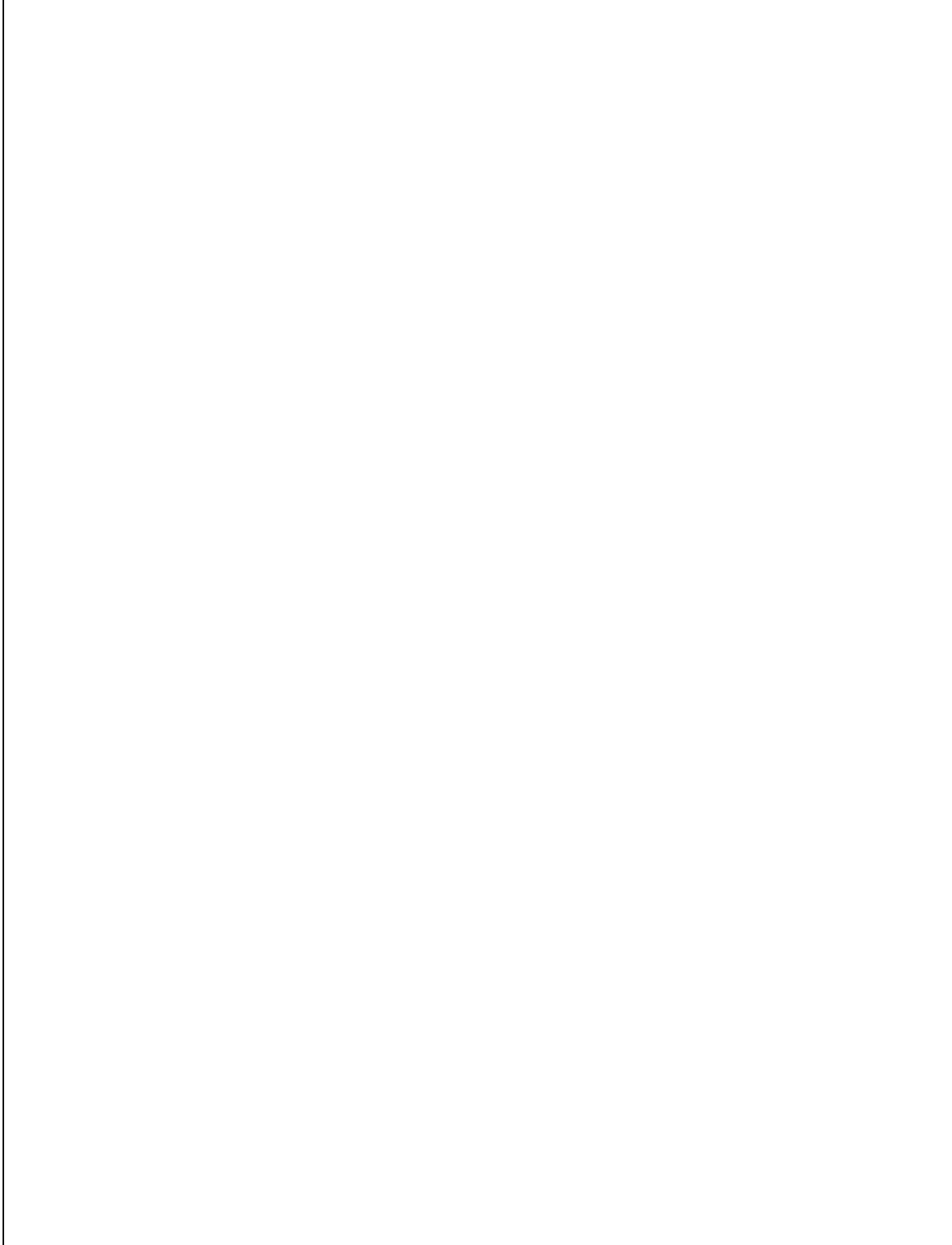
ACTIVITY DESCRIPTION: To the students: When you look in a mirror, what do you see? Draw a picture of what you see in a mirror. Describe your picture in detail to the class.

PROCEDURES: In order to become self-determined, it's very important for students to have a realistic view of who they are, so this activity will reinforce looking at themselves to try to see themselves as others see them. If there isn't time to complete this in one class period, it could be done over several days. Students may work on their pictures and then each could share his/her drawing with the class, using as much detail as possible. . Another option would be to have other students add details after the student has finished describing her/his picture.

TEACHER NOTES:

1KY---WS#6

WHEN I LOOK IN A MIRROR, THIS IS WHAT I SEE



GRADE: 1—Activity 7

SELF DETERMINATION—Know Yourself

I KNOW WHAT I LIKE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize what is important to them.
- Recognize details about themselves and identify preferences.
- Speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers

ACTIVITY DESCRIPTION: Draw a picture in each part of the square. Share the information about you with the class.

Something that makes you laugh	Something you don't like
A habit you have	Your favorite TV show

PROCEDURE: In this activity, students will focus on what is important to them and recognize needs and preferences, which is important self-knowledge as a foundation for self-determination. Students can work on their own and then share their work in the large group or in a small group either all in one day or over several days. This can be used as a lesson, a sponge activity or during a morning or end-of-day meeting. This activity can also be used to compare and contrast as they hear one another's preferences.

TEACHER NOTES:

I KNOW WHAT I LIKE!

<p>SOMETHING THAT MAKES ME LAUGH</p>	<p>SOMETHING I DON'T LIKE</p>
<p>A HABIT I HAVE</p>	<p>MY FAVORITE TV SHOW</p>

GRADE: 1—Activity 8

SELF DETERMINATION—Know Yourself

PEOPLE I CAN TALK TO

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize what makes them feel happy, sad, upset and scared. (Know needs and preferences)
- Recognize options, supports and expectations
- Speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: We all need someone to talk to when we have a problem. Draw a picture of a person you can talk to when you have a problem.

PROCEDURE: In order to become self-determined, students have to know their needs and how to get their needs met. This is the focus of this activity. Students will also practice good listening skills as they listen to one another. Students may share with the whole group in one session or over a period of days in morning meetings during class time. This can also be done during journal time.

TEACHER NOTES:

1KY—WS#8

PEOPLE I CAN TALK TO

GRADE: 1—Activity 9

SELF DETERMINATION—Know Yourself

MY FAVORITE WAY TO TRAVEL

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Dream.
- Know options and preferences.
- Speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Draw and color your favorite way to travel. Draw a picture of where you would like to go on the bus, the boat or the plane, i.e. camping, beach, amusement park, or another place of your choice.

PROCEDURE: The focus of this activity is on student preferences. Knowing their preferences and options will form part of the foundation for self-determination. Students may share with the whole group in one session or over a period of days in morning meetings during class time. This can also be done during journal time.

TEACHER NOTES:

1KY—WS#9

MY FAVORITE WAYS TO TRAVEL

GRADE: 1—Activity 10
SELF DETERMINATION—Know Yourself

MY FAVORITE THINGS TO EAT AND DRINK

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know options and preferences.
- Students will speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Draw something you would like to eat or drink.

PROCEDURE: The focus of this lesson is student preferences and options which adds information about what they like. This self-knowledge is important as you help them build a foundation for becoming self-determined. Students may share with the whole group in one session or over a period of days in morning meetings during class time. This can also be done during journal time.

TEACHER NOTES:

Know Yourself and Your Context

Learning Activities

SECOND GRADE

GRADE: 2—Activity 1

SELF DETERMINATION—Know Yourself

BEST BIRTHDAY

GOAL All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize what is important to them.
- Speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: What was the best birthday you ever had and why was it your favorite?

PROCEDURES:

RECOMMENDED: Have students talk first about their best birthday and have students list the reasons why it was the best birthday. This awareness of preferences and options is part of the foundation of self-determination. An additional activity would be to have students plan their next birthday in detail specifying what would make it special. Students can use this as a journal entry or as a Language Arts lesson. It can be shared with the whole class or kept as a writing piece.

TEACHER NOTES:

2KY—WS#1

MY BEST BIRTHDAY

GRADE: 2—Activity 2

SELF DETERMINATION—Know Yourself

BEST FOOT FORWARD

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize their strengths and talents.
- Speak and listen effectively.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

TIME NEEDED: 25 minutes.

MATERIALS: Markers to trace each student’s foot.

ACTIVITY DESCRIPTION: Trace your foot—or friends can trace each other’s feet In school (this week, today, etc), where did you put your best foot forward? Write or draw a picture inside the foot of when you put your best foot forward.

PROCEDURES: Have students share what they did specifically to “put their best foot forward.” They can decorate their drawing to make a poster of their accomplishments. This is related to person efficacy and is important in becoming self-determined. This is a good activity for the end of a day to review where students had put their efforts in order to evaluate the day. This can be used as a journal entry for student self-assessment or as a group activity.

TEACHER NOTES:

2KY---WS#2

MY BEST FOOT FORWARD

GRADE: 2—Activity 3

SELF-DETERMINATION—Know Yourself

MESSAGE TO THE MAYOR

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize options, preferences and what is important to them.
- Write effectively.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand III: Students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

SOCIAL STUDIES, Strand IV, Standard 1: All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.

TIME NEEDED: 30-45 minutes

MATERIALS: Paper and pencils

ACTIVITY DESCRIPTION: What is 1 thing you would like to change about your neighborhood? Write a letter to the Mayor of your city telling the Mayor what you would like to change and why?

PROCEDURES: The focus of this activity is awareness of environment and of options. Additionally, when students take a part in making suggestions, they feel more involved and empowered which is important in self-determination. This can be used as a journal entry, as a Language Arts lesson or as a Social Studies lesson.

TEACHER NOTES:

2KY—WS#3

MESSAGE TO THE MAYOR

Dear Mayor _____,

Sincerely,

GRADE: 2—Activity 4

SELF-DETERMINATION—Know Yourself

MY NEIGHBORHOOD

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Know themselves and their environment.
- Demonstrate that they know their preferences and what is important to them.
- Write, speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES Standards that address family.

TIME NEEDED: 30 minutes for the drawing. 30 minutes for page 2—the paragraph and the list of noticeable things.

MATERIALS: Paper, pencil and crayons or markers.

ACTIVITY DESCRIPTION: Draw a picture of your neighborhood. Write a paragraph on what you like best about where you live. Name three things someone would notice if they walked down your street.

PROCEDURES: The focus of this activity is awareness of preferences which is important to self-determination. Students can work on this and then share in the whole group. This can be a Social Studies lesson on neighborhoods, a Language Arts lesson on description or a sharing during morning meetings.

TEACHER NOTES:

ALL ABOUT MY NEIGHBORHOOD

Draw a picture of your neighborhood.

Name 3 things that someone would notice if they walked down your street.

1. _____

2. _____

3. _____

Write a paragraph about what you like best about your neighborhood.

GRADE: 2—Activity 5

SELF-DETERMINATION—Know Yourself

PEOPLE IN MY NEIGHBORHOOD

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVE: Specifically in this activity, all students will:

- Demonstrate that they know what’s important to them.
- Write, speak and listen effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES Standards that address neighborhoods.

TIME NEEDED: 30 minutes

MATERIALS: Paper, pencil and crayons or markers

ACTIVITY DESCRIPTION: Draw a picture of some of the people who live in your neighborhood. Write in journal about one of them.

PROCEDURES: This activity focuses on student preferences and supports. Have students discuss how they interact with these people in their neighborhood and why it is important to develop relationships with people who live around them. This lesson encourages students to understand interdependence and the importance of support people as they become self-determined. This can be done as a whole group shared activity, as a Social Studies assignment with discussion or as a journal activity.

TEACHER NOTES:

2KY—WS#5

THE PEOPLE IN MY NEIGHBORHOOD

GRADE: 2—Activity 6

SELF DETERMINATION—Know Yourself

MY PET/THE PET I'D LIKE TO HAVE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize preferences, what's important to them, and their options.
- Begin to understand what is needed in nurturing relationships.
- Speak and listen effectively.(From steps later in the program.)
- Develop awareness of responsibilities.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencils, crayons or markers

ACTIVITY DESCRIPTION: Draw a picture of your pet or of the pet you'd like to have. Describe how you would take care of your pet.

PROCEDURES: This activity focuses on student preferences and options. Students need to understand what they prefer and why so that they can build on those preferences as they set goals and make decisions. This can be a journal entry or a whole class activity. This could also be used as a graphing lesson in math by grouping the kinds of pets. Before students begin to draw, one teacher had students first think about a pet, then draw it and then tell about it. An adult took notes while the students talked. One teacher used a photograph to help the thinking begin.

TEACHER NOTES:

2KY---WS#6

MY PET AND HOW I TAKE CARE OF IT

GRADE: 2--Activity 7

SELF-DETERMINATION—Know Yourself

PLACES I LIKE TO VISIT

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Demonstrate that they know themselves, their preferences and what’s important to them.
- Dream of a place they’d like to go.
- Speak and listen effectively.(From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SCIENCE, Strand IV, Standard 1.E1: Students will use appropriate terms to describe and classify object according to physical attributes/properties.

TIME NEEDED: 30 minutes.

MATERIALS: Paper, pencil, crayons or markers

ACTIVITY DESCRIPTION: There are many places to visit where there are mountains, lakes and dessert. Draw a picture of a place you would like to visit and tell why.

(Students’ answers will reflect their knowledge of their world, which is fine and to be expected. Many don’t yet have the imagination to go further.)

PROCEDURES: Focus in this activity on preferences and options as a foundation for self-determination. This can be used as a large group or small group sharing activity. It can also be used as a graphing activity for the types of places students choose to visit. As a Language Arts activity, it can be used as a lesson in description and adding detail. One teacher introduced the activity by saying: “Suppose your mom said that tomorrow, she would take you anywhere in the world you wanted to go. Where would you tell he you want to go, and why?”

TEACHER NOTES:

2KY—WS#7

A PLACE I WOULD LIKE TO VISIT

GRADE: 2—Activity 8

SELF DETERMINATION—Know Yourself

HOW I USE MY 5 SENSES

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Demonstrate that they know themselves and know their preferences.
- Speak and listen effectively.(From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers

ACTIVITY DESCRIPTION: Draw and/or write things you like to see, smell, hear, touch, and taste.

PROCEDURES: The focus of this activity is self-awareness and awareness of one's environment. When students share this information, have them elaborate on why they like the things they've listed. What specifically is pleasing to them. This self-knowledge is critical as a foundation to self-determination. This can be used as a sponge activity when students enter the room , as a science lesson or as a Language Arts speaking and listening activity if it is shared.

TEACHER NOTES:

2KY—WS#8

THINGS I LIKE TO

SEE

HEAR

SMELL

TOUCH

TASTE

GRADE: 2—Activity 9

SELF-DETERMINATION—Know Yourself

ZOO ANIMALS

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences;

OBJECTIVES: Specifically in this activity, students will:

- Demonstrate self-awareness and their preferences.
- Speak and listen effectively.(From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

SCIENCE, Strand IV, Standard 1: Students will use appropriate terms to describe and classify objects according to physical attributes/properties.

TIME NEEDED: 1 hour

MATERIALS: Paper and pencils

ACTIVITY DESCRIPTION: There are many animals in the zoo. What are your 2 favorite zoo animals and why they are your favorites? Name 3 ways they are alike and 3 ways they are different.

PROCEDURES: The focus of this activity is knowledge of preferences. Students need to share not only what their favorite animals are but why. Students can do the assignment and share with the group. This can also be used as a graphing exercise—graphing the animals named in the exercise. One teacher spoke to each individual student and listed to their “alike” and “different” ideas. She said: “Each student can write; however, they generate more knowledge when they can talk about—rather than write about—what they know, or think, or feel.”

TEACHER NOTES:

ZOO ANIMALS

My two favorite zoo animals are

1. _____ and

2. _____.

HOW THEY ARE ALIKE	HOW THEY ARE DIFFERENT
1.	1.
2.	2.
3.	3.

GRADE: 2—Activity 10

SELF-DETERMINATION—Know Yourself

A TRIP TO THE PARK

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences;

OBJECTIVES: Specifically in this activity, students will:

- Dream.
- Demonstrate that they know what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

TIME NEEDED: 1 hour

MATERIALS: Paper and pencil

ACTIVITY: Imagine yourself on a park bench. What kind of day is it? Who would you like with you? What would you talk about?

PROCEDURES: This activity focuses on students knowing their preferences and supports. Also, students have an opportunity to dream—to picture themselves doing something with someone who is important to them. Have students brainstorm by drawing or writing about this experience. Have students discuss how they interact with these people and why it is important to develop relationships with people around them. This can be done as a whole group shared activity, as a Social Studies assignment with discussion or as a journal activity.

TEACHER NOTES:

2KY—WS#10

A VISIT TO THE PARK

GRADE: 2—Activity 11

SELF-DETERMINATION—Know Yourself

YOU’VE WON AN AWARD!

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences;

OBJECTIVES: Specifically in this activity, students will:

- Dream.
- Know their strengths.
- Demonstrate that they know what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS::

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

TIME NEEDED: 1 hour

MATERIALS: Paper and pencil

ACTIVITY: Imagine yourself doing something to win an award. Draw a picture of yourself doing it. Share your picture with your classmates and tell them one thing you could plan to do to make this happen.

PROCEDURES: This activity focuses on students’ strengths. Students will also have an opportunity to dream about something that is important to them. You may want to begin by giving a personal example which will help stimulate their thinking. This can be done as a whole group shared activity or as a journal entry.

TEACHER NOTES:

2KY—WS#11

YOU'VE WON AN AWARD!!



GRADE: 2—Activity 12

SELF-DETERMINATION—Know Yourself

THINGS I TREASURE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences;

OBJECTIVES: Specifically in this activity, students will:

- Know their strengths and preferences/
- Demonstrate knowledge of what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

TIME NEEDED: 1 hour

MATERIALS: Paper and pencil/crayons/markers

ACTIVITY: A treasure chest is a container that hold precious or important things. If this were your treasure chest, what are some things that would be in it? Share some of your treasures with the class.

PROCEDURES: This activity focuses on students' preferences. Students may do this individually and then share their drawings or writing with the class. The next day you may want to have them bring one of their "treasures" to school and tell the class about it. This can be done as a Language Arts activity, as a journal entry or as a center.

TEACHER NOTES:

2KY—WS#12

THINGS I TREASURE



GRADE: 2—Activity 13

SELF-DETERMINATION—Know Yourself

PEOPLE WHO SUPPORT ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences;

OBJECTIVES: Specifically in this activity, students will:

- Know people who support them.
- Demonstrate knowledge of what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively

SOCIAL STUDIES Standards that address neighborhoods.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil/crayons/markers

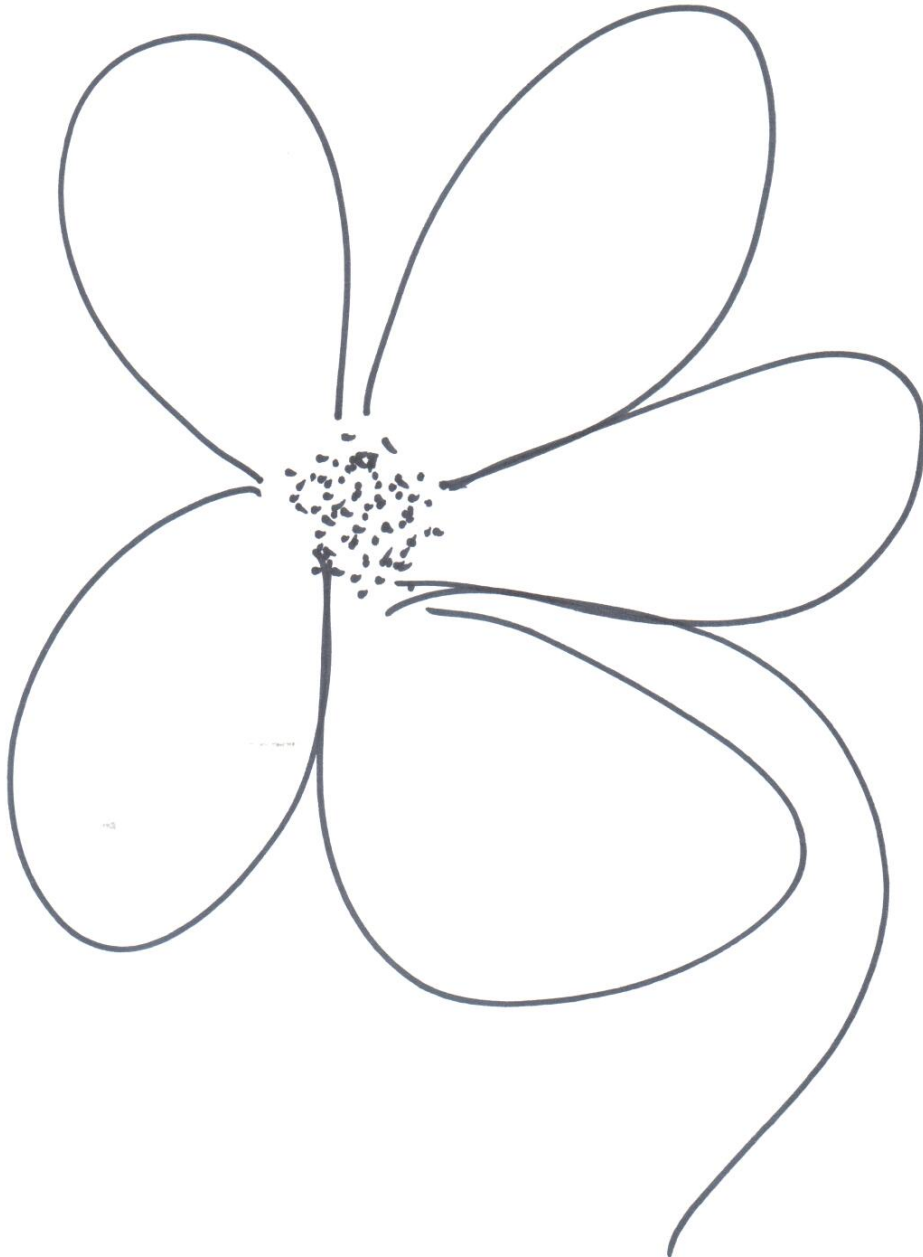
ACTIVITY: People who support us help us “blossom” like flowers. On the worksheet, write the name of a person who supports you on each petal of the flower. Then draw a picture of one of those people or write about one of those people who support you. Tell your classmates about one of the people on your flower.

PROCEDURES: This activity focuses on students’ supports. Students will do this individually and then share their drawings or writing with the class. This can be done as a Language Arts activity, as a journal activity or as a center.

TEACHER NOTES:

2KY—WS#13

PEOPLE WHO SUPPORT ME



Know Yourself and Your Context

Learning Activities

THIRD GRADE

GRADE: 3—Activity 1

SELF-DETERMINATION—Know Yourself

GOOD THINGS ABOUT MY STATE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Begin to develop decision-making skills.
- Recognize their preferences and what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-25 minutes—more if students share what they write or draw.

MATERIALS: Paper, pencil, crayons or markers

ACTIVITY DESCRIPTION: What are 3 good things about living in your state? List them or draw them. Share the best one, in your opinion, with the class.

PROCEDURE: The focus of this activity is recognizing preferences and knowing what is important. Students will see different qualities in the state. Knowing preferences is a foundation to self-determination. Students can work on their own and share all that they listed or drew, or they can share just their favorite.

TEACHER NOTES:

3KY--WS#1

THE THREE BEST THINGS ABOUT LIVING IN MY STATE

1.

2.

3.

GRADE: 3—Activity 2

SELF-DETERMINATION—Know Yourself

CLASSROOM RULES IN THE IDEAL CLASSROOM

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Dream about the ideal classroom.
- Recognize their options and what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand VII, Standard 1: All students will consider the effects of an individual's actions on other people, now one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

TIME NEEDED: 30-60 minutes, depending on the length of the class discussion.

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Every good classroom has rules. What are rules that you think every class should have and why? Write your rules on a piece of paper or in your journal.

PROCEDURES: The focus of this activity is dreaming about the ideal and knowing preferences, as well as understanding their environment. All of these are fundamental to students becoming self-determined. Students can write this in their journal. When all students are finished, the class should discuss the rules and how the classroom is or would be impacted by the rules.

TEACHER NOTES:

3KY---WS#2

RULES FOR CLASSROOMS

GRADE: 3—Activity 3

SELF-DETERMINATION—Know Yourself

MY FAVORITE BOOK

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Demonstrate that they know themselves and their preferences.
- Write, speak and listen effectively.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: What is your favorite book and why is it your favorite. Why would you recommend that your friends read this book?

PROCEDURES: Have students focus on knowing themselves and their preferences. If they are to make good decisions, they must know what they like and don't like. This can be a journal entry or done during morning meetings. It can also be used to introduce a reading lesson.

TEACHER NOTES:

3KY---WS#3

MY FAVORITE BOOK

My favorite book is _____.

I like this book because _____

_____.

Why do you think your friend would like this book too?

GRADE: 3—Activity 4

SELF-DETERMINATION—Know Yourself

MY FAVORITE TV CHARACTER

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize their preferences and what is important to them.
- Write, speak and listen effectively;

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language Effectively

LANGUAGE ARTS AND SOCIAL STUDIES standards that address compare and contrast.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Choose 1 of your favorite TV characters. How are you like that person and how are you different?

PROCEDURE: In this activity focus on student preferences and how students see themselves in comparison to others. This helps students understand their uniqueness and understand that their preferences influence the decisions they make. Students can use this as a journal entry or as a Language Arts or Social Studies assignment to master the ability to compare and contrast. Students are so often passive TV watchers, so this is important in terms of understanding their likes and dislikes and in helping them be intelligent consumers of media.

TEACHER NOTES:

MY FAVORITE TV CHARACTER

My favorite TV character is _____.

I am like that character in some ways and different in others.

Ways we're alike	Ways we're different

GRADE: 3—Activity 5

SELF-DETERMINATION—Know Yourself

RULES IN MY HOUSE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Demonstrate that they recognize home rules.
- Recognize preferences, options and what’s important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand VII, Standard 1: All students will consider the effects of an individual’s actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

TIME NEEDED: 30-45 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write a paragraph on this topic: What is 1 rule you have at home that you have to follow? Why do you think that rule was made? After you write, discuss your rule with the class? Do others have the same rule? Are there rules other students have that you think are good rules to have at home?

PROCEDURES: In this activity focus on student preferences and options. It is also important for students to understand their environment so they can make decisions that are realistic. Students can write this in their journal or as a piece of writing in a Language Arts or Social Studies lesson. The class should discuss the rules, the purposes for the rules and other rules they think would be good. Rules may also be graphed as a math lesson extension. For students who are not able to write a paragraph, they can write answers to the questions and then discuss them as a group. Two activity sheets are attached so you can differentiate for your classroom.

TEACHER NOTES:

3KY---WS#5

RULES WE HAVE AT HOME

RULES AT HOME

1. One rule I have at home is _____
_____.

2. Why do you think that rule was made?

3. Do you think it's a good rule? If so, why?

Talk about this with your class and see if others have the same rule.

<p>GRADE: 3—Activity 6 SELF-DETERMINATION—Know Yourself</p>

THINGS I LIKE TO DO

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Dream about things they like to do.
- Recognize that there are options.
- Demonstrate that they know what is important to them and what their preferences are.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED 15-30 minutes, depending on whether or not students share their answers.:

MATERIALS: Paper and pencils

ACTIVITY DESCRIPTION: Write about what you like to do when you're alone, at school, with your family, with your friends, in your city. You can extend one of these to give details of what you think would be the perfect day in one of those situations.

PROCEDURES: In this activity focus on student preferences and options. If students know what they like and are able to choose from available options, they are learning to be self-determined. This can be used as a journal entry or as a Language Arts lesson. The answers can be shared in a large or small group or kept as a writing sample for later.

TEACHER NOTES:

THINGS I LIKE TO DO

1. When I'm alone, I like to

_____.

2. When I'm at school, I like to

_____.

3. When I'm with my family, I like to

_____.

4. When I'm with my friends, I like to

_____.

5. When I go around my city, I like to

_____.

6. Write a paragraph describing your perfect day in one of these situations.

GRADE: 3—Activity 7

SELF-DETERMINATION—Know Yourself

MY HERO

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize their strengths/
- Recognize what's important to them.
- Dream about a hero in their life.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES Standards that address family.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Who is someone, past or present, you really like and respect? What do you like about that person and how are you like that person?

PROCEDURES: Students can learn a great deal about themselves when they think about people they admire. In this activity, focus on people the students admires and how the student would like to lead his/her life to be like that person. Students should realize what is important to them. Students probably will want to talk about this to begin the activity. Then they can write a paragraph describing a hero. Details are important to include. This can be shared in large or small groups or kept as a writing sample.

TEACHER NOTES:

3KY---WS#7

MY HERO

Someone I admire and respect is

_____.

What do you especially like about this

person? _____

_____.

How are you like this

person? _____

GRADE: 3—Activity 8

SELF-DETERMINATION—Know Yourself

TIMELINE OF MY LIFE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Dream about the events of their lives in the future.
- Anticipate potential results of actions.
- Demonstrate that they know themselves and some of their own history.
- Recognize what's important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand 1, Standard 1: Students will learn to develop timelines and sequence time chronologically.

MATERIALS: Paper and pencil or markers

TIME NEEDED: 30-40 minutes

ACTIVITY DESCRIPTION: Make a timeline of your life and put in the major events that have happened so far. Extend the timeline to 5 years from now. What would you like to be on the line?

PROCEDURES: This activity will help students understand their own history and what is important to them. It also will allow them to dream about what their lives can be like in the future. Students can each present their timelines to the class. This can be done in one class period or over the course of several days.

TEACHER NOTES:

3KY---WS#8a

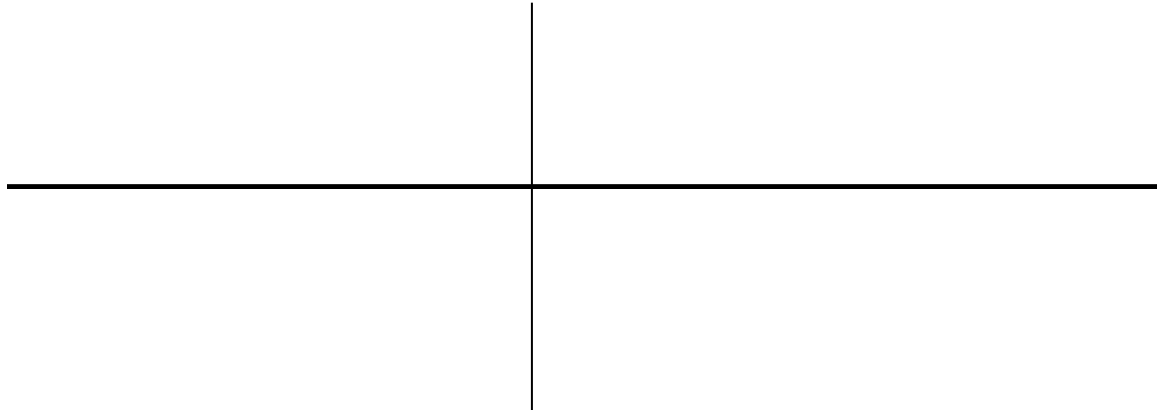
TIMELINE OF MY LIFE

Enter the major events of your life so far on the timeline below. Then add some things that you hope will be on the line in the next 5 years.

YOUR LIFE SO FAR

TODAY

THE NEXT 5 YEARS



Know Yourself and Your Context

Learning Activities

FOURTH GRADE

GRADE: 4—Activity 1

SELF-DETERMINATION—Know Yourself

MY FAMILY TREE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize their own strengths..
- Recognize what is important to them.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES Standards that address family.

SOCIAL STUDIES, Strand 2, Standard 1: All students will describe, compare and explain the locations and characteristics of places, cultures, and settlements.

TIME NEEDED: 20 minutes to start. Some of this will need to be done as homework.

MATERIALS: Paper, pencil, ruler

ACTIVITY DESCRIPTION: Create a family tree with as many branches as you can. What is your family's ethnic background?

PROCEDURES: This activity focuses on the supports that a student has in her/his life. There also is a focus on recognizing what is important to students. These are important skills for self-determination. This can be used as a Social Studies lesson and can be done over a period of time. Some of the work will need to be done with parents. One focus can be diversity and the value of each person. After students present their Family Trees to the class, the Family Trees may be hung around the room.

TEACHER NOTES:

4KY---WS#1

MY FAMILY TREE

GRADE: 4—Activity 2

SELF –DETERMINATION—Know Yourself

OUR FAMILY TRADITIONS

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize preferences.
- Recognize strengths and needs.
- Develop an understanding of other cultures.
- Recognize options.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

SOCIAL STUDIES, Strand 2, Standard 1: All students will describe, compare and explain the locations and characteristics of places, cultures, and settlements.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Describe 3 traditions your family has. Describe what you do, what you eat, who is there and anything else you would like to include.

PROCEDURES: The focus of this activity is to have students recognize their preferences, options and uniqueness, all skills that are a foundation for self-determination. This is also a good activity in which to talk about the meaning and purpose of traditions. This can be done as a journal entry, as a Language Arts Writing assignment, which stresses detail, or as a Social Studies lesson on culture and family. This may be shared in the group or kept as work for future use.

TEACHER NOTES:

OUR FAMILY TRADITIONS

Three of our family traditions are:
Describe each of these traditions in detail.

1. _____

2. _____

3. _____

GRADE: 4-Activity 3

SELF-DETERMINATION—Know Yourself

MY FAVORITE STORY

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Be able to state what is important.
- Be able to recognize preference.
- Anticipate potential results of their actions.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 1.LE3: Students will summarize the main idea(s) of narrative text and major ideas(s) of expository text the relevant details.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED 30 minutes if written. 5 minutes per student if done orally.:

MATERIALS: Paper and pencil if written

ACTIVITY DESCRIPTION: Retell your favorite story and be sure that all events are in the correct order.

PROCEDURES: The focus of this activity is to help students see that their preferences impact their decisions and that actions produce results. These are important concepts in self-determination. Students may write the summary and use it as a writing piece and as an assessment of their retelling skill. This can also be done as an oral exercise with the student retelling the story to the class or to the teacher.

TEACHER NOTES:

4KY—WS #3

MY FAVORITE STORY

GRADE: 4—Activity 4

SELF-DETERMINATION—Know Yourself

MY STATE IS GREAT!

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize their preferences and what is important to them.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand II, Standard 4: Students will describe places, cultures and communities in their state and compare them with other regions and countries.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: What do you like best about living in your state? Describe 3 or 4 of your favorite things about your state. Choose one area in your state and compare and contrast it with another place you have visited. Share your writing with your class.

PROCEDURES: In this activity, focus on student preferences and what is important to the students and why. They will see that different people value different things and that their preferences affect their decisions. This can be done as a Social Studies lesson, and/or as a Language Arts lesson on “Compare and Contrast.” You can also graph the favorites listed as a math lesson.

TEACHER NOTES:

4KY--WS#4

MY STATE IS GREAT!

GRADE: 4—Activity 5

SELF-DETERMINATION—Know Yourself

AS GOVERNOR, I WOULD. . . .

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Dream about what they would do as Governor.
- Recognize preferences, options and what is important to them.
- Communicate effectively. (From steps later in the program.)

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language Effectively

SOCIAL STUDIES, Strand VI, Standard 1.1: All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.

TIME NEEDED: 30-40 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: If you were the governor of your state, what are some of the things you would do to make your state a great place to live? Write a letter to the governor giving some suggestions for him or her to consider.

PROCEDURES: The objective of this activity is to help students recognize their preferences. In addition, if students learn that they can communicate and express their opinions and feelings, they will develop a sense of self-advocacy, an important skill in self-determination. This can be a Social Studies and Language Arts lesson. Students can also use this as a persuasive speech assignment.

TEACHER NOTES:

4KY---WS#5

AS GOVERNOR OF MY STATE, I WOULD. . . .

GRADE: 4—Activity 6

SELF-DETERMINATION—Know Yourself

LIFE 100 YEARS AGO

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize what is important to them..
- Recognize some of their options and preferences.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

SOCIAL STUDIES, Strand II, Standard 1: All students will describe, compare and explain the locations, characteristics of places, cultures and settlements.

TIME NEEDED: 30 minutes.

MATERIALS: Paper and pencils

ACTIVITY DESCRIPTION: Write a paragraph on this topic: How do you think your life today is different than it would have been 100 years ago. Would you rather live now or then and why?

PROCEDURES: This activity focuses on students' preferences and options. Begin by having students discuss possible differences between life now and what they imagine life was like 100 years ago. Students will have different impressions depending on their family history. After the discussion, have students draft their thoughts about what life might have been like 100 years ago. They can do this individually or as a group. Then students can write the paragraph and share their writing with the class in the whole group or in small groups. This can be done as either a Language Arts writing lesson or as a Social Studies lesson. It can be discussed after with the whole class.

TEACHER NOTES:

KY---WS#6

LIFE 100 YEARS AGO

GRADE: 4—Activity 7

SELF-DETERMINATION—Know Yourself

TRAVELS IN MY STATE

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you. **OBJECTIVES:** Specifically in this activity, students will:

- Recognize what is important to them.
- Recognize options.
- Dream about something they would like to do.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand II, Standard 4: Students will describe places, cultures and communities in Michigan and compare them with other regions and countries.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: If you could plan a trip to any place in your state, where would you go and why? Who would you take with you and what would you do?

PROCEDURES: In this activity, focus on students' preferences and options. This gives students a chance to dream about something they would like to do. This can be done as a Social Studies lesson and can be shared in the large group or in small groups.

TEACHER NOTES:

4KY--WS#7

MY STATE TRIP

GRADE: 4—Activity 8

SELF-DETERMINATION—Know Yourself

PROTECTING THE ENVIRONMENT

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you. **OBJECTIVES:** Specifically in this activity, students will:

- Recognize what is important to them.
- Recognize options.
- Dream about an ideal environment.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SCIENCE, Strand V, Standard 3: Students will understand what types of human activities affect the atmosphere and what issues contribute to pollution. Students will identify ways to reduce pollutant levels.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Think about the qualities of the ideal environment. Write a paragraph describing what you do to protect the environment. Describe how your actions help the environment. Present your paper to the class and try to convince others to do what you do.

PROCEDURES : This activity focuses on dreams, options and preferences. You can begin this activity with a discussion of elements of the ideal environment to stimulate students' thinking. This can be done as a Science lesson integrating writing a persuasive speaking into the lesson and assessment.

TEACHER NOTES:

4KY---WS#8

PROTECTING THE ENVIRONMENT

Know Yourself and Your Context

Learning Activities

FIFTH GRADE

GRADE: 5--Activity 1

SELF-DETERMINATION—Know Yourself

I AM BEST AT _____

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize strengths, options and preference.
- Recognize individual needs.

CORE CURRICULUM RELATED STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 45-60 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write a paragraph about something that you are good at, why you think you are good at it and how you intend to get even better. How do you feel when you are involved in this activity? This can be either inside or outside school.

PROCEDURE: This activity reinforces students' self-awareness, preferences and strengths. This is very effective for students when they either share it with the class or when they do it in pairs. This can be a Language Arts activity—writing and/or speaking. It also can be a journal entry. It would be good for morning meetings for self-esteem.

TEACHER NOTES:

5KY---WS#1

SOMETHING I'M GOOD AT

GRADE: 5—Activity 2

SELF-DETERMINATION—Know Yourself

MY HERO IN HISTORY

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize strengths.
- Recognize options and preferences.
- Recognize what is important to them.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

SOCIAL STUDIES, Strand I, Standard 2.4: Students will identify and explain how individuals in history demonstrated good character and personal virtue.

TIME NEEDED: 45-60 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write a paragraph about someone in history that you admire and why. How are you like that person and how are you different?

PROCEDURES: The concept of “hero” may be difficult for some students, particularly if they haven’t had discussions like this in the past. The “hero” could also be adapted to be someone the student knows, as long as the person is older than the students. You’ll probably need to begin this activity with a discussion and some examples. This can be used as an integrated Social Studies and Language Arts activity. It can be shared with the entire class if time allows.

TEACHER NOTES:

5KY---WS#2

MY HERO IN HISTORY

GRADE: 5—Activity 3

SELF-DETERMINATION—Know Yourself

RULES I HAVE TO FOLLOW

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize options, needs and preferences.
- Recognize strengths.
- Begin to recognize roles and responsibilities—a topic more fully developed in the Value Yourself component.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language Effectively

SOCIAL STUDIES, Strand VI, Standard 1: Students will report on how their behavior has been guided by concern for the law.

SOCIAL STUDIES, Strand VII, Standard 2.3: Students will construct and answer the question posed and support answer with evidence.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: What is one law you have to follow? Why is it important for you to follow that law. What would happen if you or others didn't follow the law?

PROCEDURES: In this activity, focus on student preferences. Students will also begin to understand their role and responsibility as part of society. It will stimulate the students' thinking if you take a few minutes to discuss rules in the various areas of their lives. This can be used as an integrated Social Studies and Language Arts assignment. Students should first write a paragraph on the topic. They then can share their ideas with the class.

TEACHER NOTES:

GRADE: 5—Activity 4
SELF-DETERMINATION—Know Yourself

MORE ABOUT ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment; Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize what is important to them.
- Dream about possibilities

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED:20-30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Think about yourself and answer the following questions:

1. What were you like as a little child before you started to school?
2. What was your favorite toy when you were 3 or 4?
3. What is your earliest memory?
4. What do you like best in school?
5. What is the easiest for you in school? What is the hardest?
6. What would you do if you had \$1000?

PROCEDURES: This activity will give students an opportunity to dream and to think about their preferences and about what is important to them. Some students may have a hard time going back so many years. In that case, you could adapt those questions as appropriate for your class. One teacher suggested making this a 2-day (or more) lesson. On Day 1, have student bring in pictures, toys, etc. to share. Then do the rest of the activity on Day 2. One teacher found it easier to use a whole page for each question. Students then had more room to write or draw. This can be used as a sponge activity, as a journal entry or as morning meeting topics over a period of days.

TEACHER NOTES

5KY---WS#4

MORE ABOUT ME

Answer the following questions about yourself.

1. What were you like as a child before you started school?
2. What was your favorite toy?
3. What is your earliest memory?
4. What do you like best in school?
5. What is easiest for you in school?
6. What is hardest for you in school?
7. What would you do if you had \$1,000.?

GRADE: 5—Activity 5

SELF-DETERMINATION—Know Yourself

PROBLEM SOLVING IN THE COMMUNITY

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize options.
- Recognize preference and needs.
- Recognize what is important to them.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 45-60 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write a paragraph about this topic: What is a problem that you see in your school, neighborhood or community? What do you think could be done to solve the problem? Answer these questions in detail.

PROCEDURES: In this activity, students will focus on what is important to them, their preferences, needs and options. This activity also gives students a sense of self-efficacy, which is very important in self-determination. You may have to explore the concept of “community” before students start this activity. It also might stimulate some thinking to begin with a short discussion about possible problems and why it’s important for all citizens to take some responsibility to help solve the problems. This can be used as a Language Arts writing and/or persuasive speaking activity.

TEACHER NOTES:

5KY---WS#5

PROBLEM SOLVING IN THE COMMUNITY

GRADE: 5—Activity 6

SELF-DETERMINATION—Know Yourself

A PLACE I RELAX

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize options and preferences.
- Recognize their needs and what is important to them.
- Dream about relaxation.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 20-30 minutes

MATERIALS: Paper, pencil and crayons or markers

ACTIVITY DESCRIPTION: Everyone has a favorite place to relax. Describe yours in detail. When do you like to relax the most? How do you feel when you are relaxed? How do you feel when you are not relaxed and what makes you feel that way? You may draw a picture or write the description.

PROCEDURES: The self-awareness that comes from this activity is important to students as they become self-determined. Students should recognize their preferences and needs and be able to seek out the things that help them relax. You might want to begin this lesson with a discussion to stimulate thinking. The idea of planning to relax may be new to students, so you may have to spend some time helping them think about the concept. This can be used as a journal entry or a Language Arts writing lesson in description. Students can share this in a large group or small group if time allows.

TEACHER NOTES:

5KY--WS#6

MY BEST SPOT TO RELAX

GRADE: 5—Activity 7

SELF-DETERMINATION—Know Yourself

WHAT'S UNIQUE ABOUT ME

GOAL: All students will develop skills in the self-determination components of Know Yourself and Your Environment: Dream; Know your strengths and weaknesses, needs and preferences; Know your options, supports and expectations; and Decide what is important to you.

OBJECTIVES: Specifically in this activity, students will:

- Recognize their strengths and weaknesses.
- Recognize needs and preferences.
- Recognize what is important to them.

CORE CURRICULUM RELATED STANDARDS

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

LANGUAGE ARTS, Standard 4: All students will use the English Language effectively.

TIME NEEDED: 45 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Answer the following questions about you:

1. I feel good when. . .
2. I feel important when. . .
3. I feel angry when. . .
4. One thing I really enjoy is. . .
5. 5 strengths of mine are. . .
6. One area I need to work on is. . .

PROCEDURES: Students will increase their self-awareness of their strengths, preferences and needs in this activity. Students enjoy sharing personal information with other, so this is a good oral activity, one that increases self-esteem. This can be used as a sponge activity, as a morning meeting activity or as a journal entry, and it may be used over a series of days.

TEACHER NOTES:

WHAT'S UNIQUE ABOUT ME

1. I feel good when

2. I feel important when

3. I get angry when

4. One thing I really enjoy is

5. Five strengths of mine are

a. _____

b. _____

c. _____

d. _____

e. _____

6. One area I want to work to improve
is _____.

Value Yourself

Learning Activities

KINDERGARTEN

GRADE: Kindergarten Activity 1

SELF-DETERMINATION: Value Yourself

HOW TO HANDLE HURT

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Develop and nurture positive relationships.
- Recognize their rights and responsibilities.
- Learn to take care of themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Your teacher will read you a story called “The Ruined Concert” which is about a student who had his feelings hurt by other students. After the story, draw a picture about a time that someone has hurt your feelings and what you can do to make yourself feel better when someone hurts your feelings. Share your answers with the class.

PROCEDURES: An important concept in self-determination is that children need to be able to voice their feelings and become self-advocates. That concept should be your focus as you read the story to the class and have them draw a picture of a time that someone has been mean to them or hurt their feelings. (You can replace the attached story if you have a different one you would prefer or if this is too difficult for students because it isn’t illustrated.) The students then can draw or discuss what they can do when their feelings are hurt. This can be done during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

<p>GRADE: Kindergarten Activity 2 SELF-DETERMINATION: Value Yourself</p>
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PEOPLE ARE NICE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Listen to the story “The Lost Necklace” as your teacher reads it. Then draw a picture of something nice you have done for someone else. Draw a picture of how you feel when someone does something nice for you. Draw another picture of something nice that someone has done for you. With your class, talk about what makes you feel special.

PROCEDURES: In this activity, focus on students both having something nice done for them and doing something nice for someone else. This develops the concept of developing and nurturing positive relationships which is a very important concept in self-determination. If all of the students share their experience, the activity will take longer than 30 minutes. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

THE LOST NECKLACE

On a beautiful, sunny summer day, Fozia and her friend Aphra were at the beach playing in the water. Suddenly, Fozia noticed that her necklace was not around her neck. She was very upset because her grandmother had given her the necklace. It was very special to her. Fozia thought her day was ruined. She couldn't even get excited about playing in the water or building a sand castle. She spent her time looking on the beach for her necklace. Just before they were going to leave for home, a little girl walked up to her and the little girl said, "Is this what you're looking for? I found it by the rocks." Fozia was so happy to have her necklace back! She thanked the girl and went happily home with her mother and Aphra.

GRADE: Kindergarten Activity 3

SELF-DETERMINATION: Value Yourself

I'M A SPECIAL PERSON

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Think about (or draw) something that your teacher, your parent and your friend think is special about you. Tell the class what you think is special about yourself.

PROCEDURES: As students learn to value themselves and to realize that each of them is unique, they will increase their ability to believe they can develop confidence and become self-determined This lesson can be done as a center activity, during morning meetings, or as a Language Arts activity. Be sure students understand what it means to be “special.” You may want to extend this activity by having the students share what they like about each other.

TEACHER NOTES:

KVY---WS#3

OTHERS THINK I'M SPECIAL

1. I think my parents think I'm special because

2. I think my teacher thinks I'm special because

3. I think my friend thinks I'm special because

<p>GRADE: Kindergarten Activity 4 SELF-DETERMINATION: Value Yourself</p>
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I STAND UP FOR MYSELF

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Understand their rights and responsibilities.
- Develop and nurture positive relationships.
- Learn to handle conflict through good communication, negotiation and accessing needed support. (From the ACT component of the Self-Determination model.)

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Draw a picture of something you can do if someone grabs a toy away from you. Share your drawing with the class.

PROCEDURES: In this activity, focus on relationships and rights and responsibilities. It will stimulate students' thinking if you begin with a discussion of situations where students have had to stand up for themselves. You can also model one of your own examples. Through this conversation, children increase their ability to be more self-determined by learning that they can stand up for themselves in acceptable ways. This can be done as a conflict resolution activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

KVY---WS#4

I STAND UP FOR MYSELF

If someone grabs a toy away from me that I am playing with I can

GRADE: Kindergarten Activity 5

SELF-DETERMINATION: Value Yourself

SOME OF MY TALENTS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Be able to identify strengths and weaknesses.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Draw a picture of something you do well in gym or music or both.

PROCEDURES:

RECOMMENDED: The focus of this activity is for students to accept their strengths. You can begin by modeling acceptance of strengths by sharing something you do well. Then students can draw the picture or you may choose to do this as an oral activity. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

KVY---WS#5

I'M GOOD IN GYM AND MUSIC

GRADE: Kindergarten Activity 6

SELF-DETERMINATION: Value Yourself

I DID MY BEST TODAY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Be able to identify strengths and weaknesses.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Tell your teacher and your class what you tried your hardest at or what you did the best at today in school.

PROCEDURE: The focus of this activity is for students to accept their strengths and to realize that they have some control in their lives. You can begin by providing a model of something you did well today or put effort toward yourself. This works best as an end-of-the-day activity.

TEACHER NOTES:

GRADE: Kindergarten Activity 7

SELF-DETERMINATION: Value Yourself

HOW I STAY HEALTHY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Be able to identify strengths and weaknesses.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Tell your teacher and your class something you do to be healthy.

PROCEDURE: This activity helps students value themselves and realize that their actions have results. You can begin by giving an example of something you do to stay healthy. You also may have to lead a brief discussion about health, nutrition and exercise to stimulate the students' thinking. This lesson is a good whole class activity. If you have time, you could graph their examples to show what the most popular ways to stay healthy are.

TEACHER NOTES:

GRADE: Kindergarten Activity 8

SELF-DETERMINATION: Value Yourself

I TAKE CARE OF MYSELF

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Learn to take care of themselves.
- Be able to identify strengths and weaknesses.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

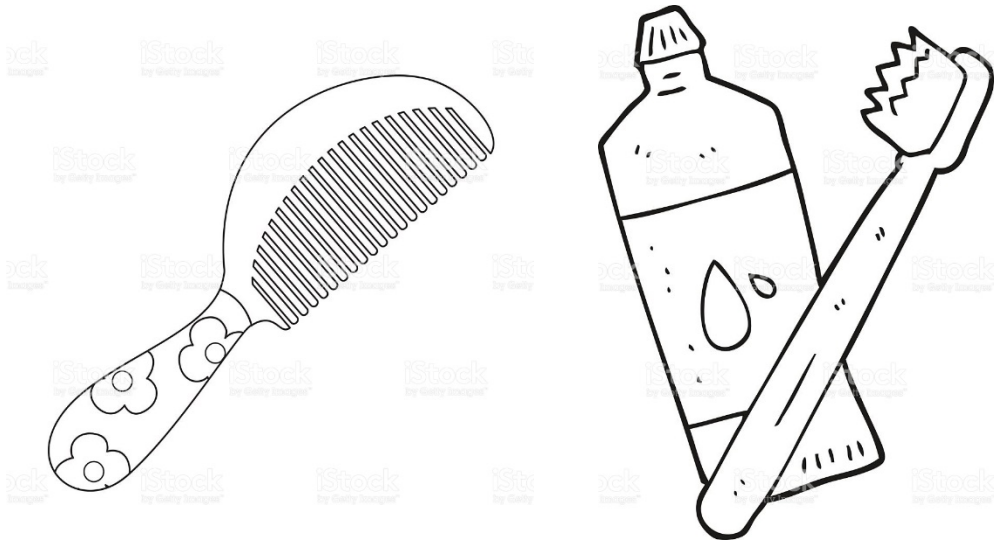
MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Using the “I Take Care Of Myself” worksheet. color the things you use when you go to bed and get up in the morning. Share your picture with your class.

PROCEDURE: This activity helps students value themselves and realize that their actions have results by reinforcing the importance of good hygiene habits. You can begin by giving an example of something you do to take care of yourself. In order to stimulate student’s thinking you also may have to lead a brief discussion about beginning and ending a day the right way. This lesson is a good whole class activity. If you have time, you could graph their examples to show how many students do which things.

TEACHER NOTES:

WAYS I TAKE CARE OF MYSELF



GRADE: Kindergarten Activity 9

SELF-DETERMINATION: Value Yourself

I KNOW WHEN TO STOP AND WHEN TO WALK

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to take care of themselves.
- Recognize rights and responsibilities

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: On the worksheet “When To Stop and When To Go”, write the words that tell you what to do when you come to a street corner with a light. Talk with the class about when and why you stop, go and walk.

PROCEDURES: This activity helps students value themselves and realize that their actions have results. They also should talk about the difference between rights and responsibilities and which one is appropriate here. Often students have been taught what to do but not why. Focus on their responsibility to obey the law. Through discussion, help students understand how taking care of themselves and meeting responsibilities can help them become more self-determined.

TEACHER NOTES:

GRADE: Kindergarten Activity 10

SELF-DETERMINATION: Value Yourself

KEEPING WARM IN WINTER

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to take care of themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: When winter comes, there are things you can do to stay warm. Draw a picture of 3 things you would need to do to stay warm when it's cold outside.

PROCEDURES:

RECOMMENDED: This activity helps students value themselves by reinforcing the importance of taking care of themselves and realizing that their actions have results. This is a good activity to use to begin talking about independence and the fact that the children can't always wait for others to take care of them. They have some responsibility to take care of themselves. Through discussion, help students understand that, by taking good care of themselves and meeting their responsibilities, they will have more control and can be more self-determined.

TEACHER NOTES:

KVY---WS#10

HOW I STAY WARM

GRADE: Kindergarten Activity 11

SELF-DETERMINATION: Value Yourself

HOW I MAKE FRIENDS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to value themselves.
- Learn to develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: We all like to have friends but there are certain things we have to do to make friends. Draw 2 things you do to make friends. Share one of them with your class.

PROCEDURE: The focus of this activity is on developing and nurturing positive relationships. Children may understand some things they have to do to make a friend, but they may need to discuss what they can do to keep friends. You may have to begin with an example of your own to stimulate their thinking.

TEACHER NOTES:

KVY---WS#11

HOW I MAKE FRIENDS

<p>GRADE: Kindergarten Activity 12 SELF-DETERMINATION: Value Yourself</p>

I CAN BE AMAZING

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to value themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Everyone has things that they do well. Using the “I Can Be AMAZING” worksheet, draw a picture of yourself doing something for which you’d get this medal.

PROCEDURES: The purpose of this activity is to help students increase their ability to value themselves. By focusing on what they might do to win a medal, they will think about their strengths, interests, options and dreams from the last module. They will also realize that they can plan to achieve a goal.

TEACHER NOTES:

KVY---WS#12

I CAN BE AMAZING!!



Value Yourself

Learning Activities

FIRST GRADE

GRADE 1: Activity 1

SELF-DETERMINATION: Value Yourself

MY JOBS AT HOME

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Recognize rights and responsibilities.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES Standards that address social relationships and family.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to write or draw.

ACTIVITY DESCRIPTION: Now that you are getting older and bigger, you have some jobs or responsibilities around the house. Write (or draw a picture) about your favorite job at home. Talk to the class about why that is important to your family and how it helps your family.

PROCEDURES: As a foundation to becoming self-determined, students must see themselves as having value in their world, as begin able to develop positive relationships by doing things with and for others, and as having some responsibilities in their lives. In this activity, students will also recognize that each person has value within a group/family. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity. If there are students who say they don't have jobs on a regular basis, have them talk about one time when they helped with something as home.

TEACHER NOTES:

1VY---WS#1

MY FAVORITE JOB AT HOME

GRADE 1: Activity 2

SELF-DETERMINATION: Value Yourself

MY FAVORITE JOB IN SCHOOL

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Recognize rights and responsibilities.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to write or draw.

ACTIVITY DESCRIPTION: Now that you are getting older and bigger, you have some jobs or responsibilities at school. Write (or draw a picture) about your favorite job at school. Talk to the class about why that is important to your class.

PROCEDURES: The focus of this activity is the same as Activity 1 in this module. Focus continues on developing positive relationships by helping others, feeling valued as a part of their world, and students recognizing that they have responsibilities in their lives. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

1VY---WS#2

MY FAVORITE JOB AT SCHOOL

GRADE 1: Activity 3

SELF-DETERMINATION: Value Yourself

HOMEWORK OR PLAY?

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Learn to use weaknesses to find strengths.
- Recognize rights and responsibilities.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to write or draw.

ACTIVITY DESCRIPTION: Listen to the story your teacher will read. Then you will draw a picture, write a paragraph or talk about what you can do would do if you were Carmella.

PROCEDURES: In order to become self-determined, students need to understand that they have to prioritize their responsibilities, nurture positive relationships and accept that they are valued by others. As children have discussions like these, they will understand that the decisions they make have an impact in other areas of their life. The cause-effect concept is fundamental to self-determination as is the concept of self-efficacy. If you have a story that you would prefer to use, you can substitute your story for this one. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

HOMework OR PLAY?

In Mr. Sikorski's first grade class, Carmella was a student who worked very hard but really had to struggle to learn her math facts. She practiced in class and at home. She was beginning to do much better when Mr. Sikorski would give a timed test. At the end of the day one Thursday, Mr. Sikorski announced that there would be a timed test on math facts the next morning. Everyone who got all of the answers right would get an extra recess. Carmella was excited because she really thought she could do well, especially if she practiced that night with her sister. Just after Carmella got home and had a snack, her friend came over from next door and wanted Carmella to go out and play. Carmella knew she should study her math facts then because her sister had to go to work after dinner and no one would be able to help her later, but Carmella really wanted to go out to play.

What do you think Carmella should do? What would you do and why?

GRADE 1: Activity 4

SELF-DETERMINATION: Value Yourself

A NEW BOY IN CLASS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize rights and responsibilities.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to write or draw.

ACTIVITY DESCRIPTION: Listen to the story your teacher will read. Then you will draw a picture, write a paragraph or talk about what you can do when other students don't want to play with you.

PROCEDURES: The focus of this activity is the importance of positive relationships. After you read the story, begin a discussion about the rights and responsibilities that everyone has as a part of a class. Students need to understand that each person has value and deserves to be treated with respect. You can extend this activity by establishing class norms that everyone will agree to follow. Occasionally review the norms with the class to have them assess how they're doing. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

A NEW BOY IN CLASS

One Tuesday in October, the students in Ms. Lee's class were busy working at their centers when George, a new boy, walked into the classroom. He was dressed in blue jeans and a red sweatshirt and he was carrying a backpack, but he looked really scared. He quietly sat by the bookcase until the students were finished with centers. Then it was time for recess and all the students put on jackets and walked to the playground. George stood by the wall because he didn't have anyone to play with. George felt very sad as he watched the other students run and play, but he stayed by the wall, too shy to approach the others. Tyrone, one of the first graders, saw George by the wall. Tyrone thought George looked unhappy. Tyrone walked to George and said, "Do you want to play soccer with us?" George pushed at the dirt with his shoe and shyly looked up. "Yes," he said. "That would be fun." From then on, George and Tyrone were friends and George went on to make more friends in the class. He was finally happy in his new school.

Draw a picture or write a paragraph on what you can do if other students do want to play with you.

GRADE 1: Activity 5

SELF-DETERMINATION: Value Yourself

I TAKE CARE OF MYSELF

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Recognize rights and responsibilities.
- Learn to take care of themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Every day, you do many things to take care of yourself. Write or draw 3 ways you take care of yourself when you play, when you eat and on your way to school. Share your answers with the class.

PROCEDURES: In this activity, focus on the need for students to take responsibility for taking care of themselves. This will strengthen the fact that they value themselves which is important to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity. Be sure to focus on how taking care of themselves helps them be self-determined.

TEACHER NOTES:

1VY---WS#5

I TAKE CARE OF MYSELF

I take care of myself when I PLAY by:

I take care of myself when I EAT by:

I take care of myself when I am ON MY WAY TO SCHOOL by:

GRADE 1: Activity 6

SELF-DETERMINATION: Value Yourself

WE EACH CONTRIBUTE TO THE CLASS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Recognize rights and responsibilities.
- Learn to take care of themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Every day, you do many things that make your classroom a great place to learn. Have a discussion with your teacher and classmates about what each of you can do to make your class and classroom a great place to learn and to spend time with friends.

PROCEDURES: In this activity, focus on the need for students to take responsibility as a part of a group. This will strengthen the fact that they value themselves which is important to becoming self-determined. This can also be a good opportunity to develop class norms for the way students will behave in the class and with the class. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

GRADE 1: Activity 7

SELF-DETERMINATION: Value Yourself

I WORK HARD TO LEARN

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Recognize rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Every day, you work hard to learn in school. Have a discussion with the class about what you like best, how you feel when you work hard and learn and what subject you like best.

PROCEDURES: In this activity, focus on the need for students to take responsibility and recognize that their strengths help them every day in the classroom. This will strengthen the fact that they value themselves which is important to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

GRADE 1: Activity 8

SELF-DETERMINATION: Value Yourself

GOING TO THE DOCTOR

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Color the picture of the doctors. Then remember a time when you were sick and went to the doctor and draw a picture of how you were feeling. Tell your class how you were feeling and what the doctor did to help you.

PROCEDURE: In this activity, focus on the fact that children sometimes need people to help them stay healthy. This activity will strengthen the fact that they value themselves and recognize the supports in their lives, both of which are important to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

DOCTORS CAN HELP US STAY HEALTHY



GRADE 1: Activity 9

SELF-DETERMINATION: Value Yourself

BECOMING FRIENDS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.
- Develop and nurture positive relationships

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

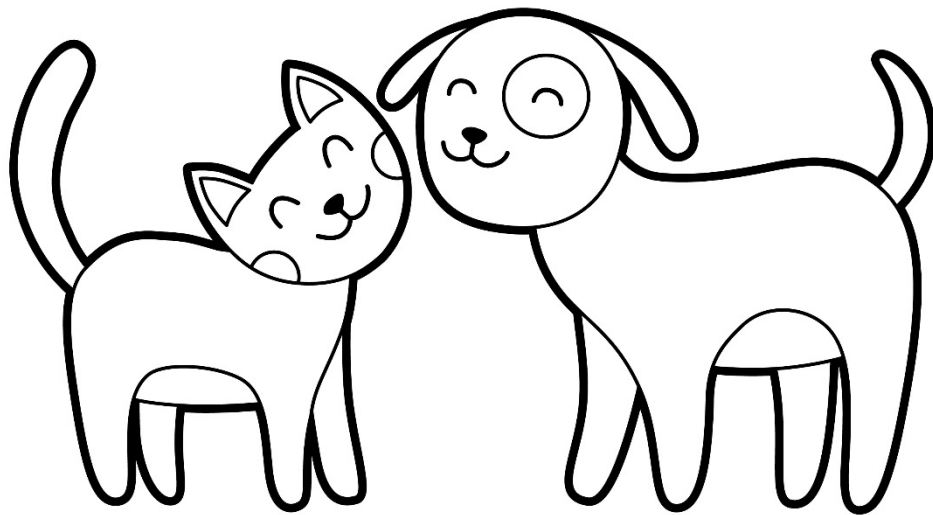
ACTIVITY DESCRIPTION: Everyone wants to have friends. Draw a picture of something this cat and dog can do to become friends.

PROCEDURE: In this activity, focus on the fact that children want friends but there are certain things they have to do to make and keep friends.. This will strengthen the fact that they value themselves as someone people would want to be friends with, which is important to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

1VY---WS#9

MAKING AND KEEPING FRIENDS



GRADE 1: Activity 10

SELF-DETERMINATION: Value Yourself

WHERE I SHINE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Everyone has special strengths and abilities. Draw a picture of yourself doing something that you do really well and that makes you feel happy.

PROCEDURE: In this activity, focus on the fact that each person has strengths and abilities. This will help children accept and value themselves which is important as a foundation for self-determination. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

Value Yourself

Learning Activities

SECOND GRADE

GRADE: 2—Activity 1

SELF-DETERMINATION: Value Yourself

EVERYONE IS SPECIAL

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Find strengths in weaknesses.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: None. This is a class discussion

ACTIVITY DESCRIPTION: Everyone has special qualities. Think about what makes each person special. List these qualities on the board and talk about which qualities describe you. Draw a picture of yourself showing your “specialness” in some way.

PROCEDURES: In order to become self-determined, it is very important that students accept themselves and others, and that students recognize the strengths that they can build on. Also, when student confirm one another’s strengths, positive relationships are developed. Have students first think about what makes each of them special. List these on the board and talk about which ones describe you. This can be done during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

GRADE: 2—Activity 2

SELF-DETERMINATION: Value Yourself

I'M GOOD AT _____

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Be able to identify strengths and weaknesses.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and markers or crayons.

ACTIVITY DESCRIPTION: Think about 2 things that you are really good at. Draw a picture of one of them. Draw a picture of something you would like do be better at. Share these with the class.

PROCEDURES: In this activity, students will identify their strengths and something they would like to do better. In order to become self-determined, students must recognize their strengths and learn to see strengths in areas of weakness. This is a difficult concept for some children, but if you model your strengths it will help them. Also, tell them about how a weakness can also be a strength, in particular about how wanting to do something better is important to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

2VY—WS#2

I'M GOOD AT MANY THINGS

Two things I'm good at are:

1. _____

2. _____

Draw one of the things you are good at:

Draw something you would like to do better.

GRADE: 2—Activity 3

SELF-DETERMINATION: Value Yourself

WHAT I’M PROUD OF

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Be able to identify strengths and weaknesses.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: None. This is an oral activity.

ACTIVITY DESCRIPTION: Think about something you are proud of about yourself. Share this with your class.

PROCEDURES:

RECOMMENDED: In this activity, focus on the importance of taking pride in who you are and what you do—to value yourself and others--as you work to be self-determined. This can be done during morning meetings, or as a Language Arts or Social Studies activity. You may have to develop the idea of “pride” as an introduction to this lesson.

TEACHER NOTES:

GRADE: 2—Activity 5

SELF-DETERMINATION: Value Yourself

STUDENT RESPONSIBILITIES

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: None. This is a discussion.

ACTIVITY DESCRIPTION: Think about a time that you took responsibility for something and how it made you feel. Talk with your classmates about what kind of responsibilities you have in the classroom.

PROCEDURES: This is a follow-up to Activity #4 and focuses on students' understanding of their responsibilities. After the discussion, you can also use this as a journal topic or as a discussion of class norms that you revisit occasionally to see how the class is doing in terms of taking responsibility for their actions and behavior. One possibility in this activity is to have students role play scenarios where they demonstrate behaviors attached to rights and responsibilities.

TEACHER NOTES:

GRADE: 2—Activity 6

SELF-DETERMINATION: Value Yourself

WHEN RIGHTS ARE VIOLATED

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: None. This is a discussion.

ACTIVITY DESCRIPTION: Think about some of the rights that you have in your classroom in your school. Make a list with your classmates. Then talk about how you can handle a situation if someone violates someone else's rights. Work in pairs to role play the situations you identified.

PROCEDURES: This is a follow-up to Activity #5 and focuses on students' understanding of their rights. It also is an opportunity to introduce concepts from the Act Component which includes assertive negotiating and conflict resolution. It will help stimulate discussion if you give examples of some of the rights that people have in society, and then you can help them narrow those to their own classroom and school. After the discussion, you can also use this as a journal topic or as a discussion of class norms that you revisit occasionally to see how the class is doing in terms of taking responsibility for their actions and behavior.

TEACHER NOTES:

GRADE: 2—Activity 7

SELF-DETERMINATION: Value Yourself

HARD WORK AT HOME AND SCHOOL

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Find strengths in weaknesses.
- Develop persistence. (From the Act component of the program.)

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and markers or crayons.

ACTIVITY DESCRIPTION: Think about times that you work hard and how it makes you feel. Complete the sentences and discuss your answers with the class. You may draw a picture of one of the places where you work hard.

PROCEDURES: As part of being self-determined, students must understand the connection between effort and results and the feelings that come from trying one's best. This can be done during morning meetings, or as a Language Arts or Social Studies activity. You may have to pull out the benefits of hard work from the discussion since some children may say work, especially at home, makes them sad or angry.

TEACHER NOTES:

WORKING HARD AT SCHOOL AND HOME

1. When I'm in school, I work my hardest on

_____.

When I work hard in school, I feel _____.

2. At home I help by doing

_____.

When I help at home, I feel _____.

3. One rule I have to obey is _____.

When I obey this rule, I feel _____.

Discuss your answers with your class.

GRADE: 2—Activity 8

SELF-DETERMINATION: Value Yourself

BEING A FRIEND

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Developing and nurturing positive relationships

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and markers or crayons.

ACTIVITY DESCRIPTION: Everyone likes to have friends but that means that once you've made a friend you have to do certain things to keep that friend. Draw a picture of one of your friends. Draw something you do for your friend. Share this with the class.

PROCEDURES:

RECOMMENDED: As part of being self-determined, students must understand the importance of developing and maintaining positive relationships. This can be done during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

GRADE: 2—Activity 9

SELF-DETERMINATION: Value Yourself

STAYING HEALTHY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Learn to take care of themselves

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and markers or crayons.

ACTIVITY DESCRIPTION: Staying healthy is important to everyone. Draw a picture of 3 things you should do every day to stay healthy.

PROCEDURES: Begin this activity with a discussion of things people do that are healthy and things people do that are unhealthy. Keep a list as children talk. Then have them draw things that they do to stay healthy. As part of being self-determined, students must accept and value themselves and take some responsibility for taking care of themselves. This leads to a sense of independence later on. This can be done during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

GRADE: 2—Activity 10

SELF-DETERMINATION: Value Yourself

BEING A RESPONSIBLE PET OWNER

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize responsibilities

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and markers or crayons.

ACTIVITY DESCRIPTION: Pets are a lot of fun, but having a pet is a lot of responsibility too. Draw 3 things that you would do to take care of a pet.

PROCEDURES: As part of being self-determined, students must accept some responsibilities in their lives, recognizing the difference between rights and responsibilities. This will help students understand their role as it relates to others, even to pets. This can be done during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

GRADE: 2—Activity 11

SELF-DETERMINATION: Value Yourself

I AM SPECIAL—FOR SURE!

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and markers or crayons.

ACTIVITY DESCRIPTION: Everyone is special. Write or draw something that is special about you. Share this with the class.

PROCEDURE: As part of being self-determined, students must accept and value themselves and it's often difficult for them to focus on their strengths. You may want to model this by sharing something about yourself that is special. This can be done during morning meetings, or as a Language Arts activity. You could also conduct this activity by having students make awards for each other.

TEACHER NOTES:

Value Yourself

Learning Activities

THIRD GRADE

GRADE: 3—Activity 1

SELF-DETERMINATION: Value Yourself

NAME: I LIVE THE CORE DEMOCRATIC VALUES

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES, Strand III, Standard 2.3: All students will explain the meaning and origin of the ideas, including the core democratic values, expressed in the Declaration of Independence, the Constitution and other foundational documents of the United States.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write a paragraph on one Core Democratic Value that you have to uphold as a citizen of the United States. Explain how you practice that value in your daily life. Share your ideas with the class.

PROCEDURES: All of the CDVs are part of the foundation of self-determination. One link of the CDV to the concept of Self-Determination is that everyone in a society is valued as an individual and as a part of the greater society. One way to approach this is to divide the class into groups and have each group brainstorm ways in which each CDV is important to becoming self-determined. This can be done during morning meetings, or as a Language Arts or Social Studies activity. (See Appendix for a list of the Core Democratic Values.)

TEACHER NOTES:

3VY---WS#1

CORE DEMOCRATIC VALUES IN MY DAILY LIFE

GRADE: 3—Activity 2

SELF-DETERMINATION: Value Yourself

EVERYONE IS UNIQUE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

SCIENCE, Strand 4, Standard 1.E.1: Students will observe, classify and describe Objects and substances using three or more appropriate descriptive physical characteristics.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Pair up with another student. Make a list of ways in which you are alike and ways you are different. Talk with the class about how important it is to recognize how people are alike and different.

PROCEDURES: In this activity, students will recognize strengths and accept and value themselves and others, which build strong relationships among students. Also discuss how we need different kinds of people to help us in different ways. For example, people who are tall can reach things on high shelves; people who are kind can listen when we have problems and people who are good in math can help us keep score at a game. This can be done during morning meetings, or as a Language Arts or Social Studies or Science activity.

TEACHER NOTES:

3VY---WS#2

EVERYONE IS UNIQUE

Students' names:

Ways we are ALIKE	Ways we are DIFFERENT

GRADE: 3—Activity 3

SELF-DETERMINATION: Value Yourself

ME—THEN AND NOW

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SCIENCE, Standard 4.E.1: Students will observe, classify and describe objects and substances using three or more appropriate descriptive physical characteristics.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Think about what you were like when you were 5 years old. How are you still like that? How are you different? Share your ideas with the class.

PROCEDURES: Sometimes it's difficult for children to think back that far so it will stimulate their thinking if you share some examples of your own. The focus of this activity is to learn about themselves and others which leads to acceptance. This can be done during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

3VY—WS#3

ALIKE AND DIFFERENT

From age 5 until now ways I am ALIKE	From age 5 until now ways I am DIFFERENT

GRADE: 3—Activity 4

SELF-DETERMINATION: Value Yourself

RIGHTS AND RESPONSIBILITIES

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Think about the difference between rights and responsibilities. As a class, make a list of some examples of rights and responsibilities. You will refer back to this later.

PROCEDURES: This activity is a review of rights and responsibilities. Give students a few minutes to write some things that they think of. Then have students share their examples with the class and continue adding examples until students have a clear understanding of the difference between rights and responsibilities. This can be done during Language Arts, Social Studies or morning meetings as a way to talk about class norms. (See Appendix.)

TEACHER NOTES:

3VY---WS#4

RIGHTS AND RESPONSIBILITIES
IN
THE CLASSROOM

One responsibility I have in the classroom is

One right I have in the classroom is

GRADE: 3—Activity 5

SELF-DETERMINATION: Value Yourself

STUDENT RIGHTS AT SCHOOL

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: On your own, make a list of some of the rights you have in your school and in your classroom. Remember that rights are things that no one can take away from you. Share your list with the class and have a discussion about what to do if someone violates your rights.

PROCEDURES: This activity focuses on student rights and will clarify the difference between rights and responsibilities. Give students a few minutes to write some things that they think of. Then have students share their examples with the class and continue adding examples until students have a clear understanding of the difference between rights and responsibilities. You can also have students role play situations in which the student's rights have been violated and ways in which they can handle the situation. This can be done during Language Arts, Social Studies or morning meetings as a way to talk about class norms. It can also be used in a conflict resolution lesson. (See Appendix.)

TEACHER NOTES:

GRADE: 3—Activity 6

SELF-DETERMINATION: Value Yourself

RESPONSIBILITIES IN THE CLASSROOM

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Think about the responsibilities of each student in your classroom. What is one thing you do to be responsible? Talk about how you feel when you have shown responsibility. Share these with your class.

PROCEDURES: As a follow up to the previous 2 activities on rights and responsibilities, this activity focuses on student responsibility. In order to become self-determined, students must see the connection between effort and results and they need to understand that they are responsible for their actions and their decisions. Compare the list from this activity to the one in Activity #5 so students can clearly see the difference. This can be done during Language Arts, Social Studies, and morning meetings or as a part of establishing class norms.

TEACHER NOTES:

3VY---WS#6

RIGHTS AND RESPONSIBILITIES
IN
THE CLASSROOM

One responsibility I have in the classroom is

One right I have in the classroom is

GRADE: 3—Activity 7

SELF-DETERMINATION: Value Yourself

MY LIFE TIMELINE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES, Strand I, Standard 1: Foundation for students to learn to develop timelines and sequence time chronologically.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Make a timeline of 5 major events in your life. Explain your timeline to the class.

PROCEDURES: This activity focuses on students knowing and valuing themselves and it will help them understand how their experiences influence their lives. This can be done during morning meetings, or as a Language Arts or Social Studies activity. You may want to begin with an example to show students what you mean by timeline and major events.

Birth _____ Now

TEACHER NOTES:

3VY---WS#7

TIMELINE OF MY LIFE

GRADE: 3—Activity 8

SELF-DETERMINATION: Value Yourself

WHAT I DO TO STAY HEALTHY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Students will understand that they need to take care of themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will use focus on meaning and communication as they listen, speak, view, read and write in persona, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES AND PHYSICAL EDUCATION Standards that address nutrition.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Make a list (or draw) 5 things that you do to stay healthy. Share this with the class.

PROCEDURES: In order to become self-determined, students must value themselves and taking care of their health is a part of that. As you do this activity, help students understand the long-term advantage of taking care of their health. Talk with students about how we need to take care of ourselves, because we will be better able to meet our goals if we are strong and healthy. You can also generate a list as a class of things that students need to do to stay healthy. This can be done during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

STAYING HEALTHY

Five things I do to stay healthy:

1. _____

2. _____

3. _____

4. _____

5. _____

Share your answers with the class.

Value Yourself

Learning Activities

FOURTH GRADE

GRADE: 4—Activity 1

SELF-DETERMINATION: Value Yourself

CHANGES SINCE KINDERGARTEN

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES, Strand VII, Standard 1: All students will consider the effects of and an individual's actions on other people, how one acts in accordance with the rule of law and how one acts in a virtuous and ethically responsible way as a member of society.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Do you ever think about how much you've grown up since you were in Kindergarten? Answer the questions on the worksheet and discuss your answers with the class.

PROCEDURE: In this activity, students will focus on valuing themselves as they are growing up, In addition, this is a good activity for you to talk with them about how their responsibilities change and increase as they grow up. These are important to becoming self-determined. Some students may need some examples to understand the concept of change over time. This can be done as a Language Arts or Social Studies activity. You can graph the proposed rules as a math activity.

TEACHER NOTES:

CHANGES SINCE KINDERGARTEN

1. Make a list of ways that you are similar to the way you were in Kindergarten.
2. Make a list of ways you are different that you were in Kindergarten.
3. What can you do now that you couldn't do then?
4. Do you have different rules than you had then? Why do you think your rules are different than they were when you were in Kindergarten?
5. What is a new rule you have to follow in the last one or two years? Why did someone make that rule? What would happen if you didn't follow it? After you write this, discuss this with the class.
6. Write a new rule you'd like to make to have at your house.

GRADE: 4—Activity 2

SELF-DETERMINATION: Value Yourself

PLACES TO VISIT IN MY STATE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES, Strand II, Standard 4: All students will describe and compare characteristics of ecosystems, states, regions, countries, major world religions and patterns and explain the processes that created them.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Describe a place in your state that you like to go. Compare your choice with the rest of the class. What does wanting to visit this place tell you about yourself and what you like? Find ways to classify and graph the favorite places of students in the class.

PROCEDURE: In this activity, students will learn to accept and value themselves as unique and different from others. When students share preferences and are accepted by their classmates, their relationships will be strengthened. It will support development of the ability to classify and find distinct characteristics. It also may be used as a graphing exercise. This can be done as a Language Arts or Social Studies activity.

TEACHER NOTES:

GRADE: 4—Activity 3

SELF-DETERMINATION: Value Yourself

GOOD CHARACTER

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Develop and nurture positive relationships.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES, Strand I, Standard 2: All students will identify how individuals in history demonstrated good character and personal virtue.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: What is “good character”? What do you do to show others that you have good character and personal virtue? After you write your response, share your answers with the class.

PROCEDURES: This is a difficult concept so you may have to begin by talking about the qualities that people with “good character” share. Make a list so that students can refer back to it. The more concrete examples you can develop with the, the more they will understand the concept. As you go on with the discussion, students will focus on how their character impacts their relationships with other people. They also will continue to strengthen their self-acceptance. This can be done as a Language Arts or Social Studies activity.

TEACHER NOTES:

4VY---WS#3

GOOD CHARACTER

What is “good character”? What do you do to show others that you have good character and personal virtue? Give detailed answers and then discuss with the class.

GRADE: 4—Activity 4

SELF-DETERMINATION: Value Yourself

SOMEONE I ADMIRE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Choose a person you admire. This person may be living or dead and may be a family member or someone not in your family. Describe the person and why you admire him/her. Write about how you are like that person. Use a Venn Diagram to write about how you are like and different from the person you admire. (A Venn Diagram consists of overlapping circles: one circle is you; the other is the person you admire, and the overlap is the area in which to write the ways you are alike.)

PROCEDURE: When students think about themselves in relation to others, they learn to accept and value themselves. They also learn to identify their strengths and to identify areas in which they would like to grow to be like the person they admire. It will support development of the ability to find similarities and differences and to use a Venn Diagram. It may help if you give an example of a person you admire and how you are a like and different from that person. This can be done as a Language Arts or Social Studies activity.

TEACHER NOTES:

4VY#4

SOMEONE I ADMIRE

Choose someone you admire. Describe the person and why you admire him/her. Write about how you are like that person. Use a Venn Diagram to show how you are like and unlike the person you chose. Share your person and your Venn Diagram with the class.

GRADE: 4—Activity 5

SELF-DETERMINATION: Value Yourself

SOMETHING I DO WELL

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: What is something you do well? What do you have to do to do that well? What helps you do it well? What is something you wish you could do better? What do you have to do to do better at that activity? What did you learn about yourself from doing this?

PROCEDURE: Self-awareness and acceptance are central to self-determination. Learning about oneself through reflection is also an element that contributes to the on-going development of self-determination. This will help students accept themselves and value themselves as part of a group. It also will help students see the connection between cause and effect. Students will often tend to focus on their negative traits, so guide them to recognize their positive traits. This can be done as a Language Arts Persuasive writing or speaking activity or as a center activity in goal setting.

TEACHER NOTES:

GRADE: 4—Activity 6

SELF-DETERMINATION: Value Yourself

TAKING CARE OF THE EARTH—EVERYONE’S RESPONSIBILITY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SCIENCE, Strand 5Standards1,2,3: All students will describe the characteristics of water and demonstrate where water is found on earth; describe how water moves, analyze the interaction of human activities with the hydrosphere.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write a paragraph on this topic: Taking Care of the Earth is Everyone’s Responsibility. Include details about what you do to take care of the earth, especially the water and why this is good. Share your paragraph with the class.

PROCEDURES: This activity focuses on students coming together as a group with a common purpose. Also, it will focus on student responsibilities. You may take this activity out of sequence if it would fit in closer to a Science lesson on the environment, so students will have some background knowledge. This can be done as a Language Arts Persuasive writing or speaking activity or as a Science activity.

TEACHER NOTES:

GRADE: 4—Activity 7

SELF-DETERMINATION: Value Yourself

PRESERVING CITIZEN RIGHTS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SCIENCE, Strand 5 Standards 1,2,3: All students will describe the characteristics of water and demonstrate where water is found on earth; describe how water moves, analyze the interaction of human activities with the hydrosphere.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: With your classmates, brainstorm some of the rights that people have in your community. Discuss why these rights are guaranteed by society and talk about what happens when someone's rights are violated.

PROCEDURES: This activity focuses on students coming together as a group with a common purpose. Ask students to think about why protecting people's right is important to self-determination. Through discussing citizen rights, students will understand the difference between rights and responsibilities and how preserving citizen's rights contributes to self-determination. If you want to extend this activity, brainstorm rights that students have in the classroom and in school and what to do if someone violates someone else's rights. This will typically bring out good student conversations so you may want to take notes on chart paper. This can be done as a Language Arts Persuasive writing or speaking activity or as a Science activity.

TEACHER NOTES

Value Yourself

Learning Activities

FIFTH GRADE

GRADE: 5—Activity 1

SELF-DETERMINATION: Value Yourself

THE BIG BREAKING STORY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: You are the main character in a new story reporting on your achievements. Write the news story as if you were the reporter. Include your strengths, your successes and what you may try to do next. After you write this, you may present it orally to the class.

PROCEDURES: The focus of this activity is self-awareness and self-acceptance. When students share their stories with the class, they will become aware of others achievements which builds respect and strengthens relationships. This can be done as a Language Arts lesson and/or a speaking activity.

TEACHER NOTES:

GRADE: 5—Activity 2

SELF-DETERMINATION: Value Yourself

FAMILY TRADITIONS

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Develop and nurture positive relationships

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES. Strand II, Standard 1 All students will describe, compare and explain the locations and characteristics of places, culture and settlements.

ACTIVITY DESCRIPTION: Everyone’s family has its own celebrations and traditions. In this activity, you will describe yours and compare them with those of other students. You will then list ways in which the cultures are alike and different. Discuss with the class why each tradition has value.

PROCEDURE: In this activity, focus on how important it is for students to accept themselves and others and to appreciate diversity. This mutual acceptance will develop and nurture positive relationships among the students. This can be done as a Language Arts and/or a Social Studies lesson. This activity also reinforces Cooperative Learning skills. You may find it helpful to introduce the lesson with an explanation of different cultures and the importance of their traditions with a focus on respect for differences.

TEACHER NOTES:

5VY--WS#2

FAMILY TRADITIONS

Take a few minutes and write explanations of the following as they relate to your family. You will then join the class and discuss the variety of cultures and traditions. You then will decide, as a class, how the cultures/families are alike and different.

Describe:

HOLIDAY CELEBRATIONS:

TRADITIONS:

FAMILY TREASURES:

FAMILY DRESS:

FAMILY RELIGION:

FAMILY FOOD:

GRADE: 5—Activity 3

SELF-DETERMINATION: Value Yourself

PROBLEM SOLVING IN THE COMMUNITY

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES. Strand VI, Standard 3: All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Come to an agreement, as a class, on a current local/state/national problem and generate possible solutions as a group. Have each student choose his/her favorite solution and write an essay explaining he/she thinks that is the best solution. Students will give a persuasive speech convincing the rest of the class that their solution is the right one. Include comments on rights and responsibilities as a member of a community.

PROCEDURE: Emphasize how this relates to valuing themselves as a part of society and that, as a part of that society, they have rights and responsibilities. (See appendix.) This can be done as a Language Arts lesson, a Social Studies lesson and/or a persuasive speaking activity. This activity also reinforces Cooperative Learning skills.

TEACHER NOTES:

5VY--WS#3

PROBLEM SOLVING IN THE COMMUNITY

GRADE: 5—Activity 4

SELF-DETERMINATION: Value Yourself

RULES IN MY LIFE

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize and respect rights and responsibilities.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

SOCIAL STUDIES. Strand VII, Standard 1: All students will consider the effect of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencil

ACTIVITY DESCRIPTION: Write about rules and laws: What is a rule/law with which you agree and why? What is a rule/law that you disagree with and why? What is a rule/law you'd make if you could and why? Share your ideas with the class.

PROCEDURE: As an introduction to this lesson, discuss with the class the concept of rights and responsibilities. Help them understand that following rules and laws is the responsibility of members of a group or members of society. Rules ensure that people's rights are preserved. Give the students some examples before they begin. An alternative method would be to put students in small groups and have the students brainstorm and agree on one rule or law that they will write about. This can be done as a Language Arts lesson, a Social Studies lesson and/or a speaking activity.

TEACHER NOTES:

GRADE: 5—Activity 5

SELF-DETERMINATION: Value Yourself

TAKING CARE OF MYSELF

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Learn to take care of themselves.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness, nutrition and exercise.

TIME NEEDED: 30 MINUTES.

ACTIVITY DESCRIPTION: In a paragraph, describe the importance of taking care of yourself through nutrition and exercise. Write or create a poster about how you take care of yourself.

PROCEDURE: In this activity, students will focus on valuing themselves and recognize that their decisions have consequences. These are both very important for students to master as they become self-determined. This can be done as a Language Arts and/or a Social Studies lesson or as a Health lesson.

TEACHER NOTES:

5VY#5

TAKING CARE OF MYSELF

GRADE: 5—Activity 6

SELF-DETERMINATION: Value Yourself

RESPONSIBILITIES OF A BYSTANDER

GOAL: All students will develop skills in the Value Yourself module: accept and value yourself, use weaknesses to find strengths, recognize and respect rights and responsibilities, take care of yourself, develop and nurture positive relationships

OBJECTIVES: Specifically in this activity, students will:

- Learn to accept and value themselves and others.
- Recognize rights and responsibilities
- Develop and nurture positive relationships

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 2: Students will demonstrate the ability to write clear, grammatically correct sentences, paragraphs and compositions.

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 MINUTES.

ACTIVITY DESCRIPTION: Sometimes you see things going on that are wrong. Discuss with your class what you should do when you see someone doing something wrong.

PROCEDURE: In this activity, students will focus on valuing themselves as a part of a larger community. Also focus on student responsibilities as bystanders. One good way to approach this lesson is to have the students brainstorm possible situations in which they—as a bystander—might observe someone doing something wrong. Then divide students into groups and have them role play the situations, demonstrating the right way and the wrong way to handle the situation. This can be done as a Language Arts or Social Studies lesson or as a class meeting topic.

TEACHER NOTES:

PLAN

SELF-DETERMINATION: PLAN OVERVIEW TO ALL LESSONS FOR ALL GRADE LEVELS

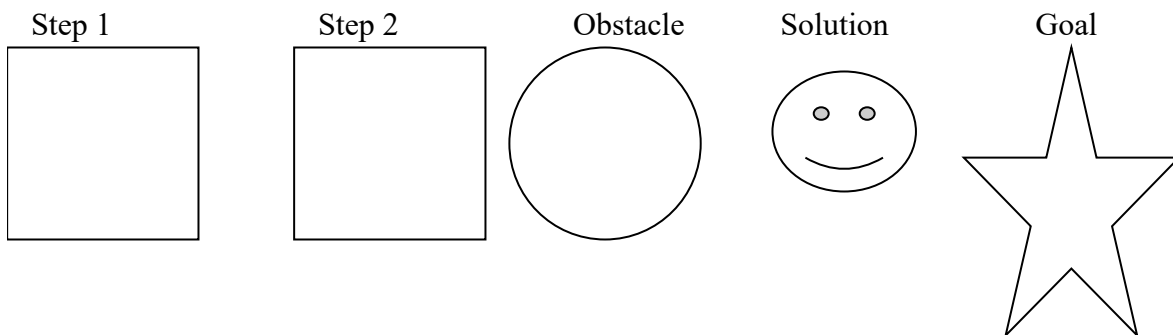
In the PLAN module, the components are:

- Set Goals
- Plan actions to meet goals
- Anticipate results
- Be creative
- Visually rehearse

Elementary students, because of their development levels will handle these in different ways. However, there are two important concepts to reinforce whenever you can.

1. **VISUALLY REHEARSE:** Once students have set a goal, have them visually rehearse reaching that goal to see if it's really what they want. Then, if they want to modify their goal, this is the time to do it, not after they have already begun the steps to reach it. They need to understand that the farther they have gone to reach a goal, the harder it is to change that goal.
2. **OBSTACLES OR BARRIERS:** This is difficult for the younger students because their "anticipations" are based on their past experiences, so they may have a hard time imaging what kind of barrier might get in the way of them reaching their goal. Older children should be able to understand the concept more easily. Students will be able to be more self-determined if they can set goals, anticipate any barriers that might occur and figure out in advance how to tackle those barriers. This is an important life skill and one that needs to be reinforced often. A model that you might use is this:

GOAL:



Plan

Learning Activities

KINDERGARTEN

GRADE: Kindergarten—Activity 1
SELF-DETERMINATION: Plan

THE BEST BIRTHDAY PARTY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Be creative
- Visually rehearse
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Picture the best birthday party you could have for your next birthday. Draw a picture of your party. Share your ideas with the class.

PROCEDURES: Be sure students understand the role of “Plan” in being Self-Determined and relate the activity back to the objectives. IF they can’t learn to plan, they can’t take charge of their lives. Planning includes setting goals, visually imagining reaching the goals and using creative means to reach to goals. This can be done as a center activity. It may also be done as a Language Arts activity.

TEACHER NOTES:

KP--WS#1

MY WONDERFUL BIRTHDAY PARTY

GRADE: Kindergarten—Activity 2

SELF-DETERMINATION: Plan

CLOTHES FOR COLD AND WARM WEATHER

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE Standards that address categorizing and weather.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Draw pictures of clothes that you wear in warm weather and clothes you wear in cold weather. Talk with the class about how you choose which clothes to wear to school.

PROCEDURES: An important skill in self-determination is the ability to plan ahead and to break large goals into small steps. This conscious decision-making is critical to being self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

KP---WS#2

CLOTHES FOR WARM WEATHER

CLOTHES FOR COLD WEATHER

GRADE: Kindergarten—Activity 3

SELF-DETERMINATION: Plan

WHEN I DO MY BEST

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Visually rehearse
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: In the activity today, you will talk about how you plan to do something before you actually do it. To begin, think about how you feel when you do your best at something? When do you work very hard? What is something you will work very hard on today? What will you do when you're working hard? Draw a picture of yourself working hard.

PROCEDURES: In order to be self-determined, students need to understand how to set goals, plan small steps to reach them and to imagine how they will feel when they reach their goal. This is important to becoming self-determined. One way to do this as a class is to have students generate a list of things they are “planning” to do today. You can write the list on the board so that students can see that reaching a goal has several small steps even though they haven't planned it that way. This is best done at a class meeting at the beginning or end of the day to help students self-assess their work and goals. It may also be done as a Language Arts activity.

TEACHER NOTES:

GRADE: Kindergarten—Activity 4

SELF-DETERMINATION: Plan

A GOAL FOR TODAY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Think about (or draw) something that you want to do well today. Draw or share with the class ONE thing you will do to reach your goal.

PROCEDURES: You may need to begin this lesson with a discussion of “planning” so that the students understand the concept before you have them do the activity. Then talk with the students about the fact that consciously focusing on what they want to accomplish is a critical skill in becoming self-determined. The satisfaction and empowerment that students gain from this type of goal setting is important. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

SOMETHING I WANT TO DO WELL TODAY

ONE THING I WILL DO TO REACH MY GOAL

GRADE: Kindergarten—Activity 5

SELF-DETERMINATION: Plan

SOMEONE I LIKE

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Visually rehearse
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Think of someone you like. What do you like about that person. (Draw a picture of the person.) Would you like to be like that person? What would you do to be like that person?

PROCEDURES: Discuss with students the importance of planning small steps to accomplish something they want to achieve. Students need to understand what they admire so they can consciously set goals to be like that. Point out and reinforce the small steps they generated. This is important to becoming self-determined. This is best done at a class meeting, as a center activity or it may also be done as a Language Arts activity. After the students draw a picture of someone they like, the rest of the activity can be completed with the whole group.

TEACHER NOTES:

KP---WS#5

SOMEONE I LIKE

Who is someone you like? Draw a picture of that person.

<p>GRADE: Kindergarten—Activity 6 SELF-DETERMINATION: Plan</p>
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WHEN I GROW UP

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Draw something you would like to be or do when you grow up. Tell the class 2 things you have to do to do that.

PROCEDURES: As in some of the other activities, this helps students look ahead and set goals. As they set large goals, they will need to plan small steps to reach the goals. This is hard for many people. One reason that people don't reach their goals is that they can't plan those small steps that actually help them reach their goals. This can be done as a center activity, during morning meetings or as a Language Arts activity.

TEACHER NOTES:

KP---WS#6

WHEN I GROW UP

GRADE: Kindergarten—Activity 7

SELF-DETERMINATION: Plan

PLANTING A GARDEN

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Imagine that you are planning to plant a garden. Color these pictures on the worksheet and put them in the order that you would do them. Then draw a picture of your garden. Describe your garden to your classmates.

ALTERNATE ACTIVITY: Imagine that you are going to plant a garden. Draw a picture of what your garden will look like. Share with your class or with a partner all of the steps you will plan to create your garden.

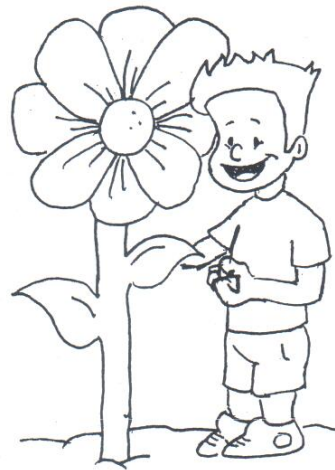
PROCEDURE: As in some of the other activities, this helps students look ahead and set goals. As they set large goals, they will need to plan small steps to reach the goals. This also helps students imagine the completed goal and use their creativity to reach their goal. Students will need to imagine what their garden will look like, decide the steps to plant the garden and then draw the garden the way it will look when the plans grow. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

PLANTING A GARDEN

KP#7

PLANTING A GARDEN



GRADE: Kindergarten—Activity 8

SELF-DETERMINATION: Plan

I CAN COOK!

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: Think about making your favorite dessert. Color these pictures and number them from 1 to 4 in the right order. **ALTERNATE ACTIVITY:** Draw each think you will do to make the dessert. Be sure the steps are in the right order.

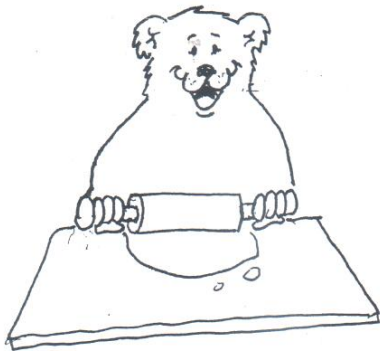
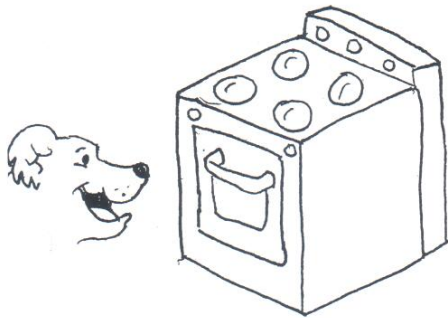
PROCEDURE: As in some of the other activities, this helps students look ahead and set goals. As they set large goals, they will need to plan small steps to reach the goals and know the order they need to follow for these steps. This also helps students imagine the completed goal and use their creativity to reach their goal. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

I CAN COOK!

KP#8

I CAN COOK



GRADE: Kindergarten—Activity 9

SELF-DETERMINATION: Plan

SOMETHING THAT MAKES ME SMILE

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Visually rehearse.
- Be creative
- Reinforce self-awareness objectives for the Know Yourself module.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

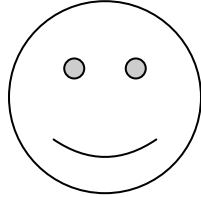
ACTIVITY DESCRIPTION: Draw a picture of something that will make your face look like this: 😊

PROCEDURES: Students need to understand what makes them happy and they then can set goals to seek those things out. As in some of the other activities, this helps students look ahead and set goals. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

KP---WS#9

SOMETHING THAT MAKES ME SMILE



GRADE: Kindergarten—Activity 10

SELF-DETERMINATION: Plan

KNOWING MY FEELINGS

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Anticipate results and recognize feelings
- Visually rehearse.
- Be creative

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND HEALTH Standards that address self-awareness.

TIME NEEDED: 30 minutes

MATERIALS: Paper if the students are going to draw.

ACTIVITY DESCRIPTION: There are four activities on the attached worksheet. Draw a line from the activity to the way each activity would make you feel. Share your choices with a partner or with your class. **ALTERNATE ACTIVITY:** Draw 4 pictures: something that makes you happy, sad, angry and excited. Share one of your pictures with the class; explain that picture and how it makes you feel.

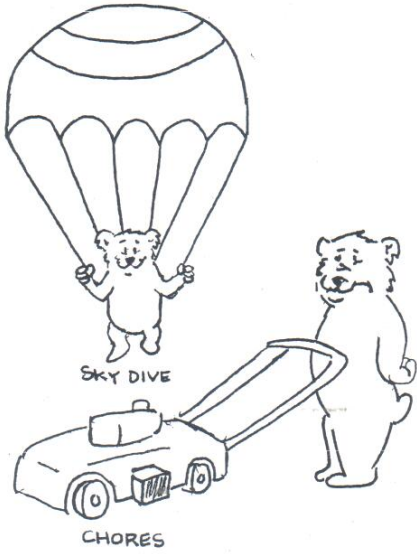
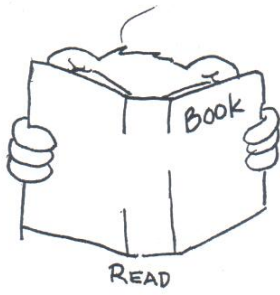
PROCEDURE: Students need to understand their feelings and they then can set goals to seek those things out that make them happy. As in some of the other activities, this helps students look ahead and set goals. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

KNOWING MY FEELINGS

KP#10

KNOWING MY FEELINGS



Plan

Learning Activities

FIRST GRADE

GRADE: 1—Activity 1

SELF-DETERMINATION: Plan

A HARD DECISION: HOMEWORK OR PLAY?

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will use focus on meaning and communication as they listen, speak, view, read and write in persona, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Sometimes it’s hard to make a decision between something you should do and something you want to do. Imagine that you are supposed to go home and do your math and reading homework but a friend comes to the door and wants you to play. What do you decide? What will happen if you do your homework? What will happen if you decide to play? You can write about this or talk about it with your classmates.

PROCEDURES: Students need to learn to think through their decisions and to anticipate results—“if this, then that” type of thinking. This is very important to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

1P---WS#2

OUR CLASS PARTY

FOOD

ACTIVITIES

DECORATIONS

GRADE: 1—Activity 3

SELF-DETERMINATION: Plan

FAVORITE FAMILY HOLIDAY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address family cultures and the order of events.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: What is your favorite family holiday? Draw a picture or write a description of how you and your family plan for this holiday. Share this with the class.

PROCEDURES: This will help students understand that events don't "just happen," but rather that events are carefully planned. This activity works well as a cooperative learning activity so students can work in pairs or small groups. You also can do this as an entire class. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity. Be sure to relate back to the objectives of "Plan" listed above and to stress an appreciation of different cultures.

TEACHER NOTES:

1P---WS#3

MY FAVORITE FAMILY HOLIDAY

GRADE: 1—Activity 4

SELF-DETERMINATION: Plan

HEALTHY FOOD

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE AND HEALTH Standards that address nutrition.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION; It's good to eat healthy food. Draw a picture of a healthy meal. Tell the class what will happen if you eat healthy food. What will happen if you eat unhealthy food? Share with the class one goal you have to eat healthy food.

PROCEDURES: You may need to reinforce the ideas of what a goal is. If students are to be self-determined, they need to set goals for themselves and to understand the results of their goals. This is an important part of becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts or Science activity.

Through discussion, help students see how each of the parts helps make up the whole.

TEACHER NOTES:

1P---WS#4

A HEALTHY MEAL

GRADE: 1—Activity 5

SELF-DETERMINATION: Plan

THE MESSY CLASSROOM

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND SCIENCE Standards that address cause and effect.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Sometimes classrooms get really messy. As a class, make a list of things that could be done when the classroom gets messy. If you and your classmates do all those things, what will happen?

PROCEDURE: This will help students set a goal and plan the small steps that will help them reach that goal. Stress with them the importance of those small steps because without then the goal will probably not be reached. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity.

TEACHER NOTES:

GRADE: 1—Activity 6

SELF-DETERMINATION: Plan

THE NEW STUDENT

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results
- Reinforce the concept of developing and nurturing positive results.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that a new student is going to be coming to your class. Make a list of things that your class should do to get ready to welcome him/her. Discuss why it is important to prepare this way. If you do these things, how do you think the new student will feel?

PROCEDURE: It is important for students to visualize something that might happen in the future and to plan for it. Students can also focus on a goal and plan what each of them will contribute to making this goal become a reality. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

GRADE: 1—Activity 7

SELF-DETERMINATION: Plan

SAVING FOR A PET

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that you want to save enough money to buy a pet. Draw 3 ways that you can earn money to help you reach your goal.

PROCEDURE: It is important for students to visualize something that might happen in the future and to plan for it. Students can also focus on a goal and plan what each of them will contribute to making this goal become a reality. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

1P---WS#7

SAVING FOR A PET

GRADE: 1—Activity 8

SELF-DETERMINATION: Plan

A STUFFED ANIMAL PARTY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that you and your friend are going to have a stuffed animal party. Draw a picture of the stuffed animals that will be there, what you will eat and one game that you will play.

PROCEDURES: It is important for students to visualize something that might happen in the future and to plan for it. Students can also focus on a goal and plan what each of them will contribute to making this goal become a reality. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

1P---WS#8

A STUFFED ANIMAL PARTY

GRADE: 1—Activity 9

SELF-DETERMINATION: Plan

PLANNING A VACATION

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that you are going on a vacation in a van. Draw a picture of where you will go, who will go with you and what you will take with you on your trip.

PROCEDURES: It is important for students to visualize something that might happen in the future and to plan for it. Students can also focus on a goal and plan the steps that will make this goal become a reality. This is a good visualization activity because students need to learn to think ahead if they are to become self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

1P--WS#9

PLANNING A VACATION

GRADE: 1—Activity 10

SELF-DETERMINATION: Plan

GOING ON A PICNIC

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Bertie Bug is going on a picnic. Draw a picture of some things he should take in his picnic basket.

PROCEDURE: It's important for students to learn to "think ahead" and plan for activities. This is a good visualization activity and student can anticipate the results of what they plan for the picnic. You might continue by discussing things that wouldn't be good to take on a picnic. These are important skills if they are to become self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts or Social Studies activity.

TEACHER NOTES:

1P--WS#10

GOING ON A PICNIC

Plan

Learning Activities

SECOND GRADE

GRADE: 2--Activity 1

SELF-DETERMINATION: Plan

THE THREE LITTLE PIGS

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will use focus on meaning and communication as they listen, speak, view, read and write in persona, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: As a class, retell the story of the Three Little Pigs. Choose one little pig and draw answers to the questions.

PROCEDURE: By doing this activity, students will begin to understand the importance of planning and of anticipating results of those plans. These are important skills if one is to be self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity. Story refresher: 3 pigs built their houses of sticks, straw and bricks.

TEACHER NOTES:

2P---WS#1

THE THREE LITTLE PIGS

I choose the pig that built the house of _____.

I chose that pig because _____

What did the pig have to consider before he decided how he would build the house?

GRADE: 2 –Activity 2

SELF-DETERMINATION: Plan

A GOAL I HAVE FOR WHEN I’M OLDER

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: In this activity you will think about one thing you would like to do really well when you get older like play a sport, play an instrument, join a club, etc. Make a plan about what you will do to learn to do this really well.

PROCEDURE: This activity builds on the concept of looking ahead and designing what you want. If students want to be in charge of their lives, they need to understand the importance of setting goals and working toward them. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

GRADE: 2—Activity 3

SELF-DETERMINATION: Plan

MY FAVORITE PIZZA

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Draw a picture (or write) of your favorite pizza. Describe how you would make the crust and would it be square or round. What is on it and what is the order you put the ingredients on the pizza. How do you cook it and for how long? What does it taste like?

PROCEDURE: As with previous activities, students will begin to understand the concept of setting a goal and then breaking a plan into small steps to reach that goal. Students will come to understand that one needs goals and plans to lead an effective life. This can be done as a center activity, during morning meetings, or as a Language Arts activity. If students don't know how to make a pizza, substitute something they do know how to do like make an ice cream sundae, make cookies, make a bowl of cereal or make a holiday greeting card (Valentine, Mother's/Father's Day, etc.)

TEACHER NOTES:

2P---WS#3

MY FAVORITE PIZZA

GRADE: 2 –Activity 4

SELF-DETERMINATION: Plan

I PLAN A GARDEN

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE Standards that address life cycles of plants.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: In this activity you will make a plan to plant a flower garden or a vegetable garden. Draw a picture of your garden. What will you plant? What will you do to take care of the garden and to make the plants grow? Share your picture with the class.

PROCEDURE: In this activity, stress the importance of having a plan. Without a plan, the garden will not match the student’s “mental picture” which can lead to disappointment and disillusionment. Students will then come to understand the importance of a clear plan with steps to make it happen. This can be done as a center activity, during morning meetings, or as a Language Arts or Science activity.

TEACHER NOTES:

2P--WS#4

MY GARDEN

GRADE: 2 –Activity 5

SELF-DETERMINATION: Plan

A PLACE I'D LIKE TO VISIT

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: In this activity you will think about places you would like to visit. Cut 5 pictures from magazines of places you'd like to visit someday. Choose one of the places you cut out. Who would you take with you? What would you do? How would you get there? How will you earn the money to go there? What will it be like?

PROCEDURE: In this activity, focus on the need to plan and to anticipate results. If students become more adept at these skills, they are on their way to taking charge of their lives and to becoming self-determined. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

2P---WS#5

A PLACE I'D LIKE TO GO

THE PLACE: _____

Who will you take with you?

What would you do?

How would you get there?

How will you earn the money to go there?

What do you think it will be like?

GRADE: 2—Activity 6

SELF-DETERMINATION: Plan

MY SNOW DAY PLAN

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Just about every winter, students have a “snow day” or some other type of inclement weather day. Talk with your class about why you have snow days. Then draw or write a plan for what you will do if you have a snow day this year. Begin with the morning and plan the entire day. What will you do? Who will you do it with? How will you feel?

PROCEDURE: In this activity, focus on the need to think ahead and plan for what you want. If you don’t do this, the opportunity and time moves on without you having accomplished what you wanted to. This is important to the concept of self-determination. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

2P---WS#6

PLAN FOR A SNOW DAY

GRADE: 2—Activity 7

SELF-DETERMINATION: Plan

MY FAVORITE LUNCH

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Your lunch is a very important part of your day. Think about your favorite lunch. Draw a picture of that lunch. Then write the steps you would have to take to make that lunch, thinking about what you would have to do first, next and last. Finally, draw a picture of a lunch box you would like.

PROCEDURE: The primary focus of this activity is the need to plan for what you want. You can think about what you want, but in order to make it a reality, you have to plan each step, imaging the finished product. This is important to the concept of self-determination. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

2P--WS#7

MY FAVORITE LUNCH

GRADE: 2—Activity 8

SELF-DETERMINATION: Plan

A LESSON: BRUSHING YOUR TEETH

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that you have a younger brother or sister and it is your job to teach them to brush their teeth. Write the instructions in order using the terms first, next and last.

PROCEDURE: The primary focus of this activity is to help students understand that, once they have set a goal, the steps they take to reach that goal need to happen in a particular order rather than haphazardly. You can have fun with this by talking with them about what would happen if they put the steps (for this or other activities) in the wrong order. This is important to the concept of self-determination. This can be done as a center activity, during morning meetings, or as a Language Arts activity. If you are using Retelling or Pre-Telling as reading comprehension strategies, you can use this activity to reinforce the language: first, next then and last.

TEACHER NOTES:

2P---WS#8

A LESSON IN BRUSHING YOUR TEETH

GRADE: 2—Activity 9

SELF-DETERMINATION: Plan

BAKING A CAKE

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that it is your friend’s birthday and you are going to bake a cake for your friend. Draw 3 things you will do—in order—to make that cake. Then draw what your cake would look like.

PROCEDURE: The primary focus of this activity is to help students understand that, once they have set a goal, the steps they take to reach that goal need to happen in a particular order rather than haphazardly. You can have fun with this by talking with them about what would happen if they put the steps (for this or other activities) in the wrong order. This is important to the concept of self-determination. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

2P---WS#9

BAKING A CAKE

GRADE: 2—Activity 10

SELF-DETERMINATION: Plan

CLASS FIELD TRIP

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Field trips are always fun and educational. Imagine that your class is going to be going on a field trip on a bus. Draw a picture of where you would like to go, one thing you will see and what you will eat while you're on the trip. Share your pictures with the class.

PROCEDURE: The primary focus of this activity is to help students visually rehearse something, anticipate results and use their creativity. This is important to the concept of self-determination. This can be done as a center activity, during morning meetings, or as a Language Arts activity.

TEACHER NOTES:

2P---WS#10

CLASS FIELD TRIP

Plan

Learning Activities

THIRD GRADE

GRADE: 3—Activity 1

SELF-DETERMINATION: Plan

CLASSROOM PROBLEM SOLVING

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand I, Standard 4.1: Students will identify problems that divided their local community.

SOCIAL STUDIES, Strand VI, Standard 1.3: Students will state an issue clearly as a question of public policy, trace the origin of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.

TIME NEEDED: 45 minutes

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will need to identify a problem in your class or school and develop a plan to solve the problem. What could you do? What could others do? How long will it take? Present the problem and solution to the class.

PROCEDURE: An important part of being self-determined is having a sense of personal efficacy. When students work on real problems, they begin to realize that they have some control in their lives. This activity also helps to reinforce learning about breaking a goal into steps and about accessing resources and supports. This can be done as a cooperative learning lesson or as a lesson in Language Arts and or Social Studies. It can be extended to have students vote on the best solutions and the winning solution can be presented to the principal.

TEACHER NOTES:

3P---WS#1

CLASSROOM PROBLEM SOLVING

1. Identify a problem in your class or in your school.
2. What solution would you propose? What could you do?
3. What could others do?
4. How long do you think it would take to solve the problem? What steps would you take to make the solution a reality?

Grade: 3—Activity 2

SELF-DETERMINATION: Plan

COMMUNITY INVESTIGATION

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand VII, Standard 2: Students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources analyzing and interpreting the information formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

TIME NEEDED: 60 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will think of something you can investigate in your community. Make a plan of how you will gather information.

PROCEDURE: This can be done as a morning meeting activity, as journal activity or during Language Arts or Social Studies lesson. In the introduction to this activity, you may want to provide guidelines on the types of things that are acceptable to investigate in the community and why students want to learn more about the community. You can also use this as an extended activity and have students complete the investigation. The important focus of this activity is student self-efficacy and the ability to see goals and plan steps to reach the goals.

TEACHER NOTES:

3P---WS#2

COMMUNITY INVESTIGATION

TOPIC TO BE INVESTIGATED: _____

PLAN FOR GATHERING INFORMATION FOR THE INVESTIGATION:

Grade: 3—Activity 3

SELF-DETERMINATION: Plan

FAMILY DINNERS

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE AND PE Standards that address nutrition.

TIME NEEDED: 60 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will think about good nutrition and review this with the class. You will then plan your family dinners for a week. What will happen if your family follows your menu plan for the week?

PROCEDURE: The focus of this activity is the need to plan ahead. Students need to understand that meals just “don’t happen.” Someone has to plan, shop and cook. This is important to the foundation of self-determination. This can be done as a morning meeting activity, as journal activity or during a Language Arts or Science lesson. You will need to introduce this activity with examples of good nutrition. The class could also compile a class cookbook of “healthy menus.”

TEACHER NOTES:

3P---WS#3

FAMILY MEALS

RULES OF GOOD NUTRITION:

FAMILY DINNERS FOR A WEEK:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

What do you think will happen if your family follows your menu for the week?

Grade: 3—Activity 4

SELF-DETERMINATION: Plan

HELPING OTHER PEOPLE

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address social relationships.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will think, write and/or speak about you and your relationships with other people. At your age, how can you help others? What could someone do to help you? How do you feel when you help someone else? How do you feel when someone helps you?

PROCEDURE: The focus of this activity is on interpersonal relationships. Students need to understand that relationships need nurturing and that it takes planning to do that. If they are to be self-determined, the need to understand that consciously thinking about maintaining relationships is essential. You might want to begin this activity with a discussion about ways that people help others. Examples from the school and the classroom will help them relate this concept in other areas of their lives. This can be done as a morning meeting activity, as journal activity or during Language Arts or Social Studies lesson. You can also graph the ideas and/or feelings to get class opinions.

TEACHER NOTES:

3P---WS#4

HELPING OTHERS

What can you do to help others? How do you think you'll feel when you help them?

What can someone else do to help you? How do you think you will you feel if they help you?

GRADE: 3—Activity 5

SELF-DETERMINATION: Plan

GOALS FOR THE WEEK

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES AND SCIENCE Standards that address cause and results.

TIME NEEDED: 45 minutes

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will think about a goal you have for this week. Make a list of things you can do to reach your goal.

PROCEDURE: This can be done as a morning meeting activity, as journal activity or during Language Arts or Social Studies lesson. When you introduce this activity, reinforce the concept of “goal” with the students. They need to understand the importance of goal setting, planning for a goal and anticipating what will happen when they reach that goal. This would be a good class discussion once students have finished their writing.

TEACHER NOTES:

3P---WS#5

MY GOAL FOR THE WEEK

My goal: _____

Things I will do to reach the goal:

GRADE: 3—Activity 6

SELF-DETERMINATION: Plan

THE NEED TO RECYCLE

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE Strand 5, Standard 3: Students will show how manufactured materials can be reduced, reused and recycled to conserve natural resources. Devise and carry out plans for improving the recycling and reusing of materials at school and home.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will think, write and/or talk with the class about recycling. How can your class, the students in the school and your family recycle more? How can recycling be improved?

PROCEDURE: The self-determination focus of this activity is goal setting. Students can learn to set a goal, plan steps to reach to goal and anticipate results. This can be done as a morning meeting activity, as journal activity or during Language Arts or Science lesson. You can also graph the suggestions to get class consensus. If you haven't studied recycling yet this year, you may need to introduce the concept of recycling at the beginning of the activity.

TEACHER NOTES:

3P---WS#6

IMPROVING RECYCLING

IN SCHOOL:

AT HOME:

GRADE: 3—Activity 7

SELF-DETERMINATION: Plan

PLAN FOR A BLIZZARD

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE Strand 5, Standards 1 and 2: Students will understand the differences among and indications of different types of severe weather, identify severe weather conditions such as tornadoes, thunderstorms, blizzards, etc.

TIME NEEDED: 30 minutes

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: Almost every winter, there is a severe blizzard or some type of inclement and school is called off for a day. In this activity, you will discuss why a school might declare a “snow day” and you will make a plan for what you will do if there is a “snow day” this year. How will you feel at the end of the day if you follow your plan?

PROCEDURE: The focus of this activity is the importance of planning. If students can visually rehearse what they want to do and plan ahead, they can have a wonderful day. If they don’t plan ahead, the day will just flow away and they will have missed doing something they wanted to do. This understanding is important as a foundation in becoming self-determined. This can be done as a morning meeting activity, as journal activity or during Language Arts or Social Studies lesson. You can also graph the suggestions to get class consensus. **ALTERNATIVE ACTIVITY:** You can also use this as a Rainy Day plan.

TEACHER NOTES:

3P--WS#7

MY PLAN FOR A SNOW DAY

What would you like to do? Who would you like to be there? Give details in the order you would do them in.

How do you think you will feel at the end of the day if you follow your “Snow Day” plan?

Plan

Learning Activities

FOURTH GRADE

Grade: 4—Activity 1

SELF-DETERMINATION: Plan

CHANGING LAWS

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand VI, Standard 1: Students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you are to choose a law or public policy that you disagree with. What would you change it to? Write the steps you would take to get it changed.

PROCEDURE: In order to be self-determined, students have to understand how to set goals, take steps to reach their goals and anticipate the results of their actions. This lesson will focus on those concepts as well as the issue of self-efficacy. This can be done as a morning meeting activity, as journal activity or during Language Arts or Social Studies lesson. You can also use this as an extended lesson and have students follow the steps they have determined would help get the law changed.

TEACHER NOTES:

4P--WS#1

CHANGE IN A LAW OR PUBLIC POLICY

WHAT LAW OR POLICY WOULD YOU LIKE TO CHANGE?

WHAT STEPS WOULD YOU TAKE TO GET IT CHANGED?

Grade: 4—Activity 2

SELF-DETERMINATION: Plan

CONSERVING ENERGY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE Strand 5, Standard 3: Students will analyze the effects of technology on the earth's surface and resources.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will write about and discuss energy. How can you personally conserve on energy? How could your school do a better job of conserving energy? What will happen if you do a better job of conserving energy?

PROCEDURE: The focus of this activity is goal setting. Students will understand that they can set a goal and plan to reach that goal. These are important concepts in self-determination. You may want to begin the lesson with a discussion of energy types and sources. You could also divide the class into groups and assign each group a different type of energy. This can be done as a morning meeting activity, as journal activity or during Language Arts or Science lesson.

TEACHER NOTES:

Grade: 4—Activity 3

SELF-DETERMINATION: Plan

MY INVENTION

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results
- Access resources and support (From ACT Module)

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you have the opportunity to invent something the make the world better. What will you invent? What materials will you need? How will you go about inventing this? Whose help will you need? Share your idea with the class.

PROCEDURES: This begins by having student dream. (Dream is a component of the Know Yourself module.) Then students build on their dream by setting a goal and planning to reach the goal. This activity also gives them practice in anticipating results. This can be done as a morning meeting activity, as journal activity or during Language Arts lesson. You can use this as an introduction to a Science or Invention Fair/unit. As an extended activity, you may want students to complete their invention and present it to the class. You may also want to have students draw a picture of their invention before they begin to create it.

TEACHER NOTES:

4P---WS#3

MY INVENTION

WHAT WILL YOU INVENT TO MAKE THE WORLD BETTER?

What materials will you need?

How will you go about inventing this?

Who will you need to help you?

Grade: 4--Activity 4

SELF-DETERMINATION: Plan

A NEW HOLIDAY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address culture.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will create a new holiday and give all the details of the celebration. How do you think people will feel at the end of your holiday?

PROCEDURE: The focus of this activity is goal setting and planning. Students will understand that in order for events to occur, a great deal of planning has to occur. This will allow them to use their creativity to develop their plan and they can anticipate the results of their plan by imagining how people would feel at their celebration. You could also create a holiday as a whole class and then have each student do his/her own. This can be done as a journal activity or during Language Arts or Social Studies lesson.

TEACHER NOTES:

4P---WS#4

A NEW HOLIDAY

You are going to create a new holiday!

What will you name it?

Describe the holiday and its purpose.

What food will be served?

What will become the traditional colors?

What music will you have?

What will people wear (Clothes)?

What activities will be a part of this holiday?

Add any additional details you think are important.

Grade: 4—Activity 5

SELF-DETERMINATION: Plan

SPENDING MY MONEY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand IV, Standard 1: Students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use and disposal of goods and services and affect the well-being of individuals and society.

TIME NEEDED: 45 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you are to imagine that someone has given you \$200 for work you have done for them. Make a plan for how you will spend the money or what you will do with it. Present your plan to the class and be able to tell then why you made these choices, including what you think will happen if you spend your money this way.

PROCEDURE: This activity focuses on dreaming, setting a goal, planning and anticipating results. These are very important concepts in self-determination. This can be done as a morning meeting activity, as journal activity or during a Language Arts or Social Studies lesson.

TEACHER NOTES:

4P---WS#5

SPENDING MY MONEY

Grade: 4—Activity 6

SELF-DETERMINATION: Plan

STATE INVESTIGATION

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand VII, Standard 2: Students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources analyzing and interpreting the information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

TIME NEEDED: 60 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will think of something you can investigate in your community. Make a plan of how you will gather information. You will use this in a later activity.

PROCEDURE: In this activity, focus on goals setting, details of how to reach the goal and the important of self-efficacy. This can be done as a morning meeting activity, as journal activity or during Language Arts or Social Studies lesson. In the introduction, you may want to provide guidelines on the types of things that are acceptable to investigate in the state and why students want to learn more about their state. You can also use this as an extended Language Arts or Social Studies activity and have students complete the investigation.

TEACHER NOTES:

4P--WS#6

STATE INVESTIGATION

ISSUE TO BE INVESTIGATED:

PLAN FOR GATHERING INFORMATION FOR THE INVESTIGATION:

Plan

Learning Activities

FIFTH GRADE

Grade: 5—Activity 1

SELF-DETERMINATION: Plan
SCHOOL BILL OF RIGHTS

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand III, Standard 2: Students will interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law, equal protection of the law.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will create, either alone or with the class, a class or school Bill Of Rights. What will the rights be? Who needs to know that you have created this Bill Of Rights? Make a plan to inform those people of the new rights. Develop consequences to be used if people don't follow this Bill of Rights. What will happen if people do follow them?

PROCEDURE: The focus of this activity is anticipating results. When students learn to set goals, they also need to understand that their plan will have consequences. This is important if they are to become self-determined. After students have created the Bill Of Rights, you could have them draw a line down the middle of a piece of paper. On one side, they could write the "Right", and on the other side of the paper, they could write the "Responsibility" that people will have to assume to ensure that "Right." This could be done in groups or in pairs and will clarify the difference between right and responsibility. This can be done during morning meeting, as a cooperative learning activity, as a journal activity or during a Language Arts or Social Studies lesson. You may want to review the United States Bill Of Rights to begin this lesson.

TEACHER NOTES

5P---WS#1

A SCHOOL OR CLASS BILL OF RIGHTS

Grade: 5—Activity 2

SELF-DETERMINATION: Plan

CLASS PROBLEM

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address problem solving.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will write and/or speak about this topic: At a 5th grade class meeting, a problem is identified. You will develop a plan about what can be done, who the 5th graders could ask for help and what they should say to get help. What will happen if your plan is successful?

PROCEDURE: The focus of this activity is goal setting. Students will identify a goal and then plan the steps to reach the goal. Discuss with them what might happen as a result of their plan. This will help students learn to anticipate results. This can be done during morning meeting, as a journal activity or during Language Arts or Social Studies lesson. It also would be a good cooperative learning activity.

TEACHER NOTES:

5P---WS#2

FIFTH GRADE CLASS PROBLEM

1. What is the problem the class identified? _____

2. Develop a plan to solve the problem.

3. Who could the 5th graders ask for help?

4. What do you think will happen if your plan is successful?

Grade: 5—Activity 3

SELF-DETERMINATION: Plan

CLOTHES FOR THE PLAY

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will use focus on meaning and communication as they listen, speak, view, read and write in persona, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address problem solving.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will consider this dilemma and develop a plan to solve it: You are going to be in a class play next week and all the students are going to wear blue jeans and red shirts. You have a good red shirt, but your blue jeans are very old and worn and you want to look nice on stage. Your sister/brother has a better pair of blue jeans and you wear the same size. What will you do?

PROCEDURE: It's important for students to be able to solve problems when they arise by using their creativity to set goals and plan to reach those goals. This also gives them a feeling of self-efficacy. This can be done during morning meeting, as a journal activity or during Language Arts or Social Studies lesson.

TEACHER NOTES:

5P---WS#3

CLOTHES FOR THE PLAY
SOLVING THE DILEMMA

Grade: 5—Activity 4

SELF-DETERMINATION: Plan

SETTING A GOOD EXAMPLE

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will use focus on meaning and communication as they listen, speak, view, read and write in persona, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand I, Standard 2: Students will identify and explain how individuals in history demonstrated good character and personal virtue.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will write a paragraph about good character and personal virtue. What does that mean? What are 3 ways you plan to demonstrate these in your life?

PROCEDURE: In this activity, focus on the need for students to take charge of their lives and set goals to be who they want to be. (See the Appendix for Character Education guidelines.) This is important for self-determination. This can be done during morning meeting, as a journal activity or during a Language Arts or Social Studies lesson.

TEACHER NOTES:

5P---WS#4

GOOD CHARACTER AND PERSONAL VIRTUE

Grade: 5—Activity 5

SELF-DETERMINATION: Plan

POLLUTION PROBLEM SOLVING

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SCIENCE Strand 5, Standard 3: Students will describe the health effects of polluted air.

TIME NEEDED: 30 minutes.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will write a paragraph explaining some kind of pollution problem. Develop a plan to explain this problem to a 1st grader so they can help solve the problem.

PROCEDURE: The focus of this activity is goal setting, planning and anticipating results. If students become competent in these skills, they will be more self-determined. This can be done during morning meeting, as a cooperative learning activity, as a journal activity or during Language Arts or Science lesson.

TEACHER NOTES:

5P---WS#5

POLLUTION PROBLEM SOLVING

Grade: 5—Activity 6

SELF-DETERMINATION: Plan

PRESERVING NATURAL RESOURCES

GOAL: All students will develop skills in the Plan module: set goals, plan small steps to meet goals, anticipate results, be creative, and visually rehearse.

OBJECTIVES: Specifically in this activity, students will:

- Set goals.
- Plan small steps to meet goals.
- Be creative
- Anticipate results

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Strand II, Standard 2: Students will describe the location, use and importance of different kinds of resources and explain how they are created and the consequences of their use.

TIME NEEDED: 30 minutes—can be divided into several sessions.

MATERIALS: Paper and pencils.

ACTIVITY DESCRIPTION: In this activity, you will identify natural resources that are used daily in your school. You then will create a plan for the school to protect those resources. If students and adults follow this plan, what will happen?

PROCEDURE: In this activity, focus on goal setting, planning and anticipating results. If students practice these, they will feel more empowered in their lives. This can be done during morning meeting, as a cooperative learning activity, as a journal activity or during a Language Arts or Social Studies lesson. You may need to introduce this activity with an explanation of natural resources that you and/or students use.

TEACHER NOTES:

5P#6

PROTECTING NATURAL RESOURCES

RESOURCES USED DAILY IN THE SCHOOL:

PLAN FOR PROTECTING THOSE RESOURCES:

LIKELY/POSSIBLE RESULTS OF THE PLAN:

Act

Experience Outcomes and Learn

Learning Activities

KINDERGARTEN

GRADE: K

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Learning Goal

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: At the beginning of the day, have the students share something academic they would like to work on that day. Ask them to share something they will do to make that happen. (Goal setting) At the end of the day, ask the students if they reached their goal. How did they feel? If not, why not? Conclude with a brief discussion of making choices/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings. It could also be done as a center activity if you wanted to have a Goal Setting Center where they would draw their choice (goal) draw how they would feel when they reached it. After the students could draw what they did and how they felt: a “smiley face” if they would do it again because it was a good choice or a frown because they would make a different choice next time.

TEACHER NOTES:

GRADE: K

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Center Choice

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Before a period when you let the students choose a center, ask the children to choose a center and tell you why they want that one. (Goal setting). After the center time is over, ask the children how they felt about the choice they made. Was it a good choice? How did they feel? Would they make that choice again? If not, why not? Conclude with the brief discussion of making choices/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings or just before center time. Students can draw their choice (goal), draw how they would feel when they worked at that center. After, the students could draw what they did and how they felt. This will help them understand that their choices affect how they feel. A “smiley face” would indicate a good choice and a frown would indicate that they would make a different choice next time.

TEACHER NOTES:

GRADE: K

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Playground Goal

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Before playground/recess, ask the children to choose something to do and whom they will do it with. (Goal setting). After the recess is over, ask the children how they felt about the choice they made. Was it a good choice? How did they feel? Would they make that choice again? If not, why not? Conclude with a brief discussion of making choices/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings or as a warm-up just before recess. It could also be done as a center activity if you wanted to have a Goal Setting Center where they would draw what they did and how they felt: a “smiley face” if they would do it again because it was a good choice or a frown because they would make a different choice next time.

TEACHER NOTES:

GRADE: K

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Goal for Today

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: At the beginning of the day, have the student share something they would like to do that day. Ask them to share something they will do to make that happen. (Goal setting). At the end of the day, ask the students if they reached their goal? How did they feel? Would they do it again? If not, why not? Conclude with a brief discussion of making choice/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings or as a warm-up just before recess. It could also be done as a center activity if you wanted to have a Goal Setting Center where they would draw what they did and how they felt: a “smiley face” if they would do it again because it was a good choice or a frown because they would make a different choice next time.

TEACHER NOTES:

GRADE: K Alternative Activity #1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

SOMETHING I WORKED HARD ON

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Share with your class something that you worked really hard at and how you felt.

PROCEDURE: The focus of this activity is communication. Students need to be able to talk about what they have done well and how that made them feel. This lesson is also good for building positive self-esteem. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

GRADE: K Alternative Activity #2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

SOMETHING I'D LIKE TO DO ON VACATION

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Share with your class something that you would like to do on vacation.

PROCEDURE: The focus of this activity is communication. Students need to be able to talk about what they would like to do and how doing it would make them feel. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

GRADE: K Alternative Activity #3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

SOMEONE TO TALK TO

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Share with your class something someone that you could talk to if you are having problems with a friend. What would you say?

PROCEDURE: This activity focuses on communication and seeking support as well as accessing resources. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

GRADE: K Alternative Activity #4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

SOLVING A “SHARING” PROBLEM

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: If your friend want to play with the same toy you are playing with, how could you solve the problem? Tell your class.

PROCEDURE: This activity focuses on communication, seeking support and negotiating. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

Act

Experience Outcomes and Learn

Learning Activities

FIRST GRADE

GRADE: 1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Learning Goal

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: At the beginning of the day, have the students share something academic they would like to work on that day. Ask them to share something they will do to make that happen. (Goal setting) At the end of the day, ask the students if they reached their goal. How did they feel? If not, why not? Conclude with a brief discussion of making choices/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings. It could also be done as a center activity if you wanted to have a Goal Setting Center where they would draw their choice (goal) draw how they would feel when they reached it. After students reach the goal, they could draw what they did and how they felt. A “smiley face” if they would do it again because it was a good choice or a frown because they would make a different choice next time.

TEACHER NOTES:

GRADE: 1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Goal for Today

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: At the beginning of the day, have the student share something they would like to do that day. Ask them to share something they will do to make that happen. (Goal setting). At the end of the day, ask the students if they reached their goal? How did they feel? Would they do it again? If not, why not? Conclude with a brief discussion of making choice/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings. It could also be done as a center activity if you wanted to have a Goal Setting Center where they would draw what they did and how they felt: a “smiley face” if they would do it again because it was a good choice or a frown because they would make a different choice next time.

TEACHER NOTES:

GRADE: 1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Playground Goal

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Before playground/recess, ask the children to choose something to do and whom they will do it with. (Goal setting). After the recess is over, ask the children how they felt about the choice they made. Was it a good choice? How did they feel? Would they make that choice again? If not, why not? Conclude with a brief discussion of making choices/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings or as a warm-up just before recess. It could also be done as a center activity if you wanted to have a Goal Setting Center where they would draw what they did and how they felt: a “smiley face” if they would do it again because it was a good choice or a frown because they would make a different choice next time.

TEACHER NOTES:

GRADE: 1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Center Choice

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Before a period when you let the students choose a center, ask the children to choose a center and tell you why they want that one. (Goal setting). After the center time is over, ask the children how they felt about the choice they made. Was it a good choice? How did they feel? Would they make that choice again? If not, why not? Conclude with the brief discussion of making choices/setting goals. This is the beginning of establishing a common language of self-determination.

PROCEDURE: This can be done during morning meetings or just before center time and students can work individually or in groups. Students can draw their choice (goal); draw how they would feel when they worked at that center. After, the students could draw what they did and how they felt. This will help them understand that their choices affect how they feel. A “smiley face” would indicate a good choice and a frown would indicate that they would make a different choice next time.

TEACHER NOTES:

GRADE: 1 Alternative Activity #1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

SOLVING A LUNCH PROBLEM

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that you forgot your lunch one day. What do you do? Who do you tell? How do you solve the problem? How do you feel?

PROCEDURES: The focuses of this activity are communication and accessing resources and support. Students need to be able to articulate a problem and decide how they would try to solve it. They also need to understand that there are people that they can turn to for support. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

THE FORGOTTEN LUNCH

<p>Who do you tell?</p>	<p>How will you solve the problem?</p>
<p>How do you think you will feel after you have solved the problem?</p>	<p>Tell your class what you will do so you don't forget your lunch again.</p>

GRADE: 1 Alternative Activity #2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

PRACTICING SHARING

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Students will role play a situation that involves sharing. Each student will take turns: one will have a toy and the other will figure how to politely ask to play with the toy.

PROCEDURE: The skill of negotiation is very important to self-determination. Students need to understand that there are ways to work together so that everyone “wins.” This is a challenging concept for children, so you may need to model a situation for them to understand. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

GRADE: 1 Alternative Activity #3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

SAVING MONEY

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Talk with your class about how you save money and who helps you save. What are you saving the money for?

PROCEDURE: In this activity, students can focus on goal setting and on accessing support. It would also be good to bring the concept of persistence into this discussion since persistence is important in being self-determined. This can be done during morning meetings or as a journal entry.

TEACHER NOTES:

GRADE: 1 Alternative Activity #4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

CELEBRATING WITH A FRIEND

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that your special friend is having a birthday and you want to make cupcakes to celebrate. Draw a picture of your friend, the cupcakes you will make, someone who will help you and how your friend will feel.

PROCEDURE: In this activity, students can focus on goal setting, communicating, and on accessing resources and support. This can be done during morning meetings, at Center time, during Language Arts or as a journal entry.

TEACHER NOTES:

CELEBRATING WITH A FRIEND

My Friend	My cupcakes
Someone who will help me	How I think my friend will feel

Act

Experience Outcomes and Learn

Learning Activities

SECOND GRADE

GRADE: 2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Learning Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a learning goal for the week. What is something you would like to do better in school? Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. Students will understand this concept more clearly if you give them a personal example. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal. If the worksheet is too difficult, you can use this as an oral activity.

TEACHER NOTES:

MY LEARNING GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

1. Did you reach your goal?
2. If “yes,” what did you and others do to help you reach your goal?
If “no,” what happened that kept you from reaching your goal?
3. Which of your strengths helped you reach this goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting academic goals?

GRADE: 2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Family Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a family goal for the week. What is something you would like to do with your family? Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be good to take a few minutes at the end of each day to evaluate steps toward this goal.

TEACHER NOTES:

MY FAMILY GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
6. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

3. Did you reach your goal?
4. If “yes,” what did you and others do to help you reach your goal?
If “no,” what happened that kept you from reaching your goal?
3. Which of your strengths helped you reach this goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting academic goals?

GRADE: 2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Goal for the Week with My Friends

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a “friend” goal for the week. What is something you would like to do better at with your friends? Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn’t agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be good to take a few minutes at the end of each day to evaluate steps toward this goal. If the worksheet is too difficult, you can use this as an oral activity.

TEACHER NOTES:

MY “FRIEND” GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
7. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

5. Did you reach your goal?
6. If “yes,” what did you and others do to help you reach your goal?
If “no,” what happened that kept you from reaching your goal?
3. Which of your strengths helped you reach this goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal. Every day, tell your teacher about your progress toward reaching your goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be good to take a few minutes at the end of each day to evaluate steps toward this goal. If the worksheet is too difficult, you can use this as an oral activity.

TEACHER NOTES:

MY _____ GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

7. Did you reach your goal?
8. If “yes,” what did you and others do to help you reach your goal?
If “no,” what happened that kept you from reaching your goal?
3. Which of your strengths helped you reach this goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 2—Alternate Activity #1

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Learning Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that you see an ad on TV for something you'd like. Draw a picture of it and write why you want it. How will you get it? Draw 3 things that you can do to get it. Tell your class how you will feel if you get it.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

SOMETHING I WANT AND HOW I'LL GET IT

What I want and why I want it:

Three things I can do to help me get it:

1.

2.

3.

When I get it, I think I will feel

GRADE: 2—Alternate Activity # 2

SELF-DETERMINATION: Act; Experience Outcomes and Learn

LEARNING TO SHARE

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Imagine that your friends Tony and Tanya want to play with the same toy. They have asked you to help them solve their problem. Write what you would say. Draw a picture of how they would feel after you helped them.

PROCEDURES: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

5A--WSA1t#2

LEARNING TO SHARE

What I would say to Tony and Tanya:

After I help them, this is how I think they will feel:

GRADE: 2—Alternate Activity #3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

I'M A TALENTED PERSON

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: What is something you'd like to do really well? Share this with the class and then draw three things you will do to reach your goal. Who will help you? How do you think you will you feel when you reach your goal?

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

5A---WSAlt#3

I'M A TALENTED PERSON

What I want to be talented in:

Three things I will do to become talented:

1.

2.

3.

Who will help you?

How do you think you will feel when you earn you're talented?

GRADE: 2—Alternate Activity #4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

ONCE I SOLVED A PROBLEM

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: Work in pairs. Each person will tell his/her partner about a time when they solved a problem, who helped them solve the problem and how they felt after the problem was solved. You can share this with your other classmates if there is time.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

Act

Experience Outcomes and Learn

Learning Activities

THIRD GRADE

GRADE: 3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Academic Goal for the Week

OBJECTIVE: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set an academic goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY ACADEMIC GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

9. Did you reach your goal?
10. If “yes,” what did you and others do to help you reach your goal?
If “no,” what happened that kept you from reaching your goal?
3. Which of your strengths helped you reach this goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting academic goals?

GRADE: 3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Family Goal for the Week

OBJECTIVE: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a family goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY FAMILY GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

11. Did you reach your goal?
12. If “yes,” what did you and others do to help you reach your goal?
If “no,” what happened that kept you from reaching your goal?
3. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Personal Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a personal goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success and what you learned from your work to reach your goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY PERSONAL GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name three things you will do during the week to help you reach your goal.
8. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

13. Did you reach your goal?
14. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?
4. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 3

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My _____ Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a _____ goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY _____ GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

15. Did you reach your goal?
16. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

3. What of your strengths helped you reach this goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

Act

Experience Outcomes and Learn

Learning Activities

FOURTH GRADE

GRADE: 4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Academic Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set an academic goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY ACADEMIC GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

17. Did you reach your goal?
18. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

3. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Family Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a family goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY FAMILY GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
9. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

19. Did you reach your goal?
20. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

4. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Personal Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a personal goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY PERSONAL GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

1. Did you reach your goal?
2. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

3. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 4

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My _____ Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a goal for the week of your choice. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURE: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY _____ GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

21. Did you reach your goal?
22. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

4. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

Act

Experience Outcomes and Learn

Learning Activities

FIFTH GRADE

GRADE: 5

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Academic Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set an academic goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURES: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY ACADEMIC GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

23. Did you reach your goal?
24. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

4. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting academic goals?

GRADE: 5

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Family Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a family goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURES: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY FAMILY GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

1. Did you reach your goal?
2. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

3. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 5

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My Personal Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a personal goal for the week. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURES: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY PERSONAL GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

1. Did you reach your goal?
2. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

3. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

GRADE: 5

SELF-DETERMINATION: Act; Experience Outcomes and Learn

My _____ Goal for the Week

GOAL: All students will develop skills in the Act module and in the module which teaches students to Experience Outcomes and Learn. Through these exercises, students will learn to take risks, communicate, access resources and support, negotiate, Deal with conflict and criticism and be focused and persistent. After they have acted on the goals they have set, students will compare the actual outcome to the expected outcome, compare their performance to expected performance, realize success and make adjustments as necessary.

CORE CURRICULUM STANDARDS:

LANGUAGE ARTS, Standard 3: Students will focus on meaning and communication as they listen, speak, view, read and write in personal, social occupational and civic contexts.

LANGUAGE ARTS, Standard 4: Students will use the English language effectively.

SOCIAL STUDIES Standards that address the order of events.

SCIENCE AND SOCIAL STUDIES Standards that address cause and effect.

TIME NEEDED: 40 minutes total.

MATERIALS: Paper and crayons or markers.

ACTIVITY DESCRIPTION: You will set a goal for the week of your choice. Write in detail what your goal is, what daily steps you will take to reach it and what will happen if you reach the goal. Be sure to include who you will ask for help and what you will do if someone doesn't agree with your goal. At the end of the week, you will evaluate your success in reaching the goal.

PROCEDURES: In this activity, reinforce the goal above so that students understand the concepts of acting on their plans and learning from the experience. This can be done as a center activity, during morning meetings, or as a Language Arts, Social Studies or Science activity. It would be a good idea to find a few minutes at the end of the day to evaluate progress toward the goal.

TEACHER NOTES:

MY _____ GOAL FOR THE WEEK

1. Write your goal:
2. Who will you tell about your goal?
3. Who can help you reach your goal?
4. Name 3 things you will do during the week to help you reach your goal.
5. What do you think will happen if you take each of these steps?

COMPLETE THIS SECTION AT THE END OF THE WEEK:

1. Did you reach your goal?
2. If “yes,” what did you and others do to help you reach your goal?

If “no,” what happened that kept you from reaching your goal?

3. Which of your strengths helped you reach your goal?
4. Did what you expect to happen actually happen?
5. What will you do differently in the future when setting goals?

Summary Activities

KINDERGARTEN

GRADE: K

SELF DETERMINATION

NAME: SUMMARY UNIT

- OBJECTIVE: All students will demonstrate the skills they have developed through the Self-Determination activities.

TIME NEEDED: 20 minutes a day for 5 days.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION:

DAY 1: Draw something you are good at.

DAY 2: Draw something you like about yourself.

DAY 3: Plan a summer day. What will you do? Who will do it with you? What order will you do the activities in? How will you feel at the end of this day?

DAY 4: What is something you want to do today? How will you make this happen?

DAY 5: Celebrate “We’re Self-Determined.” Review the steps to Self-Determination. Have students share one goal they have accomplished and how they feel about it. Also have them discuss how they will use these skills in the future.

POEM:

I set a goal and I feel good.
I work hard just like I should.
When I reach my goal each day,
I am able to go out and play.
When I have goals, I accomplish more, not less
And I can celebrate my success!

PROCEDURE: This can be done as a journal entry, as a sponge activity or during morning meetings.

TEACHER NOTES:

SUMMARY ACTIVITY—DAY 1

Draw something you are good at.

SUMMARY ACTIVITY—DAY 2

Draw something you like about yourself.

SUMMARY ACTIVITY—DAY 3

Plan what for you would be a perfect summer day.

Draw what you will do.

Draw someone who will do it with you.

Draw a picture of yourself and how you will feel at the end of this day.

SUMMARY ACTIVITY—DAY 4

Draw something you want to do today.

Draw one thing you will do to make this happen.

Draw yourself and how you will feel after you do this.

Summary Activities

FIRST GRADE

GRADE: 1

SELF DETERMINATION

NAME: SUMMARY UNIT

- OBJECTIVE: All students will demonstrate the skills they have developed through the Self-Determination activities.

TIME NEEDED: 20 minutes a day for 5 days.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION:

DAY 1: Draw something you are good at.

DAY 2: Draw something you like about yourself.

DAY 3: Plan a summer day. What will you do? Who will do it with you? What order will you do the activities in? How will you feel at the end of this day?

DAY 4: What is something you want to do today? How will you make this happen?

DAY 5: Celebrate “We’re Self-Determined.” Review the steps to Self-Determination. Have students share one goal they have accomplished and how they feel about it. Also have them discuss how they will use these skills in the future.

POEM:

I set a goal and I feel good.
I work hard just like I should.
When I reach my goal each day,
I am able to go out and play.
When I have goals, I accomplish more, not less
And I can celebrate my success!

PROCEDURE: This can be done as a journal entry, as a sponge activity or during morning meetings.

TEACHER NOTES:

SUMMARY ACTIVITY—DAY 1

Draw something you are good at.

SUMMARY ACTIVITY—DAY 2

Draw something you like about yourself.

SUMMARY ACTIVITY—DAY 3

Plan what for you would be a perfect summer day.

Draw what you will do.

Draw someone who will do it with you.

Draw a picture of yourself and how you think you will feel at the end of this day.

SUMMARY ACTIVITY—DAY 4

Draw something you want to do today.

Draw one thing you will do to make this happen.

Draw yourself and how you will feel after you do this.

Summary Activities

SECOND GRADE

GRADE: 2

SELF DETERMINATION

NAME: SUMMARY UNIT

- OBJECTIVE: All students will demonstrate the skills they have developed through the Self-Determination activities.

TIME NEEDED: 20 minutes a day for 5 days.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION:

DAY 1: Draw something you are good at.

DAY 2: Draw something you like about yourself.

DAY 3: Plan a summer day. What will you do? Who will do it with you? What order will you do the activities in? How will you feel at the end of this day?

DAY 4: What is something you want to do today? How will you make this happen?

DAY 5: Celebrate “We’re Self-Determined.” Review the steps to Self-Determination. Have students share one goal they have accomplished and how they feel about it. Also have them discuss how they will use these skills in the future.

POEM:

I set a goal and I feel good.
I work hard just like I should.
When I reach my goal each day,
I am able to go out and play.
When I have goals, I accomplish more, not less
And I can celebrate my success!

PROCEDURE: This can be done as a journal entry, as a sponge activity or during morning meetings.

TEACHER NOTES:

SUMMARY ACTIVITY—DAY 1

Draw something you are good at.

SUMMARY ACTIVITY—DAY 2

Draw something you like about yourself.

SUMMARY ACTIVITY—DAY 3

Plan what for you would be a perfect summer day.

Draw what you will do.

Draw someone who will do it with you.

Draw a picture of yourself and how you think you will feel at the end of this day.

SUMMARY ACTIVITY—DAY 4

Draw something you want to do today.

Draw one thing you will do to make this happen.

Draw yourself and how you think you will feel after you do this.

Summary Activities

THIRD GRADE

GRADE: 3

SELF DETERMINATION

NAME: SUMMARY UNIT

- **OBJECTIVE:** All students will demonstrate the skills they have developed through the Self-Determination activities.

TIME NEEDED: 20 minutes a day for 5 days.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION:

DAY 1: Make a list of your strengths. (You may ask others to help you with this.)

DAY 2: Make a list of things you like about yourself.

DAY 3: What is a goal you achieved during these Self-Determination activities?
Complete the work sheet on this goal.

DAY 4: When you reach a goal, it's important to look back and learn from what you did to reach your goal. Complete the worksheet on reviewing your goal.

DAY 5: Celebrate "We're Self-Determined." Review the steps to Self-Determination. Have students share one goal they have accomplished and how they feel about it. Also have them discuss how they will use these skills in the future.

POEM:

I set a goal and I feel good.
I work hard just like I should.
When I reach my goal each day,
I am able to go out and play.
When I have goals, I accomplish more, not less
And I can celebrate my success!

PROCEDURE: This can be done as a journal entry, as a sponge activity or during morning meetings.

TEACHER NOTES:

SUMMARY ACTIVITY—DAY 1

Make a list of your strengths.

SUMMARY ACTIVITY—DAY 2

Make a list of things you like about yourself.

SUMMARY ACTIVITY—DAY 3

What is a goal you achieved during this Self-Determination Unit?

What steps did you take to reach the goal? Name at least 2 or 3 steps.

What strengths of yours helped you reach the goal?"

Did you encounter any obstacles? How did you get over the obstacles? Did anyone help you?

SUMMARY ACTIVITY—DAY 4

When you reached your goal:

How did you feel? _____

Did your goal turn out the way you thought it would? If not, how was it different than you thought it would be?

What would you do the same next time you set a goal?

What, if anything, would you do differently?

Summary Activities

FOURTH GRADE

GRADE: 4

SELF DETERMINATION

NAME: SUMMARY UNIT

- **OBJECTIVE:** All students will demonstrate the skills they have developed through the Self-Determination activities.

TIME NEEDED: 20 minutes a day for 5 days.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION:

DAY 1: Make a list of your strengths. (You may ask others to help you with this.)

DAY 2: Make a list of things you like about yourself.

DAY 3: What is a goal you achieved during these Self-Determination activities?
Complete the work sheet on this goal.

DAY 4: When you reach a goal, it's important to look back and learn from what you did to reach your goal. Complete the worksheet on reviewing your goal.

DAY 5: Celebrate "We're Self-Determined." Review the steps to Self-Determination. Have students share one goal they have accomplished and how they feel about it. Also have them discuss how they will use these skills in the future.

POEM:

I set a goal and I feel good.
I work hard just like I should.
When I reach my goal each day,
I am able to go out and play.
When I have goals, I accomplish more, not less
And I can celebrate my success!

PROCEDURE: This can be done as a journal entry, as a sponge activity or during morning meetings.

TEACHER NOTES:

SUMMARY ACTIVITY—DAY 1

Make a list of your strengths.

SUMMARY ACTIVITY—DAY 2

Make a list of things you like about yourself.

SUMMARY ACTIVITY—DAY 3

What is a goal you achieved during this Self-Determination Unit?

What steps did you take to reach the goal? Name at least 2 or 3 steps.

What strengths of yours helped you reach the goal?"

Did you encounter any obstacles? How did you get over the obstacles? Did anyone help you?

SUMMARY ACTIVITY—DAY 4

When you reached your goal:

How did you feel? _____

Did your goal turn out the way you thought it would? If not, how was it different than you thought it would be?

What would you do the same next time you set a goal?

What, if anything, would you do differently?

Summary Activities

FIFTH GRADE

GRADE: 5

SELF DETERMINATION

NAME: SUMMARY UNIT

- **OBJECTIVE:** All students will demonstrate the skills they have developed through the Self-Determination activities.

TIME NEEDED: 20 minutes a day for 5 days.

MATERIALS: Paper and pencil or markers

ACTIVITY DESCRIPTION:

DAY 1: Make a list of your strengths. (You may ask others to help you with this.)

DAY 2: Make a list of things you like about yourself.

DAY 3: What is a goal you achieved during these Self-Determination activities?
Complete the work sheet on this goal.

DAY 4: When you reach a goal, it's important to look back and learn from what you did to reach your goal. Complete the worksheet on reviewing your goal.

DAY 5: Celebrate "We're Self-Determined." Review the steps to Self-Determination. Have students share one goal they have accomplished and how they feel about it. Also have them discuss how they will use these skills in the future.

POEM:

I set a goal and I feel good.
I work hard just like I should.
When I reach my goal each day,
I am able to go out and play.
When I have goals, I accomplish more, not less
And I can celebrate my success!

PROCEDURE: This can be done as a journal entry, as a sponge activity or during morning meetings.

TEACHER NOTES:

SUMMARY ACTIVITY—DAY 1

Make a list of your strengths.

SUMMARY ACTIVITY—DAY 2

Make a list of things you like about yourself.

SUMMARY ACTIVITY—DAY 3

What is a goal you achieved during this Self-Determination Unit?

What steps did you take to reach the goal? Name at least 2 or 3 steps.

What strengths of yours helped you reach the goal?"

Did you encounter any obstacles? How did you get over the obstacles? Did anyone help you?

SUMMARY ACTIVITY—DAY 4

When you reached your goal:

How did you feel? _____

Did your goal turn out the way you thought it would? If not, how was it different than you thought it would be?

What would you do the same next time you set a goal?

What, if anything, would you do differently?

We hope you have found these materials useful for helping your students further develop their knowledge, skills and beliefs for self-determination, while at the same time they are strengthening their academic skills. We would appreciate receiving any feedback you might have for us: what worked, what didn't, anything you would like to see added or deleted, or just some good stories and/or examples of implementation. We can be reached at sharon@beselfdetermined.com.