

FOLLOWING DIRECTIONS



WEEK 1:

- DISCUSS WHAT IT MEANS TO FOLLOW DIRECTIONS. IS THIS IMPORTANT? WHY OR WHY NOT?
- EXPLAIN THAT WE WILL PRACTICE FOLLOWING DIRECTIONS BY DRAWING A PICTURE TOGETHER. STUDENTS MUST LISTEN CAREFULLY TO EACH DIRECTION OR ELSE THEIR PICTURE WILL NOT LOOK LIKE MINE.
- DRAW PICTURE (ATTACHED) LINE BY LINE ON THE BOARD. PRAISE STUDENTS WHO ARE FOLLOWING DIRECTIONS. TAKE SMALL PAUSES TO CHECK THAT EVERYONE IS FOLLOWING ALONG.
- REFLECT AS A CLASS.
- TRANSITION TO PARTNER ACTIVITY. SAMPLE PICTURES ARE ON A TABLE AND STUDENTS WILL PICK ONE TO GIVE DIRECTIONS FOR, AS I DID AT THE BOARD WITH THE ENTIRE CLASS. HAVE 2 STUDENTS MODEL THIS.
- ALLOW STUDENTS TO WORK UNTIL THERE ARE 2 MINUTES LEFT.
- REFLECT ON ACTIVITY.
- 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.
- READ DON'T LET THE PIGEON DRIVE THE BUS. IS IT ALWAYS EASY TO FOLLOW DIRECTIONS?
- TRANSITION TO DANCE ACTIVITY. -REMIND STUDENTS THAT THEY NEED TO PRACTICE FOLLOWING DIRECTIONS FOR THIS ACTIVITY TO GO WELL. MOVE STUDENTS INTO A CIRCLE.
- PRACTICE A DANCE (WITHOUT MUSIC) STEP-BY-STEP. START WITH WAVING ARMS OVER HEAD, THEN SPIN IN SMALL CIRCLE, AND FINISH WITH "CHURNING BUTTER." PRACTICE, THEN ADD MUSIC.
- THEN, WITH THE GROUP STILL IN A CIRCLE, ASSIGN 1/3 OF THE STUDENTS AS A NUMBER 1. THESE STUDENTS GO TO THE MIDDLE AND THEIR MOVE IS ARMS OVER HEAD. THEY GO BACK TO THE CIRCLE. ASSIGN 1/3 OF THE STUDENTS AS A NUMBER 2. THEY GO BACK TO THE CIRCLE. THESE STUDENTS GO TO THE MIDDLE AND THEIR MOVE IS SPINNING IN A SMALL CIRCLE. THE REMAINING

STUDENTS WILL "CHURN BUTTER" IN THE MIDDLE. THEY GO BACK TO THE CIRCLE.

- PRACTICE THIS USING NONVERBALS (HOLDING UP FINGERS, STOP SIGN TO REMIND STUDENTS TO LEAVE THE MIDDLE OF THE CIRCLE AND GO BACK TO THE OUTSIDE). THEN, USE MUSIC.
- MOVE STUDENTS BACK TO A SEATED POSITION. REFLECT ON THE ACTIVITY.
- 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 PICTURE 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: LISTENING AND VIEWING 1.1: USE ACTIVE LISTENING SKILLS, SUCH AS MAKING EYE CONTACT OR ASKING QUESTIONS.
 - COMMUNICATION: LISTENING AND VIEWING 1.3: FOLLOW SIMPLE ORAL DIRECTIONS.

- **SOCIAL STUDIES**
 - CITIZENSHIP RIGHTS AND RESPONSIBILITIES 1.4: DEMONSTRATE PRIDE IN PERSONAL ACCOMPLISHMENTS.
 - CITIZENSHIP RIGHTS AND RESPONSIBILITIES 1.5C-D: DEMONSTRATE CITIZENSHIP TRAITS INCLUDING: SELF-CONTROL; AND RESPECT FOR THOSE IN AUTHORITY.
- **ASCA NATIONAL STANDARDS**
 - **ACADEMIC DOMAIN**
 - A.A1.5: IDENTIFY ATTITUDES AND BEHAVIORS THAT LEAD TO SUCCESSFUL LEARNING.
 - **PERSONAL/SOCIAL DOMAIN**
 - PS.A1.9: DEMONSTRATE COOPERATIVE BEHAVIOR IN GROUPS.
 - PS.A2.6: USE EFFECTIVE COMMUNICATIONS SKILLS.