

## Life Centered Education Sample Lesson Plan: Buying and Caring for Clothing

This sample is an awareness-level lesson within the first LCE content domain, Daily Living Skills.

Given a hypothetical clothing budget, learners will select a school wardrobe.

### Domain

1. Daily Living Skills

### Competency

6. Buying and Caring for Clothing

### Subcompetency

27. Purchasing Clothing

### Objective

4. Given a hypothetical budget, select a school wardrobe.

### Lesson

A.10: Students will learn how to prepare a clothing budget and how to select a school wardrobe.

## Lesson Plan 1.6.27.4A:10

**LCE Objective 1.6.27.4:** Given a hypothetical budget, select a school wardrobe.

### Lesson Objective:

Students will learn how to prepare a clothing budget and how to select a school wardrobe.

### Lesson Introduction:

It is important to have a clothing budget, or at least to be aware of the amount of money you spend on clothes. If you do not have a lot of money, that's exactly why you should set up a budget! Today, we will talk about clothing budgets. First, you need to know what items you should have in your wardrobe. Then, you'll take an inventory of your clothes to see what you really need.

### Instructional Resources:

- > Online video (e.g., "What NOT to Wear at Fitzgerald High School," [www.youtube.com/watch?v=h1DP6ldBVo](http://www.youtube.com/watch?v=h1DP6ldBVo))
- > Get Organized! fact sheet
- > Closet Cleanup worksheet

### School Activity:

1. Show students an online video on the topic of an appropriate school wardrobe.
2. With students, list elements of a basic school wardrobe, as appropriate to the school and community setting.
3. Discuss financial aspects of maintaining a wardrobe, including: How can one identify a good clothing buy? How can one interchange or combine outfits to make the best use of items? What other sources of clothing exist, other than retail stores? How can you save money on your clothing expenses?
4. Distribute and discuss the Get Organized! Fact sheet, reviewing the steps involved in the process of taking a clothing inventory.
5. Distribute the Closet Cleanup worksheet and explain the home activity. Provide an example for each category.

### Home Activity:

1. Students organize their closets to identify clothes they wear often, clothes they hardly ever wear, and clothes that need repair, and complete the Closet Cleanup worksheet.
2. Discuss the home activity as a class. Retain worksheets for use in Lesson Plan 11. Ask students to suggest local organizations that accept used clothing. Note that clothing donated to charitable organizations should be in good condition (not stained or needing repair).

### Alternative Instructional Strategies:

1. Task 2 (Home and School Activity). Students research local organizations that accept clothing donations. Perhaps identify one organization as a service project and run a clothing collection effort at the school. Provide community-based instruction by visiting or donating clothing.

### Lesson Plan Evaluation:

- > *Activity:* Student will complete the Closet Cleanup worksheet.
- > *Criteria:* Each student will list an acceptable number of clothing items in each category.
- > *Instructional Stage:* Awareness



## Closet Cleanup Worksheet

**Directions:** Go through all the clothing in your closet and put each item into one of the piles listed below. Refer to the Get Organized! Fact sheet if you need a reminder about which type of clothes go in which pile. Then, write a short description of each item in each category/pile. You can use color, brand name, size, or any other way of describing the items. Look at the examples given in the first column.

**Keepers**

*red t-shirt, medium*

**Need repair**

*jeans with hole in knee*

**Discard**

*size 8 tennis shoes*

**Don't wear**

*purple blouse, small*

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## **Life Centered Education Sample Lesson Plan: Demonstrating Appropriate Public Behavior**

This sample is a performance-level lesson within the second LCE content domain, Self-Determination and Interpersonal Skills.

At the end of this lesson, learners will be able to demonstrate appropriate public behavior.

### **Domain**

2. Self-Determination and Interpersonal Skills

### **Competency**

15. Developing Social Awareness

### **Subcompetency**

67. Demonstrating Appropriate Behavior in Public Settings

### **Objective**

1. Identify appropriate behavior in public places.

### **Lesson**

P.4: Students will demonstrate appropriate public behavior.

Domain: 2

Competency: 15

Subcompetency: 67

Objective: 1

Lesson: P:4

## Lesson Plan 2.15.67.1P:4

**LCE Objective 2.15.67.1:** Identify appropriate behavior in public places.

### Lesson Objective:

Students will demonstrate appropriate public behavior.

### Lesson Introduction:

You have learned what type of behavior is appropriate in public places. Today, you will role-play some situations and have the opportunity to show appropriate and inappropriate behaviors for several situations.

### Instructional Resources:

- > Behavior Role-Playing Worksheet

### School Activity:

1. Divide the class into pairs and reference the Behavior Role-Playing Worksheet. Each pair prepares to respond to all 10 questions as indicated in the directions, though they will be asked to present only 4 of the 10.
2. Students take turns presenting scenarios until each pair has presented four scenarios, two demonstrating appropriate behaviors, and two demonstrating inappropriate behaviors.
3. Review the situations on the worksheet and facilitate a discussion about what the most appropriate response for each might be.

### Lesson Plan Evaluation:

- > *Activity:* Students will role-play situations on the Behaviors Role-Playing Worksheet.
- > *Criteria:* Each student will demonstrate five appropriate and five inappropriate public behaviors in 10 scenarios.
- > *Instructional Stage:* Preparation

## Behavior Role-Playing Worksheet

**Directions:** Prepare to present each of the following scenarios. Each pair will be asked to role-play four scenarios, two showing appropriate ways to behave and two showing inappropriate ways to behave.

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1. Your football team just scored a touchdown.
2. An elderly woman does not have a place to sit on the bus.
3. Your two-year-old sister is screaming and yelling in a place of worship.
4. Someone cuts in front of you in line at the ATM.
5. Your team just lost the championship game and your coach tells you to congratulate the other team.
6. You are listening to a person singing a solo very poorly.
7. You need help from a store clerk.
8. The person sitting in front of you at the movie theater is talking.
9. You spill your drink on the floor at a restaurant.
10. The people playing ahead of you at the golf course are very slow and keep you waiting.



## Life Centered Education Sample Lesson Plan: Following Different Types of Directions

This sample is an exploration-level lesson within the third LCE content domain, Employment Skills.

In this lesson, learners will perform a series of tasks in response to instructions.

### Domain

3. Employment Skills

### Competency

20. Exhibiting Appropriate Employability Skills

### Subcompetency

88. Follow directions and observe regulations

### Objective

2. Perform a series of tasks in response to written instructions.

### Lesson

E.2: Students will learn how to follow and evaluate different types of instructions.

## Lesson Plan 3.20.88.2E:2

**LCE Objective 30.20.88.2:** Perform a series of tasks in response to written instructions.

### Lesson Objective:

Students will learn how to follow and evaluate different types of instructions.

### Lesson Introduction:

Today you will experience a variety of directions. You will work with written directions, verbal instructions, and demonstrations.

### Instructional Resources:

- > Materials for puzzles or unassembled products
- > Sets of written instructions
- > Comparing Types of Directions Worksheet

### School Activity:

1. Advance Preparation: Select three similar, but different, puzzles or products to assemble. Write or photocopy directions for each. Become familiar with the directions so you can verbally repeat them and manually assemble each product. Any product with a number of steps is appropriate. If your classroom has no suitable products, use origami or string games that require multiple steps and minimum resources (e.g. slick, thin paper for origami, string or cord for string games). Other sample activities include preparing microwave cocoa, macaroni, or cake mixes if you can access a facility/classroom in the school that has an oven or microwave.
2. Divide the class into three groups. Give each group one of the puzzles or products. Give one group written instructions on how to complete the puzzle or product. Ask them to begin work immediately. For the second group, demonstrate how to complete the puzzle or product. Do not speak to the group; simply show them how to complete the activity. After the demonstration, ask them to complete the activity. Verbally instruct the third group on how to complete their puzzle or product and have them complete the activity.
3. Repeat the process by rotating each group to a new product/puzzle/instruction method so that each group does each activity. Each student should do at least two different products, but ideally all three.
4. Students discuss strengths and weaknesses of the various instructional methods they experienced and complete the Comparing Types of Directions Worksheet.

### Alternative Instructional Strategies:

1. Task 1: Class plays a game (e.g. Twister) that requires someone to give directions.
2. Task 2: Depict written instructions in picture prompts for students. Show pictures sequentially to students as they complete the puzzle or product.
3. Task 4: Each group verbally presents the strengths and weaknesses of the various instructional modalities and completes the Comparing Types of Directions Worksheet as an in-class activity.

### Lesson Plan Evaluation:

- > *Activity:* Students will participate in the activity and complete the Comparing Types of Directions Worksheet.
- > *Criteria:* Each student will write one strength and one weakness for two of the three instructional methods.
- > *Instructional Stage:* Exploration





## Comparing Types of Directions Worksheet

**Directions:** Answer the questions below about the directions you used in class.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Was it difficult to follow written directions?      \_\_\_ Yes      \_\_\_ No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was it difficult to follow verbal directions?      \_\_\_ Yes      \_\_\_ No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was it difficult to learn how to do something from a demonstration?      \_\_\_ Yes      \_\_\_ No

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_