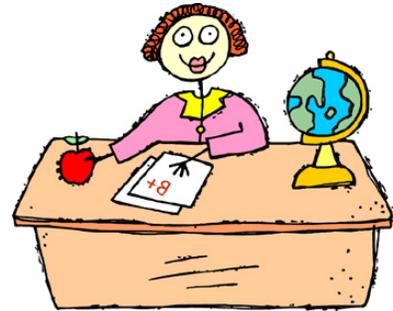


Guide for Conducting the Lesson

Chapter 5, Lesson 20

The following is not intended to be an actual script, but rather a guide for conducting the lesson. The facilitator should endeavor to create an atmosphere of acceptance and trust by **modeling** and **outloud thinking** to demonstrate how to openly share information about yourself in a nonjudgmental atmosphere. Through **questioning**, the facilitator can help students learn how to **self-monitor** and **self-evaluate** so that **self-correction** of misperceptions and resulting inappropriate behaviors is possible. This process enables students to **self-direct** their choices of appropriate behavior. Throughout the discussions, ask questions that direct the students toward **self-evaluation** without controlling the outcomes of the **self-evaluation**.



Before you begin:

Facilitator: *“Before we begin, let’s review the classroom rules for these lessons. (Facilitator should create a poster for ongoing use listing these rules prior to the first class session.) **Rule 1: What is said here, remains here.** This rule is important because we must develop a sense of trust with one another so that we can feel comfortable sharing. **Rule 2: Only constructive disagreement is acceptable.** This means that if you disagree with the discussion or a response to a question, you must do so in a positive manner. For example, if I disagreed with a statement that you made, I might say ‘Can you explain why you said (believe) that?’ or ‘I’m not sure I understand what you mean, can you tell me more?’ rather than ‘That’s stupid.’ **Rule 3: Only positive comments about others are acceptable.** Think about how you feel when someone says something negative about you. We want these classes to be a positive experience for everyone so that everyone feels good about sharing.”*

Facilitator: *“Today we are going to use the strategy of **outloud thinking** to learn about **self-direction**. We will identify:*

- *individuals who demonstrate **self-directing** behavior, and*
- *how you, as a **self-directing** individual, identify what you need from others and from yourself in order to make decisions.*

You will need to think about your strengths and weaknesses as we progress through this discussion.

We will be organizing our thoughts so that we can refer to them in later lessons.”

Step 1:

Facilitator: Write the word “**Self-Directing**” at the top of a sheet of chart paper. Display the chart paper in the classroom.

Step 2:

Facilitator: “Let’s talk about what **self-directing** means. Describe a person who is **self-directing**. What characteristics does a **self-directing** person have?”

Student response:

If students have trouble starting the discussion, provide one through outloud thinking.

Facilitator’s example: “One example might be a boy who decides not to go to the movies with friends because he prefers to stay home and play video games even though his friends tell him they will be angry if he does not go with them.”

Step 3:

Facilitator: “What do you think a person who is **self-directing** must know about themselves in order to make decisions? When I think about being **self-directing**, I think about my strengths, my weaknesses, and what is important to me. I then can think whether or not a decision is going to work for me. If it is, I can speak up for it and participate in the activity. If it is not, I can choose not to be involved. One example of a student using **self-directing** skills could be a student who decides not to go to the movies with friends because he prefers to stay home and play video games even though his friends tell him they will be angry if he does not go with them.

“Think about this situation and use these questions to guide you. Be prepared to share your responses with the class:

- Why would the student be willing to risk his friends’ disapproval?
- Why did the student choose to stay home?
- What must we discover before we decide what choices to make? Why?”

Student response:

Step 4:

Facilitator: “When you start working in pairs, identify three things that each of you want. Record them on your graphic organizer **What I Really Want**. You will

want to identify one item in each category. Be certain to include thoughts about your strengths and weaknesses in your decision-making.”

Student response:

Step 5:

Facilitator: “Let’s get back together in the large group and share some of the ideas you recorded on your graphic organizers. As you share your ideas, I’ll record them on the chart paper.”

The facilitator may also ask a student to volunteer to record the ideas on the chart paper.

Student response:

Step 6:

Facilitator: “Each pair recorded ideas on their graphic organizers of what they want from their friends, their parents, and their lives. You can see a large variety of ideas on the chart paper. Let’s take a second look at our list and identify the one idea in each category that would be the most important ‘want’ in each area. I’ll circle the one idea that our group thinks is the most important ‘want’.

“Let’s start with the list under the heading of ‘My Friends’. We can see this ‘want’ [select the most commonly chosen] is the one most commonly chosen by the class. Why might students want this from their friends?”

Facilitator will want to review the list noted under “My Friends” and lead the students in selecting one “want” that is most important to them.

Student response:

Step 7:

Facilitator: “You have identified the ‘want’ that is most important in the ‘My Friends’ category. Now, let’s think about why we selected this ‘want’ as most important:

- Why is it the most important?
- Is it essential?
- Why is it essential?
- Does what we selected as most important matter more than any of the other things you listed from your friends? Why?

- *Might your friends also want this from you? Why do you think so or think not?"*

Step 8:

Repeat this questioning process for the other categories of "My Parents" and "My Life."

"You have identified the 'want' that is most important in the 'My Parents' category. Now, let's think about why we selected what was most important:

- *Why is it the most important?*
- *Is it essential?*
- *Why is it essential?*
- *Does what we selected as most important matter more than any of the other things you listed as wanting from your parents? Why?*
- *Might your parents also want this from you? Why do you think so or think not?"*

"You have identified the 'want' that is most important in the 'My Life' category. Now, let's think about why we selected what was most important:

- *Why is it the most important?*
- *Is it essential?*
- *Why is it essential?*
- *Does what we selected as most important matter more than any of the other things you listed as wanting from your life? Why?"*

Student response:

Step 9:

Facilitator: *"Now I will choose a **class historian** who will take notes or draw pictures to record the items identified as most important in each category. We will be going back to this information in a later lesson. These notes or drawings will be placed in a **class diary**. Periodically, the class diary will be updated with products from our lessons. Do we have an artist or someone who likes to draw who would be willing to illustrate our products in the class diary?"*

Step 10:

Facilitator: *"Back together as a large group, let's talk about what you think about the lists we have generated. This will also give you some ideas to use in your journal later."*

- *How did you decide what was your most important ‘want’?*
- *How do you decide whether a ‘want’ is essential?”*

Student response:

Step 11:

Facilitator: *“O.K., this has been a good lesson. We are almost finished, but before we break, I would like you to take a few minutes to jot down your thoughts about this lesson in your student journal. We will be doing this journaling at the end of each lesson. This gives you the opportunity to think about what we have discussed in the lesson and pinpoint some ideas that you are discovering about yourself. As you reflect on this lesson, did you find it challenging? If so, in what way? As you think about what you have learned, record the new learning in your journal.”*

Allow 3-5 minutes for the students to respond in their journals to the **debriefing** questions. As they are writing their responses, you can also be jotting notes about the lesson in the facilitator’s journal.

Student response:

HOMEWORK

Facilitator: *“Although there is no specific homework for this lesson, keep in mind that everything we learn and discuss will help us in future lessons.”*

Alert

Pay attention to indications of students who might be overly influenced by a stronger personality either in the group or in their lives. Students may need individual assistance in developing self-directing skills.