

CHOICES PROCEDURE

The teacher must always present the material in terms of moral structure or the rules of society. He or she must emphasize both the positive and negative sanctions that result from abiding or not abiding by guidelines or rules.

The teacher must aim toward the internalization of self-discipline by role-playing, i.e., asking the students to assume the role of a parent or teacher or another child in relation to a specific situation. The whole class should observe and should indicate agreement or disagreement with the various figures in handling effectively the regulations being emphasized.

There should be continuous positive feedback as well as negative inhibitions as this produces the opportunity for empathy. The role-plays that the children do well should be commented upon by praise and the acting they do poorly should be commented upon as inappropriate.

The material should be presented to the teacher. There should be a moving ahead to other sections, but a return to those covered to review the basic moral precept.

This program was designed to be verbal and kinesthetic, giving the student the chance to talk about his or her perception of a situation and to walk through or act out situations he or she needs to understand so behavior is appropriate. There are journal pages inserted in the student workbook but less time should be spent on writing (LD students' weakness) than on talking, acting, and finding out information individually and in groups.

Note that in the definitions of concepts and in the stories to be read there are highlighted words. These highlighted words are to be defined and/or their meaning discussed with the students. Definitions of the words highlighted in stories follow each story under a page called 'Vocabulary'.

CHOICES

Steps for Teaching Each Class and Concept

1. What subject are we having?

CHOICES.

2. Why do we have CHOICES?

To learn decision making and how to accept responsibility.

3. What is “responsibility”?

Doing what is required of us. An example of responsible behavior is to bring the supplies we need to class, returning papers, doing homework or projects on time.

4. Why do we need to be responsible?

To learn to be mature adults, to cooperate with others, to carry our share of work at home and at school.

5. Discuss the concepts in your own words.

6. Give background and purpose of story.

Listen to the story about _____ and see if you can hear why he should _____.

7. Read or tell a story with lots of expression and with good diction.

Do not rush speech. Define words the children may not know.



8. Discuss a story.

Ask _____ what is appropriate behavior? What is inappropriate behavior?

9. Role-play.

Outline your ideas each day for role-playing.

10. Ask for students' judgements on role-players.

Have specific questions.

11. Compliment and encourage positive feedback.

For negative feedback say, "No, I think you can give better ideas." "Stop please, this role-play is silly and not serious. Let's think over a better way to role-play this story."

12. Over-dramatize role-playing and storytelling.

Really get the "ham" into this. Involve the children in this activity. If they cannot think of the words to say in the beginning, give them to the children and let them repeat after you.

Teacher Directions

The Shelton Choices Manuals include a variety of activities for students when learning about a particular social skill. The activities are similar throughout all the manuals and include:

Activity	Purpose
Timeline	A guide for presentation
Thinking It Through	Introduction of the concept
Talk	Discussion
A story with vocabulary	Exemplifies the concept
Cause and Effect Charts	Hooks together the result of an action to the action
Draw a Picture	Visualization Strategy
Act	Role-play
Communication Checklist	Critique of Role-play
Do	Exercises which apply the concept to everyday life
References	Other stories and videos

The teacher's responsibility is to help students through the material and these activities, facilitating the learning of these critical life skills. The following are detailed instructions of how the teacher should proceed through each section.



TIMELINES

Week 1	Introduction of Concept/ Thinking it Through/ Story
Week 2	Review Story/ Vocabulary/ Cause and Effect Chart
Week 3	Draw a picture/ Talk/ Act/ Communication Checklist
Week 4	Do/ Catch-up/ Additional Activities

This timeline is set up for a one-month presentation, 10-15 minutes a day. It is a suggestion only. Teachers may need longer for some sections due to a longer story, a need for more discussion, or the needs of the group. In the fourth week, if there is extra time, additional activities the teacher may choose include watching a movie, reading an additional story found in the reference section, or engaging the students in a group activity. If you have any question about the time frame for a section, see the Social Skills supervisor.

Timelines are provided at the beginning of each section and outline the *approximate* length of time needed for each discussion and activity. Some sections are longer and more time may be spent on them than on other sections. Also, due to holidays and special school activities, the teacher may find that he or she cannot follow the timeline exactly. This is to be expected. Follow the timeline as closely as possible, but expect to possibly move faster or slower than indicated. If there are any questions about the timeline schedule, see the Social Skills supervisor.



THINKING IT THROUGH

THINKING IT THROUGH



WHY WE GO TO SCHOOL

Children learn different things by watching what is going on around them. Some things can only be learned by reading books and talking to others. In order to do this, children must learn to read, write, spell, and do arithmetic. By learning how to do such things, they can learn what others have discovered before them and can tell other people what they have learned.

Going to school helps children become successful and happy adults. Those who do not get the chance to go to school have a harder time doing well in life and in their work.

This section is the introductory page found in each section of the material. The purpose of this page is to introduce students to the concept of the social skill that will be discussed and its purpose or relevance. It is important that the students understand the issue before they move further in the material. Read the passage aloud with the entire class. Make sure the students have a firm grasp of the information presented before moving on. To do so, you may ask them to think of reasons other than those presented on the page of why this particular skill is important and have them think of life applications.

TALK



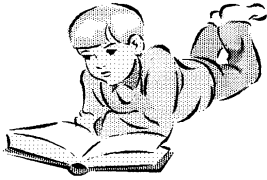
Discuss with the students about the importance of cooperating with their teachers. Teachers can't help a student learn if the child does not cooperate. Teachers know what is best for their students and what needs to be done in order to learn best. Students must trust that teachers are there to help them, and they should always do as the teacher tells them.

1. Now discuss with the students about how important cooperation is to a friendship. In order to make and keep a friend, you must be able to work together with that person, not fight with him or her. How are ways that the students work together with their friends?

The Talk activity usually follows the story section, but the questions presented on this page are to be read both **before** and **after** the story. Reading the questions before the story cues the children into what they need to be looking for in the story and builds good study habits. Questions presented in this activity review the story that the children have read and also tie the story in with the social skill being targeted in that section. Teachers should have the children discuss the questions presented on the page and may add some of his or her own questions. Depending on the age and level of the students, the teacher may also ask the students to create some of their own questions to be discussed in class. Always emphasize cause and effects when reviewing these stories.



STORIES AND VOCABULARY



STORIES The Little Red Hen Adapted by: David Presser

Little Red Hen lived on a farm with her three chicks. They lived a simple life and helped each other when there was work to be done. On the farm there also lived a dog, a cat, a mouse and a horse. They were all happy together. But when the time came to do the chores, the other animals never seemed to **lend a hand**.

One spring day, Little Red Hen found some seeds and put them into a **pail**. She went to the field to plant them. When she got there, Little Red Hen found the dog in his doghouse. He was sleeping.

“Who will help me plant these seeds?” asked Little Red Hen.

“Not I,” said the dog as he yawned and stretched.

“Then I will do it myself,” said Little Red Hen.

VOCABULARY

Lend a hand: To help someone.

Pail: A bucket that is used to hold things or liquids.

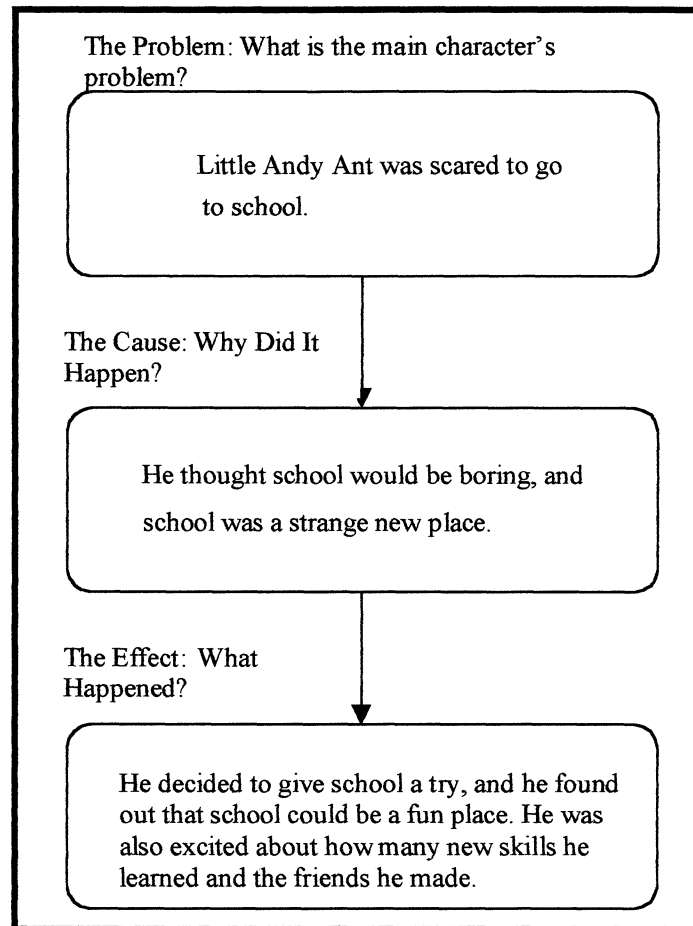
Peck: When a bird hits or picks something up with its bill.

Autumn: Another name for the Fall season.

Most sections in the book contain a story or poem in which the social skill that is being presented is discussed. These stories are important because they are another means by which the social skill is being presented. Before reading the story, read the questions that follow it in the Talk activity. This will help the students clue into what information is important in the story.

A vocabulary page follows each story in which terms that may be unclear in the story are defined. It may be helpful to read these definitions before reading the story, so the story will flow more smoothly. For younger children, the teacher will read the story aloud. A main theme found in many of these stories and one that is emphasized throughout the text is cause and effect.

CAUSE AND EFFECT CHARTS



A major theme that should be stressed in every section of the book is cause and effect. The cause and effect charts follow the stories in each section (with the exception of the first 3 sections that do not have stories). The children are asked to fill in these charts with what they believe to be the cause and effect of the actions of the story's character(s). For younger children (ages 3-5), teachers are to discuss aloud with the class the very simple cause and effect theme from the story. After the children have become used to these sections, the teacher may ask if the class can help her fill in the charts. This will depend on the age and level of the class. The teacher can enlarge the chart, do it on a transparency, or on the board.

DRAW A PICTURE

DRAW

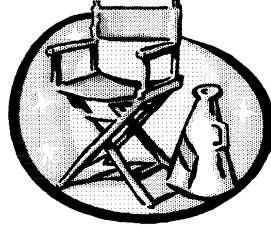


Have the students draw a picture of the story or of a time they persevered.

At various points throughout the text, there are areas in which students are asked to draw a picture. These pictures are usually drawn about the story, but the student may also be asked to draw a picture in reference to a time he used a particular social skill. The teacher should require students to use their best drawing ability and help students brainstorm what should be drawn. These may be assigned as homework after several have been done and the teacher feels that the student can do it independently.

ACT

ACT



1. Gather up several puppets or dolls from your room. Choose one doll and tell the children to pretend that he is talking with his mom about why he needs to go to school. You act out the situation, but you ask the children what the mother bear should say. Carry on a role-play such as the following.

Young bear: Mom, why do I have to go to school?

Teacher to the students: What do you think the mother bear should say to her cub's question?

Students: That you go to school so you can be smart.

Mother bear: **One reason why we go to school is so we can learn new information that will make us smart.**

The Act exercises are role-playing exercises in which the students are asked to play out certain situations in which the particular social skill of the lesson they are working on is targeted. The teacher's role is to act as the director of the role-play, and he or she must be:

1. Enthusiastic
2. Very involved
3. Serious about the subject
4. Assertive about serious parts in the role-plays by the students
5. Require that everyone must participate and do their best
6. Praise for each positive effort
7. Always insist that the positive value is given acceptance in the role-play
8. STOP the role play if the actors are silly or negative saying that they must try again another day



COMMUNICATION CHECKLIST

✓ COMMUNICATION CHECKLIST

For younger children, the teacher should fill this out for the child, explaining why she chooses what she marks.

Facial Expression

- Interested
- Good eye contact
- Uninterested

Posture/Proximity

- Straight back
- Good personal distance between two people communicating
- Inappropriate personal distance—too close or too far

Gesture

- Uses gestures that help the listener understand
- Inappropriate gestures that are confusing or uses no gestures at all

Tone of Voice

- Good feelings shown
- Confusing feelings shown

After each role-play activity, the children should fill out the communication checklist worksheet. For younger children, the teacher will fill out the checklist for his or her students. This worksheet helps the children monitor communication skills such as facial expression, posture/proximity, gesture, and tone of voice, all of which are introduced to the students in the Communication section. The teacher needs to help students be aware of these communication skills during the role-plays. Also, the teacher should be sure that the students are marking themselves correctly. A child may feel he has appropriate facial expressions, when he may not. By helping students be aware of their communication skills, they can more adequately monitor themselves.

DO

DO



1. Choose some toy or a picture that represents a small town or city. Tell the students that the residents of that town have chosen them to act as their mayor. One of their responsibilities is to make rules for the town. What are some of the rules that they should make? Why do they think that the town needs those rules? Go from building to building and make specific rules for each. What are some rules that the library needs that the video game arcade does not? What will they do if someone breaks their rules? You may also carry out this exercise with a dollhouse, choosing appropriate rules for a home and the children in it.

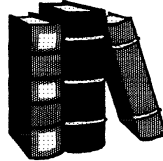
OR

2. Read Let's Talk About Disobeying by Joy Berry, available in the Shelton Library. Or, you may choose any other book or video with a similar theme. Be sure to discuss the actions of the characters in the story or video. You may choose to watch a scene of The Little Mermaid or The Lion King, in which the main characters disobey what they are told, and thus get into trouble.

The Do sections contain exercises, such as worksheets or research opportunities, in which the children apply the knowledge about the particular social skill they have been studying. The exercises are different in each section, and instructions about how to carry out each one are given in each section.

REFERENCES

FURTHER REFERENCES

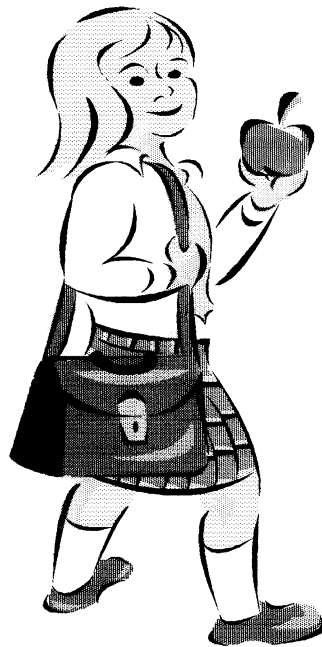


1. "The Truant." McGuffey's Third Eclectic Reader. Revised Edition. Pg. 27.
2. "The Young Teacher." McGuffey's Third Eclectic Reader. Revised Edition. Pg. 34.
3. Seuss. I Can Read with My Eyes Shut! Beginner Books.

Each teacher manual also has a reference section that includes the name of other books that contain stories or other information on the social skill covered. These references are given so that the teacher is able to supplement or substitute for the stories presented.

RESPONSIBILITY AT SCHOOL

WHY WE GO TO SCHOOL



- Thinking it Through
- Stories
- Cause and Effect
- Talk
- Act
- Do



TIMELINE

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THINKING IT THROUGH

WHY WE GO TO SCHOOL



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STORIES



Little Ant Goes To School

By: Brian Conway

Little Andy Ant used to spend each day with his pull toy, happily playing outside in the warm summer sun. Then as the summer days got shorter, the sun didn't feel so warm anymore.

"Summer is over," Andy's mother told him. That means today is your first day of school!"

Andy had heard about school. He didn't want to be **cooped up** inside all day long.

School was a strange new place. Little Andy Ant wasn't ready to go.

"Can I take my toy along with me?" Andy asked.

"School is for children," his mother answered, "not for toys."

Little Andy Ant tried to be brave. His mother walked him to school that day.

"Maybe school won't be so bad," she said, "once you give it a try." So Andy agreed to try school for just one day.

At school Andy had his very own desk. And he had never seen so many busy little ants **bustling** around in one place!

Teacher gave the children lots of things to do. Everyone got their own paper and pens! Then they learned about reading and writing.

“You know how ants work together to make anthills?” Andy asked the teacher. “I think letters work together in the same way to make words.”

Teacher said Andy was right! He was pretty good at drawing and painting numbers, too!

Little Andy Ant **strolled** home from school after a long day.

Learning new things was fun, and reading and writing were pretty cool, too.

“Maybe you were right,” Little Andy Ant told his mother. “Maybe school’s not so bad after all.”

Andy decided to try school for one more day.

As soon as he got there, Teacher said they were going to the woods for a field trip. Andy learned about new plants and berries at every turn!

Some older children made a campfire with their teacher. They needed Andy’s help.

“I know how to find the best twigs!” Andy said. He whistled for his friend Tweeter Bird.

Tweeter Bird brought back the finest twigs in the woods. There were enough twigs to build a campfire and for each little ant to roast a marshmallow. All the children at school liked Andy and his friend Tweeter very much.

Andy happily hopped home from school that day. Sitting in those tiny desks was just fine as long as they had field trips and recess, too!

“Maybe you were right, Mom,” said Little Andy Ant. “Maybe school’s not so bad after all.”

The next day, Andy wanted to try school again. He didn’t know what to expect in school that day, but he had an idea it might be fun.

Little Andy Ant sat down at his desk. One of the children whispered, “Please come to my birthday party today.”

Andy ran home that day. Up until then, Andy thought birthdays only happened once a year. Now he learned he could celebrate his birthday *and* his friends' birthdays, too!

Andy had fun at his school friend's party. He ate some **delicious** birthday cake and even got seconds!

Little Andy Ant couldn't wait to get to school the next day!

Andy made up a new outside game for his friends that day at recess. Everybody loved to swing and dive! They looked up to Andy as the most **adventurous** ant in their class.

"You're the best, Andy!" the children shouted.

Little Andy Ant rushed home from school after another fun day. He was so excited.

"You were right, Mom," said Little Andy Ant. "School's not so bad at all. In fact, it's great!"

The End

Teachers can find a full, illustrated version of this story in 5-Minute Good Night Stories. Publications International, Ltd. Pgs. 277-288. Available in the Shelton Library.





VOCABULARY

Cooped Up: To be kept inside for a long time

Bustling: To move or work with a lot of energy

Strolled: To walk slowly

Delicious: Something that tastes very good

Adventurous: To be very exciting



CAUSE AND EFFECT CHART

The Problem: What is the main character's problem?

Little Andy Ant was scared to go to school.

The Cause: Why did it happen?

He thought school would be boring, and school was a strange new place.

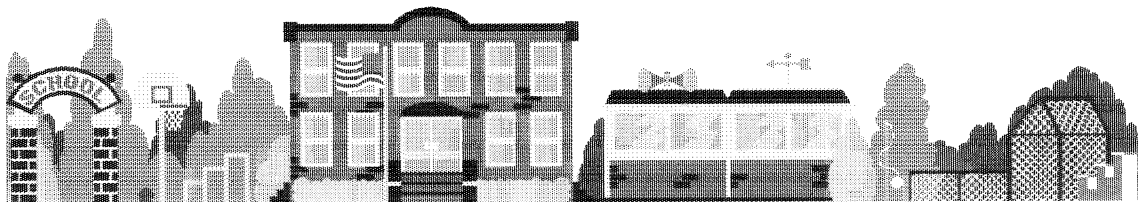
The Effect: What Happened?

He decided to give school a try, and he found out that school could be a fun place. He was also excited about how many new skills he learned and the friends he made.

DRAW A PICTURE OF THIS STORY



Have the children draw a picture of Little Andy Ant's school experience, or their own school experience.



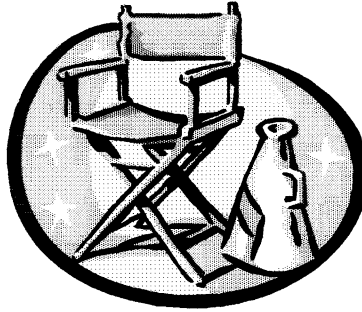


1. Why didn't Little Andy Ant want to go to school? Did he find that going to school was different than he originally thought? Ask the students if they have ever felt the same way as Andy.
 - *He was used to playing all day*
 - *He did not want to be "cooped up" all day*
 - *School was a strange, new place*
2. Talk as a group about all the skills children learn in school. What are some of the things Little Andy Ant learned? What are some of the things they are learning (have learned, will learn)?
 - Reading
 - Writing
 - Spelling
 - Math
 - History
 - How to play games
 - How to make friends
 - ETC..

3. Talk with the children about why it is important to go to school, even when they feel it is hard or boring. Tell them that all the things they learn helps them get a job and become more successful. How will writing/reading/math help them in their job? For example, how does a doctor use all three skills?



ACT



1. Gather up several puppets or dolls from your room. Choose one doll and tell the children to pretend that he is talking with his mom about why he needs to go to school. You act out the situation, but you ask the children what the mother bear should say. Carry on a role-play such as the following.

Young bear: Mom, why do I have to go to school?

Teacher to the students: What do you think the mother bear should say to her cub's question?

Students: That you go to school so you can be smart.

Mother bear: One reason why we go to school is so we can learn new information that will make us smart.

Teacher to students: What other things can mother bear say about why it is important to go to school?

Students: It will help the young bear when he grows up and gets a job.

Mother bear: You also need to learn skills that will help you be successful in your job when you get older.

Young bear: What kinds of things will I learn?

Teacher to students: How can mother bear reply to this?

Students: She could tell her young bear that he will learn how to read, write, and spell.

Mother bear: You will learn many new skills in school, such as reading, writing, and spelling. These skills will help you learn about other information that people have discovered.

ETC...

Other topics which may be discussed:

- How students must always try their best at their school activities, even if they think the material is too easy, hard, or boring
- Students should be proud and happy with the work they do in school
- School also allows children to make new friends, as well as learn new things.

DO

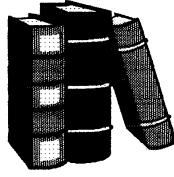


1. Read The Berenstain Bears Go to School by Stan and Jan Berenstain. Discuss the book with the children. Were they scared the first day they came to school? Did they make any new friends? What is their favorite activity to do at school?

OR

2. Watch (part or all) of an episode of a cartoon or sitcom in which a character goes to school for the first time. How was his/her experience similar/different to Little Andy Ant's?

FURTHER REFERENCES



1. “The Truant.” McGuffey’s Third Eclectic Reader. Revised Edition. Pg. 27.
2. “The Young Teacher.” McGuffey’s Third Eclectic Reader. Revised Edition. Pg. 34.
3. Seuss. I Can Read with My Eyes Shut! Beginner Books.