

# FOLLOW

# DIRECTIONS



1. Use FEVER.
2. VOICES off.
3. EYES on teacher.
4. LISTEN carefully.
5. DO it within 3 seconds.

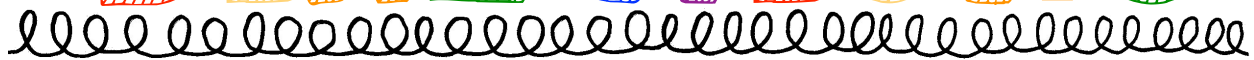
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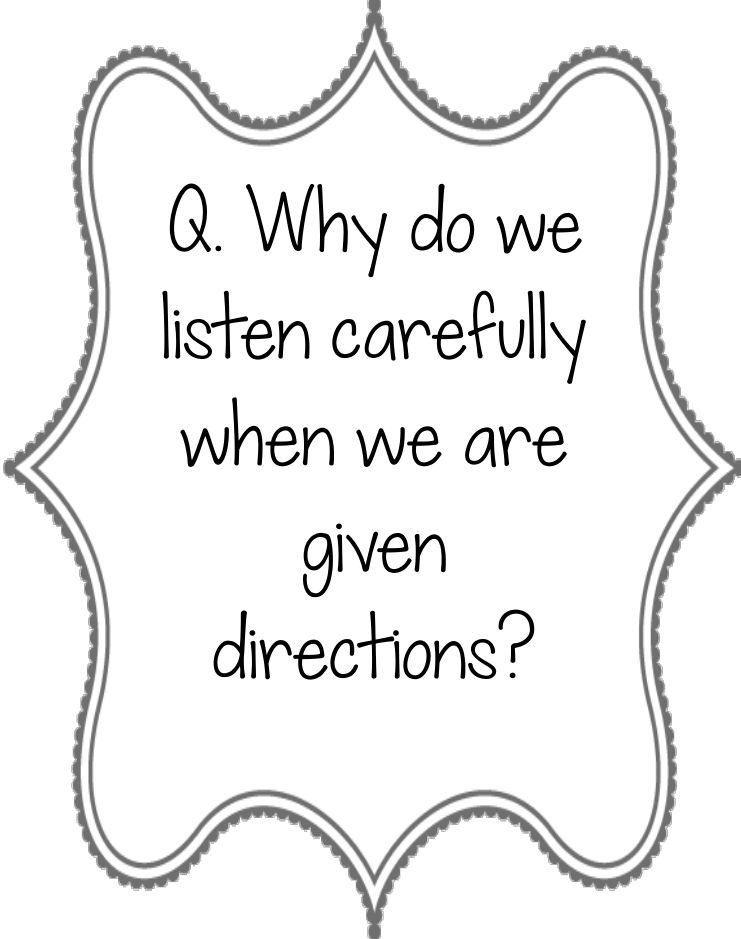
1. Use FEVER.
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Q. What  
does  
FEVER  
mean?

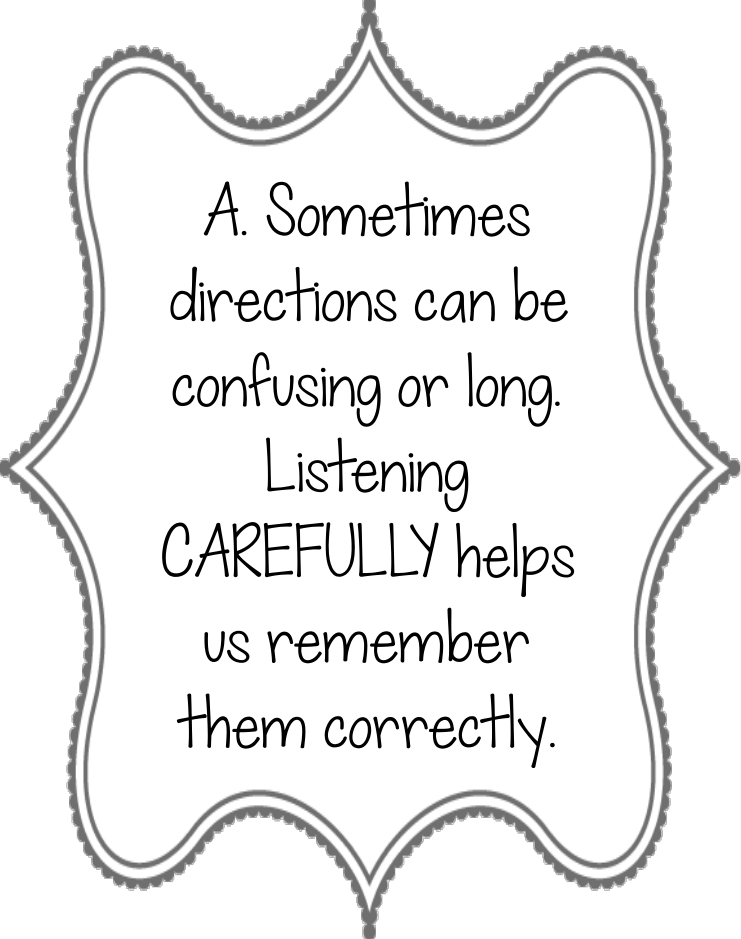
A. Face the Person  
Use Eye Contact  
Voice Off  
Happy, Friendly, Nice  
Expression  
Relax & Respond

Q. What  
Voice Level is  
used when  
following  
directions?

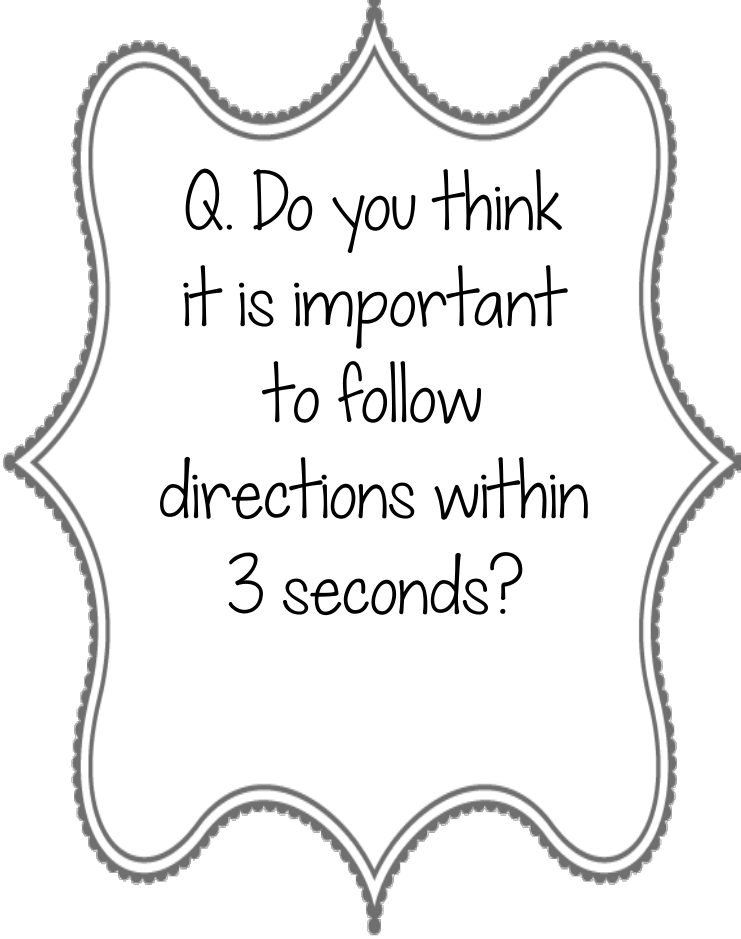
A. No  
talking,  
zero  
voice.



Q. Why do we  
listen carefully  
when we are  
given  
directions?



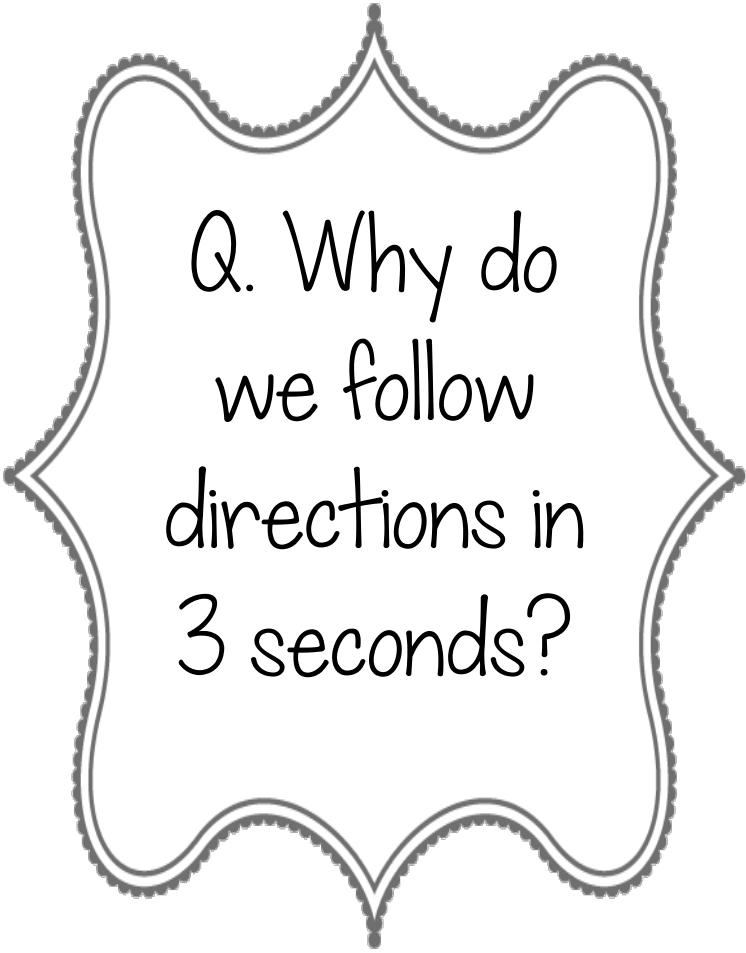
A. Sometimes  
directions can be  
confusing or long.  
Listening  
**CAREFULLY** helps  
us remember  
them correctly.



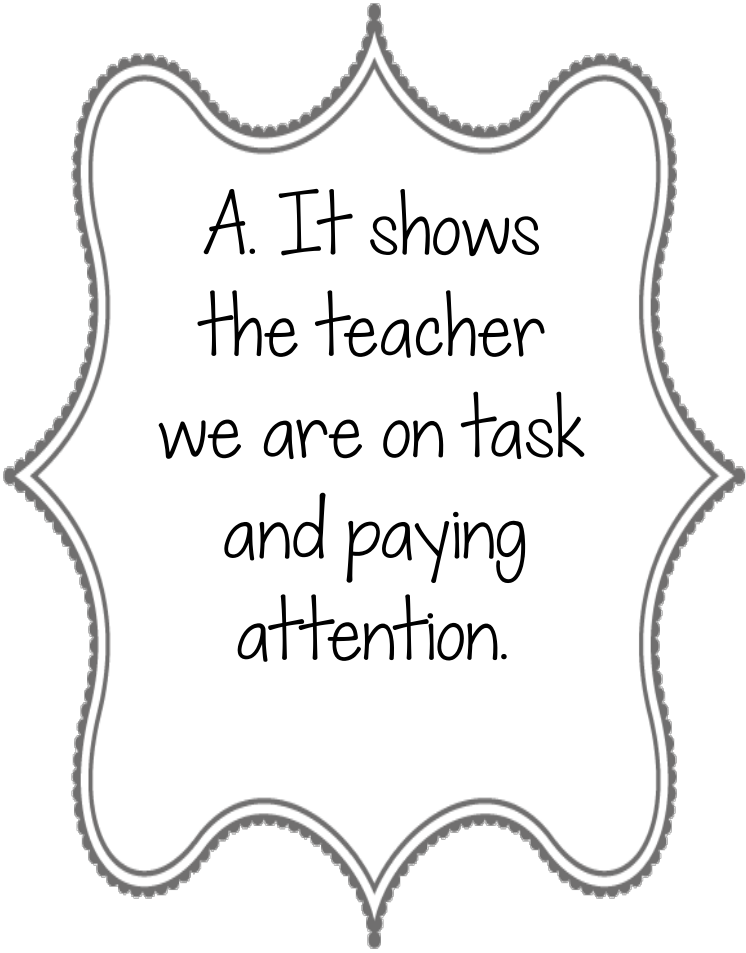
Q. Do you think  
it is important  
to follow  
directions within  
3 seconds?



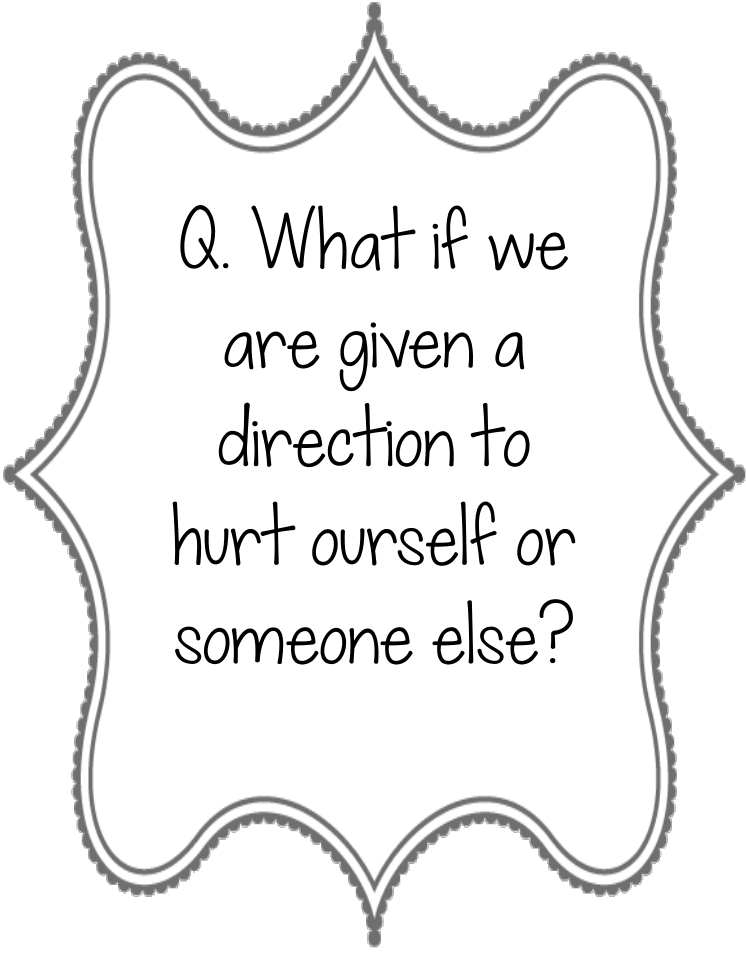
A. Share your  
thoughts!



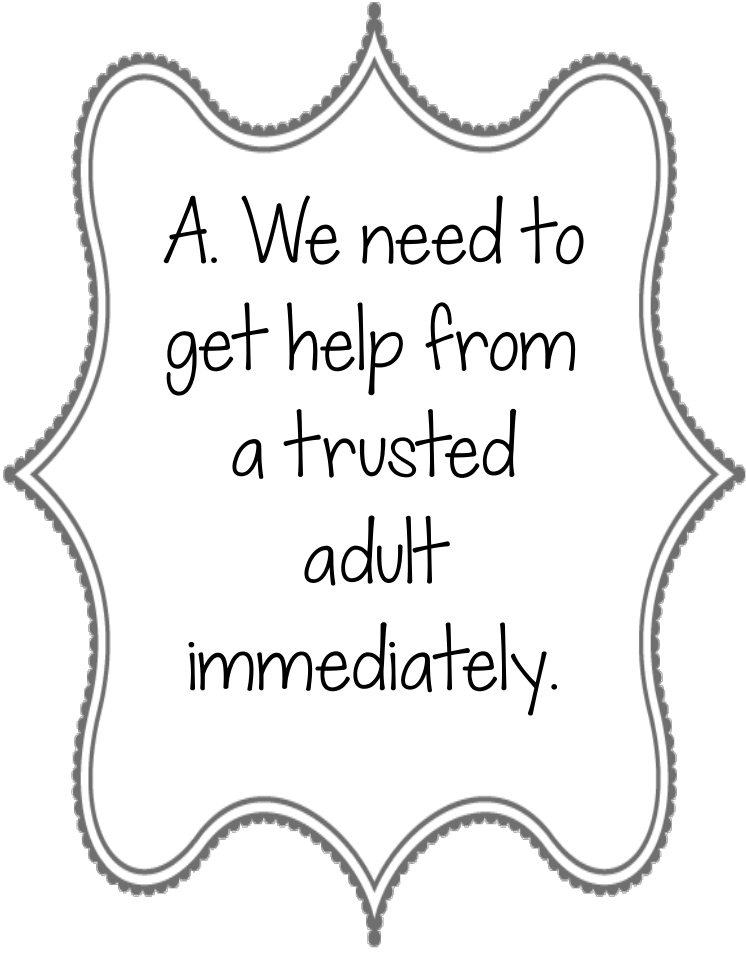
Q. Why do  
we follow  
directions in  
3 seconds?



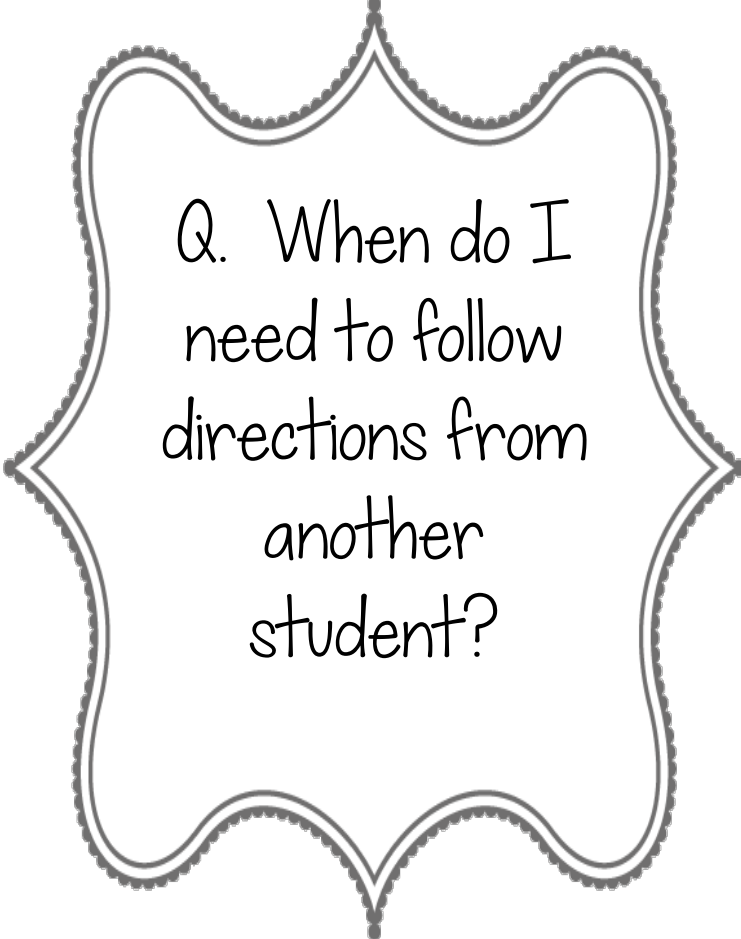
A. It shows  
the teacher  
we are on task  
and paying  
attention.



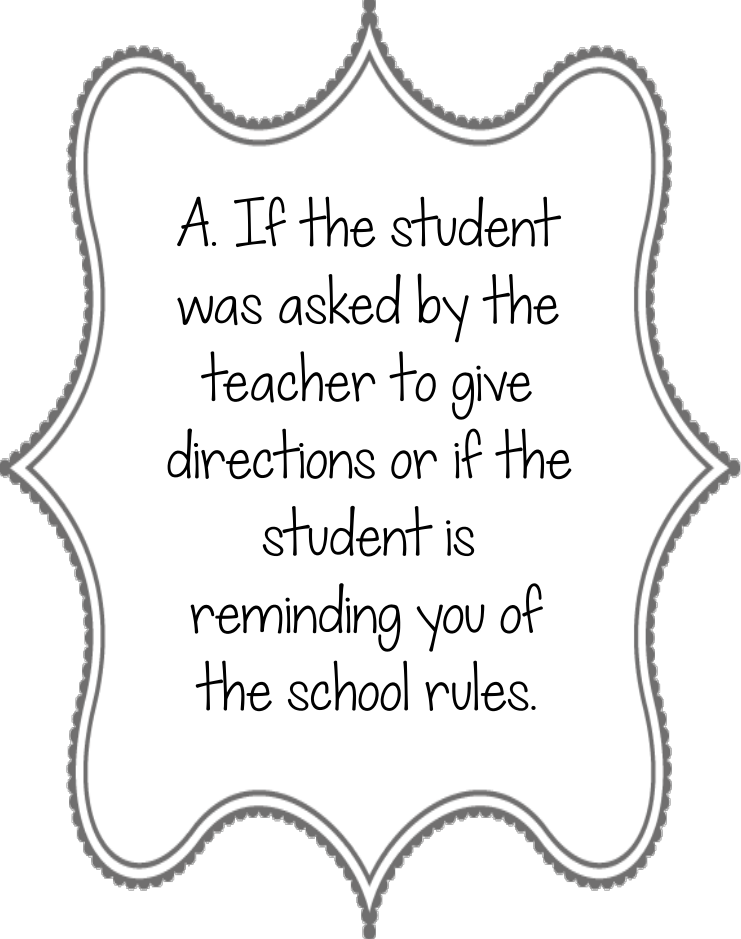
Q. What if we  
are given a  
direction to  
hurt ourself or  
someone else?



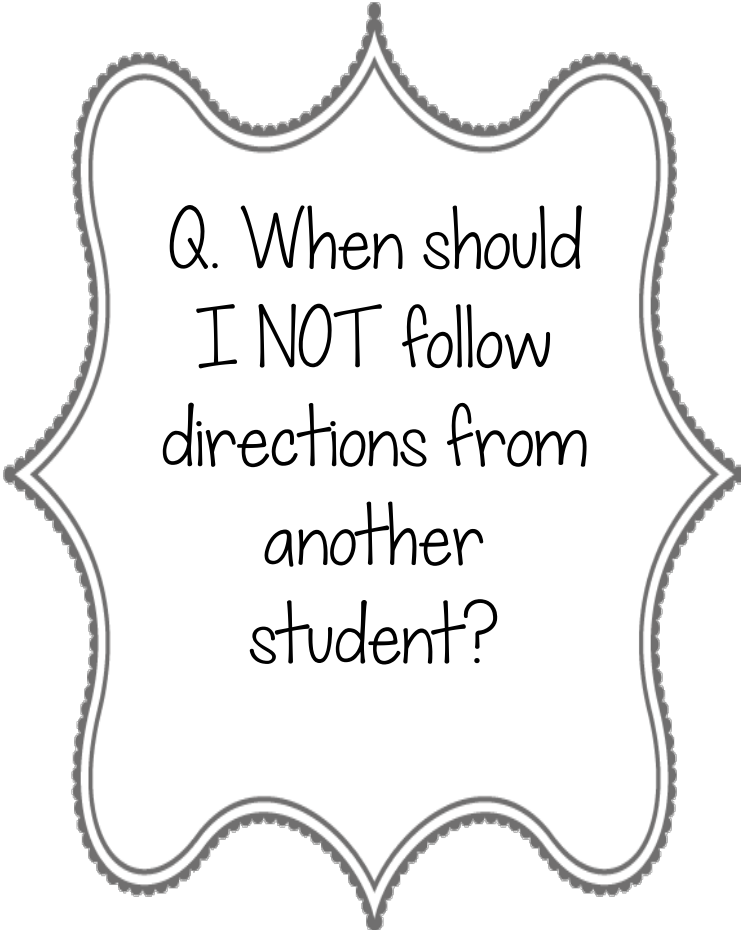
A. We need to  
get help from  
a trusted  
adult  
immediately.



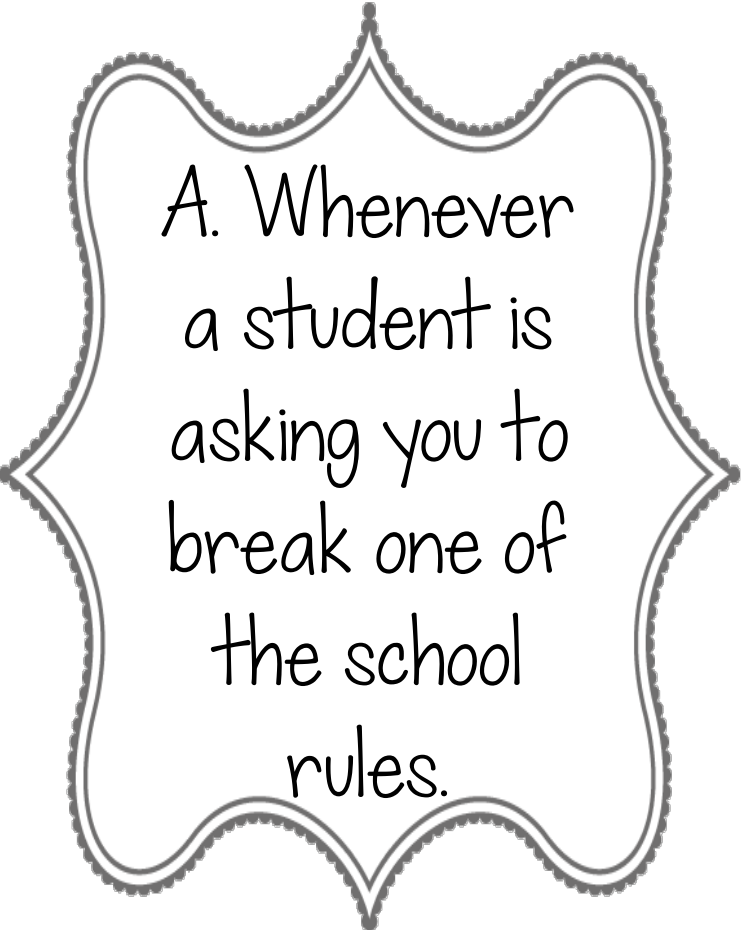
Q. When do I  
need to follow  
directions from  
another  
student?



A. If the student  
was asked by the  
teacher to give  
directions or if the  
student is  
reminding you of  
the school rules.



Q. When should  
I NOT follow  
directions from  
another  
student?



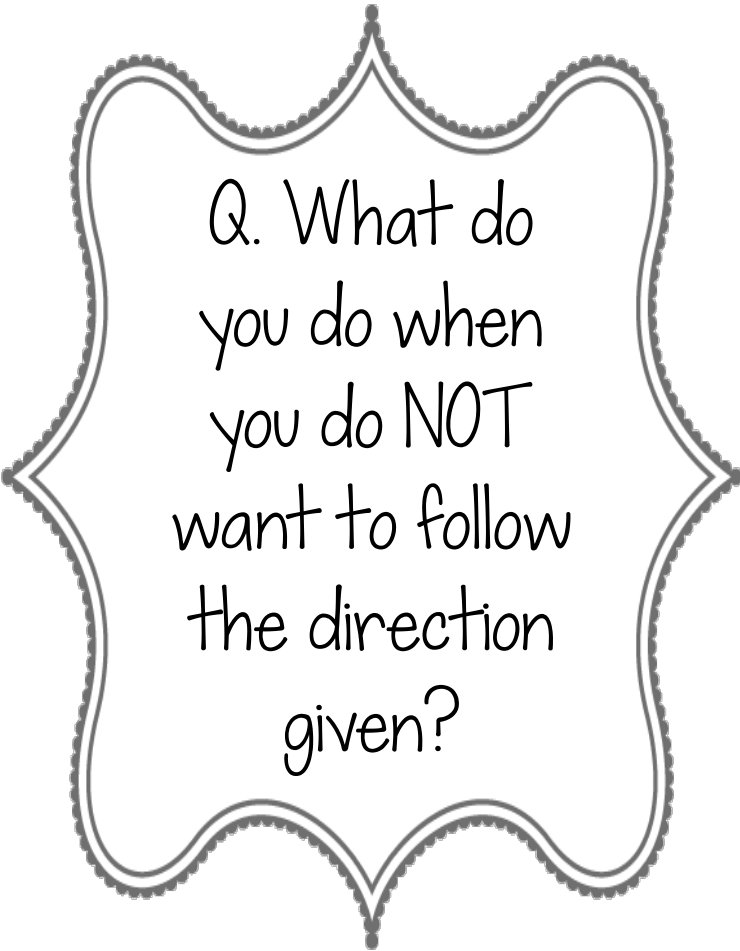
A. Whenever  
a student is  
asking you to  
break one of  
the school  
rules.

Q. True or False:  
I can follow  
directions  
without having  
my eyes on the  
teacher.

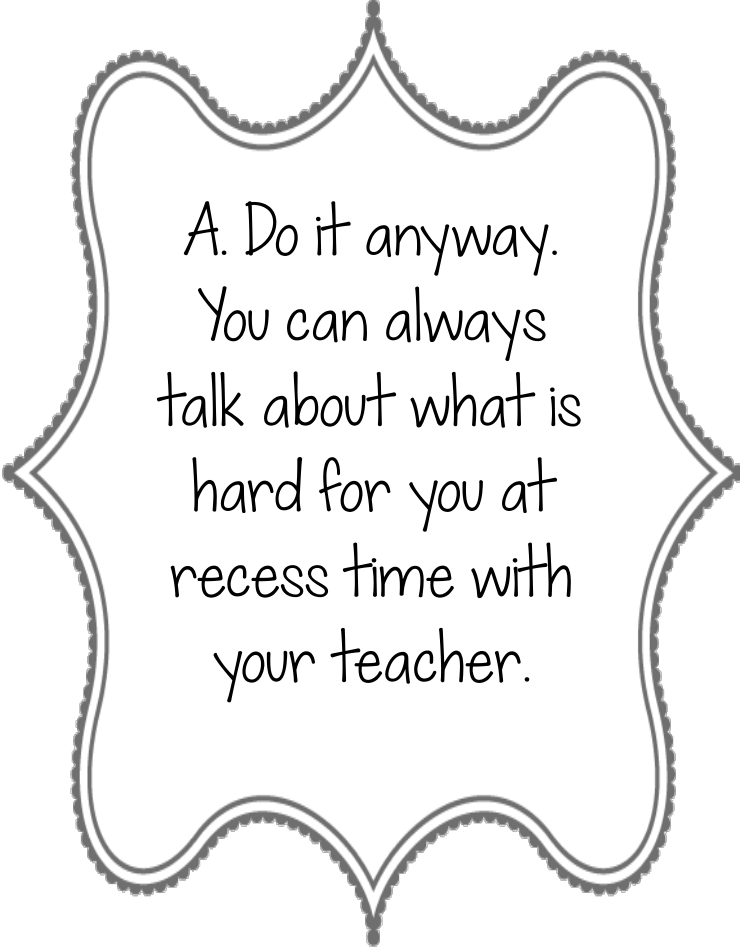
A. FALSE!  
Having your eyes  
on the teacher  
shows the teacher  
you are ready for  
directions to be  
given.

Q. What does  
our teacher say  
about Voice  
Levels during  
independent  
work time?

A.



Q. What do  
you do when  
you do NOT  
want to follow  
the direction  
given?



A. Do it anyway.  
You can always  
talk about what is  
hard for you at  
recess time with  
your teacher.



Q.



A.

# CONTENT

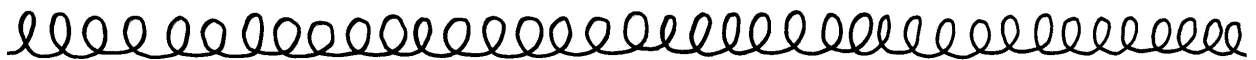
## OBJECTIVE



Students will follow directions within 3 seconds.

# LANGUAGE

## OBJECTIVE



Students will give examples of following directions. They will also discuss strategies that help us follow directions.

# FOLLOW DIRECTIONS

## Definition

Following Directions means we quickly do what we are asked to. We follow directions whenever an adult is asking us to do something and we listen to our peers when they are reminding us of following school rules.

Directions should be started within 3 seconds of giving them.

\*\*\*\*Important!!! Make sure to discuss when it is appropriate to NOT follow directions (whenever anyone asks a child to do something harmful. This includes some adults.)

## Steps to Follow Directions:

1. Use FEVER.
2. Voices off.
3. Eyes on teacher.
4. Listen Carefully.
5. Do it!

## Activity Ideas

Choose from the following:

### Activity 1:

Think, Pair, Share Materials Needed: paper, pencil

Have students do a Think, Pair, Share of giving examples of following directions at home and school.

### Dialogue:

Why is following directions important at home? At school? How do adults feel when students follow directions? What kind of classroom do we have when we follow directions?

Include any class specific rules, management systems, etc.

## **Activity 2:**

### Is It or Not?

Teacher can read the scenario first and ask students to put thumb up for example, thumb sideways for almost there and thumb down for non-example. Then have students role play the correct way to follow directions.

1. Jordon waits until the cafeteria supervisor tells his table to clean up. He throws his food in the trash and also picks up the napkin that another student dropped on the floor.
2. Students who ride Bus 222 have been called to line up with the teacher to get on the bus. Josie runs out to the bus to beat everyone else.
3. Three students are running down the hallway. The school nurse reminds the student to walk safely in the hallway. The students walk down the hallway but run again when they turn the corner out of sight of the nurse.
4. The whistle blows for the students to freeze when recess is over. Students jump off the equipment and hold onto the balls. When the whistle blows again, the students walk quickly but safely to the line and get in line order.
5. Lailani writes down all of her homework assignments in her notebook and puts her notebook in her backpack. She gets out a book to read and doesn't hear the teacher remind the class to put their two math worksheets in the folder as well.
6. The second grade teacher walks into the restroom and asks the three girls to lower their voices. One of the girls says "You're not my teacher" and begins singing a song.

## **Dialogue:**

Is it hard to follow directions when others are not? Why or why not? What can you do if you try to follow directions but something is preventing you from doing it (Like Josie's missing bus or a broken pencil...)?

How does a teacher feel when the class follows directions?

Include any class specific rules, management systems, etc.

## **Possible Kagan Strategy:**

Fan-N-Pick: Materials Needed: Cards above.

1. Student 1 holds question cards in a fan and says, "Pick a card, any card!"
2. Student 2 picks a card, reads the question out loud and allows think time.

3. Student 3 answers the question.
4. Student 4 restates the answer (or adds to the answer)
  - a. For right or wrong answers, Student 4 checks and then either praises or coaches.
  - b. For higher-level thinking questions which have no right or wrong answer, Student 4 does not check for correctness, but praises and paraphrases the thinking that went into the answer.
5. Students rotate roles one clockwise for each new round. (In groups of 5 the 5th student can paraphrase or summarize.)

## Show Video

If video was previously viewed, discuss it. If haven't shown yet, do so now.

## Practice

Allow students to practice Following Directions. Remind students that you are watching for students who will follow directions prior to giving directions. Praise students following the steps. Correct when necessary. Throughout week, showcase students displaying skill.

## Settings of School:

| Setting      | Example  | Non Example  |
|--------------|--|--|
| Classroom:   | Pulling out math book within 3 seconds of teacher directive.   | Sharpening pencil when asked to silent read.                                     |
| Library      | Quietly looking for a great book to check out.   | Sitting on carpet when you are supposed to be finding a book to check out.       |
| Computer Lab | Taking your time to think about test questions and click your best answer.   | Randomly picking answers on a test without paying attention to question.         |
| Hallway      | Voices off, using finger waves to say hi to others. Voice Level 0. Eyes on teacher to hear instruction. Using hall pass. | Going to the bathroom when you are supposed to return to class.                  |
| Bus          | Sitting in assigned seat if given.   | Sitting where you are not supposed to.   |
| Playground   | Having a normal voice, staying on correct field, following rules of games.   | Not following game rules, running up slides, throwing wood chips.                |
| Cafeteria    | Sitting at correct table, only touching your own food.   | Touching lots of trays, sitting at wrong table, sharing food.                    |
| Restroom     | Using restroom appropriately, washing hands, leaving.  | Staying in restroom to hang out with friend, not flushing toilet, making a mess. |

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FEVER: Bill Jensen