FOLLOWING DIRECTIONS

WEEK 1:

• Discuss what it means to follow directions. Is this important? Why or why not?
• Introduce the challenge. Remind students that you will be looking for those who are following directions (optional prize for those individuals).
• Have volunteers come to the front of the room. Practice giving directions and receiving directions using the 8 x 10 picture.
• Reflect as a class.
• Pass out a stack of pictures for students to use. Remind students to take turns giving and receiving directions.
• After 5-10 minutes, bring students back to their seats and reflect on how easy or difficult it was to follow/give directions.
• Connect to classroom and overall school behavior.

WEEK 2:

• Review what it means to follow directions and why it is important.
• How did you do this week? Was it still easy or hard to follow directions? Reflect.
• Divide students into small groups (4-5 students). Provide each group with chart paper and coloring utensils.
• Remind students that they need to practice following directions for this activity to go well.
• Use list for activity. Tell students that they must create a picture based on the directions I give. I will not repeat myself.
• Start naming off items for students to draw.
• Reflect. This was difficult, but why? Could we have do something differently this time to make sure this goes smoothly? Brainstorm with groups.
• Try again (with list 2). Discuss what worked and what did not work as a class.
• How can we apply this to following directions techniques? How can we apply to school?
WEEK 3:

- Review what it means to follow directions and why it is important.
- Reflect on what was learned over the past 3 weeks.
- Introduce final activity: Following Directions relay challenge. Provide each student with a card with instructions. Remind students that as they are waiting for their turn, they must be silent and paying attention to what other students in the class are doing. If not, the relay will not go well—they may not even finish.
- Begin the activity. If it goes well, reflect as a class about what they did to make the challenge successful. If it does not go well, reflect on what could be done differently and try the challenge again.
- Complete the evaluation of the unit as a class. Provide teacher with evaluation to finish at that time (or later, if preferred).

ADDITIONAL ACTIVITIES:

Use these if you have extra time or if a lesson doesn’t meet the needs of your students.

- Play “The Great Predictor” in small groups or one-by-one. Begin by saying “Oh, Great Predictor, what would happen if…” The small group or individual student will answer and the class will reflect on that response (Does that make sense? Could you see that happening?). Finish each prediction with “Thank you, oh wise one, for your answer.”

STANDARDS MET:

- Ohio Academic Content Standards
  - English Language Arts
    - Communication: Speaking Skills and Strategies 3.5: Select language appropriate to purpose and audience.
    - Communication: Speaking Skills and Strategies 3.7: Adjust speaking content according to the needs of the audience.
  - Social Studies
    - Citizenship Rights and Responsibilities 3.2A,B,D,E: Demonstrate effective citizenship traits including: civility; respect for the rights and dignity of each person; compromise; compassion.

- ASCA National Standards
  - Academic Domain
    - A.1.5: Identify attitudes and behaviors that lead to successful learning.
  - Personal/Social Domain
    - PS.A1.9: Demonstrate cooperative behavior in groups.
    - PS.A2.G: Use effective communications skills.