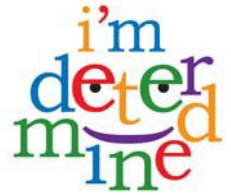


Organizing Topic: Self-Instruction (*Skills that assist the student in using their own verbal prompts for solving problems*)



Title: *Listen to yourself*

Target Grade Level: Middle and High School

Related Standards of Learning:

English

ENG 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.

Civics and Economics

CE.1f The student will develop the social studies skills responsible citizenship requires, including the ability to
f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

Government

GOVT.1f The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to
f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

GOVT.17f The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by
f. practicing responsibility, accountability and self-reliance.

Objectives:

- Student will use verbal prompts (live or recorded) to solve contrived problem scenarios
- Student will use verbal prompts (live or recorded) to solve real problems in real settings and/or situations

Prerequisite Understandings/Knowledge/Skills:

- Students must be able to make choices and decisions.
- Students must have a way to communicate
- Students understand a basic four step process to problem solving (Define/Identify Problem; Identify possible solutions/strategies and consequences; Select and implement a solution/strategy; Evaluate effectiveness)

Materials Needed:

- Chart paper and markers
- Sample problems/ scenarios – Attachment A
- Technology or other media as needed
- Communication device as needed
- Decision making flow chart – Attachment B

Time Frame:

- Could be addressed 30 minutes a day during weekly unit.
- Revisit process over course of year as issues arise.

Lesson Procedure:**Part 1:**

- a. Have students choose a problem scenario from the list provided.
- b. Teacher presents the decision making model and explains each section.
- c. The teacher facilitates as the students go through the steps of the 4-step decision making process. Either the teacher or a student volunteers to document the decisions of the group at each step. This will be posted in the room as a scenario model.
- d. Teacher then asks for ideas for verbal prompts that might assist the person as they try to solve their issue. It could be a verbal reminder that is repeated or a mantra that keeps the person on track.
- e. The teacher then models verbal prompting throughout the problem solving process.
- f. Teacher models how to evaluate the solution's effectiveness, by asking "Did this work? Was the problem solved?" The teacher asks the class "What verbal strategies/reminders did I use to help me remember how to solve the problem?"

Part 2:

- a) Students work in small groups of 3-4 and either determine their own problem scenario or choose one from the list.

- b) Students use the 4-step decision making process to work through the problem.
- c) As they work through the problem they identify at least four verbal prompts they can use to solve the problem.
- d) Students record their process and the 4 verbal prompts on chart-paper or on the Smart Board.
- e) Student share the scenario along the self-instruction strategies with the class.

Part 3

- a) Students work individually to determine a problem they want to address.
- b) Students use the 4-step decision making process to work through the problem.
- c) As they work through the problem, they identify at least two verbal prompts they can use to solve the problem.
- d) Students then write a paragraph describing their problem, the decision they made detailing the 4-step decision making process, and how they used self-instruction prompts to assist the process.

Specific Options for Differentiating this Lesson by:

- Use a computer for typing or using voice to record ideas and also to record verbal prompts.
- Student or others create a PPT demonstrating the verbal prompts.
- Listen to voice prompts on MP3 player.
- Use iPod Video or DVD to view self completing steps.
- Picture/word lists can support verbal prompts for individuals that need visuals.

Evaluation:

- Students articulate what Self-instruction is, how it can help them to solve problems, and provide two verbal prompts that can be used as self-instruction. Students may either answer verbally or in written form.

Extending Understanding:

- Students practice using their own verbal prompts in different environments.
- Students work with their families to create their own verbal prompts to be used at home or community.
- Choose curricular literature selections and have students develop self-instruction strategies and verbal prompts for the characters. Ex. Develop self-instruction for Heathcliff from *Wuthering Heights* or Henry Fleming from *The Red Badge of Courage*.

- Have students choose a current event and develop a self-instruction strategy for a major player in the current event. Ex. Hilary Clinton as she deals with the unrest in Egypt.
- Students use the Self-Instruction strategies to develop their Good Day Plan
- Use the video from You Tube on “How to Tie a Windsor Knot” and have students suggest verbal prompts. This might be particularly useful during a lesson on dressing for an interview.
<http://www.youtube.com/watch?v=lji-JeAjT2Y&feature=fvwrel>

Sample Problem Solving Scenarios

Secondary

- Solving math equations and remembering formulas. Editing a paper. Following steps in a science experiment.
- Driving a car. Driving a car from point A to point B.
- Getting along with others.
- Transitioning between classes.
- Gathering materials needed for each class.
- Organizing backpack daily.
- Asking for help.
- Completing job tasks
- Following routines: Before and after school
- Choosing an outfit for a job interview
- Getting to work on time
- Finishing a term paper or large project

4-Step Decision Making Process Flow Chart

