

Sample Lesson Plan:



Personal-Social Skills. Competency 14: Achieving Independence. Subcompetency 61: Demonstrate awareness of how one's behavior affects others.

LESSON PLAN 2

14.61.1E:2

14.61.2E:2

LCCE Objective 14.61.1. List ways in which behavior affects others around us.

LCCE Objective 14.61.2. List appropriate behaviors for a variety of situations.

Lesson Objective: The students will investigate the importance of behavior in public places. They will discuss how some behaviors are only minor annoyances to other people and some behaviors can get a person involved with the legal system. It is important for a student to know the difference. We will first focus on the behaviors that could get a student involved in the legal system.

Instructional Resources: The **KWL Worksheet, Behavior and Consequences Worksheet (Student Workbook pg. 139)**, and **How Teenagers are Viewed by the Public Worksheet (Student Workbook pg. 140)**

Beginning Activity: Ask the students if they know anyone who has gotten in trouble with the law. Ask them what behaviors got that person in trouble. Discuss what happened to their friends. Tell them you are going to have a person from the criminal justice system come talk to them at the next session about behaviors that can get students in trouble with the legal system. Ask them to help you fill out the **KWL chart** before the guest speaker arrives. “K” is what do you know about the subject. “W” is what do you want to learn about the subject and “L” is what did you learn about the subject. The guest speaker will be a member of the juvenile justice system. This could be a probation officer, a child advocate lawyer, a social worker, a judge who oversees juvenile court cases, an officer from a juvenile detention center, a juvenile intake assessment officer or a student who has been in trouble with the law. Many cities have teen councils run by students who have proven themselves after involvement with the local authorities. They are usually trained in how to speak to audiences and are good at answering questions about natural consequences. (The statistics are high that a student with an IEP will have a “run-in” with the local authorities at some time in their teenage years. Sometimes it is because they do not understand the consequences that come with poor decisions)

Lesson Introduction: Have you ever been asked to leave a public place because of your behavior? Have you ever considered doing something that was against the rules, like skipping school? Tomorrow, we are going to hear from _____ who can give us a first hand look at what happens to people who make poor behavior choices and suffer consequences for their decisions. Let's brainstorm questions that we might like to learn the answers to when _____ visits us. First, let's talk about what we already know. Who can tell me something they already know? (For example, someone might tell you that they know someone who was put in “juvie” for shoplifting) After you elicit responses on what the students already know about the legal system, you can have them fill in the “W” portion of the chart on what they think they would like to know. In other words, questions they would like to have answered.

14.61.1E:2
14.61.2E:2

School Activity:

Time: 2 sessions

Tasks:

1. The following day the guest speaker arrives and gives a brief synopsis of their position. They will then address the questions on the **KWL chart**. Finally, they will field questions from the audience.
2. After the guest speaker leaves, fill in the “L” part of the chart on what the students learned. Discuss how poor behavior choices not only inflict consequences for the student but for the community as well.
3. Explain the **Behavior and Consequences Worksheet (Student workbook pg. 139)**. The students will participate in a cooperative learning task and complete worksheet with instructor’s guidance, if needed.
4. Instructors may create additional situations to fit the known problems that their locale associates with youth.

Community/School Activity:

Time: 1 Session

Tasks:

1. Students will contact people in the community to ask the indicated questions.
2. Students will report reactions from two public places to the class and collectively complete the **How Teenagers are Viewed by the Public Worksheet (Student Workbook pg. 140)**.
 - a. Students will interview at least two people about how they feel about teenage behavior.
 - b. Students will report to the class about what they learned from their interviews.

Lesson Plan Evaluation:

Activity: Students will complete two items on the **How Teenagers are Viewed by the Public Worksheet**.

Criteria: Each student will report responses of people in two public places.

Career Role: Family Member/Homemaker, Employee, Citizen/Volunteer, Recreational and Leisure Activities

Career Stage: Exploration

Sample Worksheet

<i>K</i>	<i>W</i>	<i>L</i>

Sample Worksheet

Behavior



Consequences

For every behavior that is listed- write down the possible consequences. For every consequence that is listed- write down the possible behaviors that earned that consequence.

<p>Students break into a vacant home and have a party.</p>	
	<p>The judge sentences the students to spend three months in a group home where they will live. They will be transported to and from school and will have 3 hours of tutoring every night. There will be no outside activities or visits from friends.</p>
<p>Students are caught shoplifting at a local convenience store.</p>	
	<p>The judge orders the student to attend 12 weeks of Alcoholics Anonymous meetings and attend a county provided juvenile drug rehabilitation program that meets two times a week. They also must visit a probation officer once a week. The probation officer will come to their school and check on them once a week as well.</p>
<p>Students “borrow” a car from someone who leaves the keys in it without the permission of the owner.</p>	