

Includes 6 sessions focused on helping students improve their ability and willingness to follow directions!

Topics Include:

- Why is following directions important?
- What can make it easier to follow directions?
- Following directions when you don't want to
- Following multi-step directions

Session One: Intro To Following Directions

Objectives:

- Students will learn the purpose of the group.
- Students will practice following directions.

Pre-Activity Discussion:

- Hello everyone! To start off our group time to share their name, their grade/teacher and one in charge of the school.
- Over the next few weeks, we're going to be following directions is important, as well as things that are directions.
- Why do you think it's important to follow directions?
- What are some rules or directions that you hear?
- For each rule/direction that the students share what would happen if they followed it, and what would happen if they didn't.

Activity - Simon Says (10 min)

- For our activity today, we are going to play a game, I am going to give out directions, but you "Simon says" first. For example, if I say "Simon says" you should do it. If I just say "hop on one foot" then you shouldn't do it. If you do something not something when you should, you're out. When the game is over and then that person gets to be the leader.
- Play the game as many times as time permits.

Post-Activity Discussion:

- Was it easy or difficult to follow directions?
- What made it hard? What would make it easier?
- What makes it hard to follow directions in the future?

Discussion:

- If you are using the self-assessment for data collection before or after this session.

Session Two: What Makes Directions Hard

Objectives:

- Students will gain insight as to why it can be difficult to follow directions.
- Students will understand that it is important to be able to follow directions.
- Students will understand how their own talking can make it harder to follow directions.

Materials:

- Paper for each student
- Writing utensils
- Directions from page 11

Pre-Activity Discussion:

- Who remembers what we talked about last week? They were asked to follow rules or directions at school and what we can do about it.
- Today, we are going to talk more about why it can be hard to follow directions.
- Before we get into our activity, think about what makes it hard to follow directions.
- Ask a few students to share their thoughts on what makes it hard to follow directions.

Activity - Listen & Draw (10 min)

- Give each student a blank sheet of paper.
- Read the directions of things to draw, and then draw them one time. Then, read the directions from the directions more than once. After the first time, read the directions from the directions more than once. After the first time, read the directions from the directions more than once. After the first time, read the directions from the directions more than once.

Post-Activity Discussion:

- What made it hard to follow directions?
- Would it be easier if people weren't talking?
- When we talk, we are making it hard for us and others to follow directions.
- If we don't hear the instructions, can we follow directions?
- This week, I want you to try to remember to only talk when you are supposed to, if you are talking when you shouldn't be, you're making it harder for yourself and others to follow directions.

Session Three: Controlling The Blurts

Objectives:

- Students will practice controlling their impulses to blurt out.
- Students will understand that not blurring out can help them understand the instructions.

Materials:

- Cards from pages 14 and 15

Pre-Activity Discussion:

- Think about the activity from last week. Were you able to follow the directions? If people were quiet, how does being quiet help us to follow directions?
- Is it easy or difficult for you to remember directions?

Activity - Silent Charades (10 min)

- Today, we're going to do an activity where we are staying quiet and remembering to raise our hand when we want to blurt out.
- Cut apart the prompts on pages 14 and 15.
- Split the group into pairs of two, have one student pick a card and the other student to act out. The people from his or her hand they must do so by raising their hands correctly they get two points. If anyone blurt out, they will lose one point for their team. If they cannot answer correctly, the other team gets one point. The team with the most points at the end of the activity wins.

Post-Activity Discussion:

- Was it hard to be quiet? Why?
- Are there times when you want to blurt out?
- How does not blurring make it easier for you to follow directions?

Session Four: Multi-Step Directions

Objectives:

- Students will practice following multi-step directions.

Materials:

- Cards from pages 16 and 17

Pre-Activity Discussion:

- Does anyone know what a multi-step direction is? Can you give an example?
- When might someone give you a multi-step direction? (Look for responses such as "Follow the directions in your head, etc.)
- Sometimes it can be challenging to follow multi-step directions, but today we are going to practice following multi-step directions.

Activity - The Dare Game (10 min)

- Split your group into pairs of two, have one student pick a card and the other student to act out. The dare game has multiple steps. For example, "I dare you, actor agrees, the darer then gives a 30-second dare, touch your toes, say your name, all at once instead of step by step. If the actor does the directions correctly, the actor gets one point. For example, if the actor does the directions correctly, the actor gets one point. For example, if the actor does the directions correctly, the actor gets one point. For example, if the actor does the directions correctly, the actor gets one point.

Post-Activity Discussion:

- Was it difficult to follow multi-step directions?
- Did anyone use strategies to make it easier to follow multi-step directions?

Session Five: When You Don't Want To Follow Directions

Objectives:

- Students will learn to consider the purpose of various directions.
- Students will learn to consider the consequences of not following directions.

Pre-Activity Discussion:

- Do you always want to follow directions?
- Are directions to help us or hurt us?
- Today we are working on a skill that will help us to follow directions.
- Our behavior is like a stop light, and we need to stop and go. This gives us time to consider the purpose of the rule/direction.
- Sometimes, when someone tells us to do something, we feel like we just need to, and may even do things that get us in trouble. Think our choices through instead?
- When we take time to think about why we are supposed to follow directions, we can make better choices. Today, we're going to practice looking at different rules or directions and what would happen if we did them, and then what would happen if we didn't.

Activity - Why Follow Directions? (10 min)

- Go through scenarios below and have your group work to decide if they should follow the directions. Then, as a group, discuss if you did not follow each direction. Try to think of one scenario you can make a game of trying to name more and more.
- 1. Your mom asks you to clean your room.
- 2. Your teacher asks you to be quiet when she is talking.
- 3. Your teacher asks you to put your work away, but you don't.
- 4. Your parent asks you cannot play outside when it is raining.
- 5. Your parent will not let you have ice cream.
- 6. Your parent says you cannot play until your homework is done.
- 7. You are told to sit with all four chair legs on the floor.
- 8. Your parent asks you to share your candy with your friend.
- 9. Your teacher says you can't go to recess until you finish your work.
- 10. The principal tells you not to run in the hallway.

Post-Activity Discussion:

- Have you ever experienced any of these scenarios in real life? What happened next?
- How can thinking about the consequences help you to follow directions?

Session Six: Following Directions In The Future

Objective:

- Students will gain vision as to why it will be important in the future for them to use the skills they have learned.

Materials:

- Writing Utensils
- "My Future Career" Worksheet from page 22

Pre-Activity Discussion:

- Who remembers what we talked about last week? Did anyone have any rules or directions that they didn't want to follow this past week? What did you do? What happened next?
- Being able to follow directions is a skill that you will need throughout your life.
- What are some times when you may need to follow directions in the future?
- Today we are going to talk about how we will need to follow directions in our future jobs.
- What is a career that you would like to have when you grow up? How do you think following directions will help you at this job?

Activity - My Future Career (5-10 minutes):

- Use the worksheet on page 22 to help students consider how following directions will help them in their future careers.

Post-Activity Discussion:

- What will happen if you follow the directions of your job? What will happen if you don't?
- If there is extra time, have each student say one or two things they have learned in the group.

Discussion:

- If you are using the self-assessment from page 7 for data collection, have students fill it out before or after this session.

Each session is NO PREP and includes:

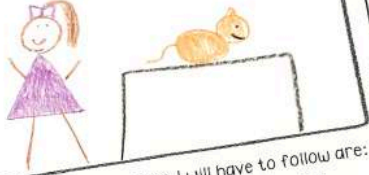
- A lesson plan with objectives, pre-activity discussion points, an activity, and post-activity discussion points.
- Templates/worksheets needed for each activity.
- A follow up note to parents and families.

Name: Ms. Chelsey

My Future Career

When I grow up, I want to be a vet

Here is a picture of me in my future career:



In my career, some directions I will have to follow are:

1. Giving the animals the right medicine
2. Going to work when I'm supposed to
3. Doing surgeries the right way

If I don't follow these directions, this is what will happen:

The animals may not get better. People may not want me to take care of their animals.

Listen and Draw #1 Directions:

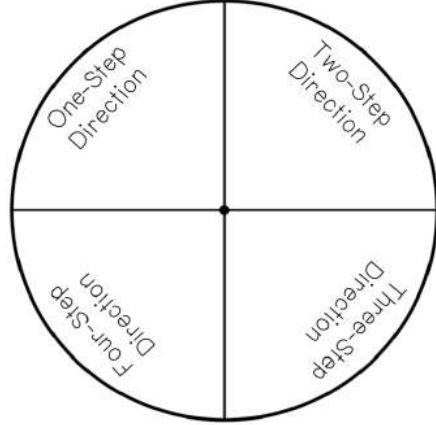
- 1- Write your name at the top of the page.
- 2- Draw a house in the center of the page.
- 3- Draw three bushes in front of the house.
- 4- Write the address 788 on the house.
- 5- Give the house a mailbox.
- 6- Draw a boy in front of the house.
- 7- Draw two clouds in the sky.

Listen and Draw #2 Directions:

- 1- Write your name on the bottom of the page.
- 2- Draw a girl in the middle of the page.
- 3- Draw a lunchbox in her hand.
- 4- Draw a school on the right side of the page.
- 5- Draw a sun in the top left hand corner.
- 6- Draw a car on the left side of the page.
- 7- Draw a sidewalk under the girl's feet.

Multi-Step Direction Spinner

Place a paper clip in the center of the spinner. Place a pencil vertically, with the point in the center of the spinner, within the paperclip. Flick the paperclip, and follow the prompt that it lands on.



Playing baseball	Making A sandwich	An elephant
Playing a videogame		A haircut
Playing volleyball		Riding a bike
Vacuuming		Blowing bubbles
Trimming a tree		Playing on a computer

This resource also includes...

Bonus Activity #1: Following Directions Chain

- Students will practice...
- Spinner from page 25
- Pencil
- Paperclip

Stand in the front of the give directions. Use the steps your direction will appropriate number of set of directions, halts a new student to perform encourage students to g step. The goal is to work as a successfully in a row. G previous record.

Bonus Activity #2: Remembering Directions

- Students will learn skills to help them with remembering directions, specifically multi-step directions.

Objective:

- You will give the group a sentence starter, such as "I went to the zoo and saw a..." or "I went to the grocery store and bought a..." One student will start, and will add one thing to the sentence, "I went to the zoo and saw a monkey." The next student will need to repeat everything that was said before them, and add something else, "I went to the zoo and saw a monkey and an elephant." Continue this until the student's can no longer remember the sentence. Keep track of how many things you can successfully add to the sentence, and make a game out of it.
- Encourage the students to use techniques such as repeating the sentence in their heads, or visualization.
- Remind the students that they can use these same techniques to help them remember directions they have been given.

2 bonus activities to further explore following directions and to review the topics and skills your students have learned!

Following Directions Assessment

- Please rate these questions based on:
- 1- Always True
 - 2- Mostly True
 - 3- Not Sure
 - 4- Mostly False
 - 5- Always False

1. The child usually follows directions. 1 2 3 4 5
2. The child usually does what is said. 1 2 3 4 5
3. The child understands why it's important to follow directions. 1 2 3 4 5
4. The child can follow more than one direction at a time. 1 2 3 4 5
5. The child can usually remember directions. 1 2 3 4 5
6. The child usually stays quiet when given directions. 1 2 3 4 5
6. The child usually follows directions. 1 2 3 4 5

Additional Comments:

Following Directions Self-Assessment

Please rate these questions based on to what extent they are true or false:

- 1- Always False
- 2- Mostly False
- 3- Not Sure
- 4- Mostly True
- 5- Always True

- I think it is important to follow directions. 1 2 3 4 5
- I am good at following directions. 1 2 3 4 5
- I can follow more than one direction at a time. 1 2 3 4 5
- My teachers would say I am a good listener. 1 2 3 4 5
- I follow directions even when I don't want to. 1 2 3 4 5
- Following directions will help me later in life. 1 2 3 4 5

A self-assessment for students to complete, as well as an assessment that can be completed by teachers, family or other adults in the student's life.

There are also parent follow up notes for each session and a parent permission form that are all editable!