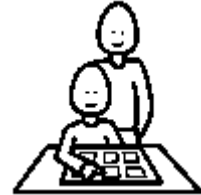


Unit 5 Teach Me

Bill of Rights

Be able to have people help and teach you if you want



Be able to ask someone you want to help you, let others know how you feel or what you want

Tips

Tell someone what new thing you want to learn.

Look and listen when learning new things.

Activity Web

**5A
Walk the Line**

**Unit 5
Teach Me**

**5C
Spin the Wheel**

**5B
I Need Help**

Unit 5 - Teach Me

Activity 5A: Walk the Line

Self Determination Skill:

- ✓ Problem solving - individual decides if he/she needs help with the activity
- ✓ Self advocacy - individual asks for help
- ✓ Goal setting - individual identifies a goal (i.e. completing the activity 1 or more times)

Materials:

- Set of cards showing a variety of activities (i.e. combing hair, washing dishes, making a bed)
- Two picture response cards: "I need help" and another one "I can do it myself"
- Timer or buzzer
- Voice output device with recorded answers

Describe activity:

- Tape or place activity cards on the floor in a line, circle or snake pattern.
- Individuals move around the circle or line until the timer or buzzer goes off. Everyone stops.
- Each individual identifies the activity he/she is standing by. Individual states if he/she can do the activity with or without help. Note: answers will vary and depend on the ability level of the individual. Some individuals can complete some activities independently, while other individuals will need help. There is no right or wrong answer. It is okay to ask for help to complete an activity.

Helpful Hints:

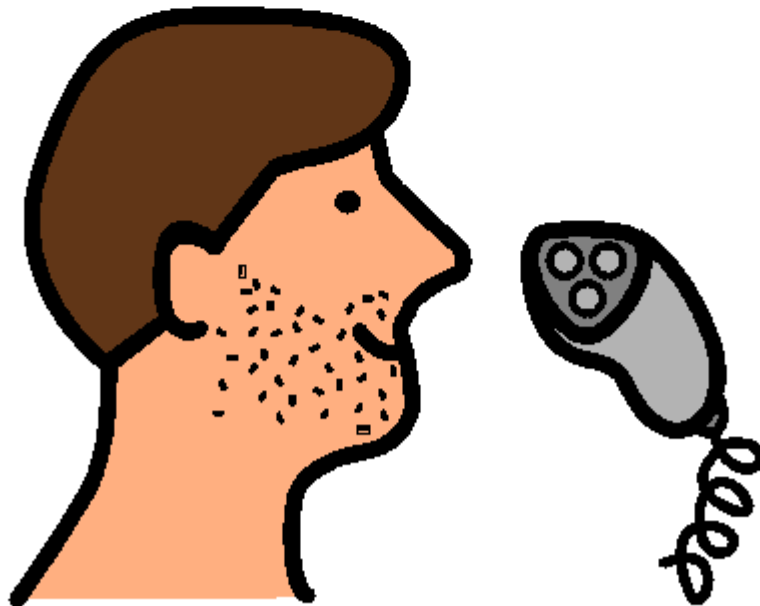
- Hold picture response cards in front of individual and give individual time to touch, reach, or eye gaze to his/her answer.
- Pair individuals so that everyone can participate. Some individuals can assist peers in naming the activity card taped to the floor.

Variations:

1. Encourage individuals to identify the person who helps them with a specific activity.
2. Role-play with individuals on how to ask for help.
3. Direct individuals to cheer, clap, or shake noisemakers after an individual states he/she can do an activity with or without help.



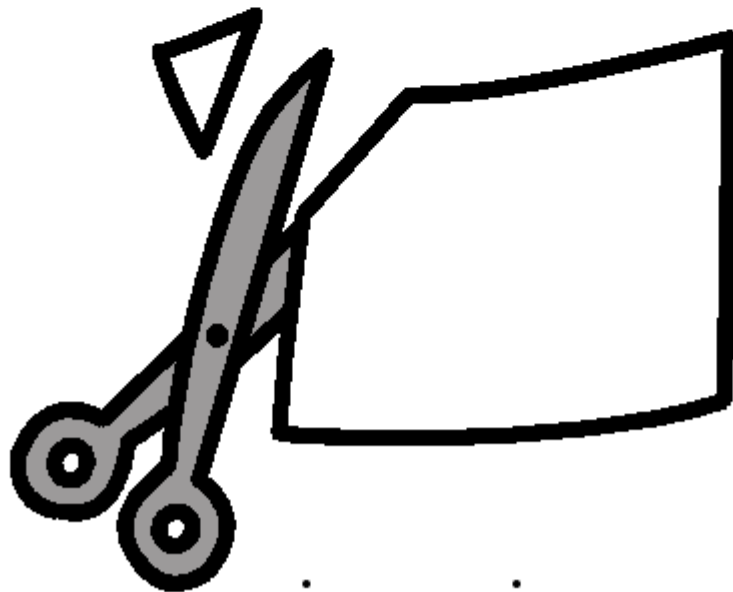
washing hair



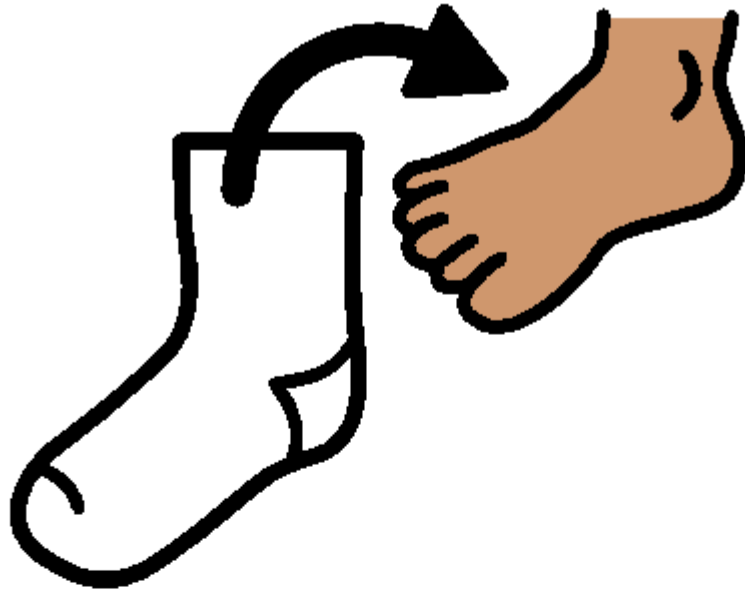
shaving



cutting food



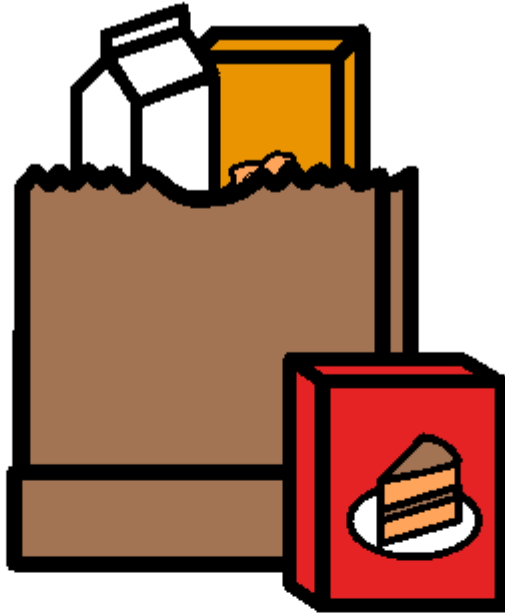
using scissors



putting on socks



combing hair



shopping for food



reading



cooking



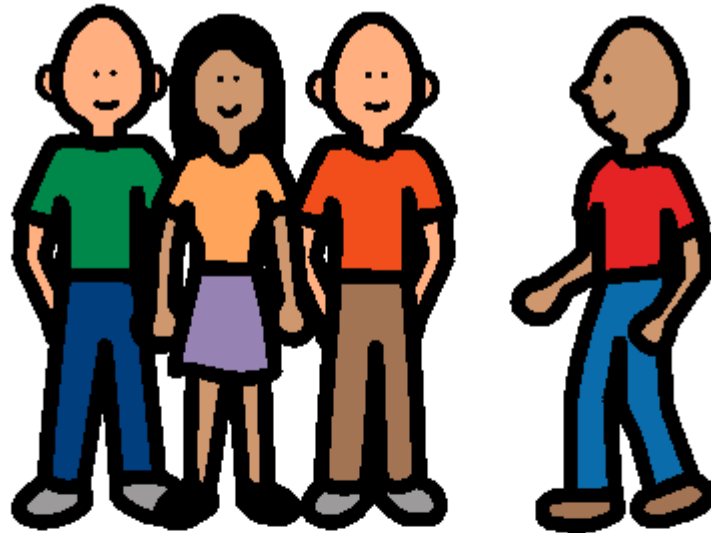
sweeping



hanging up clothes



opening a locker



I need help.



I can do it by myself.

Unit 5 - Teach Me

Activity 5B: I Need Help

Self Determination Skill:

- ✓ Self advocacy - individual learns it is okay to ask for help; individual requests assistance when needed
- ✓ Problem solving - individual decides what a person should say when seeking help

Materials:

- Adapted book titled "I Need Help"
- Picture response card
- Voice output device recorded with repetitive line from booklet

Describe activity:

- Staff or individual reads the booklet. Stop at page with question: "What should he/she do?"
- Let individuals give their answers. Use picture response card or voice output device.
- Turn the page. Encourage all individuals to say repetitive line, "I need help".
- Continue reading and stopping at the next response page.

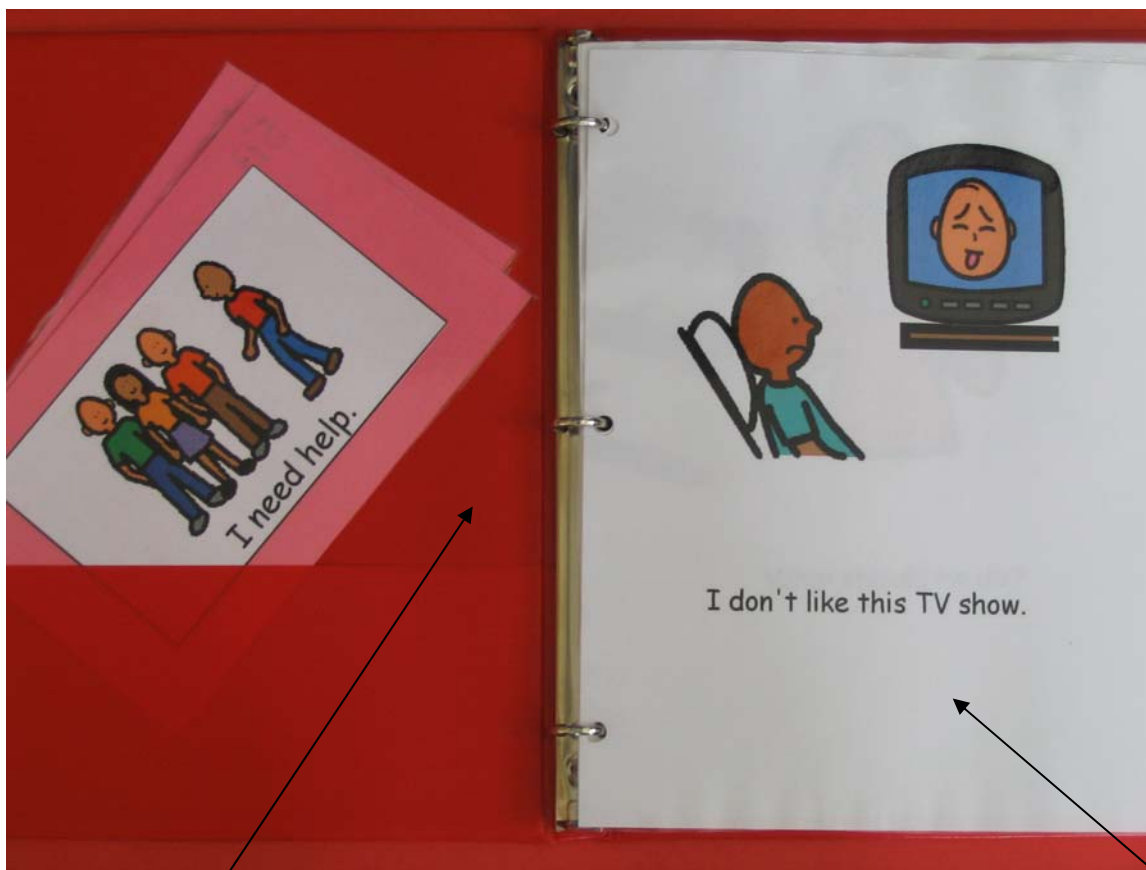
Helpful hints:

- Use voice output devices recorded with the answer (i.e. "I need help") or comments such as "Read it again", "Let me see", "I want a turn", "Let me do it".
- Use a long pause or time delay to allow individuals to say the repetitive line as a chorus.

- Pair the manual sign for "help" with the picture or word to encourage individuals to use the sign to request assistance.

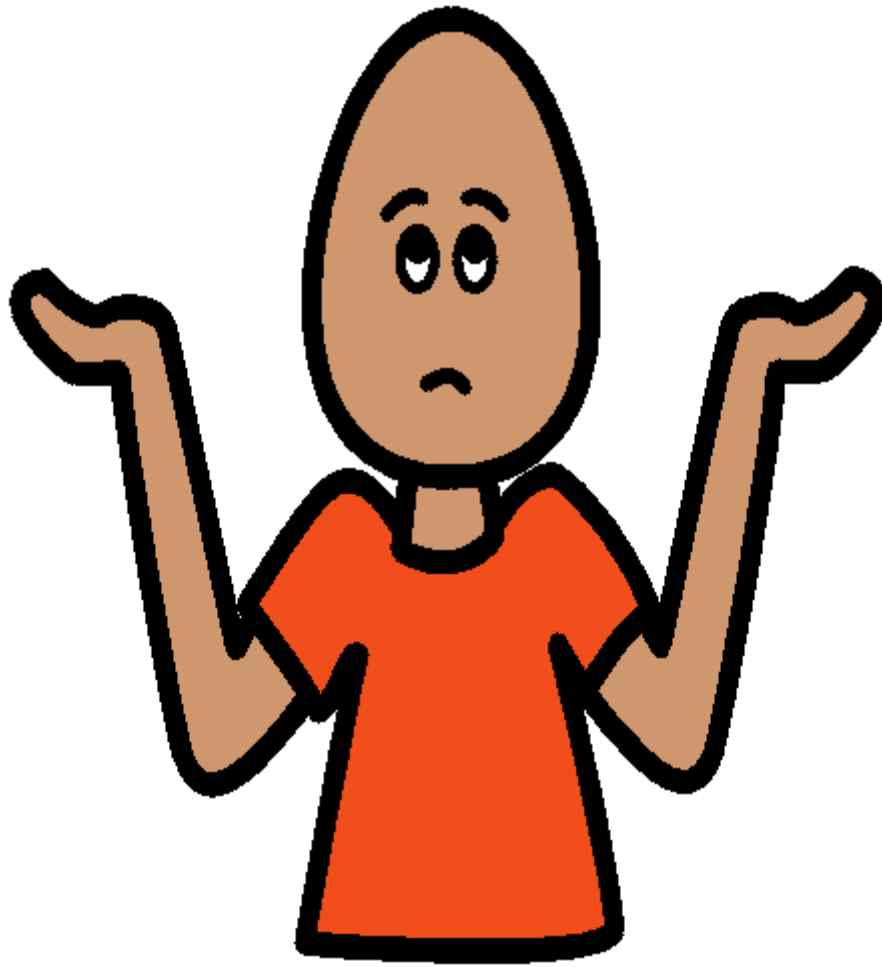
Variations:

1. Encourage individuals to think of additional activities that they need help doing. Compare lists.
2. Create other adapted books using photographs of staff and individuals participating in activities where the staff or individuals request assistance.
3. Record each page on a sequential voice output device. Individuals can "read" the book using the device.
4. Make a copy of the book to place on a bookshelf or in a leisure area where individuals can look at the book during free time.

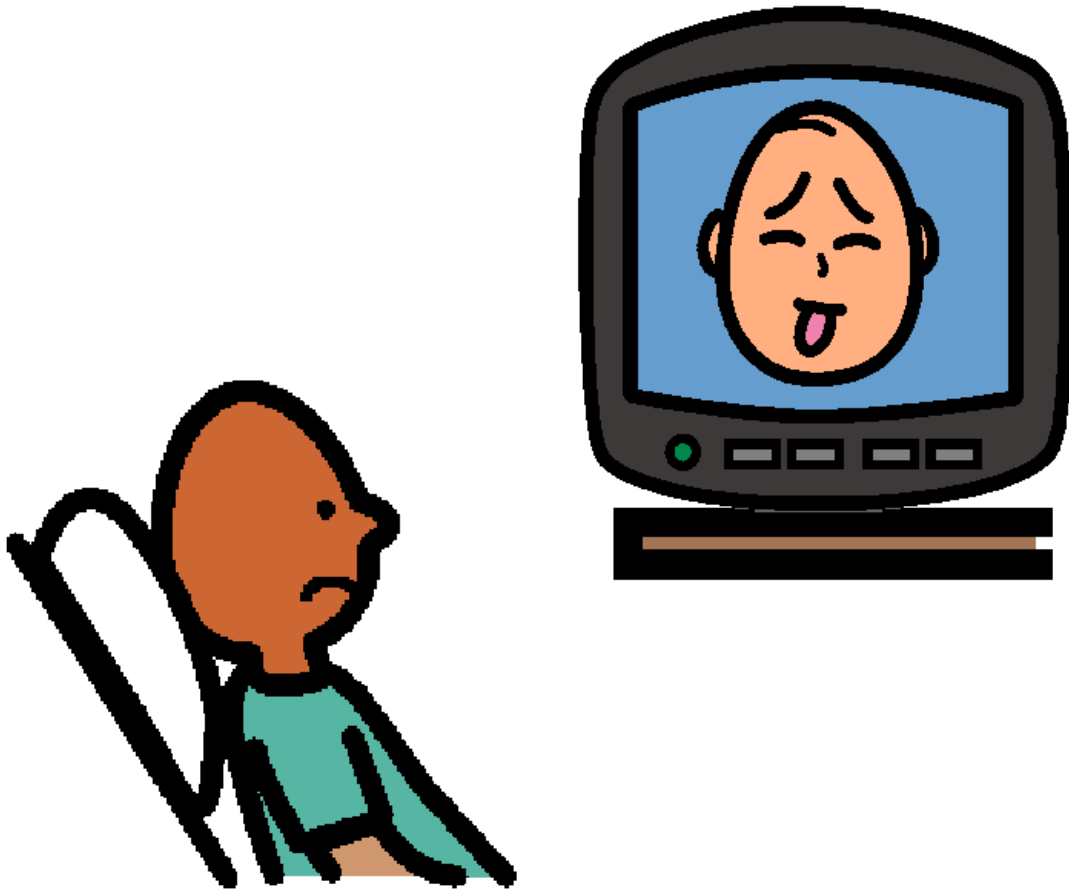


**ADAPTED BOOK IN 3-RING BINDER
TITLE AND GRAPHIC ON COVER**

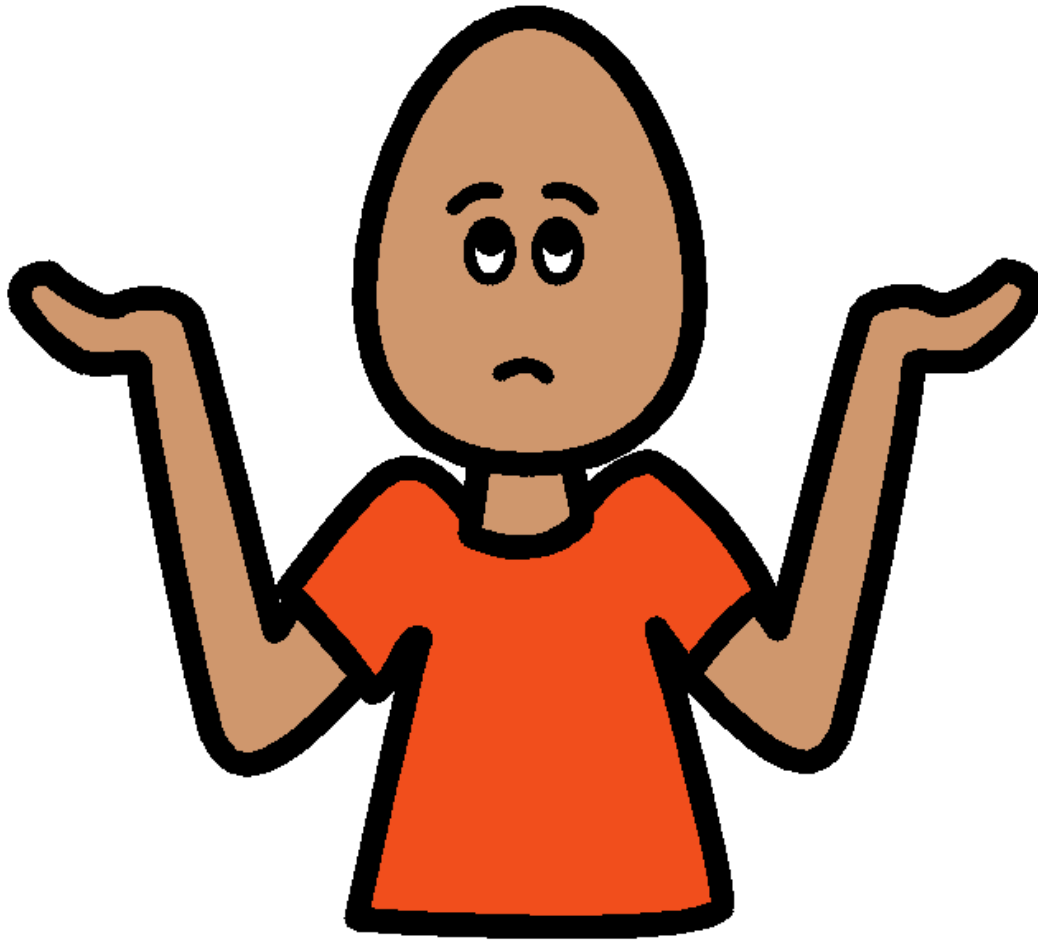
**PAGE LAMINATED
OR PLACED IN SHEET
PROTECTOR**



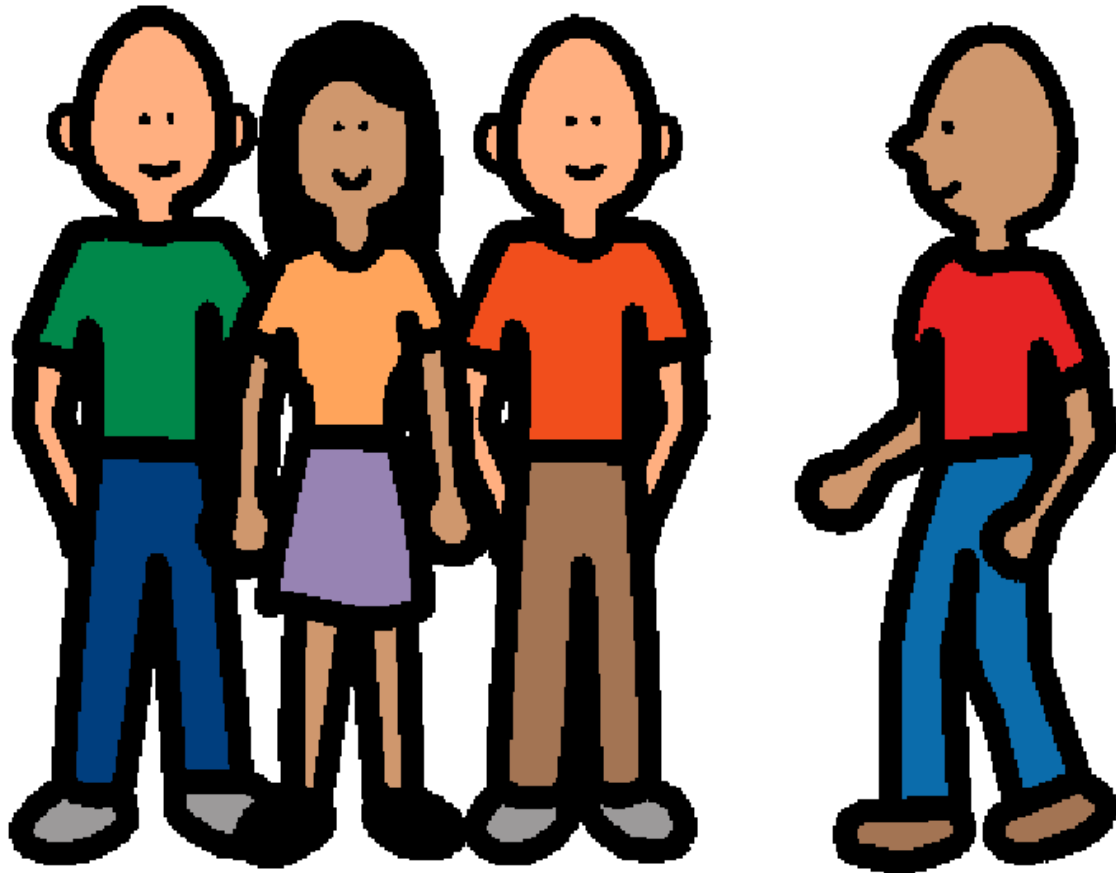
"I Need Help"



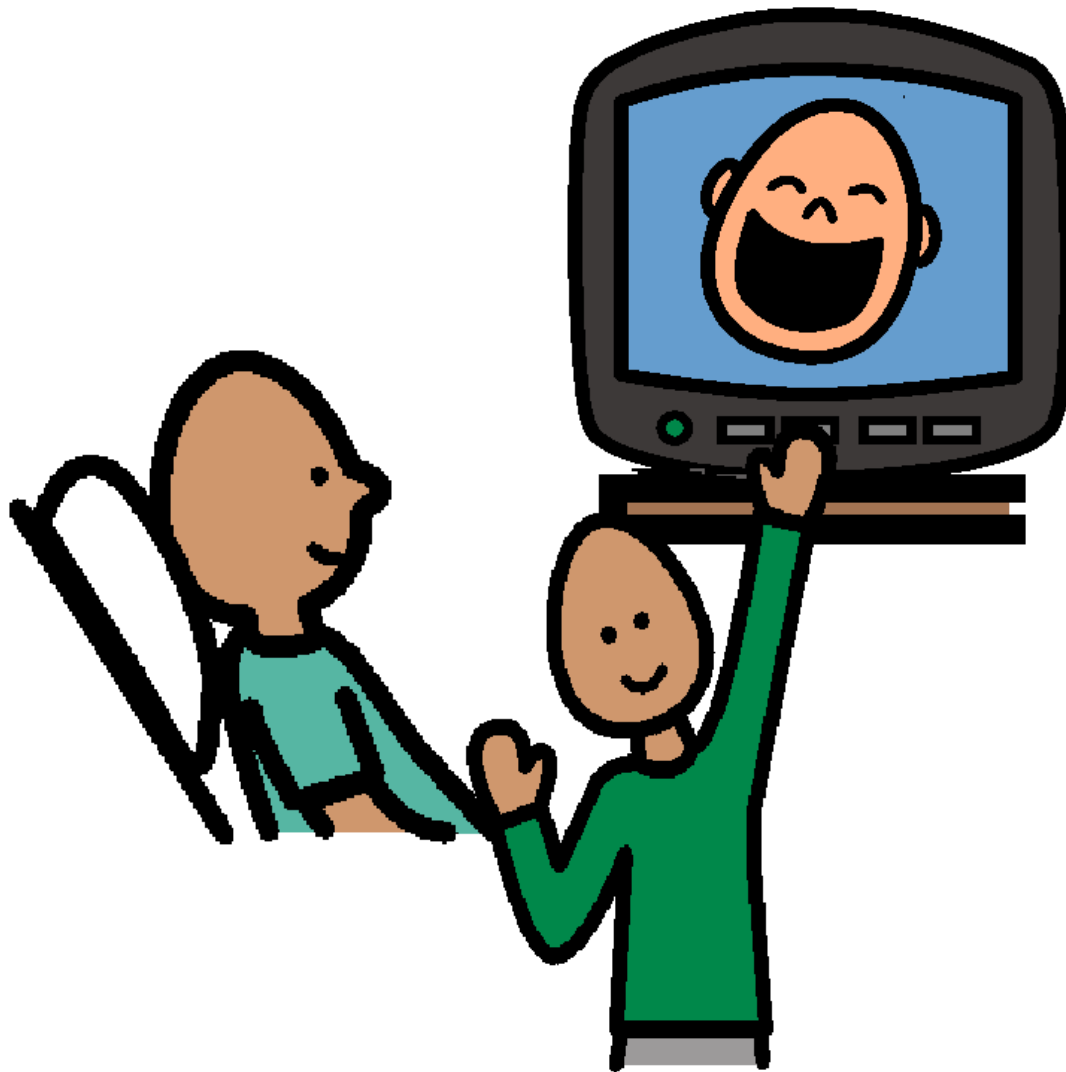
I don't like this TV show.



What should he do?



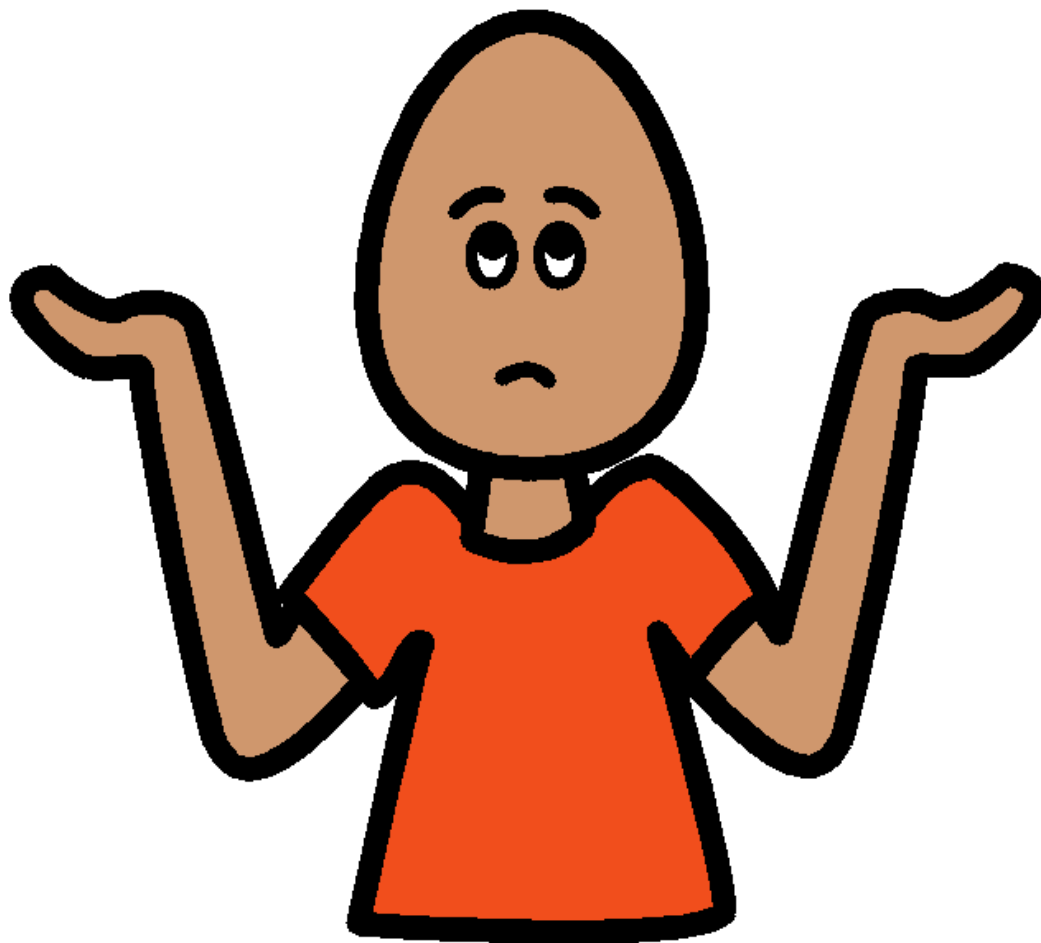
Say, "I need help".



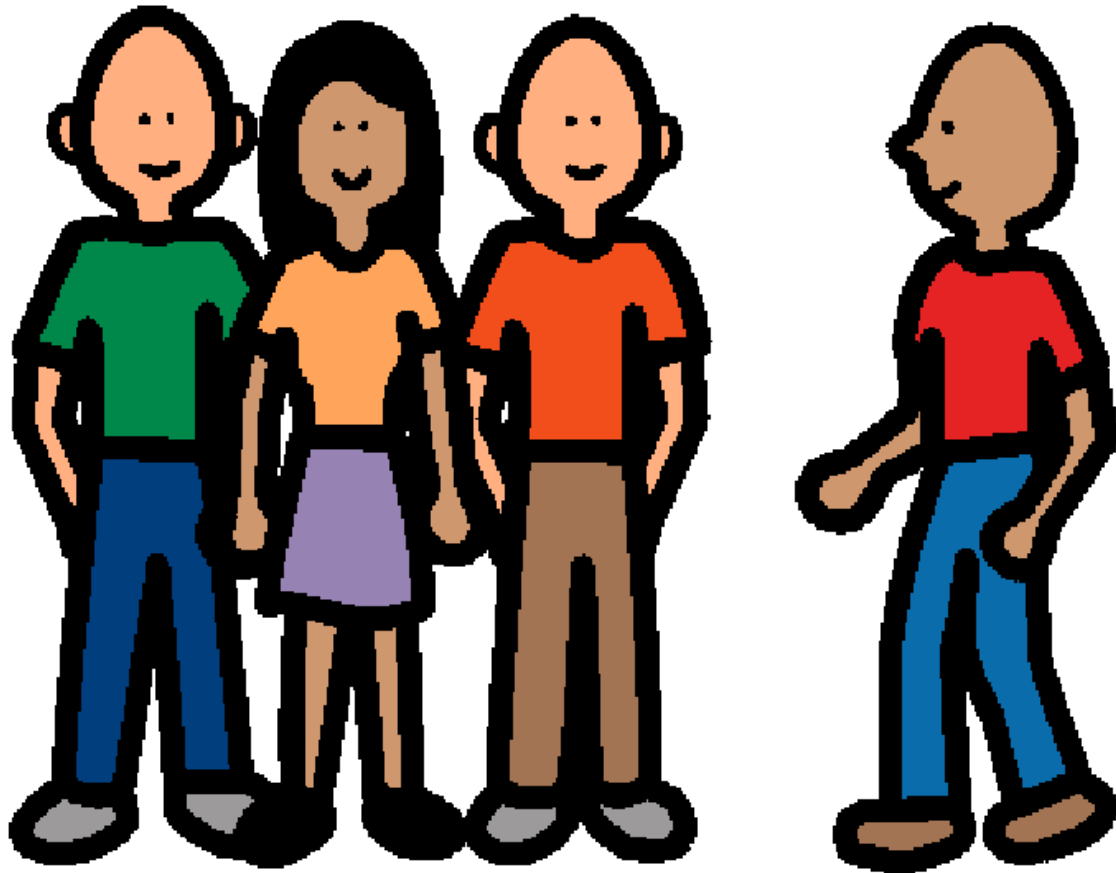
Thanks for changing the channel.
I like this show!



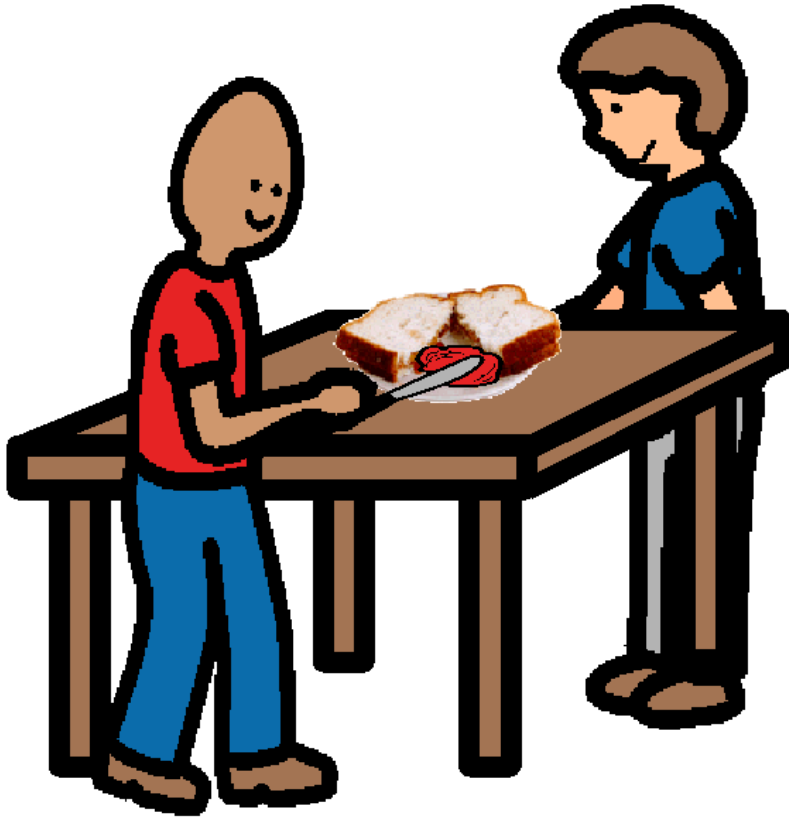
I want a jelly sandwich.
I need a knife.



What should he do?



Say, "I need help".



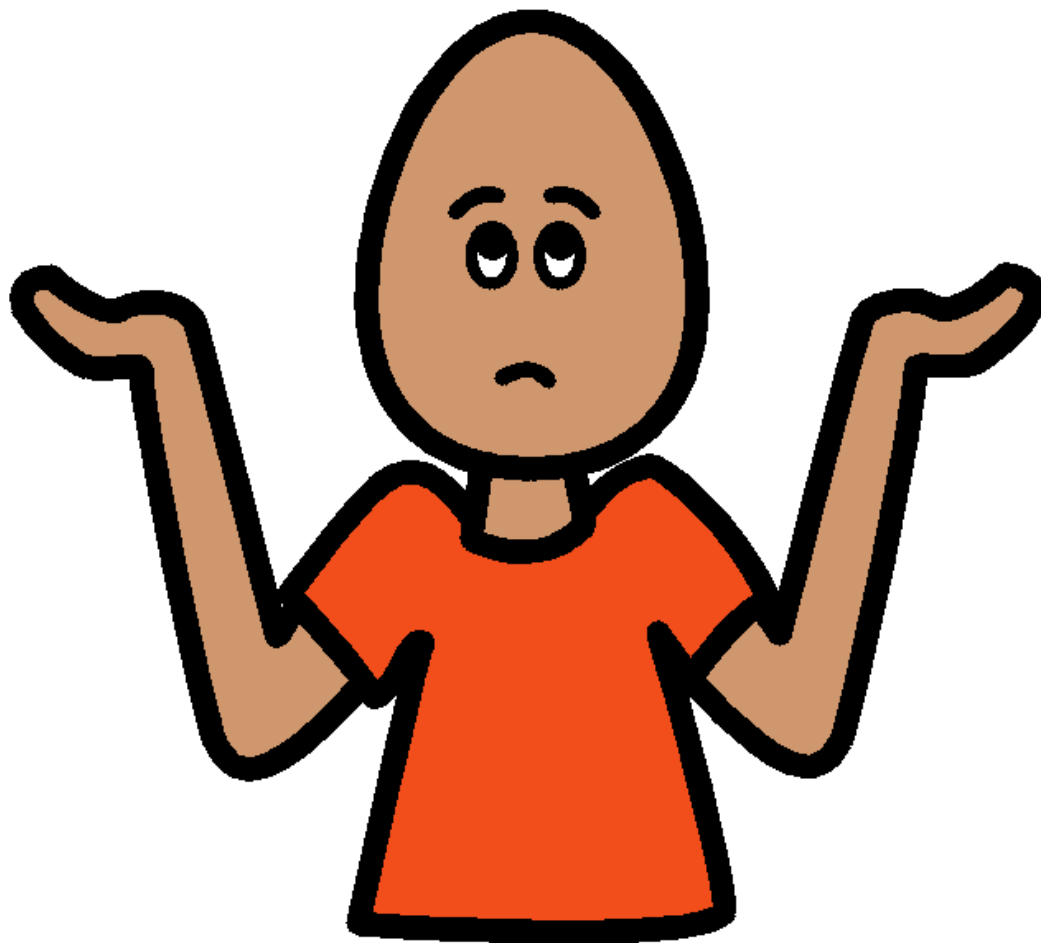
Thanks for the help.
I'm hungry.



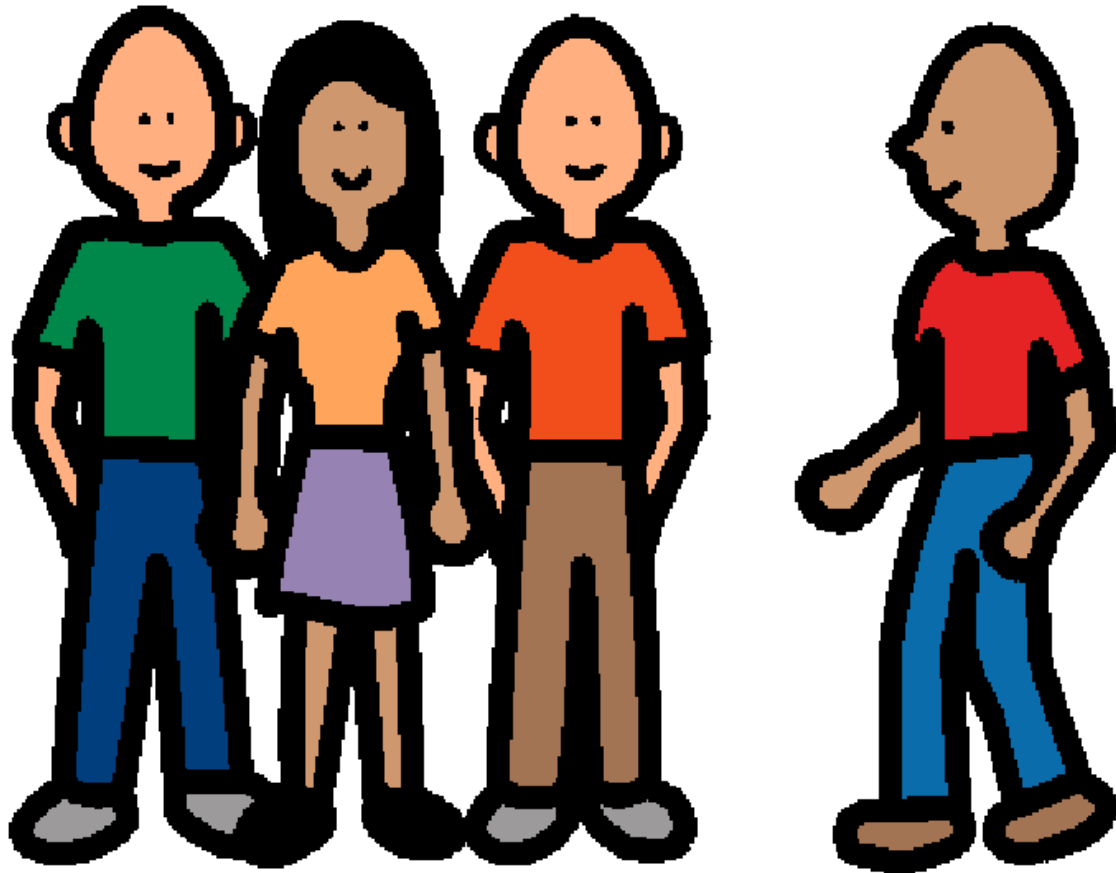
I am making a snowman.



Uh oh !
This snowball is too heavy.



What should he do?



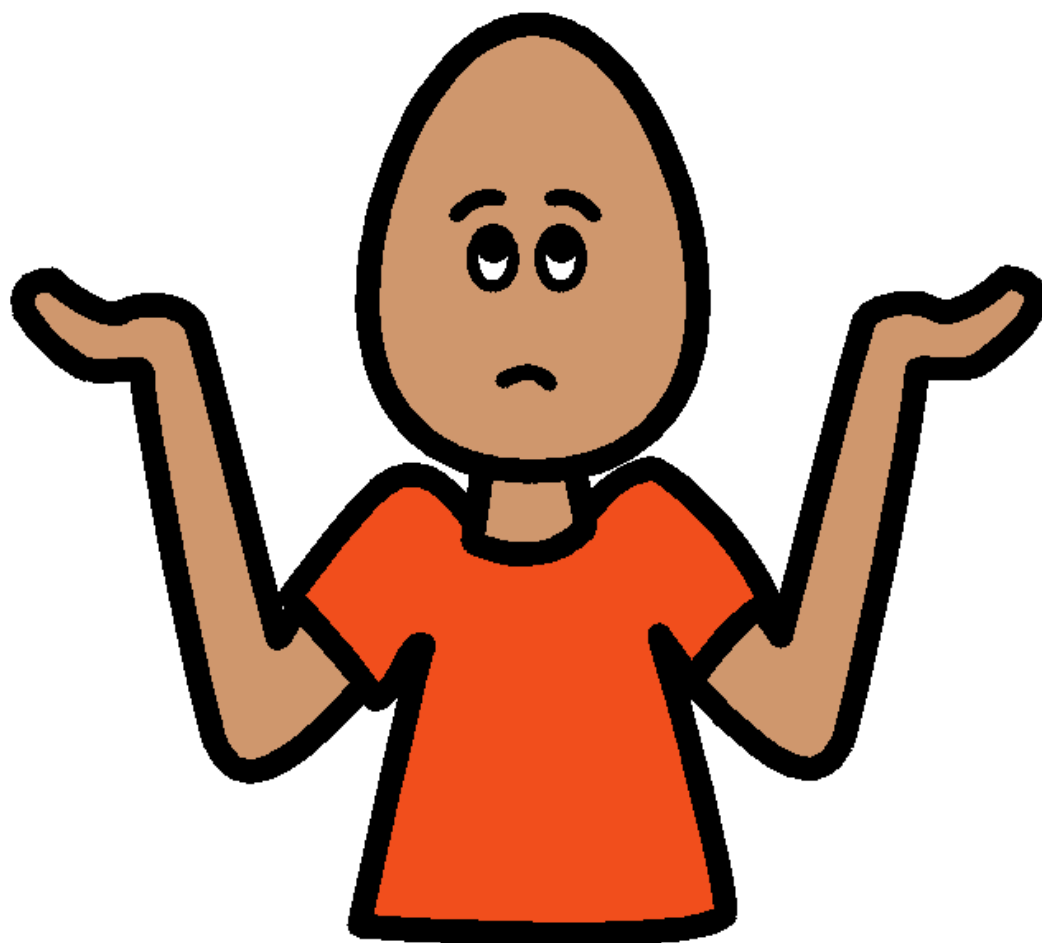
Say, "I need help".



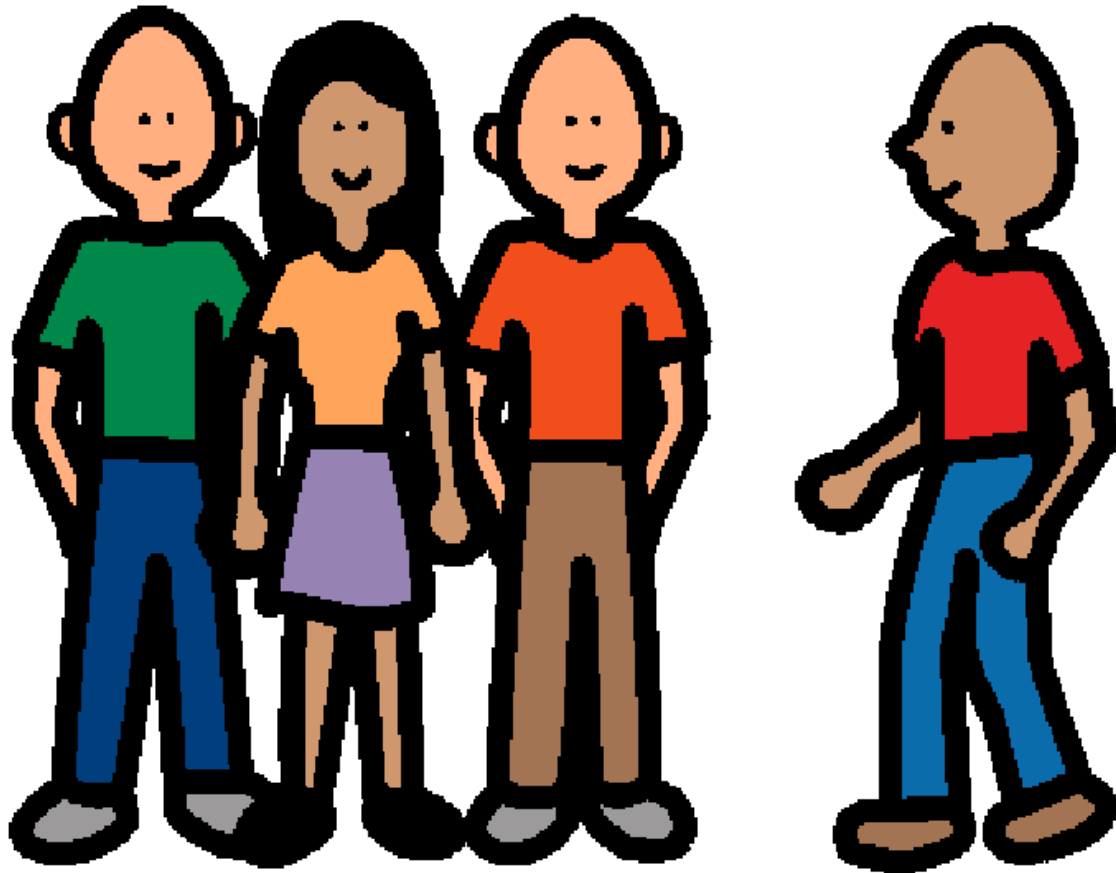
We made a snowman.



Uh oh! The milk spilled.



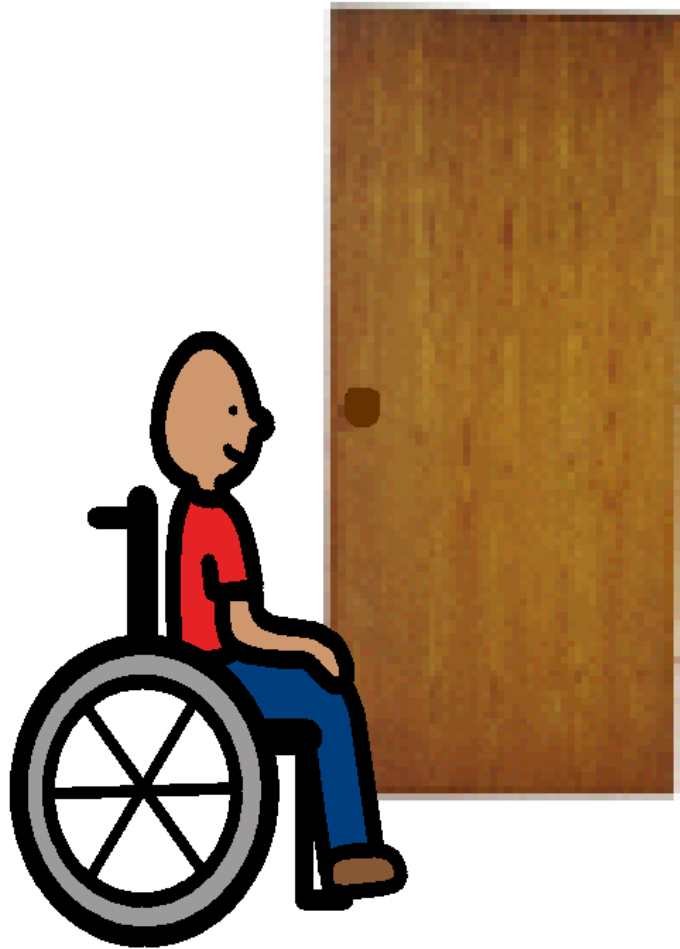
What should she do?



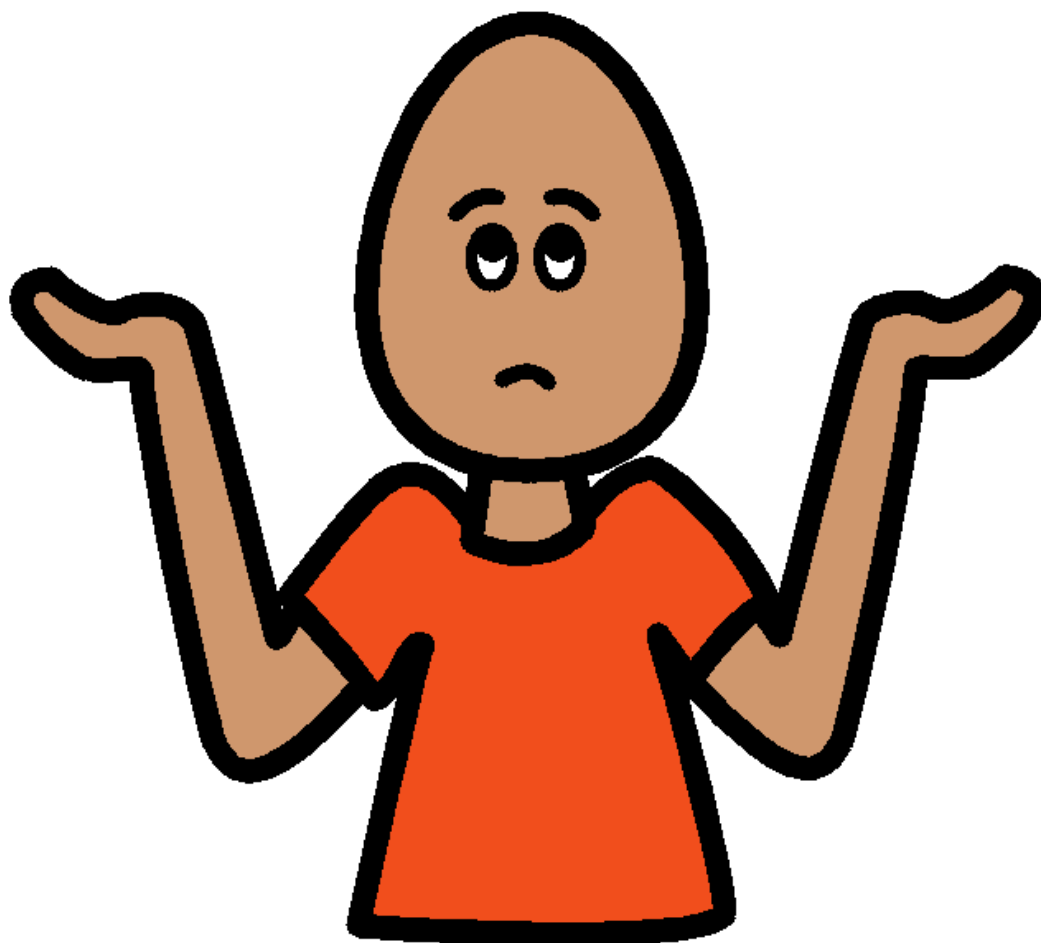
Say, "I need help".



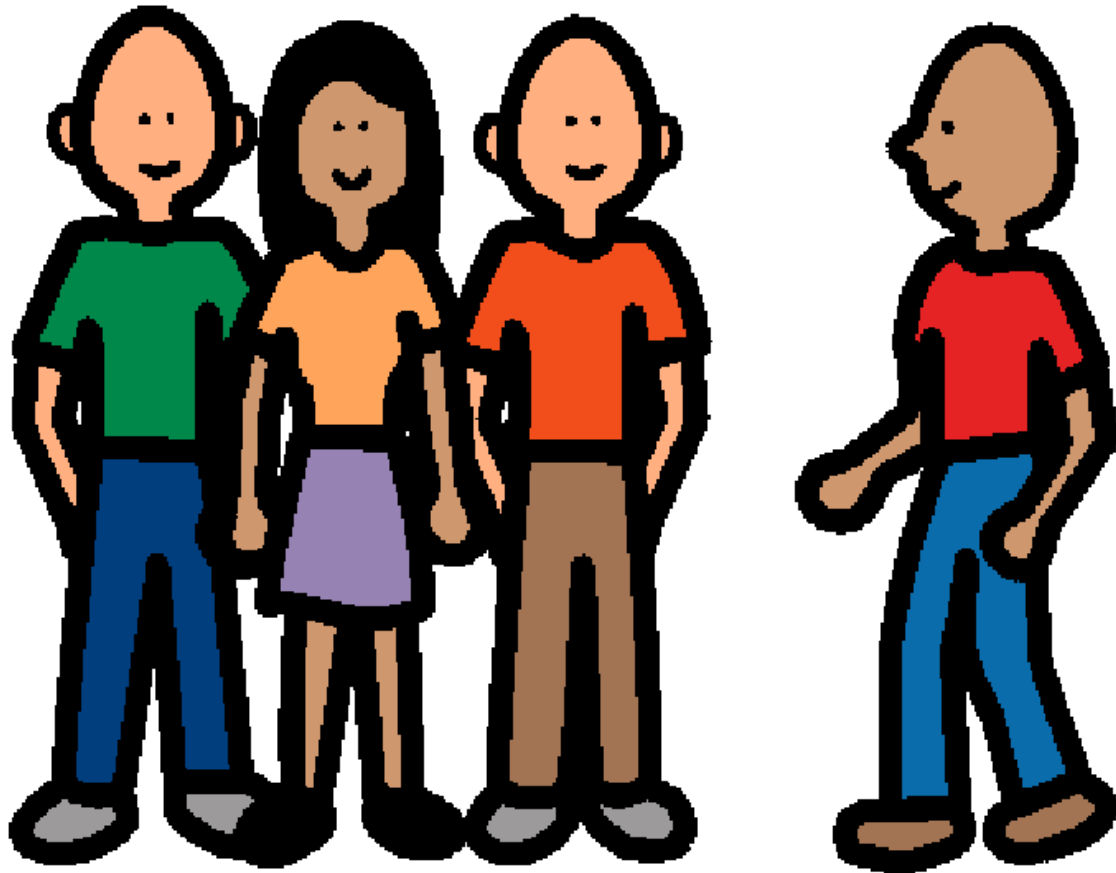
Thanks for the help.
Do you want a drink?



I can't get the door open.



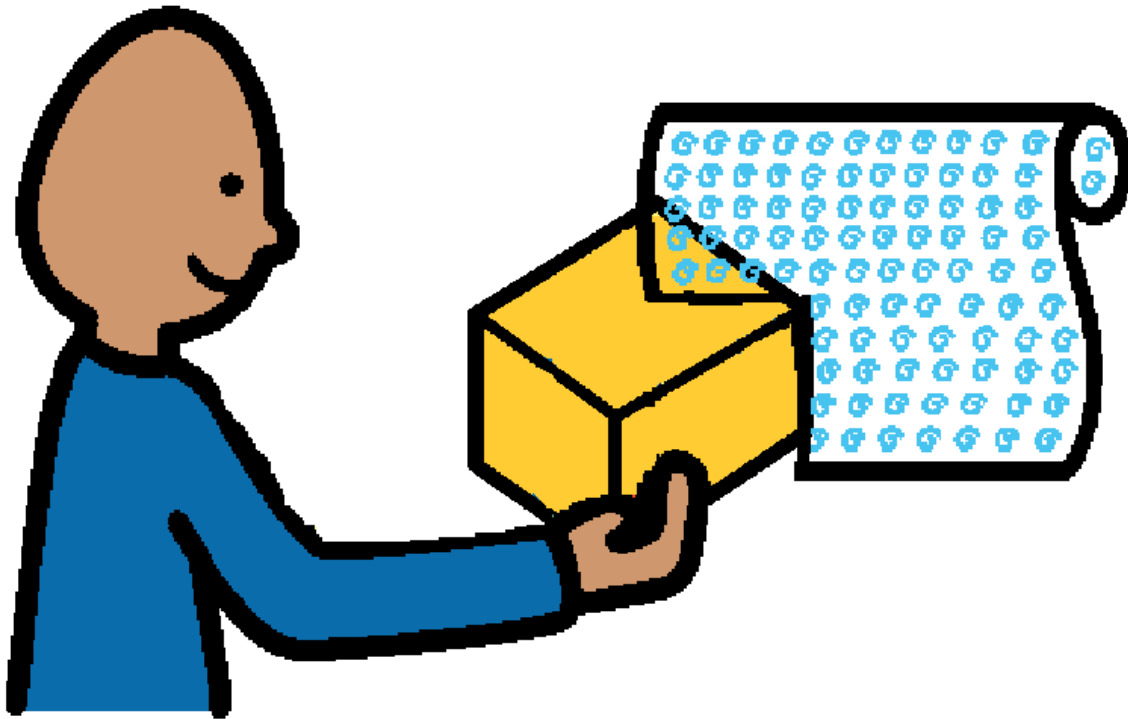
What should he do?



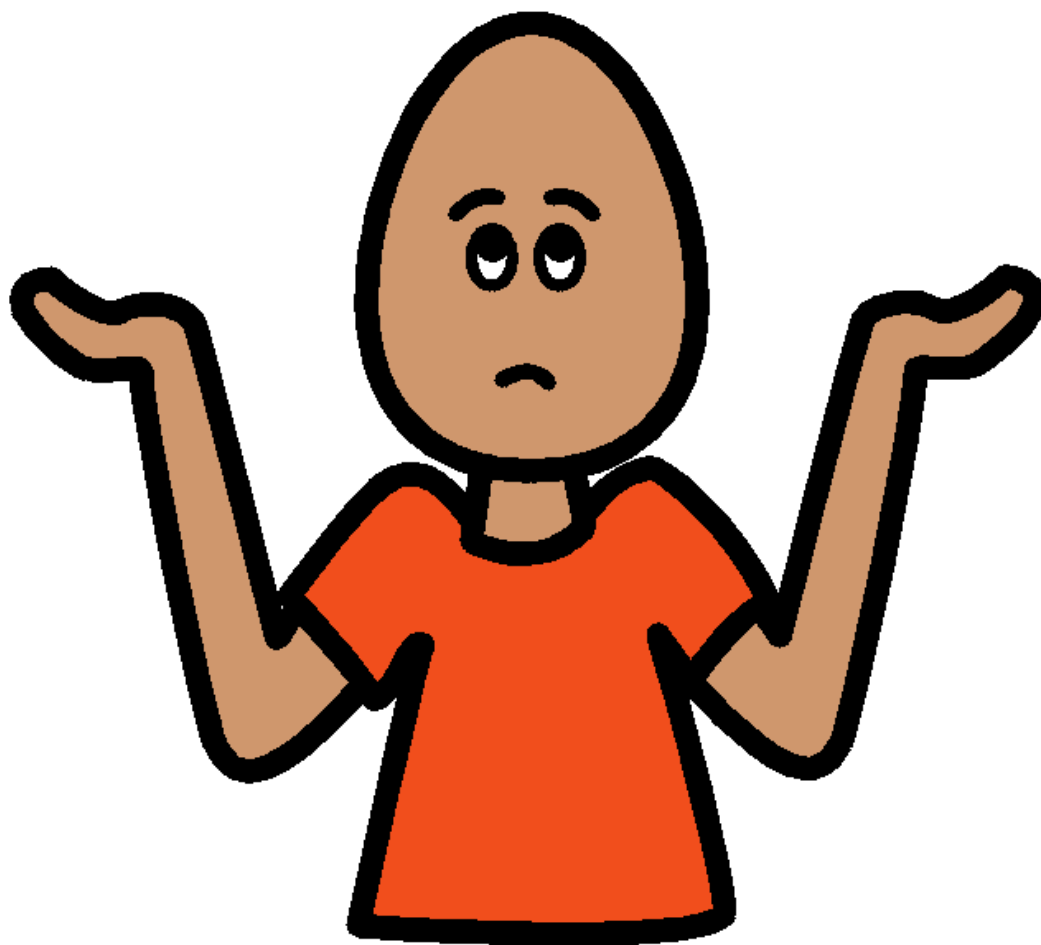
Say, "I need help".



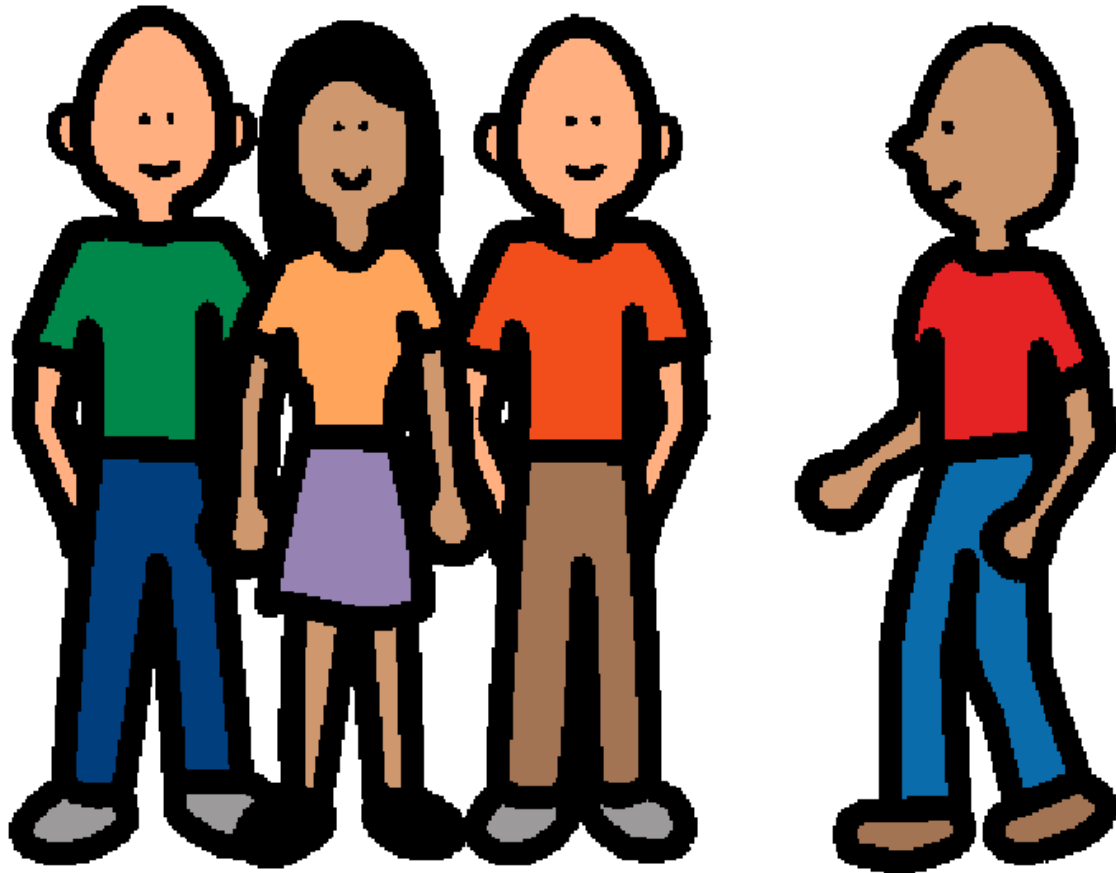
Thanks for opening the door.



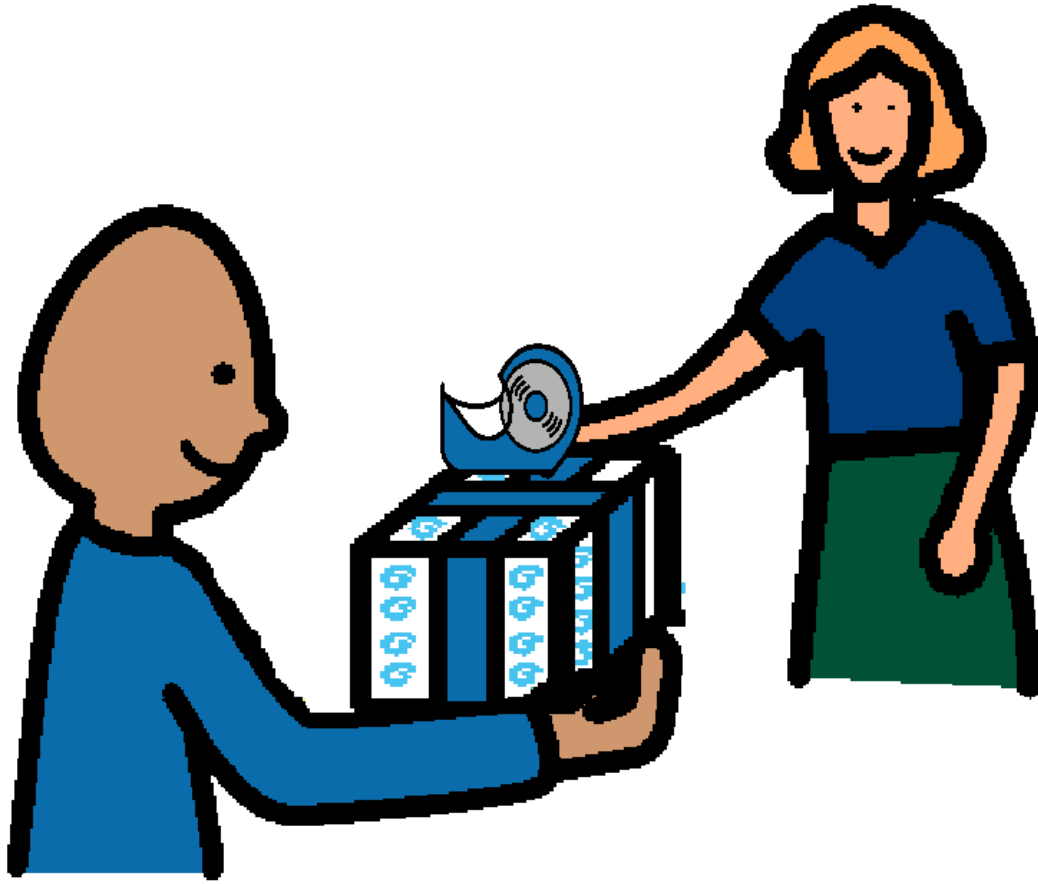
I want to wrap a present.
I need some tape.



What should he do?



Say, "I need help".



Thanks for the tape.

The End

Unit 5 - Teach Me

Activity 5C: Spin the Wheel

Self Determination Skill:

- ✓ Problem solving - individual decides if pictures match, individual identifies emotions from facial expressions
- ✓ Self-advocacy - individual recognizes his/her own feelings
- ✓ Choice making - individual chooses where to place chip

Materials:

- Adapted spinning wheel
- Pictures of facial expressions for happy, sad, mad
- Strip of pictures matching the facial expressions for happy, sad, and mad
- Markers such as poker chips
- Picture response cards for happy, sad, mad
- Voice output device with recorded labels for emotions

Describe activity:

- Attach pictures showing happy, sad, and mad facial expressions to the spinning wheel.
- Place strip of matching pictures on table top.
- Give 1 poker chip to each individual.
- Instruct individuals to place poker chip on a picture of their choice.
- Individuals take turns spinning the wheel.
- Individual spinning the wheel identifies the emotion in the picture where the wheel stopped.
- Individuals decide if picture they chose matches picture on wheel.

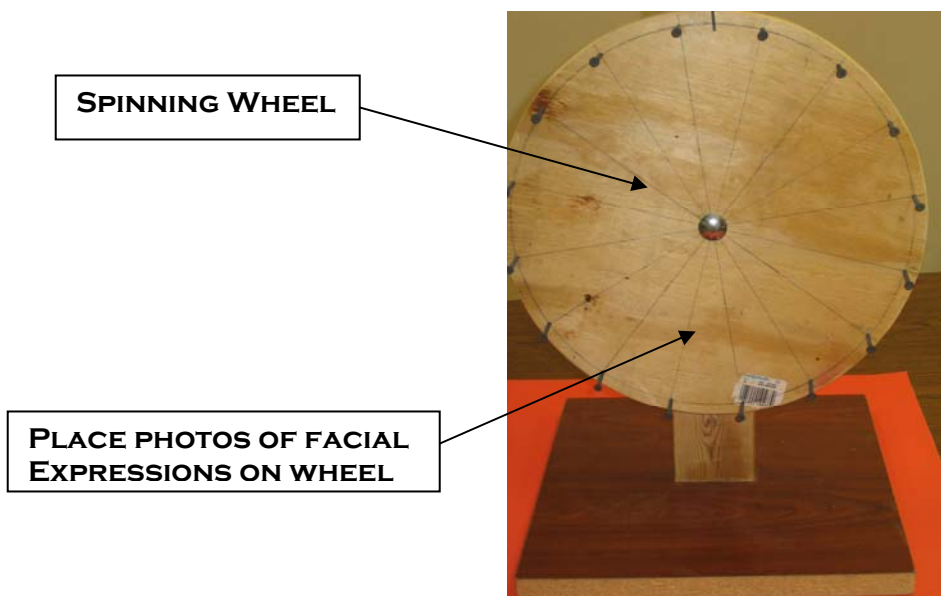
- Everyone cheers the winner.

Helpful Hints:

- Use voice output device to label the emotion shown in the picture.
- Use picture response cards to help individuals identify emotions.
- Pair individuals to increase participation (i.e. one individual spins the wheel, another individual chooses a picture on which to place a poker chip).
- Pair manual signs for emotions with pictures to help identification.
- Staff can use exaggerated facial expressions to match the emotion shown in the picture to help with identification.

Variations:

1. Permit individuals to share when they feel happy, sad, and mad.
2. Encourage individuals to imitate facial expressions for happy, sad, and mad.
3. Encourage individuals to cheer winner. Give pom poms and noisemakers to cheer winners.
4. Take photos of staff and individuals showing different facial expressions. Use photos in Spin the Wheel activity.



Spin-the-Wheel

Instructions

Cut the 6 main pieces: Base, Wheel Support, *Wheel, dowel rod, clicker and spacer. Refer to drawing for dimensions of each pieces (See fig. 2-7).

*Find the center on the 16" square before cutting it into a 16" circle.

Wheel Support (See Fig. 3)

On the wheel support, measure 12" to the center. Using an 1/8" drill bit, drill a hole at the center. The 1/8" hole is a guide for the flange radial bearing (See fig. 3). At the 1/8" hole, drill a 1-1/8" through the wheel support. At the top of the wheel support measure 13/16" down and center for the dowel rod and drill a 5/8" hole.

Wheel (See Fig. 4)

On the 16" circle measure from the center out to 15 1/2" and draw a circle. Divide the wheel into 16th around the circle, using a compass (see fig. 4 for degrees markings). This will make the mark for the screws or pegs that the clicker will hit (See fig. 1). At each mark drill a hole according to the size of your screw or peg. Then drill a 1/2" hole for the carriage bolt in the center of the wheel (See fig. 1).

Assembly of Spin-the-Wheel

Attach Wheel Support to Base (See fig. 2 & 3)

Center the wheel support on the center of the base and mark the area on the base. Drill 2 holes on the base and screw the wheel support to the base.

Attach Wheel to Wheel Support (See fig. 1, 5, 8)

Insert the flange radial bearings on each side of the wheel support.

Take the wheel and insert the carriage bolt through the 1/2" hole in the center of the wheel on the peg side. On the backside of the wheel add the spacer and washer on the bolt and screw on and tighten the nut on the bolt. Then attach the bolt through the flange radial bearings on the wheel support. Add the washer on the bolt and screw the lock nut on tight enough that the wheel will spin. If the wheel does not spin around freely, then loosen the lock nut screw.

Attach Clicker/ Dowel Rod to Wheel Support (See fig. 6, 7 & 8)

Make a 1/2" slit in the dowel rod. Insert the dowel rod in the hole at the top of the wheel support. Cut the clicker to size and insert it into the slot on the dowel rod. Check to make sure the clicker is long enough to be at least 1/8" below the peg. Drill a hole on the opposite side of the slot through the clicker. Use a screw to hold the clicker in place in the slot. Slightly angle the rod toward the direction you want to spin the wheel. This will allow the wheel to flow better when it is turned. Once the rod and clicker is set drill a hole on the stop of the wheel support and through the rod then use a screw to screw it in place.

Use sandpaper to round off and smooth the sharp edges as needed on the "Spin-the- Wheel" game.

Drawings for Spin-the-Wheel

Base

Use 3/4" plywood for the base

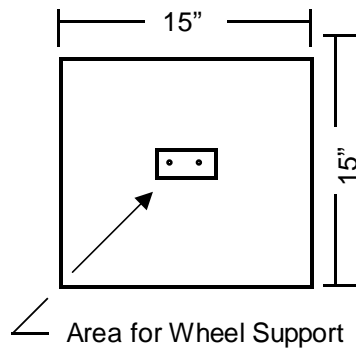


Figure 2

Wheel Support

3 1/2" x 24" x 1-1/2"

Use a 2" x 4" stud for the Wheel Support and cut it to a length of 24"

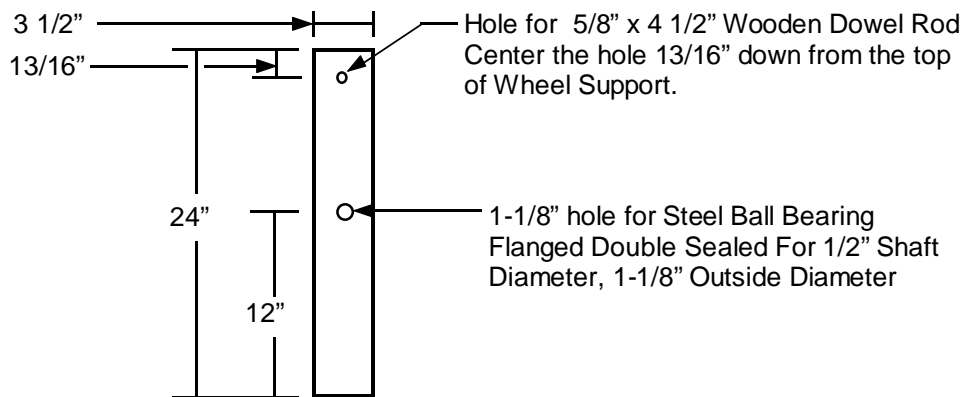
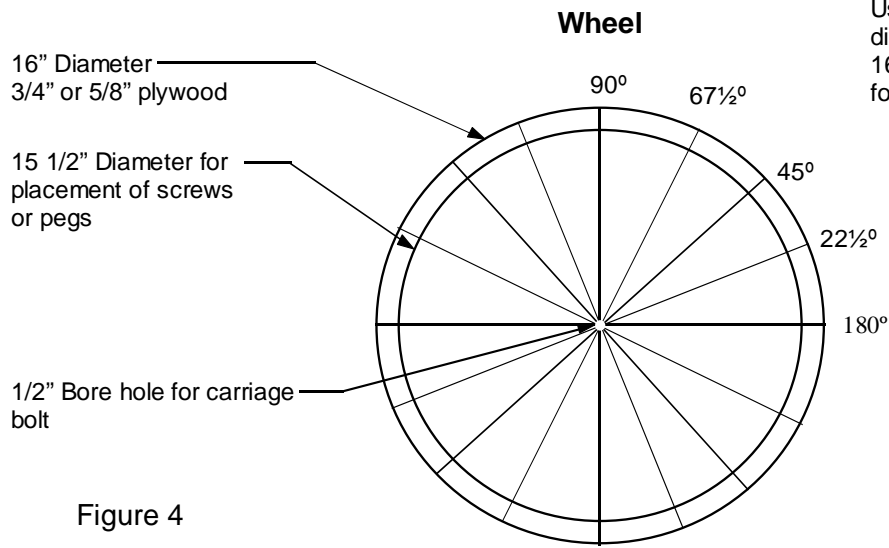


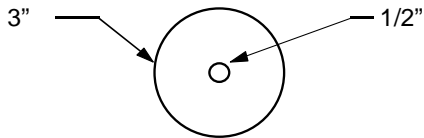
Figure 3

Drawings for Spin-the-Wheel



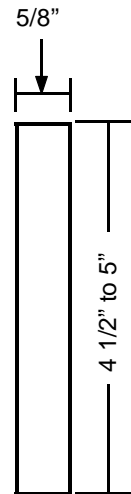
Spacer

3" Diameter, 1/2" bore hole.
1/2" to 3/4" plywood



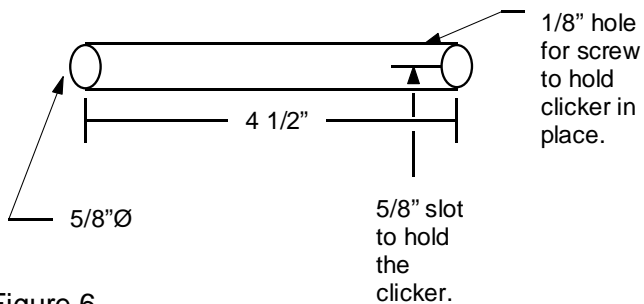
Clicker

Clicker must be pliable but
stiff in order to travel around
the wheel and stop at the
screw or peg.



Wooden Dowel Rod

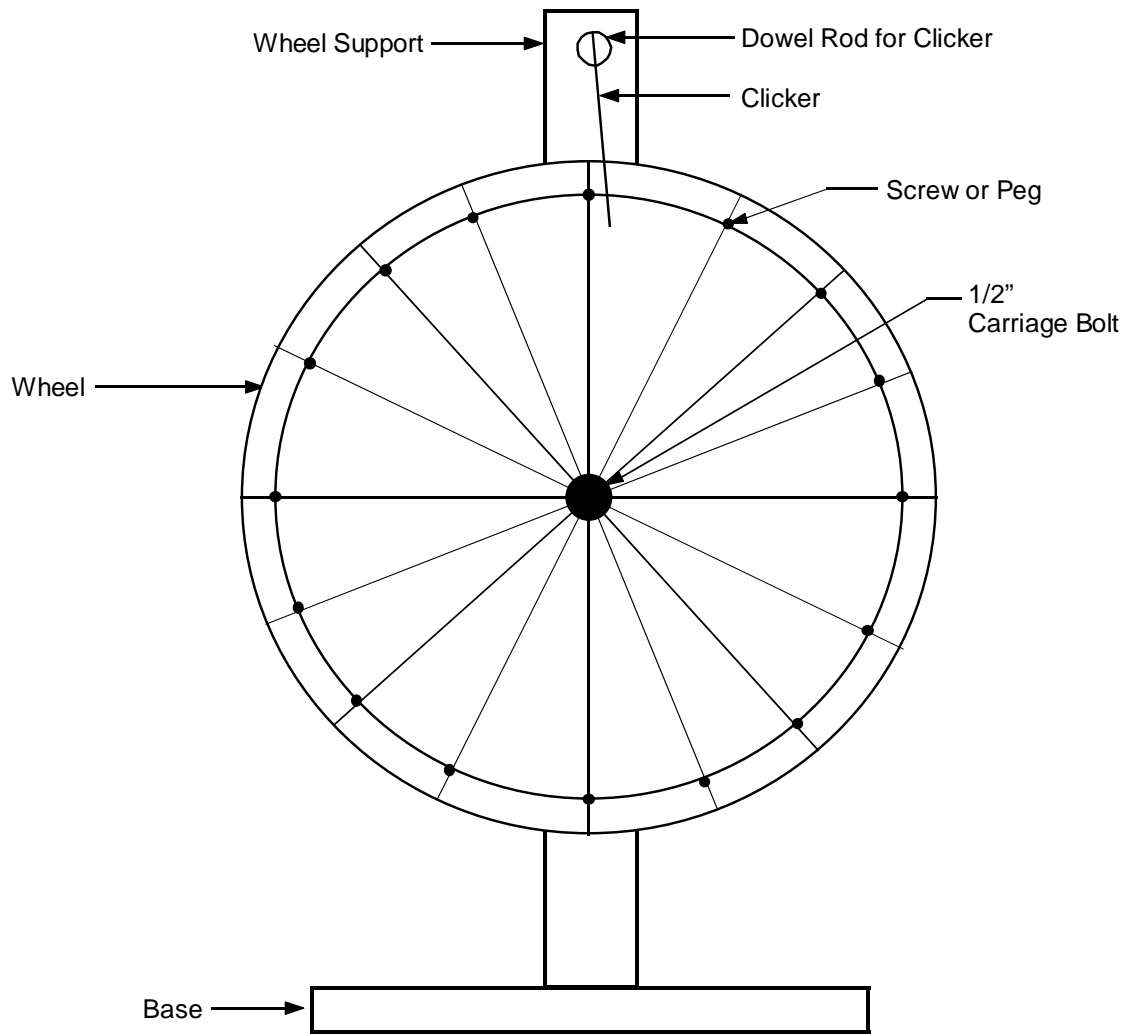
5/8" diameter x 4 1/2" Wooden Dowel Rod



Drawings for Spin-the-Wheel

Spin-the-Wheel Front View

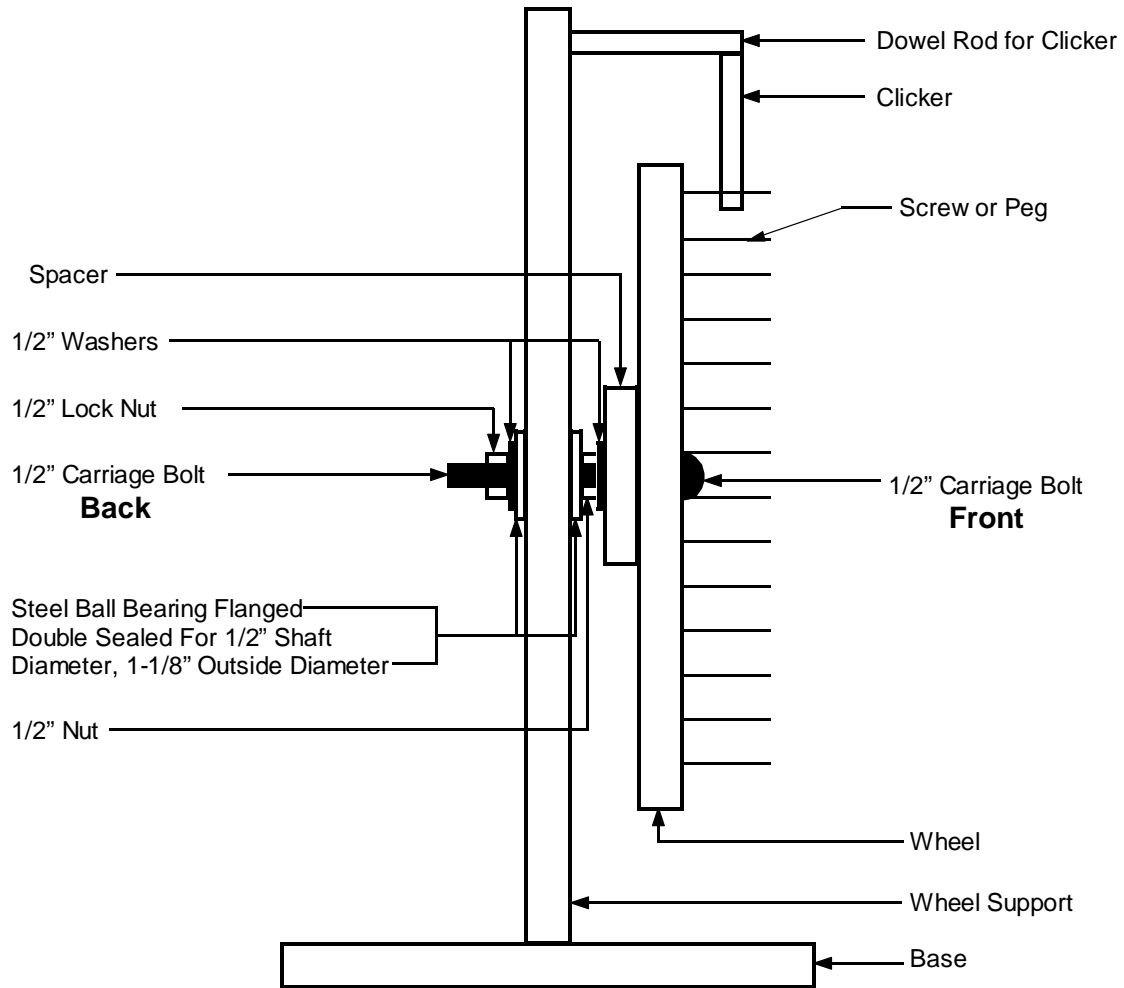
Figure 1



Drawings for Spin-the-Wheel

Spin-the-Wheel Side View

Figure 8





happy



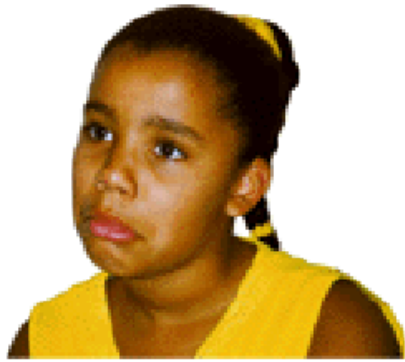
happy



happy



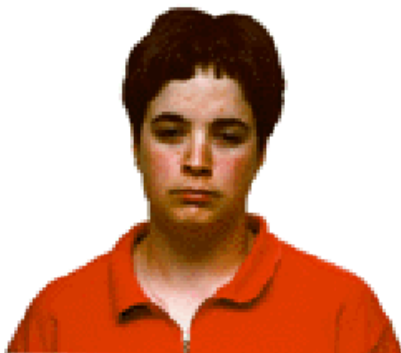
happy



sad



sad



sad



sad



mad



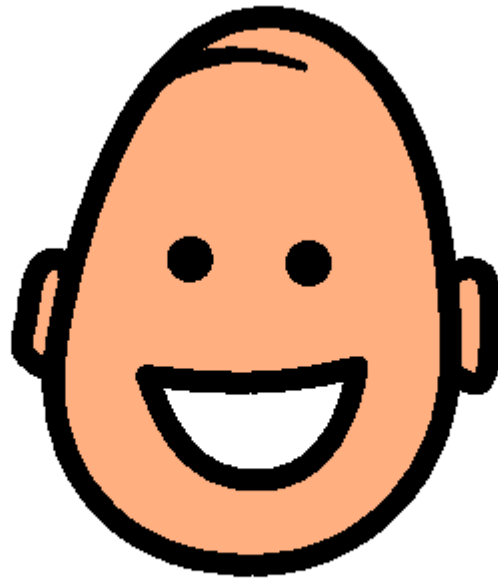
mad



mad



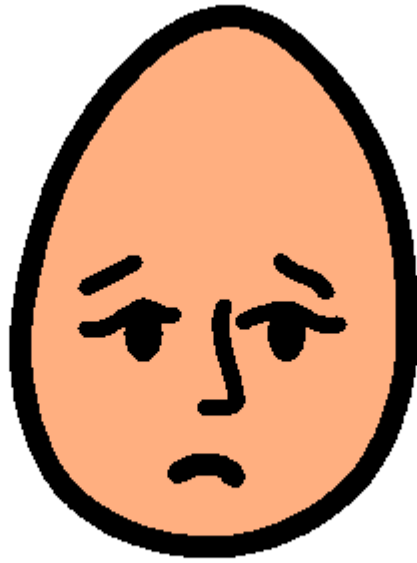
mad



happy



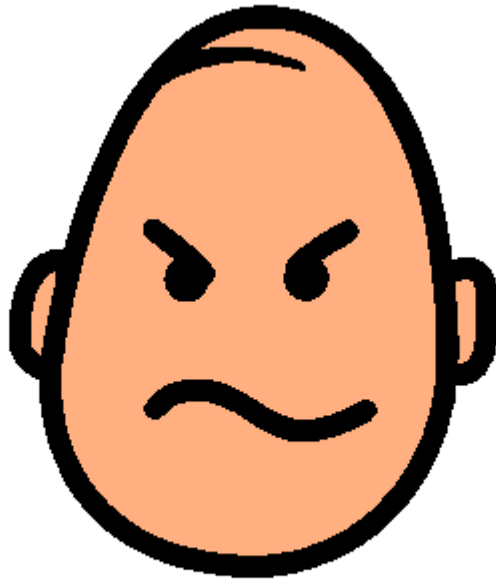
happy



sad



sad



mad



mad