



SOCIAL SKILLS DEVELOPMENT PROGRAMME

POST-PRIMARY SCHOOL

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Introduction

Social Skills Development Programme

Post Primary Schools

The original inspiration for this social skills development programme was drawn from the Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.) originally developed in 1988 in Texas, U.S.A. A primary purpose of the social development area of the curriculum was to teach functional age-appropriate social skills in both school and non-school settings, based on a continuing evaluation of students' progress. This programme also gives parents and teachers a framework to use as they prepare teenage students with disabilities to lead successful and fulfilling lives.

The curriculum was originally designed to incorporate several principles, with each as relevant today as they were when the curriculum was originally developed.

- Teachers must have high expectations for their students and teach them the meaningful and functional skills necessary to develop independence.
- Skills must be age appropriate and functional.
- Parents must be involved to ensure the development of the objectives and the generalisation of skills.
- Individual adaptations or modifications must be developed in order to meet student needs.
- Instruction within the community must not be considered a one-time event, but rather a continuous process.
- Activities should have social significance and provide opportunities for social interaction.
- Once individual students have mastered the specific objectives, opportunities to perform the skills in a variety of settings should be provided.
- Instruction must include the development of appropriate behaviours and communication skills.
- Goals must be based on their potential for enhancing independence.
- The activities are designed to be taught in the setting where they would naturally occur. If this setting is not feasible, the skills may be taught indirectly in classroom situations.

Contents

Behaviour

Students will learn to

- demonstrate behaviours necessary to develop good relationships with others.
- understands the need to be a good citizen.
- use critical-thinking, decision-making, goal-setting and problem-solving skills for making good decisions related to health.
- communicate consideration and respect for self, family, friends, and others.

Socialisation

Students will learn to:

- build and maintain good relationships with others.
- recognise similarities and differences among people.

Recreation & Leisure

Students will learn to:

- plan for the future.
- personal and social skills needed to participate in individual sports.
- applies good practice in individual sports.
- personal and social skills needed to participate in physical activity settings.
- build and maintain good relationships with others.
- make responsible use of different resources.
- develop good relationships through drama and conventions of theatre.
- use problem-solving and decision-making skills in a variety of settings.
- Implement strategies and rules of structured physical activities.

Working with Money

Students will learn to:

- value the importance of work.
- understand the condition of not being able to have all the goods and services one wants.
- Identify basic human needs

Living in the Community

Students will learn to:

- manage personal finances.
- practice good grooming and develop positive personal habits.
- recognize health information
- identify the procedures involved in giving information and delivering products.

Shopping

Students will learn to:

- understand the different roles people play in the production of goods and services.
- understand the condition of not being able to have all the goods and services one wants.
- utilize effective practices in money management.

Restaurants

Students will learn to:

- Demonstrate Good Table Manners
- Utilise Basic Meal Management Skills

Following the Rules

Students will learn to:

- understand the purpose of rules and laws.
- recognizes factors that influence the health of an individual.
- understand the role of authority figures and public officials.
- understands the need to be a good citizen.
- recognise the importance of government.

Getting from Place to Place

Students will learn to:

- demonstrates knowledge of concepts of print
- use problem-solving and decision-making skills in a variety of settings.
- understands how science and technology have changed life

Finding my Way Around

Students will learn to:

- identify the location of places.
- understand the importance of maps.
- use simple geographic tools, such as maps and photographs.

Living in a Family

Students will learn to:

- Identify how family relationships affect personal development.

Behaviour



5 Lessons

- Students will recognise acceptable social behaviour
- Students will behave appropriately in school
- Students will identify their interests and their strengths in order to develop personal goals
- Students will develop self-monitoring abilities
- Students will identify and describe personal emotional states

Demonstrating Behaviours Necessary to Develop Good Relationships with Others

Objective: Students will recognise acceptable social behaviour.

1. Teacher models unacceptable behaviour the classroom - talking loudly, interrupting other speakers, yawning widely in front of the group.
2. Ask the students if such behaviour is generally acceptable.
3. List student suggestions for acceptable behaviour.
4. Discuss how certain situations require different kinds of behaviour.
5. Teacher guides students in the discussion of proper social behaviour in the following situations -sporting events, overnight visit to a friend's house, at the cinema, at a birthday party.
6. Discuss each scenario, listing proper behaviours. These ideas can be compiled in a class booklet illustrated with appropriate pictures or drawings.
7. Encourage students to model appropriate social behaviour for younger children.



Understanding the Need to be a Good Citizen

Objective: Students will behave appropriately in school

1. Discuss why good manners helps to make everyone feel more comfortable.
2. Ask students to list as many examples as they can of both good and bad manners. List their suggestions.
3. Ask the students to find pictures showing both appropriate and inappropriate behaviours. And label each picture.
4. Post the pictures and labels on a bulletin board or poster paper.
5. Ask each student to select one polite phrase, "Thank you", "Excuse me", "May I help you, please?", or "Good morning"
6. These statements should be displayed throughout the room. A mobile is an effective device to use. Allow students use lettering stencils to make the mobile.
7. Have someone address each student and require students to make an appropriate response. Discuss with the group the responses which demonstrated good manners and what responses need to be improved.
8. Provide students with situations requiring a response to "What do you say when...?"
- you bump into someone, you want to borrow something, someone thanks you, or someone gives you something.

NOTE: Teachers should model and require good manners at all times.

Using Critical-thinking, Decision-making, Goal-setting and Problem-solving Skills for Making Good Decisions related to Health

Objective: Students will identify their interests and their strengths in order to develop personal goals

1. Students make a list of personal strengths.
2. Identify differences between abilities and interests.
3. Encourage students to tell about personal abilities, as well as activities in which they participate.
4. Encourage each student to select an area where he/she shows weakness and, with help from the teacher, devise a programme to improve in that area.
5. Arrange for the students to complete an activity that shows that practice can increase their strengths.
6. Assist students in identifying a personal interest.
7. Encourage students to bring in hobbies or activities in which they participate outside of school and share them with the class.
8. Expose students to various recreation/leisure activities to assist them in developing new interests.
9. Ask the students to construct a poster showing the interests of the class.

10. Ask each student to take on a new activity for one week and to share the activity with the class.
11. Ask students to list activities, hobbies, and subjects that they do or are interested in learning about.
12. Demonstrate goal setting for the students in relationship to interests and strengths.
13. Encourage students to set goals that they would like to work toward and discuss the kinds of abilities and interests necessary for accomplishing their goals.
14. Assist students to reassess personal interests and strengths in relationship to the goals developed.
15. Discuss the importance of goals with the students in relation to future work opportunities.

Objective: Students will develop self-monitoring abilities.

1. Explain to students the importance of managing time.
2. Ask students to develop a list of reasons why he/she should be organized.
3. Develop a schedule to include routine tasks at school and/or at home including their recreation / leisure activities.
4. Ask each student to develop a personal schedule.
5. Students write their schedules on cards to be carried in their bags, hung on a bedroom wall or taped to their school locker.

Adaptation: Use pictures to develop the schedule.

Communicating Consideration and Respect for Self, Family, Friends and Others.

Objective: Students will identify and describe personal emotional states

1. Have pictures or a video showing people in group situations.
2. Ask the students to try to imagine the different feelings of each person in the group.
3. Divide the students into small groups of three or four students.
4. Assign each group a specific emotion and have the students create a collage of magazine pictures to portray the mood.
5. Play "Emotional Charades" - crying to depict sad, laughing-happy.
6. 4. Practice situations which students are likely to encounter and analyse how they would effect a person's emotions and behaviour.

Socialisation



5 Lessons

- Students will recognise ways personal behaviour affects others
- Students will recognize and handle peer pressure
- Students will listen and respond appropriately
- Student will identify ways that peers are alike and different
- Student will make and maintain friendships

Building and Maintaining Good Relationships with Others

Objective: Students will recognise ways personal behaviour affects others

1. Allow the students to watch video clips of different social interactions.
2. Students act out the behaviours they have watched followed by discussion of their feelings during the situation.
3. Ask the students to list things that others do that influence their own feelings.
4. Discuss students' responsibilities in their school, work, home, and play situations and the effects of their actions on others.

Objective: Students will recognize and understand peer pressure

1. Discuss how students are influenced by their friends to behave in a certain manner.
2. Discuss how this influence affects appearance, dress, work, selection of friends and classroom behaviour.
3. Ask students how it feels to know their friends expect them to act one way when they would rather behave in a different way.
4. As situations develop among students in the classroom, use each situation as a learning experience.
5. Discuss the situation with the students involved and develop a practical solution to the problem.

Objective: Students will listen and respond appropriately

1. Have a class discussion on the do's and don'ts of a good listener. Include:
 - a. Do's:
 - Eye contact
 - hands to self
 - patience
 - wait turn to talk
 - no talking/interrupting
 - facial expressions (not looking bored)
 - b. Don'ts:
 - no eye contact,
 - busy hands,
 - no patience (not waiting turn to talk, interrupting)
 - facial expressions (looking bored)
2. Discuss the importance of listening and the consequences of both listening and not listening. With the class, compile a list of occupations in which doing a job depends on good listening skills.
3. Write each response on the board. Some examples are:
 - reporter
 - teacher
 - sales person
 - waiter/waitress

- doctor/nurse
 - guard
4. Discuss what might happen if someone who had one of these jobs was not a good-listener.
5. Students play a group game in which they give a direction and another gives an adequate response to this direction.

Recognising Similarities and Differences among People.

Objective: Student will identify ways that peers are alike and different

1. Describe one student while others listen and try to guess who is being described.
2. Discuss why it is possible to guess the person.
3. Explain that no two individuals are the same; each person is unique.
4. Students place their fingerprint on a class chart. Write the name of the student under each print.
5. Think together about ways people are all alike. Examples include:
 - we need to have food
 - we need sleep.
 - we need love.
 - we like to move about.
 - we see, hear, smell, taste and feel.
6. Students sit in a circle and talk about the ways they are alike and different.
7. Consider the following and make a poster listing likenesses and differences:
 - family size
 - location of home
 - favorite foods
 - favourite games

Objective: Student will make and maintain friendships

1. Help students identify what is necessary in a friendship.
2. Discuss developing friendships based on their interests and their individual qualities. Explain that mutual respect and equality are important components of friendship.
3. Discuss the concept of “To have a friend is to be a friend”.
4. Have situations printed on cards involving interactions between friends. Some examples are:
 - your best friend has just broken up with a girlfriend/boyfriend
 - your best friend just won a school contest
 - your best friend made the school football team and you didn’t
 - your best friend was not invited to a special party, but you were
5. Have the class discuss the situations and suggest responses, if necessary.
6. Discuss the importance of rights and responsibilities involved in friendship

Recreation & Leisure



13 Lessons

- Students will differentiate between leisure and work time both at school and at home
- Students will discuss taking part in group activities
- Students will learn about the role of a spectator
- Students will learn about the use and care of sports equipment
- Students will follow game rules
- Students will follow games rules and accept the results of the game without anger or boasting
- Students will engage in outdoor activities
- Students will help plan and host a school party
- Student will select a collecting hobby and determine the necessary material
- Students will become aware of fine arts presentations
- Students will locate the time and channel of a favourite TV programme in a television guide
- Students will watch television selectively
- Students will be exposed to a variety of indoor recreational activities

Planning for the Future

Objective: Students will differentiate between leisure and work time in both the school and home settings

1. Students keep daily records of how they spend their time. This activity will initially take place at school.
2. Prepare a chart listing all of the hours in a school day. Give each student one chart per day for a designated period of time.
3. Demonstrate to the students how these charts are to be filled out. These charts may need to be filled out as a group or with the assistance of the teacher
4. Discuss with the students the events of their day and the difference between leisure and work activities.
5. Ask which activities would be considered leisure activities and which would be considered work activities.
6. With a coloured marker, indicate which activities of the day were considered leisure activities. Discuss with the students how they could make better use their time and the importance of leisure activities in their lives.
7. A second activity allows the students the opportunity to record how they spend their time on the weekend (Saturday, Sunday, or both days). This activity may require the assistance of the parents. The teacher should stress to the parents the important of this activity.
8. When students return to school on Monday with their charts, discuss with them the difference between leisure and work activities.

9. Ask which weekend activities were considered leisure and which were considered work.
10. Mark the charts with a coloured marker to indicate which activities were leisure activities. Discuss with the students how they used their time. Also discuss with them the importance of their leisure activities and a balanced schedule.

Note: For students who are non-readers or who have difficulty writing, provide a wide variety of pictures for the student to use to record daily activities.

Developing Personal and Social Skills needed to Participate in Individual Sports

Objective: Students will discuss taking part in group activities

1. Provide students the opportunity to participate in a group activity and in an activity they would do alone.
2. Discuss the two with regard to feelings of belonging, teamwork, etc.
3. Discuss making friends in a recreational setting.
4. Ask students to share examples of group activities in which they are involved where they have made friends other than their school friends.

Objective: Students will learn about the role of a spectator

1. Students to make a list of games that people can watch.
2. Discuss how a spectator should behave during an event, listing student suggestions on the chalkboard.
3. Discuss the unsafe or cruel behaviour of some people who observe sporting events.
4. Discuss how these activities might affect the players and surrounding fans.
5. Arrange for students to attend a sporting event.
6. Point out proper spectator behaviours and discuss any inappropriate behaviour observed.

Objective: Students will learn about the use and care of sports equipment

1. Students visit a local sporting goods store to look at various pieces of equipment and their cost
2. In school, teacher demonstrates how to correctly use, maintain and store equipment. Require Students then demonstrate these skills as a part of the sports activities.
3. Select a student to be in charge of sports equipment each week. He/she should assist by gathering and putting away equipment needed for each activity.

Implementing Good Practice in Individual Sports.

Objective: Students will follow game rules

1. Set up a simple game, such as draughts, in the front of the classroom.
2. Play the game with a student while the rest of the class observes.
3. Emphasise the rules when playing the game.
4. Establish a leisure time learning centre. A card table works well for this activity.
Provide a variety of table games.
5. Record the instructions for each game and provide visual prompts.
6. During leisure time, encourage the students to select an activity, choose a partner, listen to the recorded instructions, and play the table game.
7. Have an on-going table game in the classroom to be played each day at a specified time for a specified length of time.
8. Provide a puzzle for the class to work on together during their leisure time.

Developing Personal and Social Skills needed to Participate in Physical Activity Settings

Objective: Students will follow games rules and accept the results of the game without anger or boasting

1. Discuss the meaning of the word “competition”.
2. Discuss the advantages and disadvantages of competition.
3. Ask the students to list as many sports as possible. Discuss which ones are competitive.
4. Discuss good sportsmanship.
5. Invite one student to play tic-tac-toe on the chalkboard. Allow the volunteer to win the game, then complain about the outcome, making excuses and refusing to play the game again.
6. Next, ask the class to discuss what they have witnessed. How do they feel about people who display such poor sportsmanship?
7. Arrange to play a game of football with the students.
8. Prior to the beginning of the game, decide upon the rules to be followed.
9. Discuss good manners and good sportsmanship.

Objective: Students will engage in outdoor activities

1. Provide instruction in the following, making adaptations as needed for individual students:
 - Games
 - Ball games
 - Exercises
 - Seasonal activities

Building and Maintaining Good Relationships with Others.

Objective: Students will help plan and host a school party

1. Make invitations to a party and give to each student.
2. Ask them to read the invitation noting the date, time, place, reason for party.
3. Discuss and list preparations necessary for a party. Examples are:
 - set a date and time
 - invite guests
 - plan activities
 - plan the menu
 - prepare the food
 - prepare any activities
4. Divide the class into activity groups and let each assume the responsibility for one party activity. Invite another class or some school personnel to share in the party.
5. Students make the invitations using the computer.
6. Select the food for the party and decide on the groceries to purchase, encouraging the students to plan nutritious snacks.
7. Purchase groceries.
8. Prepare the activities and food.

Note: This activity can be adapted to celebrate birthdays in the class or among the school staff.

Making Responsible Use of Different Resources

Objective: Students will select a collecting hobby and determine the necessary material

1. Ask the students to think about things that they have collected in the past. Why did they decide to save those things?
2. List as many collectable objects as possible with the students. The list may include coins, rocks, stamps, dolls, football cards, postcards etc.
3. Explain that the students can begin a collection for the class.
4. Conduct a vote, using secret ballots, to determine their first preference.
5. After this decision has been made, help the students decide how they will store and record their collection.
6. Encourage students to share their own collections with the class.
7. Provide a table where the materials can be displayed.
8. Arrange to have adult collectors speak to the class about their hobbies. To develop a resource list for this activity, contact local clubs, parents, and friends.
9. Determine the cost of beginning a given hobby and the continuation of it.
10. Discuss hobbies/collections that require little or no investment of money. Determine which hobbies would be the most expensive.
11. Encourage students to select and develop a collecting hobby or to further their existing hobby.

Developing Good Relationships through Drama and Conventions of Theatre.

Objective: Students will become aware of fine arts presentations

1. Play a recording of a currently popular album.
2. Ask the students to identify the name of the group that released the record. Ask what kind of music it is.
3. Explain that there are many different types of music.
4. Feature a different style each day by playing samples of a variety of albums typical of that style.
5. Discuss each recording. What are the outstanding features?
6. Discuss the places in the community where the students can go to hear live music. Encourage them to survey the entertainment pages of the local newspaper.
7. Arrange to take the entire class to observe a play or other presentation.
8. Prior to the event, discuss appropriate dress and behaviour.
9. Have the students determine the admission charge for one person, for their own family, and for the entire class.

Objective: Students will locate the time and channel of a favourite TV programme in a television guide

1. Interview each student to obtain a list of favourite television shows.
2. Compile a list and have students vote for their first and second choices. Place results on a chart for all to see.
3. Have students describe their favourite television character and identify the show in which the character appears.

Using Problem-solving and Decision-making Skills in a Variety of Settings.

Objective: Students will watch television selectively.

1. Ask students to keep a record of how much time they spend watching television at home.
2. Determine how many hours they spend each day.
3. List the kinds of shows they prefer. Challenge them to tell other ways they might spend their time, instead of watching television.
4. Challenge the students to refrain from any television viewing for one week.
5. Ask them to keep a diary (with the assistance of their parents) to record how their leisure time was spent and reactions to the lack of television.
6. Have the students discuss their experiment at its conclusion.
7. Determine the advantages and disadvantages of watching television.
8. Distribute a duplicated copy of the television guide listed in the newspaper.

9. Have the students look over the listings and circle their favourite shows

Implementing Strategies and Rules of Structured Physical Activities.

Objective: Students will be exposed to a variety of indoor recreational activities.

1. Provide instruction in the following making adaptations as needed for individual students:
 - card games
 - board games
 - general games
 - word games
 - arts and crafts
 - pet and plants care
 - exercise
 - collecting hobbies
 - grooming
 - television
 - music & musical instruments
 - reading
 - telephone
 - parties

Working with Money



4 Lessons

- Students will demonstrate sources amount of personal income
- Students will plan a “needs/wants” budget
- Students will become familiar with basic budget record keeping
- Students will identify personal or family housing requirement

Valuing the Importance of Work

Objective: Students will identify sources of income

1. Ask students to identify sources of income. Stress that before they can learn to spend their money wisely, they must know how much money comes in on a regular basis.
2. Instruct students to always think about the actual figure, or lowest amount, that they can depend upon receiving.
3. Help students determine how long their money must last.

Understanding the Condition of Not Being Able to have all the Goods and Services One Wants.

Objective: Students will plan a “needs/wants” budget

1. Once students have decided on the amount of money they will have on a regular basis, help them decide what must be paid out of that money and what amount is left over to spend on things they may want.
2. Assist students in identifying the kinds of bills that must be paid - heat, electricity, gas, phone, rent, food, and clothes
3. Explain that certain items will be necessary in addition to the money for the bills
4. Make a list of “wants”.
5. Discuss with students that they must be in control of their money so that they can buy both the things that are needed and those that are wanted.

Identifying Basic Human Needs.

Objective: Students will identify personal or family housing requirements

1. In groups, ask to students identify basic requirements of an adequate house
2. Discuss the housing needs of students and their families based on such factors as size of family.
3. Create a word wall to describe a house.
4. Discuss renting versus buying a home.

Living in the Community



5 Lessons

- Student will use a savings account
- Student will utilize a barbers or hairdressers
- Student will utilize health care facilities appropriately.
- Student will visit and use the post office.
- Student will utilise the library.

Managing Personal Finances

Objective: Students will use a savings account.

1. Make a list of reasons to use a savings account.
2. Talk with students about opening and using a savings account.
3. Arrange to visit a local bank.
4. Have a new accounts employee explain how to open a savings account to the students. Open a savings account for the class.
5. Have students complete the necessary forms.
6. Deposit monies earned from class projects throughout the year to finance a special project or purchase.
7. Have forms used by the bank to use in classroom.
8. Students identify forms to use and practice completing forms correctly.

Note: Ask students to bring a small amount of money each week to establish a savings account at school.

Practicing Good Personal Habits

Objective: Student will utilize a barbers or hairdressers

1. Discuss with students that hair needs cutting and styling once every few weeks, stressing the importance of a neat appearance.
2. Remind students that haircuts and styling cost money and they will need to budget for this expense.
3. Appointments usually need to be made prior to having a haircut or styled. Practice calling for appointments and marking calendars appropriately.

Recognize Health Information

Objective: Students will utilize health care facilities appropriately.

1. Discuss the job descriptions of health care providers.
2. Expand the definitions to include optometrist, ophthalmologist, chiroprapist, orthodontist, neurologist, occupational therapist, speech therapist.

Learning about Giving Information and Delivering Products

Objective: Students will visit and use the post office.

1. Discuss the function of the post office with students.
2. Visit the post office.
3. Give students a different assignment to complete while there
4. Continue the above activities throughout the school year.

Objective: Student will utilize the library.

1. Discuss with students reasons for using the library and utilise the school library on a regular basis.
2. Visit the public library and look at in the following procedures:
 - check books for the due date and card
 - identify overdue books
 - identify the amount of money needed to pay a fine
 - identify the area to return books.
 - place the book on the counter.
 - locate an empty chair/table



Shopping



4 Lessons

- Students will select the correct shop for specific purchases
- Students will recognise “enough” or “not enough” money to pay for a purchase
- Students will practice buying of food, clothing and furniture and choosing the most economical product when given one or more products
- Students will extend shopping skills in department stores, single item shops and shopping centres

Understanding the Different Roles People play in the Production of Goods & Services

Objective: Students will select the correct shop for specific purchases

1. Ask each student to identify one item he/she needed.
2. Encourage a wide variety of products.
3. Make a list of all items.
4. Discuss each item and decide what type of shop to use and ask students the names of the shops. Visit local shops and ask each student to find and buy an item.

Understand Not Being able to have all the Goods and Services One Wants

Objective: Students will recognise “enough” or “not enough” money to pay for a purchase

1. Provide a variety of items to “purchase” in the classroom and stick a price tag on each item.
2. Give each student a different amount of money and let them decide which items they can or cannot purchase.
3. Repeat the activity.
4. Use a calculator as required

Using Good Money Management Skills

Objective: Students will practice buying of food, clothing and furniture and choosing the most economical product when given one or more products

1. Give three different brands of food items in front of the students and attach a price tag to each item. Ask the students to locate the least expensive item.
2. Help students locate information on size or quantity of product.
3. Discuss personal preferences.
4. Locate furniture items in catalogues. Ask students to cut out beds, sofas, and kitchen tables with the price and glue each item and price on cards.
5. Ask students to place cards in appropriate piles (for each type of furniture).
6. Ask two students to select a card from one pile and tell the class the item and the price.
7. Choose another student to select the item that is less expensive.
8. Repeat the activity with clothing items.

Objective: Students will extend shopping skills in department stores, single item shops and shopping centres

1. Ask the students to design a shopping centre for the classroom. This could be done on a large bulletin board.
2. Students decide what types of shops to include, making sure they include major department stores, as well as small specialty shops.
3. Talk with students about the goods in each shop.
4. Take the entire class to a shopping centre for a tour.
5. Ask each student to find a particular item in a particular shop, allowing students to help each other in finding shops and items.



Restaurants



2 Lessons

- Student will improve their general restaurant skills
- Students will use a vending machine

Demonstrating Good Table Manners

Objective: Students will improve their general restaurant skills.

1. Students should practice planning a balanced meal to include a starter, main course, dessert and drink.
2. Develop a sight word vocabulary for readers and selecting pictures for non-readers.
3. Ask students to order food as if they were in a restaurant
4. Emphasize appropriate interactions with others. This skill can be practiced on a daily basis in the school cafeteria.
5. Stress the importance of handling and carrying money responsibly.

Note: Taking photographs of the students at the restaurant can lead to the development of a story about going to the restaurant to add to the classroom library. This will help reinforce vocabulary that is taught in conjunction with restaurant skills.

Utilising Basic Meal Management Skills

Objective: Students will use a vending machine

1. Instruct the students in the sequence of steps to purchase a drink or a snack from a vending machine.
2. Students should receive exposure to a variety of machines in the community



Following the Rules



7 Lessons

- Students will follow school rules
- Students will identify the roles and duties of elected officials
- Students will protect themselves from crime
- Students will demonstrate knowledge of the government.
- Students will identify rights and responsibilities of being a good citizen
- Students will identify ways the community can be improved by voluntary involvement in community projects and taking individual responsibility

Understanding the Purpose of Rules and Laws

Objective: Students will follow school rules

1. Review school rules with students on a regular basis.
2. Ask students to give the reasons for school rules.
3. Students talk about the consequences of breaking the rules.

Objective: Students will identify the roles and duties of elected officials

1. Present the offices of the local council.
2. Take students to visit the local council offices.
3. Visit the various departments in the local council offices.
4. Make a list of the services each department provides.
5. Play a game where students are presented with problems and asked which department would you contact? Examples include:
 6. stray dog is in your yard
 7. the neighbour's grass is two feet high
 8. here's a large hole in the street in front of your house
 9. there's been a car accident
 10. there's been a robbery
 11. you saw a dead dog on the street
 12. here's water pouring from a drain on your street
 13. your tap water has a bad taste
 14. you need to know when the bins are collected.

Adaptation: Develop a directory with the students of the above information for Items as specified in activities students to take home and use as a reference.

Recognising Factors that Influence the Health of an Individual

Objective: Students will protect themselves from crime

1. Discuss concepts such as the following:
 - always lock doors
 - always put a lock on a bicycle
 - avoid dark places
 - travel in groups
 - know where your wallet/purse is at all times
 - don't talk to or accept a ride from stranger

Understanding the Role of Authority Figures and Public Officials

Objective: Students will identify the consequences of breaking the law

1. Discuss penalties for breaking certain laws.
2. Ask students to design a board illustrating major crimes and their penalties.
3. Invite a Garda to discuss the consequences of breaking the law.

Objective: Students will demonstrate knowledge of the government.

1. Define and discuss the purpose of government with the students. Have a discussion on the role of government in daily life.
2. Develop a simple definition of democracy.
3. Define the two branches of the government and their functions. Design a board to depict the branches.
4. Design a board about the current Irish President.
5. Talk about specific responsibilities of their jobs.

Understanding the Need to be a Good Citizen

Objective: Students will identify rights and responsibilities of being a good citizen

1. Identify the various community services available.
2. The students discuss various services within the community. Ask the students to make a list of community services.
3. Ask students to discuss what makes a “good” citizen
4. Make a list of qualities of a good citizen.
5. Assist the students in developing the concept of showing respect for public and private property.

Recognising the Importance of Government

Objective: Students will identify ways the community can be improved by voluntary involvement in community projects and taking individual responsibility

1. Plan and undertake a community project.
2. Students may design their own proposal or could select one of the following:
 - clean up litter in a local park
 - plant trees
 - Make a nature trail
 - donate books to the local library
 - prepare a ‘Get well’ package for young children in a local hospital
 - clean up the school grounds
 - collect unperishable goods to be distributed to the needy
 - have a free car wash for senior citizens

Getting from Place to Place



3 Lessons

- Students will identify traffic signs by shape
- Students will be taught about public transportation.
- Students will use public transport to travel to a specific, predetermined destination

Demonstrating Knowledge of Concepts of Print

Objective: Students will identify traffic signs by shape

1. Provide students with information regarding the identification of traffic signs.

Using Problem-solving and Decision-making Skills in a Variety of Settings

Objective: Students will be taught about public transport

1. Students should be taught to:
 - assume responsibility for having money or bus ticket before leaving school
 - locate a bus stop, wait patiently, and enter through the front of the bus.
 - have specific change or bus pass readily available to deposit in the machine upon boarding the bus or to show the driver
 - Find a seat and sit with belongings on lap
 - recognise specific stop or destination and use the bell at the correct time.
 - demonstrate socially appropriate bus behaviour

Understanding how Science and Technology have Changed Life

Objective: Students will use public transport to travel to a specific, predetermined destination

1. Obtain a bus schedule and decide on an appropriate route.
2. Design a laminated card showing bus number and destination to use in case of confusion.
3. Identify landmarks to assist students in knowing when to get off the bus.
4. Help students to develop a walking route from the bus stop to their destination.
5. As more independence is developed, decrease the prompts and proximity of the helper / teacher.
6. Eventually, the helper / teacher may follow the bus in his/her car or meet students at their destination.

Finding My Way Around



7 Lessons

- Students will find rooms in the school
- Students will learn to give simple directions to a familiar location
- Students will indicate compass directions on a given map
- Students will identify pictures of local public buildings
- Students will locate places in the community
- Students will learn the names of the shops, petrol stations, restaurants and chemists in their area
- Students will name the counties that border his/her own county

Identifying the Location of Places

Objective: Students will find rooms in the school.

1. Provide blank floor plans of the school for the students.
2. Label only the student's classroom.
3. Fill in the different rooms with the students, discussing the location of various rooms in the process.
4. Write questions regarding the location of various rooms.
5. Divide the students into three teams and ask them to answer each question by going around the school. The floor plan can be used as reference.

Objective: Students will learn to give simple directions to a familiar location

1. Design a miniature town and label familiar locations.
2. Ask students to give directions to others to follow in order to reach a designated location.
3. Arrange treasure hunts within the classroom and have students give oral directions.
4. Teach each student the directions from the school to his/her home.
5. Ask the students to give the directions to a classmate.
6. Ask one student to pretend to be a visitor in the school.
7. The students must provide necessary directions for the visitor to find specific locations.
8. Allow students to give a driver directions to their homes.

Objective: Students will indicate compass directions on a given map

1. Compass directions should include: north, south, east, and west.
2. Write the terms and ask students to read the words.
3. Display several maps and label them with the four directions.
4. At noon, on a sunny day, take the students outside. Explain that their shadow will point north.
5. Ask students to label other directions to develop a compass on the ground.
6. Outside of school, students make observations about what directions they are travelling.

Understanding the Importance of Maps

Objective: Students will identify pictures of local public buildings

1. Take pictures of local public buildings.
2. Display the pictures but do not use labels.
3. Encourage students to create labels for the buildings they recognize.
4. Allow sufficient time for students to try to identify each picture.
5. Clues may need to be provided for the lesser-known buildings.
6. Discuss the display after it has been completed by the students.

Objective: Students will locate places in the community

1. Design a class project where the students will construct a model of a town.
2. Label streets and buildings.
3. Use the model to plan routes from one place to another.
4. Teach the students to respond using directional words.

Objective: Students will learn the names of the shops, petrol stations, restaurants and chemists in their area

1. Display several large pictures of food and discuss where each item could be purchased.
2. Display a list of grocery shops. Ask which one is closest to each individual student's home. There will be several different answers, depending on where students live.
3. Print the address of each shop mentioned by the students next to the name on the list.
4. Help the students to find the location of each store on a map and mark it.
5. Repeat the activity for other commercial premises.

Using Simple Geographic Tools, such as Maps and Photographs

Objective: Students will name the counties that border his/her own county

1. Display a large map of Ireland in the room.
2. Ask if anyone has ever visited another county.
3. Attach a coloured tag to any county mentioned.
4. Discuss which counties have been visited the most.

Living in a Family



1 Lesson

- Students will recognize that people live in family units sharing food and shelter and taking care of one another

Identifying how Family Relationships Affect Personal Development

Objective: Students will recognize that people live in family units sharing food and shelter and taking care of one another

1. Gather background information about the family of each student. It is important and to discuss that many types of families that exist as it is possible that some students live in a one-parent home
2. Care should be taken to see the family as a sharing unit, not necessarily as one distinct type of lifestyle of two parents and children.
3. Display pictures of people sharing and helping one another
4. Ask what the students think is happening in each picture.
5. Ask who they think the people are in the pictures.



Assessment

Student:

Class:

Date Commenced:

Teacher:

Additional Information:

| Behaviour Lessons | | | | |
|-------------------|---|---------------------|--------------------|-----------------------|
| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
| 1 | Students will recognise acceptable social behaviour. | | | |
| 2 | Students will behave appropriately in school | | | |
| 3 | Students will identify their interests and their strengths in order to develop personal goals | | | |
| 4 | Students will develop self-monitoring abilities. | | | |
| 5 | Students will identify and describe personal emotional states | | | |

Additional Notes:

| Socialisation Lessons | | | | |
|-----------------------|--|---------------------|--------------------|-----------------------|
| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
| 1 | Students will recognise ways personal behaviour affects others | | | |
| 2 | Students will recognize and handle peer pressure | | | |
| 3 | Students will listen and respond appropriately | | | |
| 4 | Student will identify ways that peers are alike and different | | | |
| 5 | Student will make and maintain friendships | | | |

Additional Notes:

Recreation & Leisure Lessons

| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
|------------|---|---------------------|--------------------|-----------------------|
| 1 | Students will differentiate between leisure and work time both at school and at home | | | |
| 2 | Students will discuss taking part in group activities | | | |
| 3 | Students will learn about the role of a spectator | | | |
| 4 | Students will learn about the use and care of sports equipment | | | |
| 5 | Students will follow game rules | | | |
| 6 | Students will follow games rules and accept the results of the game without anger or boasting | | | |
| 7 | Students will engage in outdoor activities | | | |
| 8 | Students will help plan and host a school party | | | |
| 9 | Student will select a collecting hobby and determine the necessary material | | | |
| 10 | Students will become aware of fine arts presentations | | | |
| 11 | Students will locate the time and channel of a favourite TV programme in a television guide | | | |
| 12 | Students will watch television selectively | | | |
| 13 | Students will be exposed to a variety of indoor recreational activities | | | |

Additional Notes:

Working with Money Lessons

| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
|------------|--|---------------------|--------------------|-----------------------|
| 1 | Students will demonstrate sources amount of personal income | | | |
| 2 | Students will plan a “needs/wants” budget | | | |
| 3 | Students will become familiar with basic budget record keeping | | | |
| 4 | Students will identify personal or family housing requirement | | | |

Additional Notes:

| Living in the Community Lessons | | | | |
|---------------------------------|--|---------------------|--------------------|-----------------------|
| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
| 1 | Student will use a savings account | | | |
| 2 | Student will utilize a barbers or hairdressers | | | |
| 3 | Student will utilize health care facilities appropriately. | | | |
| 4 | Student will visit and use the post office. | | | |
| 5 | Student will utilise the library. | | | |

Additional Notes:

| Shopping Lessons | | | | |
|------------------|--|---------------------|--------------------|-----------------------|
| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
| 1 | Students will select the correct shop for specific purchases | | | |
| 2 | Students will recognise “enough” or “not enough” money to pay for a purchase | | | |
| 3 | Students will practice buying of food, clothing and furniture and choosing the most economical product when given one or more products | | | |
| 4 | Students will extend shopping skills in department stores, single item shops and shopping centres | | | |

Additional Notes:

| Restaurants Lessons | | | | |
|---------------------|--|---------------------|--------------------|-----------------------|
| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
| 1 | Student will improve their general restaurant skills | | | |
| 2 | Students will use a vending machine | | | |

Additional Notes:

Following the Rules Lessons

| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
|------------|---|---------------------|--------------------|-----------------------|
| 1 | Students will follow school rules | | | |
| 2 | Students will identify the roles and duties of elected officials | | | |
| 3 | Students will protect themselves from crime | | | |
| 4 | Students will protect themselves from crime | | | |
| 5 | Students will demonstrate knowledge of the government. | | | |
| 6 | Students will identify rights and responsibilities of being a good citizen | | | |
| 7 | Students will identify ways the community can be improved by voluntary involvement in community projects and taking individual responsibility | | | |

Additional Notes:

Getting from Place to Place Lessons

| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
|------------|---|---------------------|--------------------|-----------------------|
| 1 | Students will identify traffic signs by shape | | | |
| 2 | Students will be taught about public transportation. | | | |
| 3 | Students will use public transport to travel to a specific, predetermined destination | | | |

Additional Notes:

Finding my Way Around Lessons

| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
|------------|---|---------------------|--------------------|-----------------------|
| 1 | Students will find rooms in the school | | | |
| 2 | Students will learn to give simple directions to a familiar location | | | |
| 3 | Students will indicate compass directions on a given map | | | |
| 4 | Students will identify pictures of local public buildings | | | |
| 5 | Students will locate places in the community | | | |
| 6 | Students will learn the names of the shops, petrol stations, restaurants and chemists in their area | | | |
| 7 | Students will name the counties that border his/her own county | | | |

Additional Notes:

| Living in a Family Lessons | | | | |
|----------------------------|--|---------------------|--------------------|-----------------------|
| Lesson No. | Objective | Objective Completed | Objective Achieved | Revision of Objective |
| 1 | Students will recognize that people live in family units sharing food and shelter and taking care of one another | | | |

Additional Notes:

