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Introduction

The **Explore Your Community (EYC)** curriculum is designed for adolescents and adults with developmental disabilities who read at a second grade level or below. Instruction can occur in large or small group formats or one-to-one. Students read text that is heavily illustrated with symbols to aid comprehension. Alternatively, the teacher may read all text aloud.

The purpose of EYC is to provide an in-class supplement to a community-based instruction program. The Instructor's Guide includes a Community Challenge worksheet for each lesson, which extends instruction into community settings.

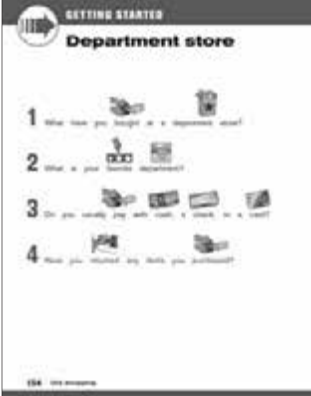



Components

Explore Your Community has three components: Student Book, Instructor's Guide with PDF, and Video on DVD. Contents from each are used during teacher-led lessons.

Student Book





The full-color Student Book is organized into five units: Getting Around Your Community, At Home with Friends, Being with Other People, Out Shopping, and Around Town. Each of the 25 lessons includes activity pages as listed in Table 1. *(Some lessons do not include Social Skills pages).*

TABLE 1. STUDENT BOOK ACTIVITY PAGES

Getting Started	Vocabulary	Facts	Tips
<p>An anticipatory set of four open-ended questions.</p>	<p>Six terms with a picture and definition. The final vocabulary item is a common sign or symbol aligned to the activity.</p>	<p>An essay that includes illustrations and highlighted vocabulary terms.</p>	<p>Recommendations on how to prepare for and perform the community outing.</p>
			

(Table continues on next page.)

TABLE 1. (Continued)

<p>Step by Step</p>	<p>Social Skills</p>	<p>Quiz</p>	<p>Problem Solving</p>
<p>Photographs with captions that illustrate activities one step at a time.</p>	<p>Common social behavior expectations when engaged in the activity.</p>	<p>Three illustrated multiple choice questions that assess student comprehension.</p>	<p>“What would you do?” questions that address common problem scenarios.</p>
			

A glossary of vocabulary terms at the end of the book includes the corresponding symbol, definition, and referenced page number.

DVD

The DVD features a video for each of the 25 lessons. The videos are about two minutes long. Community activities are shown step by step and supplemented with on-screen and voice-over narration.

Instructor’s Guide





The Instructor’s Guide (the volume you’re reading) includes a CD-ROM with PDF files of this guide

plus the entire Student Book. Read the Classroom License Agreement, stored with the CD-ROM, to review your licensing rights and responsibilities.

The CD also provides an Image Library of illustrations so you can create personalized worksheets, vocabulary lists, and augmentative and alternative communication (AAC) overlays.

For each lesson, the Instructor’s Guide includes three pages linked to the corresponding lesson in the Student Book. In addition, a Unit Test is included at the end of each unit. (See Table 2.)

TABLE 2. INSTRUCTOR’S GUIDE PAGES

<p>Overview</p> <p>A review of the first two student lesson pages, plus a list of teacher-driven supplemental activities.</p> 	<p>Role Play</p> <p>A script for student role plays that focus on problems that may occur during a community activity. A recommendation of when to insert role playing into the lesson sequence is found in Table 3 below.</p> 	<p>Community Challenge</p> <p>A skill-based checklist for each lesson to be completed by you, the parent, or the student.</p> 	<p>Unit Test</p> <p>A two-page test for each of the five units. The unit test covers all the lessons in the unit and focuses on vocabulary terms.</p> 
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Lesson sequence

Table 3 lists the recommended sequence for presenting each lesson. The content is found in the Student Book and Instructor’s Guide, and on the DVD.

Each participant would benefit by having their own Student Book. Alternatively, you can print lesson pages as needed from the PDF files. A description of how to implement the role plays follows on page 8.

Completed Quiz, Problem Solving, and Community Challenge activities would be excellent additions to an alternate assessment portfolio. Consider using the PDF files to print out pages.

TABLE 3. SEQUENCE FOR PRESENTATION

Activity	Source
Getting Started	Student Book
Vocabulary	Student Book
Facts	Student Book
Tips	Student Book
Video	DVD
Step by Step	Student Book
Social Skills	Student Book
Role Play	Instructor’s Guide
Quiz	Student Book
Problem Solving	Student Book
Supplemental Activities	Instructor’s Guide
Community Challenge	Instructor’s Guide
Unit Test (follows completion of all lessons in unit)	Instructor’s Guide

Role plays

If experience is the best teacher, as the proverb says, it's valuable for students to have experience in a real community setting. Unfortunately, there can be logistic and administrative hurdles that make this difficult. Role play is the next best thing: an opportunity to simulate experience in a controlled setting. Role play has the added advantage of permitting repeated practice of a skill, which is not usually possible in the outer world.

A role play differs from a stage play in two ways: (1) education is its primary purpose, and (2) there are no lines to learn. Role play is really a form of improvisation, in which the student actors are told their character's situation or problem, but decide for themselves what the character will say and do.

Theater engages visual, auditory, and kinesthetic learning styles, so it's especially effective for people with disabilities. Students with autism can practice social skills that encourage independence. Nonverbal students can participate in nonspeaking roles or preprogram an AAC device with appropriate phrases.

Each lesson in the teacher's manual contains one or more role play suggestions. These are only suggestions. All aspects—the problem, the materials, and the discussion—can be easily modified to suit your students' particular needs.

To begin, designate the setting, the characters, and the problem. Student actors act out the problem and try a solution. Student observers discuss what they have seen and make suggestions for the actors.

Time spent on the initial role play is usually less than a minute. Discussion and subsequent reenactments will extend the session by 5 to 15 minutes.

Preparing for a role play

Role play designed for practicing skills is focused on a setting or situation. This can be created using everyday classroom materials. For example, a doctor's waiting room can be created with three chairs in a row for the seats, the teacher's desk for the receptionist's desk, and the classroom door for the office door.

The characters are the people involved in the problem. There have to be at least two, for example, a bus driver and a bus rider who needs help with directions. The characters' names should be different from the names of the students playing them.

Every story has a problem, but the problem isn't necessarily dramatic. It does need to provide some interaction between the characters. For example, a bus rider needs a transfer from the driver (basic or everyday problem), or one bus rider wants to talk and another wants to read (advanced or special problem).

THE TEACHER'S JOB

- Set up the scene, assign the characters, explain the situation, and start and end the scene.
- Coach actors during the scene to keep it on track, if necessary.
- Lead the discussion with the players and observers.
- If an activity needs to be modeled, play one of the roles yourself.

Facilitating a role play

The story of the scene should happen quickly. You can leave a little latitude, but if the actors aren't moving the story forward, encourage them to do so by giving direction ("Put the money in the box") or asking questions ("What do you need?"). If you need to stop the action, say "Freeze" (see sidebar).

At a good stopping point in the scene, talk about it with the observers. Ask: "What was the problem? What did [the character's name] do about it? Was that successful? If not, what should he do instead?"

If you get one or more suggestions from the observers, you can have the actor follow one suggestion and see what happens. Or have the observer making the suggestion take the place of the actor and try it out.

Keep the discussion focused on the role play itself ("Do you think the two passengers are friends or strangers? Why do you think so?"), rather than relating the scene to the students' lives ("What do you talk about with people on the bus?"). Focusing attention on the scene

THEATER TERMS FOR ROLE PLAYS

- **Places**—Characters go to the place where you start the scene.
- **Go**—When everyone is ready, start the scene or restart it if it was stopped.
- **Freeze**—Actors stop the scene temporarily and stay where they are, ready to restart it.

itself helps minimize getting sidetracked on other topics.

Refer to the students by their character's name and in the third person ("What would George do with his transfer after he got it from the driver?"), rather than in the first person ("Tommy, you'd better do something with that transfer you got—it could get lost"). This is a way for everyone, including the actor, to comment freely on what the character is doing and why, without defensiveness.

When the scene and discussion seem complete, have the actors sit down and encourage the observers to applaud them.

Getting around in your community . . .



Riding in a car



Getting started

Do you ride in a car every day? Who usually drives the car? Do you listen to music as you ride? What safety rules do you follow in the car?

Vocabulary

van	a box-shaped vehicle large enough to carry a group of people
seat belt	a safety belt used to hold you in your seat in case of an accident
adjust	to make a small change or correction
permission	approval to do something
distract	to take someone's attention away from something
PARKING sign	a sign that shows you where you can park your vehicle

Supplemental activities

- Practice safely getting in and out of a parked car. Show how to safely cross the street after getting out of the car by walking where the driver can see you instead of behind the car.
- Locate and use car door locks. Practice unlocking and opening car doors.
- Practice adjusting seat belts.

But I like it loud!

PHYSICAL SETTING

- 2 chairs, side by side
- *Optional*: table in front of chairs for radio

MATERIALS

- *Optional*: boom box or portable radio
- *Optional*: round item (e.g., plastic plate or pizza cardboard) to represent wheel

CHARACTERS

- Driver
- Passenger

CHARACTERS' PLACES AT START

- Driver: driver's seat
- Passenger: seat next to driver

Situation

Passenger wants to play radio.

Action of scene

Passenger asks to turn on radio. Driver says okay. Passenger turns on radio. Driver asks for a change (e.g., volume, kind of music). Passenger doesn't want to make change and has to be convinced.

Sample dialogue

PASSENGER: Hey [Driver], can I turn on the radio?

DRIVER: Okay. (*Passenger turns on radio.*) That's too loud for me! Please turn it down.

PASSENGER: But I like it like this.

DRIVER: I have to concentrate on driving, and this music is too loud for me.

PASSENGER: Okay. (*Passenger turns down volume.*)

DRIVER: Thank you, that's better.

Sample discussion questions

1. Who gets to decide about the radio: [Passenger] or [Driver]? Why?
2. If [Passenger] doesn't do what [Driver] wants, what can [Driver] do? (*Take ideas and have driver try one or more.*)



Tips for role plays

- Let students choose their characters' names, and refer to those names during discussion.
- You may play a character if needed, but it's better only to facilitate.
- The characters improvise their dialogue. The lines provided are only an example.
- If the actors need help, you can give instructions while the scene is in progress.
- If the scene goes off track or you wish to discuss what just happened, stop the action with **"Freeze!"** and start the scene again with **"Go!"**
- If the actors, audience, or you think something in the scene should be different, do it again with the same or different actors.
- When you're ready to end the lesson, thank the role players and give them a round of applause.

Name _____ Date _____

COMMUNITY CHALLENGE | Riding in a car

Discuss these community skills and try them out with your student. Write an S, SH, or D on each line.

S = Student demonstrated the skill without your help.

SH = Student needed help.

D = You discussed the skill, but did not practice it.

- _____ **1** Decide whether to sit in the front seat or back seat.
- _____ **2** Open the door.
- _____ **3** Sit in the car and close the door. Watch out for your fingers.
- _____ **4** Fasten your seat belt.
- _____ **5** Lock your door.
- _____ **6** Ask the driver before adjusting the radio.
- _____ **7** When you arrive at your destination, unfasten your seat belt.
- _____ **8** Open the door and get out.
- _____ **9** Close the door. Watch out for your fingers.



Can you see for me?

PHYSICAL SETTING

Use chairs to create hallway. Leave gaps to indicate office doors.

MATERIALS

None

CHARACTERS

- Blind person looking for room number
- Person in hall

CHARACTERS' PLACES AT START

- Blind person at one end of hall
- Other person at other end

Situation

Blind person can't find room for appointment.

Action of scene

Blind person (or sighted person with eyes closed) stands at end of hall. Sighted person walks toward her. Blind person asks for help. Sighted person guides her to correct room.

Sample dialogue

BLIND PERSON: Excuse me. I need your help.

SIGHTED PERSON: What do you need?

BLIND PERSON: I'm looking for room 250.

SIGHTED PERSON: Let's try this way. *(They walk together.)* Here's room 220, room 230, so it should be two doors down. Here it is.

BLIND PERSON: Thank you very much. Have a good day.

SIGHTED PERSON: You too. Bye!

Sample discussion questions

1. What is [Blind person] trying to do?
2. Do you think [Blind person] has ever been in this office before?
3. How does she know someone is there?
4. Does she get help?
5. What could she do if she doesn't get help?



Tips for role plays

- Let students choose their characters' names, and refer to those names during discussion.
- You may play a character if needed, but it's better only to facilitate.
- The characters improvise their dialogue. The lines provided are only an example.
- If the actors need help, you can give instructions while the scene is in progress.
- If the scene goes off track or you wish to discuss what just happened, stop the action with **"Freeze!"** and start the scene again with **"Go!"**
- If the actors, audience, or you think something in the scene should be different, do it again with the same or different actors.
- When you're ready to end the lesson, thank the role players and give them a round of applause.

Name _____ Date _____

COMMUNITY CHALLENGE | Asking for help

Discuss these community skills and try them out with your student. Write an S, SH, or D on each line.

S = Student demonstrated the skill without your help.

SH = Student needed help.

D = You discussed the skill, but did not practice it.

_____ **1** I need assistance, please.

_____ **2** I need directions, please.

_____ **3** Where's the telephone?

_____ **4** Where are the restrooms?

_____ **5** I need medical attention.

_____ **6** I've lost my . . .

_____ **7** Please call the police.

