

MODULE

3

**DISCIPLINE:**  
**SKILLS I LEARN AT HOME FOR HIGH PERFORMANCE IN  
SCHOOL**

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# Introduction

Our parents are our first teachers. What we learnt at home from infancy stays with us as we become older, and remain with us when we become adults. Who we are as children and adults depends largely on how we were raised in our family and what we would have learnt from our parents. The disciplines we learn at home are the disciplines we apply in school and in life. Our success as students, and as adults, depends on the manner in which we apply this discipline to our schoolwork and to our duties and responsibilities as adults.

The purpose of this module is to introduce students to some of the essential behaviours or disciplines which contribute to their success in school. The objective is to demonstrate to students the importance of these behaviours to their success in school. We want students to understand their responsibilities in respect to these behaviours, and we want them to begin to acquire these disciplines as part of their routine behaviours in school and at home. The module shows students the relationship between what they learn at home and the manner in which they apply similar or associated behaviours in school. In the end, we hope to nurture and empower students to manage their own learning and take full responsibility for their success at school.

We introduce the concept of community because the disciplines that we refer to and focus on are essential disciplines for becoming a contributing and productive member of any community. Here we see the family as a community, as well as the school or the classroom. We see these disciplines or skills as essential for participating and functioning well in any community

The first 4 activities build the foundation for understanding the content of the module. These are introductory activities which prepare students to understand the importance of the skills to be developed. Each of the next 10 activities focuses on one particular discipline or skill to be developed. The final activity is a summary or review of the range of behaviours that are required to be successful in school. Students succeed and become 'who they wish to be' by routinely practicing these skills and behaviours. In fact, in the end, these behaviours must become part of their characters as students. As adults, these behaviours will be engrained and will be the basis of their success.

The module is designed for discussion and reflection among students. They must work in groups, and must discuss and share their answers, their feelings and their opinions. Students may use this content to generate and explore their own ideas.

Because their parents are also being introduced to the same content, students' observation, understanding and practice of these discipline will be reinforced. We expect reinforcement of the ideas presented both at school and at home.

# Approach

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The module is divided into 15 activities. Four introductory activities called basic or foundation activities which are used to create the correct environment and mindset to engage in the 3 remaining activities. Then there are 10 core activities. One on each of the 10 core disciplines or behaviours to be practiced. Each of these 10 activities are 'stand along activities' and each can be addressed in a single training event. The last activity is a review activity which seeks to consolidate and reinforce the behaviours learnt in the module. The approach is practice-based. Students should share, discuss and reflect. Each item in each activity requires a response from participating students. There cannot be passive participation. Each student should reflect on their own status and circumstances, and each should respond on the basis of what each individual has experienced. The module will be beneficial to students to the extent that they are truthful about their responses and to the extent that they are willing to share and discuss their ideas, perceptions and experiences.

Because this module is formulated to change the behaviours of students, we seek to encourage commitments and pledges to practicing the disciplines and behaviours introduced. We expect each student to grow and to become more mature and responsible as a result of the experiences gained in the activities of the module. Moreover, we expect that as more students are empowered, and as more students acquire these skills and disciplines which they need to succeed, the whole student body of the school will change, and the culture of the school will eventually be transformed.

Because parents, and their students, will be introduced to the same set of skills, behaviours and disciplines, we expect reinforcement in what is learnt, and we expect mutual accountability between children and their parents in teaching, observing and practicing these behaviours.

# *Organization of the Module*

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This module is divided into 14 different activities. The activities are sequential and developmental. The skills to be taught are embedded into the engagement of community, and seek to link the relevance of the skills to both the home and school.

The concept of parents as teachers is explored in Activity 4. Each parent is seen as the custodian of the responsibility to disseminate these skills to children.

The remainder of this module focuses on specific skills. For each skill we focus on the components of the skills set, the display or manifestation of these skills as they would emerge or be evident both at home and in school, and the manner in which these skills can be taught by parents at home.

Each activity is introduced to clarify its purpose and objectives and to provide instructions and guidance on the manner in which the activity should be administered.

# Activity 1

## BUILDING COMMUNITIES

A community is a group of people who spend time together working in cooperation towards a common goal. The community work in cooperation so that the community as a whole functions well, and each member of the community is taken care of, has their needs met, and achieves their individual objective. There are many types of communities. The family is a community; the school is a community; the classroom is a community; the village or town we live in is a community; and even a group of friends, a club, a team or a choir may be defined as communities. In order to build any community to be successful, we must understand what makes a community survive and function well; and we must understand what our individual roles and responsibilities are in preserving an effective and happy community. We must also have the skills that are needed to be good and contributing members of 'our community', whether it is our family, our school, our classroom or our sport team. We want you to understand and appreciate how and why communities work, and we want you to understand the skills you must have to be an effective and contributing member of your community.

### **Purpose**

The purpose of this activity is to understand the features of functional and effective communities and to identify the skills, characteristics and behaviours that are necessary for being a good and productive member of your community. We wish, first of all, to identify what a community needs to stay together, to be cohesive and meet the needs of the group as a whole as well as the needs of individuals.

### **Objectives**

1. *To identify the features and characteristics of a community which make the community effective and successful in meeting its needs and that of its members.*

2. *To identify and think about the skills that are needed by members of a community so that they can be serving and productive members of the community.*
3. *To learn to understand and apply community building skills to the family, the school and the classroom.*
  
4. *To identify and discuss the effect and contribution of community building skills to the welfare and success of the community.*

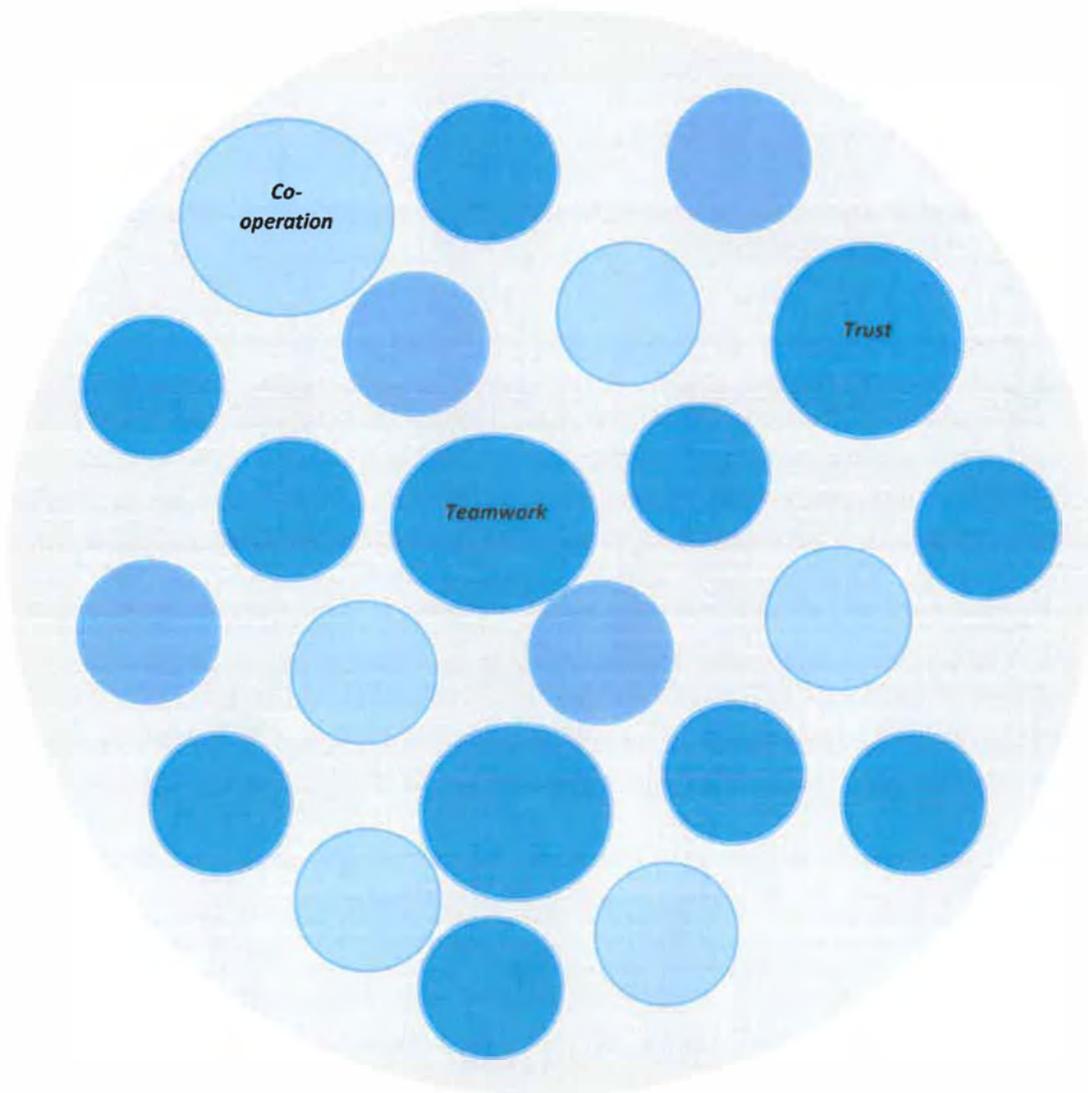
### **Instructions**

Instructions are provided on separate pages as part of the individual exercise which follow.

## ***The Family Unit as a Community***

***A family that functions well where all members contribute and are happy, comfortable and successful***

***Instructions: On the illustration provided below, please write the features or characteristics of a successful family in the separate circles provided. Please write the words in the separate circles below.***



***What makes your family happy, successful and comfortable?***

## ***What we need to know to make a Happy Family***

**Instructions:** Please tick (✓) 'yes' or 'no' to the statements listed below to indicate whether you agree with the statement

1. The happiness and comfort of the family as a whole depends on how each member of the family behaves.

Yes	No
-----	----

2. More can be accomplished when we work together as a family than by us all working alone.

Yes	No
-----	----

3. A happy family creates an environment for each family member to be successful and comfortable.

Yes	No
-----	----

4. All family members must know how to keep the family together and how to make the family successful and happy.

Yes	No
-----	----

5. Each family member is important in keeping the whole family happy.

Yes	No
-----	----

6. The things I learn at home to be a good member of my family give me the knowledge I need to be a good member of my school or community.

Yes	No
-----	----

***The skills that are necessary for success as a family are the skills that are necessary for success in learning and in life***

## **Behaviours of Children in the Family**

**Instructions:** In the table below we have noted some of the behaviours of children in the family. These are skills and disciplines which children have inculcated. We have identified some of these essential skills in the middle column of the table. For each skill discuss and write why that skill is necessary for the welfare of the family and what effect the skill will have on the performance, comfort and success of the family as a community.

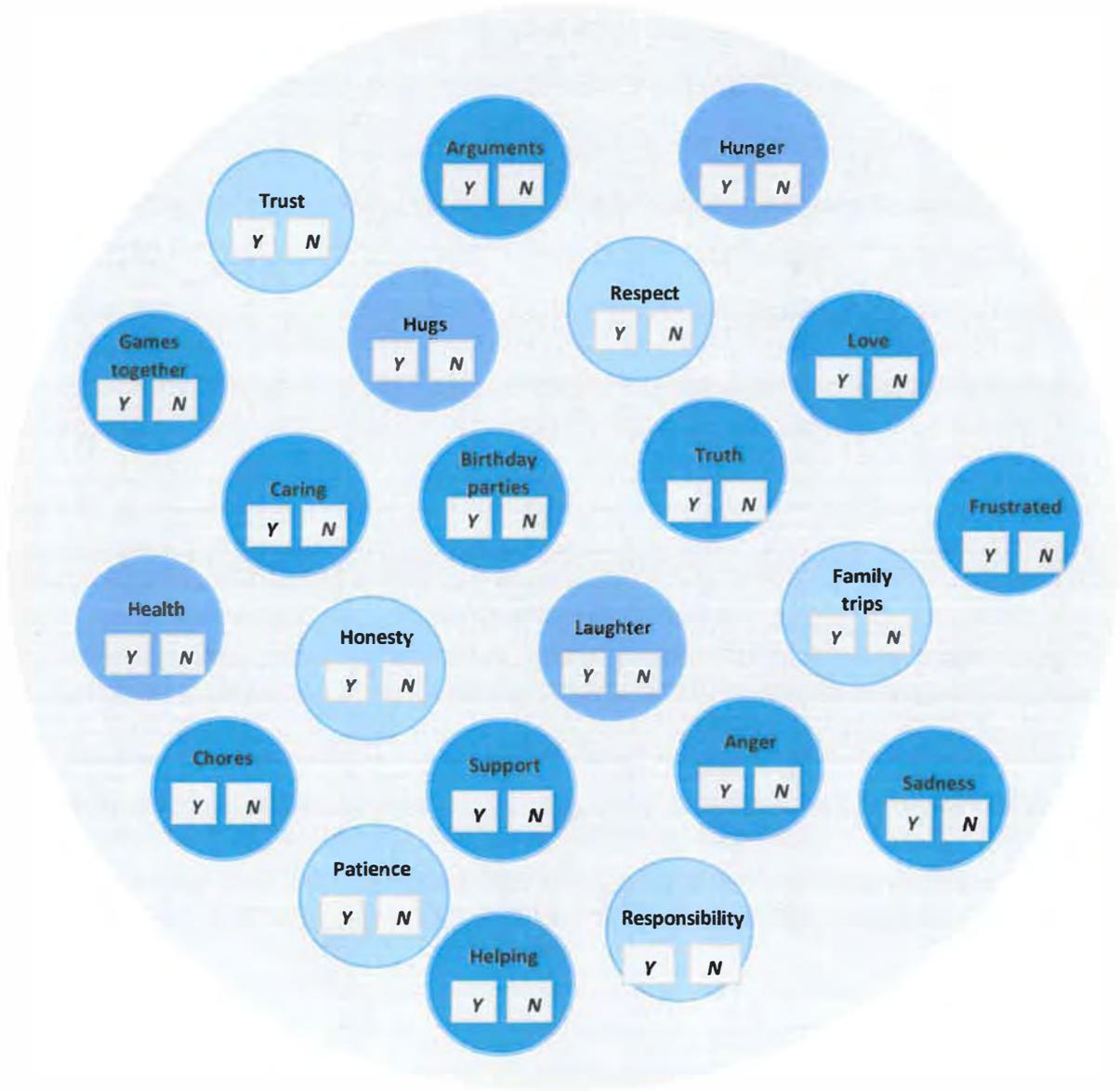
<b>Behaviours of Children in the Family</b>		
<b>How the Child Behaves in the family</b>	<b>The Skill or Discipline the Child Learns for life</b>	<b>Do you demonstrate these skills?</b>
1. <i>Arranges his/her things neatly and orderly.</i>	<b>Organization</b>	<p><i>Are you organized in your family?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
2. <i>Volunteers to assist others. Helps with chores around the house. Knows what has to be done and does it.</i>	<b>Responsibility</b>	<p><i>Are you responsible in your family?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
3. <i>Obeys and follows instructions.</i>	<b>Attention</b>	<p><i>Are you observant in your family?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
4. <i>Pays attention when being spoken to.</i>	<b>Listen well</b>	<p><i>Do you listen well to others when they speak?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
5. <i>Does not easily get angry and frustrated with others in the home.</i>	<b>Patient and tolerant</b>	<p><i>Do you get angry and frustrated and upset your parents also?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
6. <i>Thinks carefully before acting.</i>	<b>Make good choices</b>	<p><i>Do you always do what is right for you and for others?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
7. <i>Cares for and supports others in the home.</i>	<b>Caring and supportive</b>	<p><i>Do you show love and caring to your members of your family?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>
8. <i>Is always on time, and always aware of time.</i>	<b>Time management</b>	<p><i>Do you manage time well and are always on time for events in your family or with your family?</i></p> <p style="text-align: center;"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>

**Behaviours of Children in the Family**

How the Child Behaves in the family	The Skill or Discipline the Child Learns for life	Do you demonstrate these skills?
9. <i>Child is brave in standing up for others.</i>	<b>Courageous</b>	<p><i>Do you stand up for your brothers and sisters when they are being taken advantage of?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>
10. <i>Enjoys and works well with others to get things done.</i>	<b>Teamwork</b>	<p><i>Do you work well with your brothers and sisters when you do things together?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>
11. <i>Is understanding and not rude to others in the home. Cares for possessions.</i>	<b>Respectful</b>	<p><i>Do you show respect for your elders?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p> <p><i>Do you take care of your things so that they last a long time?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>
12. <i>Works hard at tasks and does not give up</i>	<b>Perseverance</b>	<p><i>Do you give up easily?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p> <p><i>Do you always say "I can't do it"?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>
13. <i>Notices quickly when things are out of order or out of place and notices whether people are happy or sad.</i>	<b>Observation</b>	<p><i>Are you the first to see when things are untidy or out of order?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p> <p><i>Do you notice easily when your younger brother or sister is not well?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>
14. <i>Always wants to be clean, neat and tidily dressed.</i>	<b>Self-respect</b>	<p><i>Do you always try to keep yourself clean, neat and tidy?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p> <p><i>Do you avoid or stand up to people who want to bully you?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>

# Making a Happy Family

**Instructions:** choose the words below which refer to a happy family and the words which do not.



**Other words which describe a happy family**

**Other words which describe a happy school**

## Being a Good Community Member

**How will you assist in making your family happy?**

**How will you assist in making your school a happy and comfortable place?**

**Instructions:** the boxes below are divided into 2 columns. In the first column please list the characteristics or behaviours you want, as a child, to display as a member of the family. In the second column, please note for each characteristic what you will do or what action you will take to practice these behaviours in the home. Please make a note of one or two things you will do to develop these characteristics in yourself.

Making my friends happy	Making my school a happy and comfortable place for all
Being responsible. Doing my chores	Helping others when I can
Being kind to my brothers and sisters	Doing what is right

***Commitment to be a good Member of my Community,  
School, Home and Class***

*I know the behaviour and skills needed for me to contribute to the happiness and success of my family, the comfort and welfare of my school, and the welfare and success of my class and classmates?*

Yes	No
-----	----

*I will do all I can so that my family, my school and my classroom are good places for my siblings, my schoolmates and my classmates.*

Yes	No
-----	----



## *Activity 2*

### **DISCIPLINE AT HOME ... PREPARATION FOR SCHOOL**

#### ***Introduction***

The home and family represents the first school and classroom and our parents are our first teachers. The skills that children learn at home to be good and contributing members of the family, are the basic skills they need to be successful in life and for learning effectively at school. Essentially, what is learnt in the home as a contributing member of the family could be applied in the school and in the classroom as the communities where education takes place. In this activity, we want to make the link between the skills and disciplines that are learnt at the home with the skills and disciplines needed in the school.

#### ***Purpose***

The purpose of this activity is to enable students to see the relationship between the skills that are taught at home, and the disciplines that are needed to be successful in the school and the classroom. We want students to realise that the behaviours we observe in a good student, are the same behaviours we observe in children who are seen as 'good children' and good members of their family. The purpose here is to show and reflect on the relationship between the skills we learn in our families and the behaviours which are considered as exemplary and acceptable of learners in the school.

#### ***Objectives***

- 1. To reflect on the behaviours of good learners who are considered to be good students.*
- 2. To relate the behaviours we observe at school to similar or related behaviours that are nurtured and displayed at home.*
- 3. To provide learners with the opportunity to assess whether they learnt, acquired and displayed behaviours at home that are essential skills to be successful at school.*

## ***Instructions***

Instructions are provided on the separate pages with designated activities which follow.

***Success at home, leads to success at school***

*What my parents do at home to prepare me to be a good family member.....*

*Prepares me to be a good learner who will be successful at school ...*

*Do you agree?*

Yes	No
-----	----

*The skills I learn at home.....*

*Make me a better and more capable learner at school....*

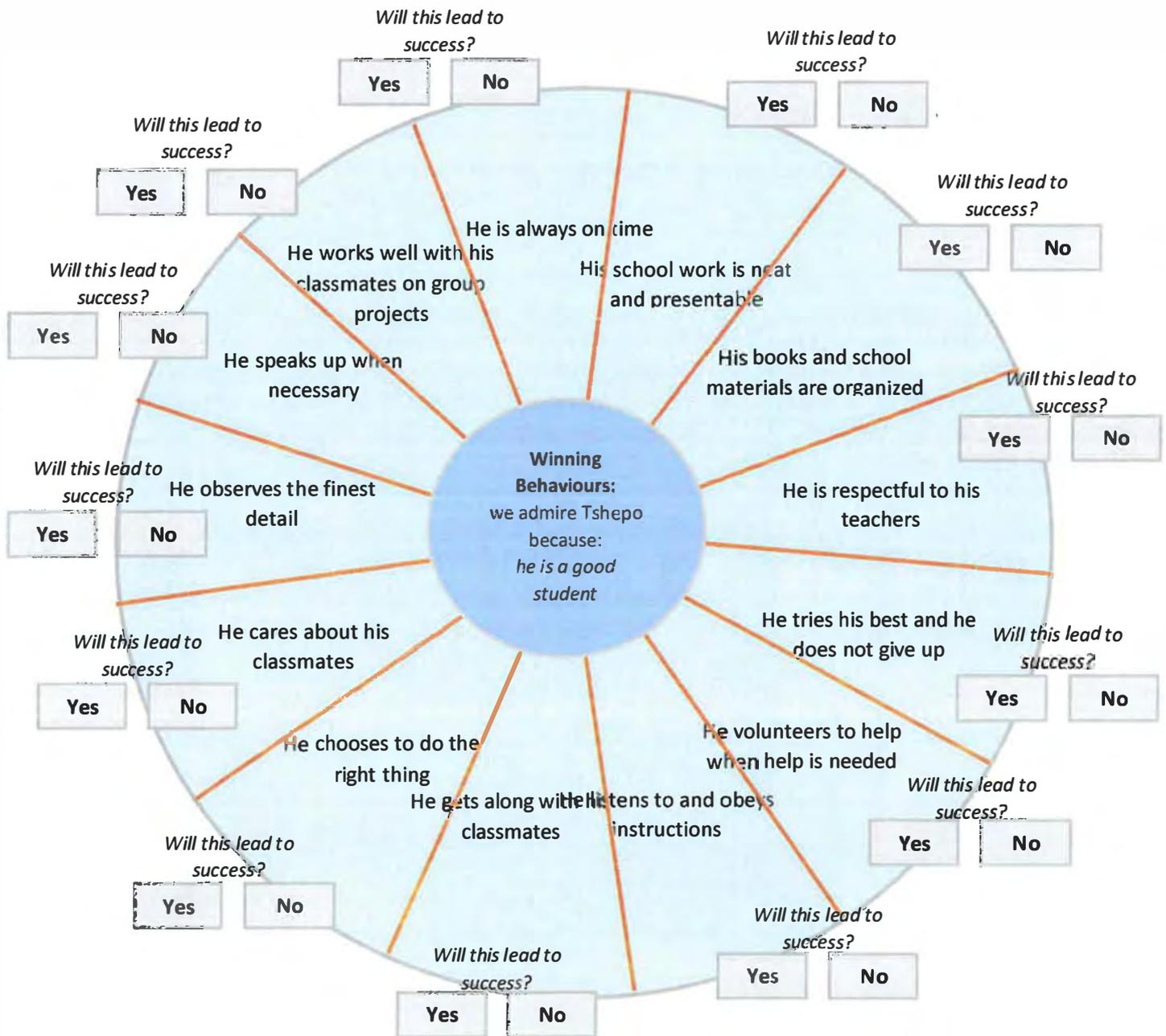
*Do you agree?*

Yes	No
-----	----

## Behaviours at Home and at School

A well-rounded child at home will be a well-rounded and successful learner at school

The teacher admires Tsepo because of the behaviours of Tsepo noted in the circle:



# Behaviours at School, Behaviours at Home

## Identify acceptable behaviours

Behaviours at School <i>Read below the acceptable behaviours observed at school:</i>	Are similar or related to:	Behaviours at Home <i>In addition to the example provided, list below similar behaviours that are practiced at home:</i>
<b>He is always on time</b>	Time	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. he gets up on time to prepare for school</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>
<b>His school work is neat and presentable</b>	Responsibility	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. his room is neat and presentable</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>
<b>His books and school materials are organized</b>	Organization	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. his toys and materials in his room are organized neatly</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>
<b>He is respectful to his teachers</b>	Respect	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. he respects his parents and is kind to his brothers and sisters</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>
<b>He tries his best and he does not give up</b>	Perseverance	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. he does things until he get them right</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>
<b>He volunteers to help when help is needed</b>	Helping	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. he helps his father to do maintenance work on the house</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>
<b>He listens to and obeys instructions</b>	Listening	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><i>e.g. he is an obedient child and listens attentively; acknowledges and repeats what he hears and follows through with what you ask as quickly as he can</i></div> <div style="border: 1px solid black; height: 25px; margin-bottom: 5px;"></div>

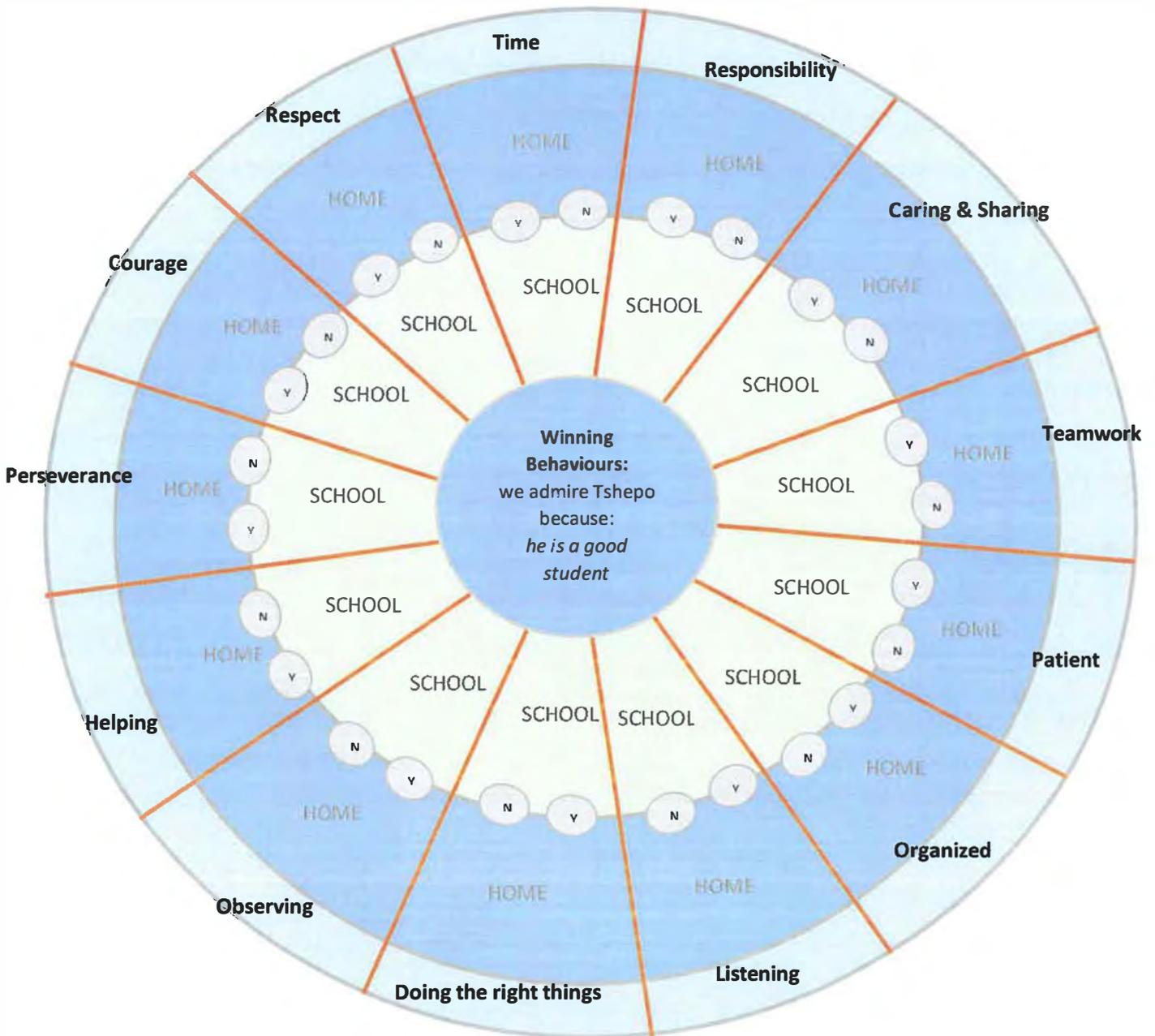
# Behaviours at School – Behaviours at Home

## Identify acceptable behaviours

<b>Behaviours at School</b> <i>Read below:</i>	<b>Are similar or related to:</b>	<b>Behaviours at Home</b> <i>List similar behaviours below:</i>
He gets along and works well with his classmates	Teamwork	<input type="text"/> <input type="text"/>
He chooses to do the right thing	Choice	<input type="text"/> <input type="text"/>
He cares about his classmates	Caring	<input type="text"/> <input type="text"/>
He observes the finest detail	Observation	<input type="text"/> <input type="text"/>
He speaks up when necessary	Courage	<input type="text"/> <input type="text"/>
He works well with this classmates on group projects	Teamwork	<input type="text"/> <input type="text"/>

## Home and School Behaviours of my well-rounded Child

Are the home and school behaviours listed in the previous pages related? Please tick 'yes' or 'no' in the area provided below:



Do you want to learn these behaviours at home and apply them in school as a model student?

Yes
  No

## ***Are you properly prepared for School?***

## ***Are you ready for Success at School?***

**Instructions:** In the table below, read the behaviours expected from children at home. For each, please note whether this behaviour is practiced at home. If it is not practiced, then as a child you are not ready for school.

<b><i>Behaviours expected from Children at Home</i></b>			
<b>#</b>	<b><i>Behaviours you observe at home</i></b>	<b><i>Readiness for success at school</i></b>	
1	<i>Organizes toys, materials, possessions</i>	Yes	No
2	<i>Volunteers to assist others</i>	Yes	No
3	<i>Willingly does chores at home</i>	Yes	No
4	<i>Admits when he or she is wrong</i>	Yes	No
5	<i>Helps in planning for family occasions</i>	Yes	No
6	<i>Organizes things around the home</i>	Yes	No
7	<i>Packs away things after playing</i>	Yes	No
8	<i>Knows right from wrong and obeys</i>	Yes	No
9	<i>Cares for and promotes welfare of siblings</i>	Yes	No
10	<i>Shows respect for elders at home and in the community</i>	Yes	No
11	<i>Shows respect for other children</i>	Yes	No
12	<i>Shows care and respect for living things</i>	Yes	No
13	<i>Shows respect and care for possessions</i>	Yes	No
14	<i>Willing to make choices about what he/she wants</i>	Yes	No
15	<i>Tries to make the right choice for self and others</i>	Yes	No
16	<i>Is confident about making choices</i>	Yes	No
17	<i>Listens well to instructions and obeys</i>	Yes	No
18	<i>Does not give up easily; always tries very hard to succeed</i>	Yes	No

<b>Behaviours expected from Children at Home</b>			
<b>#</b>	<b>Behaviours you observe at home</b>	<b>Readiness for success at school</b>	
19	<i>Notices or observes when things are not in place</i>	Yes	No
20	<i>Observes when others are happy or not comfortable</i>	Yes	No
21	<i>Shows kindness to siblings and friends</i>	Yes	No
22	<i>Helps others out of difficulties</i>	Yes	No
23	<i>Tries to solve problems when difficulties occur and does not run away</i>	Yes	No
24	<i>Shares easily with others</i>	Yes	No

*Out of the 24 items above, how many of these behaviours do you practice at home?*

*Write the number here:*

*If less than 10 of these behaviours are practiced at home, then you are not ready.*

*As one of the children in your family and a learner at school, do you want to learn essential skills at home to be practiced at school?*

 Yes

 No



# Activity 3

## PREPARING CHILDREN FOR SCHOOL

### **Introduction**

What children are taught at home, prepares them for school. This is the theme we wish to continue in this activity. We seek to alert students to the fact that a well-disciplined child at home results in a student that is well prepared for learning and success at school. Before we introduce students to the details of how essential skills are learnt at home, we want to encourage them to reflect on the manner in which these skills are demonstrated in school, and the manner in which they can be inculcated and practiced at home. This will encourage students to appreciate the efforts of their parents in teaching them essential skills and disciplines at home. It will also enable them to understand how these same disciplines help them to be better in school.

### **Purpose**

The purpose of this activity is to encourage students to reflect on how a few essential disciplines are practiced at school, and to test their knowledge about the ways in which these skills are taught and practiced at home.

### **Objectives**

- 1. To review and confirm students' understanding of the relationship between the disciplines at home and behaviours at school which promote learning.*
- 2. To reflect on and list ideas for learning specific skills and disciplines at home.*
- 3. To reflect on and list ideas on the ways in which learners can display or practice specific disciplines at school.*

### **Instructions**

Instructions are provided on the relevant pages and worksheets to follow.

## Reviewing the relationship between Home and School

### Disciplines of the Home

*The behaviours I learn from my parents at home*

*Are related to*

### Disciplines of the School

*The behaviours that are expected of me at school*

*Is this true for you?*

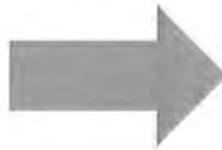
<input type="checkbox"/> Yes <input type="checkbox"/> No	The responsibility I learn at home	→	Is the responsibility I show at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	The organization I learn at home	→	Is the organization I show at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	The choices I learn to make at home	→	Help me to make good choices at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	The way in which I am taught to be observant at home	→	Makes me attend to details in doing my work at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	The patience I learn at home	→	Enables me to show patience and tolerance at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	Because I learnt that time is important at home	→	I am able to properly manage my time at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	Because I was taught to be courageous and confident at home	→	I can display courage, confidence and assertiveness at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	Because I was taught to listen well at home	→	I am able to be attentive at school and can listen to and easily understand instruction
<input type="checkbox"/> Yes <input type="checkbox"/> No	Because I was taught the importance of working together at home	→	I can work effectively on teams at school
<input type="checkbox"/> Yes <input type="checkbox"/> No	Because I was taught to care and share at home	→	I am very helpful and willing to share with my fellow students at school

## Preparing for School at Home

Show how you have learnt responsibility at home, and how you now show a sense of responsibility at school

I have learnt  
**RESPONSIBILITY** at  
Home

I now show that I am  
**RESPONSIBLE** at  
School



The responsibility I learnt at  
Home

Showing responsibility in  
School

List below some of the ways you were taught to  
be responsible at home

List below some of the ways you show  
responsibility at school

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## Preparing for School at Home

Show how you learnt to be organized at home and how you now show organisational skills at school

I have learnt how to be ORGANIZED at Home

I now show how ORGANIZED I am at School



Being organized at Home

Showing how I am organized at School

List below some of the ways you were taught to be organized at home:

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List below some of the ways you show how much you are organized at school:

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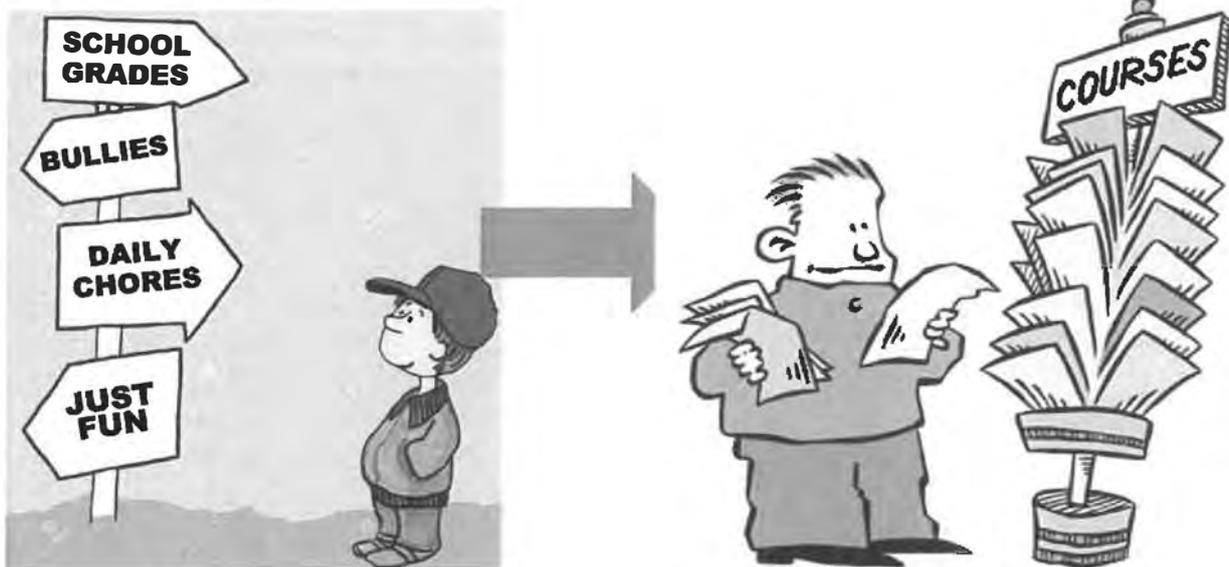
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## Preparing for School at Home

Show how you have learnt to make choices at home, and how you are able to make good choices at School

I learn to make  
CHOICES at Home

Now I make the  
correct CHOICES at  
School



Learning about choices and  
consequences at Home

Making the right choices at  
school

List below some of the ways you learnt to make  
the right choices at home:

List below some of the ways you now make the  
right choices at school:

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## Preparing for School at Home

Show how you were taught to be observant at home, and how you now show good observation skills at school

I learnt to be  
**OBSERVANT** at Home

I now attend to **DETAIL**  
at School



How I have learnt  
observation skills at Home

Ways in which I show good  
observation skills at School

List below the ways in which you have learnt  
good observation skills at Home:

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List below the ways in which you are able to  
quickly observe and attend to details at school:

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## Preparing for School at Home

Show how you were taught to be patient and tolerant at home, and how you now use this patience and tolerance at school

I have learnt to be  
**PATIENT** and **TOLERANT**  
at Home

I now display **PATIENCE,**  
**TOLERANCE &**  
**UNDERSTANDING** at School



How I have learnt patience  
and tolerance at Home

How I now show patience  
and tolerance in School

List below ways in which you have learnt to be  
patient and tolerant at home:

List below some of the ways you have shown  
patience and tolerance in school:

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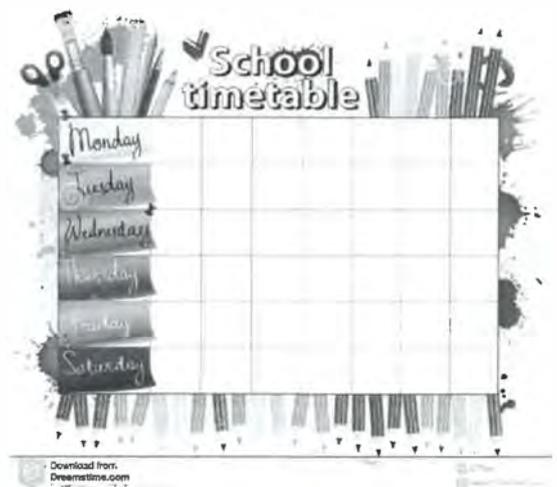
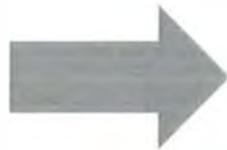
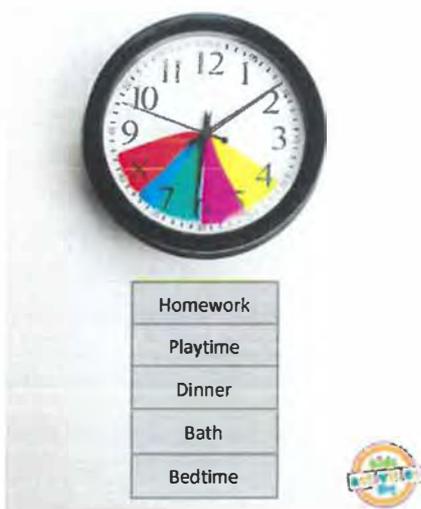
## Preparing for School at Home

Show how you were taught the importance of time and how to manage your time wisely

I understand how to use TIME effectively at Home

I understand how to manage my TIME at school and have enough time for school work

*Clock for after school routine*



How I have learnt the importance of time at Home

How I have learnt how to manage my time at School

*List below ways in which you have learnt the importance of time at home:*

*List below some of the ways you have shown patience and tolerance at school:*

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## Preparing for School at Home

Show how you were taught to listen attentively

I was taught to LISTEN  
at Home

Because I LISTEN well  
at home, I am very  
attentive at School



### Give Me Five

-  1. Eyes on Speaker
-  2. Lips Closed
-  3. Ears Listening
-  4. Hands and Feet Quiet
-  5. Brain Thinking About Speaker

How I was taught to listen at  
Home

How I was taught to be  
attentive at School

List some of the ways you have learnt to listen at  
home:

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List some of the ways you are attentive at school:

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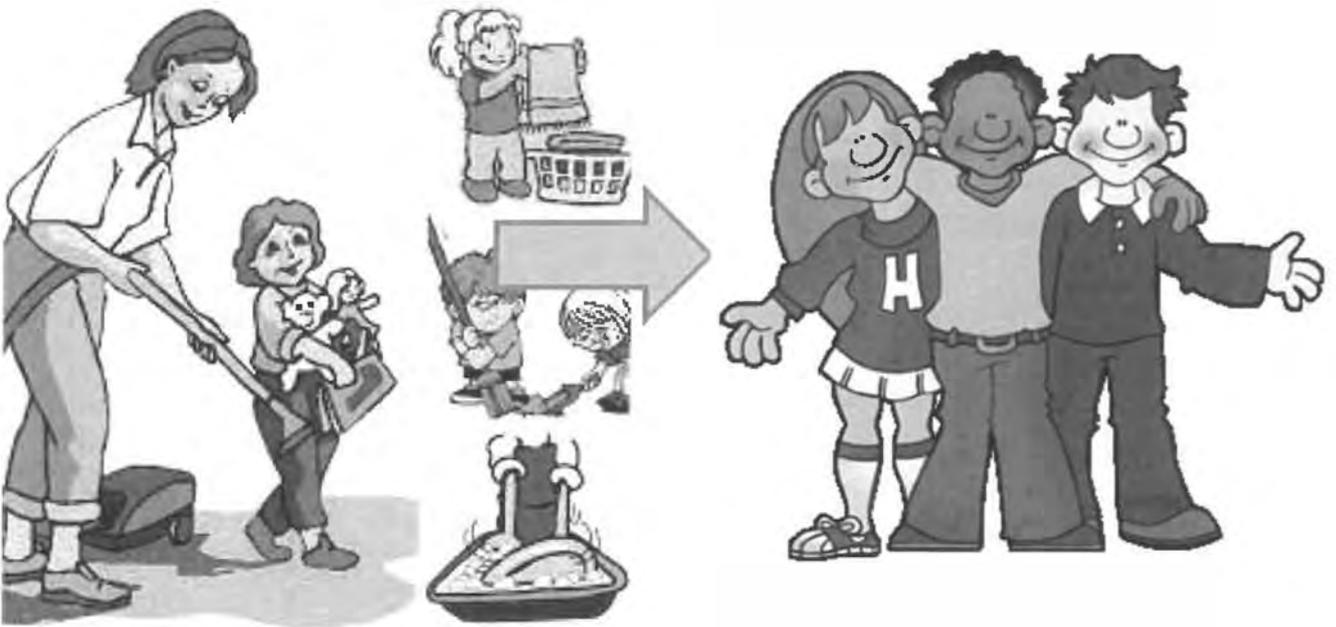
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## Preparing for School at Home

Show how you were taught to work well on teams and in groups to complete an assignment

I was taught  
**TEAMWORK** at Home

Because I am good at  
working on teams or in  
groups, I am an important  
member of my team at  
school



How I was taught to work as  
a member of a team at  
Home

How I show that I can work  
well in teams at School

List below ways in which you were taught to  
work at a member of a team at home:

List below some of the way you have worked  
well in teams at school:

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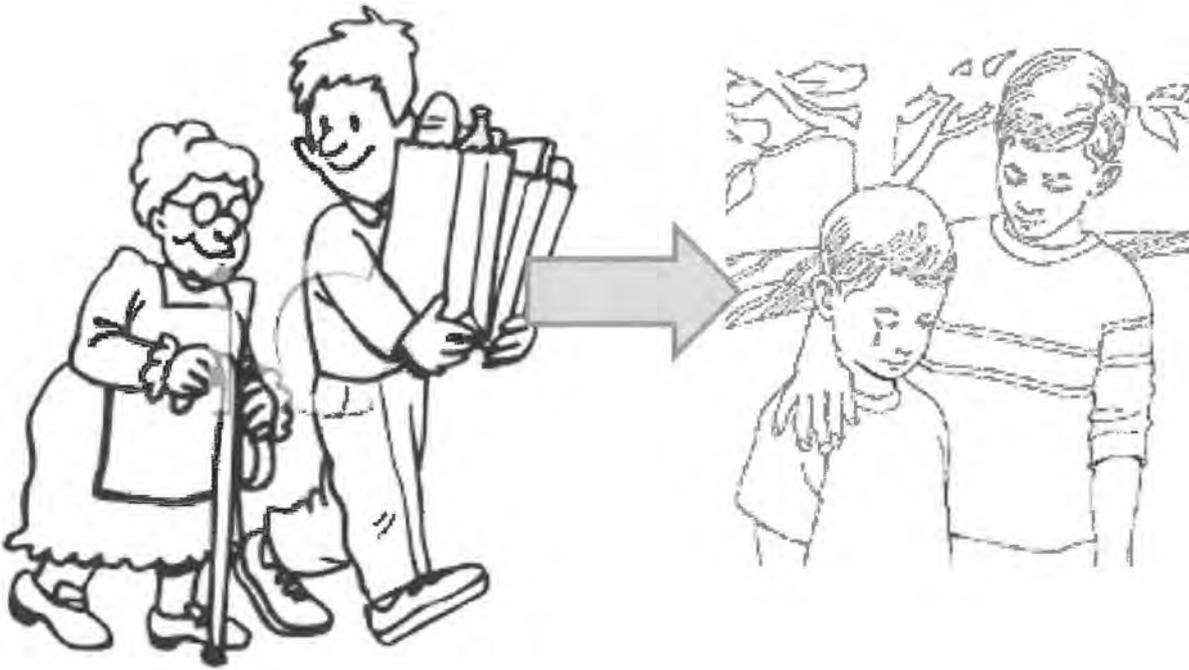
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## Preparing for School at Home

Show how you were taught to care and share at home

I learnt **CARING** and **SHARING** at Home

At school I show how much I **CARE** and am willing to **SHARE**



How I was taught caring and sharing at Home

How I show caring and how I share at school

List below some of the ways you learnt to care and share at home:

List below some of the ways you now show caring and sharing at school

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***Commitment to learn at Home so I can be better at School***

*Are I ready to learn as much as I can at home so that I can succeed in school, learning and in life?*

Yes	No
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*Do you need more information on how you can learn from your parents at home so that you can be better at school?*

Yes	No
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# Activity 4

## A LEARNER WHO EXCELS.....

### **Introduction**

A learner who excels in school has, as a foundation, a basic set of skills that are essential for success. These are the skills and attitudes which support all the disciplines we will address in this module. An alert, attentive and responsive learner is recognised by the extent to which they display a basic set of skills and characteristics. In this activity, we want to introduce learners to this basic set of skills, and we want to encourage learners to reflect on the extent to which they have acquired and currently practice these skills. We encourage learners to reflect on what makes them excel, and the manner in which they want to excel in school and in life.

### **Purpose**

The purpose of this activity is to introduce students to a set of essential skills which they need to acquire in order to excel in school and in life.

### **Objectives**

- 1. To encourage and assist learners to reflect on the manner in which they want to excel in school and in life, and on the set of skills which they need for them to excel.*
- 2. To present a set of 10 basic skills of learners who excel and assess whether learners can apply these skills in improving their performance in school.*
- 3. To present a sample of the 10 essential behaviours and confirm whether learners apply these skills at home, and in school.*
- 4. Provide learners with the opportunity to reflect on the manner in which they apply the 10 essential skills for excellence at home and in school.*



## A Learner who Excels

### A responsible learner, a good student

**Instructions:** Please review the skills and knowledge listed below that are required by a learner who excels.

Answer 'yes' or 'no' to the question on whether you apply these skills at school and at home.

<i>Basic skills and knowledge needed for success</i>	<i>How the skill is applied</i>	<i>Do you have these skills?</i>
Knowing the <b>rules</b>	The rules at home and at school guide us on how to behave	Do you know the rules of school and at home? <input type="checkbox"/> Yes <input type="checkbox"/> No
Knowing where <b>support</b> is available	Knowing where to get help in school and in the community will keep us safe and secure	Do you know where to get help? <input type="checkbox"/> Yes <input type="checkbox"/> No
Having good <b>manners</b>	Good manners improve our relations with people at home and in school	Do you have good manners? <input type="checkbox"/> Yes <input type="checkbox"/> No
Being able to <b>communicate</b>	We share with others through communication. Speaking, writing and listening are essential skills for success in school and in life	Do you communicate well? <input type="checkbox"/> Yes <input type="checkbox"/> No
Ability to <b>read</b> and comprehend	Reading keeps us informed so that we can know, grow and act appropriately. We read at school, we read at home and anywhere where information comes along.	Do you make it a habit to read? <input type="checkbox"/> Yes <input type="checkbox"/> No
Knowing your <b>surroundings</b>	We must know what is available in and around our school, and in and around our home and communities – resources, dangers, opportunities	Are you aware of your surroundings? <input type="checkbox"/> Yes <input type="checkbox"/> No
Knowing <b>critical times</b> , dates, events	We must know and recognize and prepare for important days in school and at home. We must honour times and dates that are special	Do you know the dates and times that matter? <input type="checkbox"/> Yes <input type="checkbox"/> No
Knowing <b>culture</b> - cultural and traditional requirements	Knowing the culture and thinking of the school and the home and family, guides us in acting appropriately	Do you know what your and other cultures require? <input type="checkbox"/> Yes <input type="checkbox"/> No
Knowing how and where to <b>access information</b>	We learn more and more about the world and about ourselves if we know where to seek information for what we need to know	Do you know where to get the information? <input type="checkbox"/> Yes <input type="checkbox"/> No
Knowing <b>who you are</b> . What are your own needs, priorities, interest, strengths?	We must know ourselves so that we honour who we are and make proper choices in life	Do you know your strengths, needs and priorities? <input type="checkbox"/> Yes <input type="checkbox"/> No

## **Basic Skills to Excel in School**

*Instructions: For each of the basic skills listed below, examples are provided on how you may apply the skills and knowledge at home and at school. Please answer 'yes' or 'no' to the question of whether you know how to use each of these basic skills*

<b>Basic Skills to Excel at School</b>		
<b>Basic skills for success in school</b>	<b>Examples of how you may use knowledge or skill</b>	<b>Do you now use the basic skills?</b>
1. <b>Knowing the rules</b>	• Know the rules to obey at school	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Know the family rules to obey to please your parents and family	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Know the laws of your country and community so that you can be a good citizen	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. <b>Knowing where support is available</b>	• Knowing where to go when you are in trouble	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Knowing who to speak to in school when you have a problem	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Knowing where in the community you can get help in case of abuse, danger, health, emergencies	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. <b>Having good manners</b>	• Knowing how to greet friends, family, adults, teachers, pastor, minister of government, judge	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Knowing how to show that you are grateful	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Knowing how to behave in social situations	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Knowing how to behave in class	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. <b>Being able to communicate</b>	• Being able to talk and express yourself clearly to parents, teachers, friends, adults	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Being able to write and spell clearly so that people can read and understand what you write	<input type="checkbox"/> Yes <input type="checkbox"/> No
	• Being able to listen attentively so that people enjoy talking to you	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Basic Skills to Excel at School**

<b>Basic skills for success in school</b>	<b>Examples of how you may use knowledge or skill</b>	<b>Do you now use the basic skills?</b>	
5. Ability to read and comprehend	• Loving to read and reading	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Reading signs and symbols which keep you informed and safe	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Reading and understanding your school work	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Reading recipes and instructions at home	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. Knowing your surroundings	• Knowing where to buy food	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing where the police station is	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing where the hospital or clinics are	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing places of danger	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing places for recreation and fun	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing where the principal's office is	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Knowing critical times, dates, events	• Knowing when school closes and opens	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing the school timetable	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing the birthday of friends and family	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing dates of important family events	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing dates of important school events	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Knowing culture - cultural and traditional requirements	• Knowing the cultural requirements of your family and friends	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing important traditions and rituals to be observed	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing school and community traditions to be respected	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	• Knowing what to wear at particular occasions	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Basic Skills to Excel at School**

<b>Basic skills for success in school</b>	<b>Examples of how you may use knowledge or skill</b>	<b>Do you now use the basic skills?</b>	
9. Knowing how and where to access information	<ul style="list-style-type: none"> <li>Knowing where to get information on topics related to school</li> </ul>	Yes	No
	<ul style="list-style-type: none"> <li>Knowing where to get information related to things that you want to know more about</li> </ul>	Yes	No
	<ul style="list-style-type: none"> <li>Knowing where to get information on recipes or projects you want to do at home</li> </ul>	Yes	No
10. Knowing <b>who you are</b> . What are your own needs, priorities, interests and strengths?	<ul style="list-style-type: none"> <li>Knowing your strengths and weaknesses</li> </ul>	Yes	No
	<ul style="list-style-type: none"> <li>Knowing the things you are interested in</li> </ul>	Yes	No
	<ul style="list-style-type: none"> <li>Knowing what is important to you</li> </ul>	Yes	No
	<ul style="list-style-type: none"> <li>Knowing what you need to get what you want</li> </ul>	Yes	No

***I am a learner who Excels***

<b><i>Basic skills for success</i></b>	<b><i>How I have demonstrated these skills at home</i></b>	<b><i>How I have exhibited these skills at school</i></b>
<p>1. <b><i>Knowing the rules</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		
<p>2. <b><i>Knowing where support is available</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		
<p>3. <b><i>Having good manners</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		
<p>4. <b><i>Being able to communicate</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		
<p>5. <b><i>Ability to read and comprehend</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		
<p>6. <b><i>Knowing your surroundings</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		
<p>7. <b><i>Knowing critical times, dates, events</i></b></p> <p align="center"><b><i>I have demonstrated this skill?</i></b></p> <p align="center"> <input type="checkbox"/> Yes    <input type="checkbox"/> No         </p>		

***I am a learner who Excels***

<b><i>Basic skills for success</i></b>	<b><i>How I have demonstrated these skills at home</i></b>	<b><i>How I have exhibited these skills at school</i></b>
<p>8. <i>Knowing culture - cultural and traditional requirements</i></p> <p align="center"><i>I have demonstrated this skill?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>		
<p>9. <i>Knowing how and where to access information</i></p> <p align="center"><i>I have demonstrated this skill?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>		
<p>10. <i>Knowing who you are. What are your own needs, priorities, interests and strengths?</i></p> <p align="center"><i>I have demonstrated this skill?</i></p> <p align="center"> <input type="button" value="Yes"/> <input type="button" value="No"/> </p>		

## ***Reconfirming my intention to excel***

*As a learner, I commit myself to success and to excelling in learning and in life:*

- |    |   |                              |                             |
|----|---|------------------------------|-----------------------------|
| 1  | I will seek to know all the <b>rules</b> which I must obey.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2  | I will seek to know where I can receive personal and academic <b>support</b> when I am in need.   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3  | I will always display good <b>manners</b> , at home, in school and in the community   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4  | I will do all I can to be able to <b>communicate</b> well   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5  | I will continue to <b>read</b> so that I can enhance my knowledge   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6  | I will know what resources are available to me in my <b>environment</b> and in school   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7  | I will remember all <b>critical dates</b> that are important to me, my friends, my family and my school   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8  | I will remain aware of all <b>cultural</b> and traditional requirements so that I will not offend others  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9  | I will remain aware of sources from which I can get critical information  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10 | I will always honour who I am, and remain aware of my goals, my needs, my interests, my priorities and my strengths. I will know my weaknesses and seek to overcome them. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

*I will become be a learner who is known for excellence and success in learning and in life.*

Yes  No



# Activity 5

## TEACHING RESPONSIBILITY, BEING RESPONSIBLE

### **Introduction**

Responsibility is the first of 10 disciplines to be explored in preparing students to acquire a set of essential skills for learning and for life. Responsibility is introduced first because a sense of responsibility in children is the foundation for their success. Both teachers and parents complain about children not being responsible. Yet, many parents and teachers are not fully aware of how responsibility could be taught and nurtured in children. If all essential skills for learning could be mapped and illustrated, responsibility will sit at the base of the triangle serving as the foundation for all other skills to be developed. Students are introduced to developing a sense of responsibility by helping them to understand what responsibility means both at school and in the home.

We want students to know what behaviours and characteristics they display, both at home and at school, when they have a sense of responsibility. We also want students to know how they learn to be responsible both at home and in school. We highlight and emphasize the relationship between learning responsibility at home and showing responsibility at school. We present the concepts in a style that is intended to be very accessible to students and very easy for them to understand. We want students to read and understand. As a result, we ask them to respond to all the ideas presented. They must agree on the behaviours which show that they are being responsible in their actions, or that their parents are indeed teaching them to be responsible. In presentation of the module, we anticipate that all these ideas will be discussed by students, and that the facilitator of the module will share ideas and seek to generate additional information from participating students.

### **Purpose**

The purpose of this activity is to provide students with a set of ideas for developing a sense of responsibility at home and in school. We want students to nurture a sense of responsibility in their behaviour.

## **Objectives**

- 1. To alert students to the behaviours which demonstrate that they are displaying a sense of responsibility in school and at home.*
- 2. To show students the relationship between responsibility as demonstrated in the school and responsibility learnt and displayed at home.*
- 3. To present ideas to students about the methods used by their parents to teach them to develop a sense of responsibility.*
- 4. To provide students with the opportunity to generate ideas on the manner in which they can nurture and have displayed a sense of responsibility at home and at school.*
- 5. To present a set of situations to students about being responsible and learning responsibilities, and encourage them to reflect on the effect of their behaviours at home and in school.*
- 6. To provide students with the opportunity to reflect on the extent to which they have been taught to be responsible, and to reflect on whether they feel they can become more responsible as a result of completing this activity.*

## See how Siphó shows responsibility as school

Siphó's teacher thinks he is responsible because of his behaviour at school. He shows responsibility in the classroom, playing with friends on the school grounds, playing sports with the school team and even when the school takes students on visits to interesting places.

**Instruction:** Tick 'yes' or 'no' to indicate whether Siphó's behaviours show that he has a good sense of responsibility. Will your teacher say this about you?

The diagram consists of a central circle and ten surrounding circles, each connected to the center. Each surrounding circle contains a behavior and a corresponding 'Yes/No' response box. The behaviors and their response boxes are as follows:

- Always does homework** (Yes  No )
- Works well in a team** (Yes  No )
- Does not waste. Makes effort to save water and electricity** (Yes  No )
- Siphó is always mannerly** (Yes  No )
- Siphó admits when he is wrong and apologizes** (Yes  No )
- Does what has to be done without being told** (Yes  No )
- He always keeps books neat and tidy** (Yes  No )
- Always well prepared for school – has all that he needs** (Yes  No )
- Always on time for school and for activities** (Yes  No )
- Asks questions when in doubt** (Yes  No )

## **Responsibility at School and at Home**

**Instructions:** Read the statements below which relate responsibility at school to responsibility at home. Tick 'yes' or 'no' to indicate whether you show a sense of responsibility at home and at school.

<b>Do you do this at school?</b>	<b>Responsibility at School</b>	<b>#</b>	<b>Responsibility at Home</b>	<b>Do you do this at home?</b>
<input type="checkbox"/> Y <input type="checkbox"/> N	Doing school work, homework	1	Doing chores	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Teamwork with other learners. Assisting teacher and other students.	2	Assisting when help is needed	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Not wasting water at school. Ensuring that school property is not abused.	3	Turning off lights when leaving the room	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Keeping books neat and in order	4	Putting toys away	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Saying thanks to teachers and others in the community	5	Saying thanks to parents	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Packing away school equipment after use	6	Carry dishes to sink to wash after eating	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Keeping classroom and school premises tidy	7	Cleaning up his or her mess	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Take care of books at school	8	Take care of possessions at home	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Care for living things	9	Feed a pet	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Will not forget to pack resources needed for school	10	Packing to travel or for a picnic or holiday	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Ask questions of teachers when unsure or information is not available	11	Finds out how to do a task to avoid making mistakes. Asks questions of parents when unsure.	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Do not make excuses for their behaviour	12	Owens up for mistakes made and apologizes	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Completes assigned work in a timely manner	13	Completes chores in time expected	<input type="checkbox"/> Y <input type="checkbox"/> N

## ***Learning Responsibilities***

***Please review ideas on how responsibility is learnt from parents at home***

***Instructions: in the pictures and illustrations which follow, ideas are presented on the manner in which children have learnt responsibility from their parents at home. Please read, review and discuss these ideas as a group. Tick, as appropriate, to indicate whether you agree if the manner in which parents have behaved with their children will teach their children responsibility.***

## Learning Responsibility at Home

My parents do not reward me for meeting my responsibilities. They praise me when I have done well.

Is this teaching responsibility?

Yes

No

My parents make it easy for me. They provide or guide me with structure. They give me set routines to follow every morning and evening. I must complete my evening routines before I watch TV.

Is this teaching responsibility?

Yes

No



### Example of School Morning Checklist

- Wash and comb hair in 8 minutes
- Get dressed in 10 minutes
- Eat breakfast without arguing
- Brush teeth
- Have backpack ready
- Put shoes on
- Leave for school

### My Routines

Checklists I use every day

Do you have a morning and evening routine?

Yes

No

### Example of School Evening Checklist

- Change school clothes and dress for home
- Do homework
- Have dinner
- Pack backpack
- Lay out school clothes for next day
- Put shoes by the door
- Set the alarm clock to wake up early in the morning
- Watch TV, read or play games until bed time

## Learning Responsibility at Home

My parents try not to give me tasks that I am unable to do. I get frustrated and discouraged.

Is this teaching responsibility?

Yes  No

My parents do not make excuses for my behaviour. I must take responsibility for what I do. I own up when I am wrong. I apologize when I make mistakes

Is this teaching responsibility?

Yes  No



Is this teaching responsibility?

Yes  No

I wait for my parents to come home on evenings to make dinner. I do not like cooking or preparing meals. I know that as a teenager I must know these things. If they get home late, I get upset because I am so hungry by then. My parents love me. They do not mind

Is this teaching responsibility?

Yes  No

I assist my parents with doing chores at home. It is so much fun. I enjoy working together with my parents. We talk and make fun while we work. We see what has to be done and we divide up and share the work. I will sweep whilst my parents wash the dishes as we clean up the kitchen.

## Learning Responsibility at Home

When we have finished eating my parents make us take our plates to the kitchen

Is this teaching responsibility?

Yes

No



Yesterday my clothes got torn and I mended them myself. It was not the best job, but I felt great. My mother said: "Good Job ... you are growing up now and ready to take on more responsibility!"

Is this teaching responsibility?

Yes

No

## Learning Responsibility at Home

I felt so great yesterday. My mother said "Thank you for tidying up your toys so quickly!"

Is this teaching responsibility?

Yes

No

My mother said that it really helps when I make my bed every morning. It feels so great that I can help and that she appreciates my help. My mother works so hard for us.

Is this teaching responsibility?

Yes

No



## Learning Responsibility at Home

Is this teaching responsibility?

Yes

No

My dad is proud of me when I plan and prepare well for school. I can see it in how he looks at me. He does not say it though.



I am so proud when I am prepared. Yesterday I said "Look mom, I am ready for tomorrow". My mom said that she loved how I am becoming an adult.

Is this teaching responsibility?

Yes

No

**Instructions:** the easiest way for children to learn responsibility at home is from doing chores at home. Children do different chores at different ages. Parents have to ensure that chores given to children are appropriate for their ages. Below we have listed chores children generally do at particular ages. Please assess whether you have done any of these chores and whether doing these chores has taught you responsibility.

Ideas for Teaching Responsibility in the Home						
Some age-appropriate chores for teaching responsibility in the home	Have you done these chores?		Do you do these chores now?		Did the chores you have done teach you to be responsible?	
<b>Some chores to do at age 1-3</b>						
Turn off lights when he/she leaves her room (this may require that a step stool be temporarily put in place)	Yes	No	Yes	No	Yes	No
Hang up towel after bath (use hook rather than a bar to make this easier)	Yes	No	Yes	No	Yes	No
Put toys away when finished (provide plenty of bins and easy to access storage)	Yes	No	Yes	No	Yes	No
Say thank you to teachers, doctors babysitters, waiters, even the postman every time you encounter them	Yes	No	Yes	No	Yes	No
Carry dishes to counter after eating (take it one step further and have your child put his/her utensils in the dishwasher)	Yes	No	Yes	No	Yes	No
When a spill occurs, instead of swooping in to clean, hand your child a towel and help him/her wipe up his/her own mess	Yes	No	Yes	No	Yes	No
<b>Some chores to do at age 4-5</b>						
• Set the table	Yes	No	Yes	No	Yes	No
• Wipe out basin after brushing teeth	Yes	No	Yes	No	Yes	No
• Turn off all the lights in the house when family is leaving the house	Yes	No	Yes	No	Yes	No
• Feed a pet	Yes	No	Yes	No	Yes	No
• Tidy up your room	Yes	No	Yes	No	Yes	No
• Clean the room	Yes	No	Yes	No	Yes	No
• Open and hold the door for others	Yes	No	Yes	No	Yes	No

<b>Ideas for Teaching Responsibility in the Home</b>						
<i>Some age-appropriate chores for teaching responsibility in the home</i>	<i>Have you done these chores?</i>		<i>Do you do these chores now?</i>		<i>Did the chores you have done teach you to be responsible?</i>	
<b>Some chores to do at age 6-11</b>						
<i>Wash windows and mirrors (use vinegar diluted in water for safety)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Carry laundry. Put away clothing after it is clean.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Answer the phone politely and take a message</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Wash dishes</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Walk the dog and/or clean out the litter box</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Vacuum, sweep or mop a room</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Organize your cupboard or closet</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Help make dinner</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Make and pack own lunch.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Make your own breakfast</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Accompany parent into the voting booth to observe the process</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Help purchase/create thank you gifts for teachers, babysitter, etc.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Do something nice for someone who is experiencing sickness or loss</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Clean out the back seat of the car</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Assist brothers and sisters with homework</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Use phone to call grandparents, friends, etc.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Order for yourself at restaurants</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Have own library card and be responsible for late fees</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>When a need arises while shopping, ask an employee for help</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Ideas for Teaching Responsibility in the Home						
<i>Some age-appropriate chores for teaching responsibility in the home</i>	<i>Have you done these chores?</i>		<i>Do you do these chores now?</i>		<i>Did the chores you have done teach you to be responsible?</i>	
<b>Some chores to do at age 12-18</b>						
<i>Devise a schedule and test smoke detectors four times a year</i>	Yes	No	Yes	No	Yes	No
<i>Organize a thank you gift for coach, teacher, etc.</i>	Yes	No	Yes	No	Yes	No
<i>Paint bedroom and rearrange furniture</i>	Yes	No	Yes	No	Yes	No
<i>Plant own garden (even if it's only a pot or window box)</i>	Yes	No	Yes	No	Yes	No
<i>Create invitations for a party</i>	Yes	No	Yes	No	Yes	No
<i>Plan a party</i>	Yes	No	Yes	No	Yes	No
<i>Plan and make dinner once a month (or once a week)</i>	Yes	No	Yes	No	Yes	No
<i>Choose a charity and designate a portion of allowance to that charity</i>	Yes	No	Yes	No	Yes	No
<i>Mop a floor</i>	Yes	No	Yes	No	Yes	No
<i>When unhappy with a product or service, register a complaint</i>	Yes	No	Yes	No	Yes	No
<i>Create a "Day in the Life" video of your family</i>	Yes	No	Yes	No	Yes	No
<i>Sew on a button or sew clothes</i>	Yes	No	Yes	No	Yes	No
<i>Write a real letter to a relative or elected official</i>	Yes	No	Yes	No	Yes	No
<i>Figure out the correct tip when eating out</i>	Yes	No	Yes	No	Yes	No
<i>Create a budget for holiday shopping</i>	Yes	No	Yes	No	Yes	No
<i>Wash car and clean the inside</i>	Yes	No	Yes	No	Yes	No
<i>Order a home-delivered meal and pay (and tip) the delivery person</i>	Yes	No	Yes	No	Yes	No
<i>Volunteer at a soup kitchen or food bank</i>	Yes	No	Yes	No	Yes	No

<b>Ideas for Teaching Responsibility in the Home</b>						
<i>Some age-appropriate chores for teaching responsibility in the home</i>	<i>Have you done these chores?</i>		<i>Do you do these chores now?</i>		<i>Did the chores you have done teach you to be responsible?</i>	
• <i>Clean the toilet each week</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• <i>When light bulb burns out, replace it</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Instructions:** In the table below a list is presented of responsible behaviours at school, and the associated behaviours at home. These are examples of how you may show a sense of responsibility both at home and at school. For each of the examples please note, as students, the manner in which you may have demonstrated these behaviours both at home and at school.

Teaching responsible behaviour at Home				
Areas of Responsibility	Responsible behaviours at school	#	Responsible behaviours at home	Reflect on the ideas which you have reviewed on the previous pages and provide an example of your own behaviour
Using own initiative	I take responsibility for my learning and my achievements at school.	1	I sometimes make my own meals at home when others are busy.	Home:
				School:
Chores	I know what I am responsible for at school. I am committed to doing my homework and my assignments on time.	2	I do my chores to the best of my ability without complaining.	Home:
				School:
Helping	I sometimes help my teachers. I take responsibility for the things that keep our school environment clean and safe.	3	I help my parents when I can. I help my siblings with their chores when they need help.	Home:
				School:
Honesty	I am honest at school and I take responsibility for my actions. I do not blame others for what I have done.	4	Children admitting they are wrong.	Home:
				School:

## Teaching responsible behaviour at Home

Areas of Responsibility	Responsible behaviours at school	#	Responsible behaviours at home	<i>Reflect on the ideas which you have reviewed on the previous pages and provide an example of your own behaviour</i>
<b>Self-management</b>	<ul style="list-style-type: none"> <li>• I keep track of my progress and achievements at school.</li> <li>• I am able to manage many tasks and responsibilities at school.</li> <li>• I participate in so many activities.</li> </ul>	5	I use a checklist so that I will not forget what I have to do, or the things I have to complete every day.	<i>Home:</i>
				<i>School:</i>
<b>Leadership</b>	I sometimes lead at school and guide other students in completing a task.	6	I care for my siblings (brothers, sisters) at home.	<i>Home:</i>
				<i>School:</i>
<b>Assertiveness</b>	I am assertive, and I ask questions of teachers when I do not understand.	7	I seek directions from my parents in order to make sure that I do exactly what they have asked me to do.	<i>Home:</i>
				<i>School:</i>
<b>Caring for possessions</b>	I take care of my books and the other items which I use at school.	8	I take good care of my possessions at home.	<i>Home:</i>
				<i>School:</i>
<b>Kindness</b>	I am kind and helpful to other students when they are in difficulties.	9	I do something nice for someone who is sick in order to make them comfortable and happy.	<i>Home:</i>
				<i>School:</i>
<b>Thorough preparation</b>	I take time to properly pack and organize items for school.	10	I prepare my suitcase for family trips. I prepare a basket for a family picnic.	<i>Home:</i>
				<i>School:</i>

**Teaching responsible behaviour at Home**

Areas of Responsibility	Responsible behaviours at school	#	Responsible behaviours at home	<i>Reflect on the ideas which you have reviewed on the previous pages and provide an example of your own behaviour</i>
Teamwork	I am excellent in working in groups or with teams with other learners.	11	I help my brothers and sisters when they have large tasks to complete. We work as a team and get things done quickly.	<i>Home:</i>
				<i>School:</i>
Planning & organizing	I sometimes lead in planning and organizing school events with other students.	12	I help my parents to plan and organize family gatherings or functions.	<i>Home:</i>
				<i>School:</i>

**Instructions:** Scenarios are provided in the table below about situations which arise and how your parents chose to handle these situations. Please assess whether the manner in which your parents have responded teaches responsibility or not. If your parents responded in the way they did, how would you be expected to behave in school?

<b>Scenarios about Situations</b>			
<b>Scenario</b>	<b>Parental choice in teaching about responsibility</b>	<b>Possible Consequence of your parents' choice</b>	<b>How will you behave at School?</b>
1. <i>I pack my backpack every day but today I have forgotten to pack my soccer boots</i>	<p>My mom resists the temptation to drop the boots off at the school although she knows I love soccer. When I get home, she explains why it is important for me to remember things like this myself.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	I realise that if I want to be on the soccer team it's up to me to remember my boots	
	<p>My mom drops my soccer boots off at school.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	I frequently forget my boots because I think it doesn't really matter – I know that my mom will drop them off at the school.	
2. <i>I am 14-years old. I have been sneaking out at night without my mom's permission. I know that my mom loves me and does not want to hurt me or make me upset. I think she knows that I am sneaking out but does not know how to handle it.</i>	<p>My mom sits and has a chat with me to find out why I sneak out without letting her know. She listens to my responses and tries to understand. She lets me know the dangers of sneaking out.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	I realise that I can trust my mom and I begin to value her support and become more aware of the effect my behaviour has on her. I change my behaviour and act more responsibly and show more consideration for my mom.	
	<p>My mom leaves me hoping that my behaviour is temporary and will soon stop.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	I continue my behaviour and stay out longer when I leave. My behaviour is affecting our relationship at home. I am not completing my chores and wake up too late to get to school on time.	

<b>Scenarios about Situations</b>			
<b>Scenario</b>	<b>Parental choice in teaching about responsibility</b>	<b>Possible Consequence of your parents' choice</b>	<b>How will you behave at School?</b>
<p>3. <i>I made a mess working on my art project. My dad told me that he expects me to clean up the mess, or I will not be allowed to go to my friend's house later in the day. I did not tidy up the mess because I had something else to do. I am angry now because my dad will not let me go to my friend's house.</i></p>	<p>My parents did not allow me to go to my friend's house.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>I know the consequence of not obeying and will clean up my mess in the future.</p>	
	<p>My parents felt sorry for me and tidied up the mess. I was allowed to go to my friend's house.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>I will always expect my dad to clean up my mess.</p>	
<p>4. <i>I did not tidy up when my dad asked me to. When he reminded me I told him, "But my TV programme is on now. I will do it later".</i></p>	<p>My dad insisted that I do it now and told me that in the future I must make sure that I finish my chores before the TV programme comes on.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>In future I will manage my time better and ensure that I fulfil my responsibilities before watching TV.</p>	
	<p>My dad allowed me to watch my TV programme and do my chores later.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>In future, I will continue to mismanage my time and delay in undertaking responsibilities</p>	

<b>Scenarios about Situations</b>			
<b>Scenario</b>	<b>Parental choice in teaching about responsibility</b>	<b>Possible Consequence of your parents' choice</b>	<b>How will you behave at School?</b>
<p>5. <i>I am addicted to social media and spend all my free time texting and going onto facebook. I have almost no social life and often fail to complete homework assignments.</i></p>	<p>My mother spoke to me and helped me to develop a schedule and routine so that I can lead a more balanced life. She now spends more time with me.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>I manage my time more effectively and this leads to a more balanced life. I now do all my homework on time.</p>	
	<p>My mother left me to manage my time as I want, hoping that as I become more mature I will be more responsible.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>I continue my behaviour and begin to fall back on my performance at school.</p>	
<p>6. <i>I take a long time to get dressed in the morning and I never dress when my parents tell me to. I know that this is stressful for the whole family and it makes everyone late in the morning.</i></p>	<p>My mother provided me with set routines and times to start and finish dressing. At first I was assisted to start dressing in time so that I can finish in time. Then my mother just timed me for the period, letting me know what time has gone by. I began to manage on my own. I now finish dressing on time.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>I learnt to manage time, and I have become more aware of the time it takes to get things done.</p>	
	<p>My mother dressed me so that I can finish in time. The family is less stressed and is now on time.</p> <p><b>Is this teaching me responsibility?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>I depended on my parents, and never learnt to manage time well. Now I am always late and delayed with everything I do. Being on time is a problem for me.</p>	

***Commitment to be responsible both at School and at Home***

I was properly taught to be responsible

 Yes No

I now feel that I am better able to be responsible both at home and at school

 Yes No

I am committed to developing a sense of responsibility so that I can succeed in learning and in life?

 Yes No



# Activity 6

## TEACHING ORGANIZATION, BEING ORGANIZED

### **Instructions**

Next to displaying a sense of responsibility, being organized is one of the most critical skills that students have to acquire at home in order to perform well at school. Teachers and parents complain when children are not organized. But children can be taught to be organized and they are happier and more comfortable when they are organized. Children learn these essential skills from very young. The longer parents and teachers take to teach these skills to children, the more difficult it becomes to teach them when they grow older. Lack of the ability to organize and show a sense of order will affect the individual and the group in which the individual shares spaces with others. All of us benefit from the organizational skills that we each bring.

This activity prepares children to be organized and to display behaviours which reflect organization, neatness and a sense of order in all that they do. Sometimes we refer to organization as being neat and tidy. Children who learn to keep their surroundings neat and tidy at home, learn to present their work neatly and tidily in school. This activity seeks to show the relationship between what children learnt at home and what they practice at school. Parents are the first teachers in teaching children to be organized at home, in school and in life.

### **Purpose**

The purpose of this activity is to help students to understand the importance of being organized in order to be successful in learning and in life. The activity also helps to provide students with the understanding and skills they need to be organized in their behaviours at home, in school and in life.

### **Objectives**

1. *To alert students to the behaviours which demonstrate that they are organized when they attend school.*

2. *To show students the relationship between being organized at home and displaying organizational skills at school.*
3. *To present ideas to students about how they learn organizational skills at home.*
4. *To provide students with the opportunity to reflect on the manner in which they acquire and display different types of organizational skills.*
5. *To provide students with the opportunity to make a commitment to become organized in order to be successful in learning and in life.*

## Organizational Skills at School

**The teacher believes that Gugu is excelling at her school work because she is so organized at school.**

**Instructions:** Look at the illustration presented below and read why the teacher thinks Gugu is organized. Do you think that these behaviours indicate the Gugu is really organized? Will your teacher make the same comments about you? Please answer 'yes' or 'no' as specified.

**Reasons why the teacher thinks Gugu is organized**

- Gugu is so quick in getting the required materials out of her backpack**  
Will your teacher say this about you? Yes No
- Yesterday Gugu showed me the routine she follows when she gets home after school**  
Will your teacher say this about you? Yes No
- Gugu quickly assigns responsibilities to her friends so that they can quickly complete a large task**  
Will your teacher say this about you? Yes No
- Gugu makes a checklist of what she has to do each day and she checks it off at the end of the day**  
Will your teacher say this about you? Yes No
- Gugu keeps a school calendar where she records her own daily activities**  
Will your teacher say this about you? Yes No
- Gugu has a brightly coloured folder in her backpack for all school items which have to be signed by her parents and returned to school**  
Will your teacher say this about you? Yes No
- Gugu organizes her ideas into maps, sketches and drawings so that she can easily remember**  
Will your teacher say this about you? Yes No
- When we have to go on a school trip she asks so many questions that nothing for the trip is left out**  
Will your teacher say this about you? Yes No

**Is Gugu really organized?**

Yes

No

## Organization at School and at Home

**Instructions:** The table below presents a set of behaviours which indicate being organized at school with school work, and the related behaviours for being organized at home. As a student, please assess whether you are organized at school and at home. Answer 'yes' or 'no' for each of the behaviours noted.

<b>Organization at School and at Home</b>				
<b>Do you do this at school?</b>	<b>Organization at School</b>	<b>#</b>	<b>Organization at Home</b>	<b>Do you do this at home?</b>
<input type="checkbox"/> Y <input type="checkbox"/> N	Organizing projects to meet all requirements and complete in time.	1	<ul style="list-style-type: none"> <li>• Make large chores at home manageable.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Managing multiple activities at school without omitting important responsibilities e.g. classes, music, sport, debate, etc.	2	<ul style="list-style-type: none"> <li>• Preparing how you would do a list of chores at home so that all chores can be completed in time.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Being able to understand, respect and manage the timetable in school and participate in multiple activities.	3	<ul style="list-style-type: none"> <li>• Use of calendar at home to schedule daily and monthly personal and family events.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Adapting well to school routines and being in the right place at the right time to meet responsibilities.	4	<ul style="list-style-type: none"> <li>• Having a set of daily routines at home and being consistent in following these routines.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Being able to organize ideas and take proper notes in school.	5	<ul style="list-style-type: none"> <li>• Using illustrations, pictures, drawings and sketches to communicate ideas and instructions at home.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Using colour coding to organize ideas, materials, and files.	6	<ul style="list-style-type: none"> <li>• Use of colour coding at home to differentiate between the possessions, schedules or responsibilities of siblings</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Being able to organize school desk and other work spaces at school.	7	<ul style="list-style-type: none"> <li>• Organizing room and keeping possessions tidy and in order</li> <li>• Organized space for doing school work at home with all school supplies available</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Clean and organized backpack where all needed items can be easily found.	8	<ul style="list-style-type: none"> <li>• Organized toiletries where all items are easily available</li> <li>• Organized packing of suitcase for trips</li> <li>• Backpack audits conducted by parents</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N

<b>Organization at School and at Home</b>				
<b>Do you do this at school?</b>	<b>Organization at School</b>	<b>#</b>	<b>Organization at Home</b>	<b>Do you do this at home?</b>
<input type="checkbox"/> Y <input type="checkbox"/> N	Thinking ahead and planning for school work and school responsibilities so that all tasks and assignments are well done and submitted on time.	9	<ul style="list-style-type: none"> <li>• Child regularly reviews plans for the next day or for the week so that assistance can be provided by parents in completing some of these plans.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Shows leadership in planning timelines and assigning responsibilities to friends at school so that large and complex tasks can be accomplished.	10	<ul style="list-style-type: none"> <li>• Assisting at home to plan events and family occasions where responsibilities have to be shared.</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N

### ***Learning Organizational Skills at Home***

***Instructions:*** The statements and illustrations below present ideas about how children learn organizational skills at home. These are statements made by children as they share how they may have learnt these skills at home. For each statement and illustration, please indicate whether you think the ideas presented are appropriate ideas for learning about being organized. Answer 'yes' or 'no' as to whether the statement by your parents will teach you to be organized or not.

## Learning Organization Skills at Home

***“I don’t want my child to be discouraged by large projects. I help him/her to break up household chores and school projects into small steps – beginning, middle and end. It seems easier and is less frustrating for him/her”***

### Clean Your Room



**Will this teach you to be organized?**

Yes     No

**Do you break up large chores into small steps?**

Yes     No

**Is it easier for you if large chores are broken into small steps?**

Yes     No

***“Before, my child waited until the morning for school to look for his gym clothes. It usually made us late. I have taught him to prepare all the things he needs for school the night before, so that he is ready and won’t have to rush. Now we are all on time and happy in the morning.***



**Will this teach you to be organized?**

Yes     No

**Do you prepare all items for school the night before?**

Yes     No

**Do you think that preparing before will always help?**

Yes     No

## Learning Organization Skills at Home

***“My child has a ‘to do list’ for every week. It is prepared on Sundays. She checks off what she does as she goes through the week. She adds to the list if something comes up. I try to teach her not to put more on her “to do” list than she can do”***



***Will this teach you to be organized?***

Yes	No
-----	----

***Do you prepare a “to do” list for your week at school?***

Yes	No
-----	----

***Do you sometimes have too much to do and you forget some things?***

Yes	No
-----	----

***Will a “to do” list help you to remember?***

Yes	No
-----	----

***“My child always takes a few minutes to find items in her school bag. Sometimes she cannot find it and I have to assist”***



***Will this teach you to be organized?***

Yes	No
-----	----

***Should someone assist you to find items in your school bag?***

Yes	No
-----	----

***Should you pack your school bag so that you know where everything is placed?***

Yes	No
-----	----

***Is it your parents’ responsibility to pack your school bag?***

Yes	No
-----	----

## Organization Skills at Home

***“My child has a little board at the house where he writes out what he has to do. We also write on his ‘little board’ when we want him to include something on his list. He is so proud that we pay attention to his list of things to do”***



***Will this teach you to be organized?***

Yes	No
-----	----

***Do you have some place where you write out what you have to do?***

Yes	No
-----	----

***Do your parents pay attention to your efforts to organize your activities?***

Yes	No
-----	----

***“When I assign a large task to my children I ask them to do it together. They spend all morning arguing about who should do what. I have to help them to share tasks among themselves”***



***Does this teach you to be organized?***

Yes	No
-----	----

***Do you argue and get upset when you have to share work with others?***

Yes	No
-----	----

***Would it help if your parents intervene and assist the children to organize themselves?***

Yes	No
-----	----

## Organization Skills at Home

**“Each child in my house has their own calendar to write down their activities”**

*Akhana*

		SUN	MON	TUES	WEDS	THURS	FRIDAY	SAT
WEEK 1	NAME	ENJOY WEEKEND	LAUNDRY	SWEEPING - kitchen + living room	BATHROOM - toilet + sink	VACUUM		ENJOY WEEKEND
	NAME	ENJOY WEEKEND	DUSTING		BATHROOM - tub + floor + mirror		SWEEPING - kitchen + bedrooms	ENJOY WEEKEND
WEEK 2	NAME	ENJOY WEEKEND	DUSTING				SWEEPING - kitchen + bedrooms	ENJOY WEEKEND
	NAME	ENJOY WEEKEND	LAUNDRY LAUNDRY + SHEETS	SWEEPING - kitchen + living room	BATHROOM - toilet	VACUUM		ENJOY WEEKEND
WEEK 3	NAME	ENJOY WEEKEND	LAUNDRY	SWEEPING - kitchen + living room	BATHROOM - tub + mirror + floor	VACUUM		ENJOY WEEKEND
	NAME	ENJOY WEEKEND	DUSTING	MOP	BATHROOM - toilet + sink		SWEEPING - kitchen + bedrooms	ENJOY WEEKEND
WEEK 4	NAME	ENJOY WEEKEND	LAUNDRY LAUNDRY + SHEETS		BATHROOM - toilet		SWEEPING - kitchen + bedrooms	ENJOY WEEKEND
	NAME	ENJOY WEEKEND	DUSTING	SWEEPING - kitchen + living room	BATHROOM - tub + floor + mirror	VACUUM		ENJOY WEEKEND

**Will this teach you to be organized?**

Yes     No

**Do you have your own calendar at home to write down your activities?**

Yes     No

**Do you always remember everything you have to do?**

Yes     No

**Would you like help to remember all that you have to do?**

Yes     No

**“My son is not very good at routines. He always misses out a step or forgets a task or runs out of time. I try to help him by making the list of things to do very short and increase it by one item each week. So far he is remembering his evening and morning routines”**



**Does this teach you to be organized?**

Yes     No

**Do you have written routines which you follow?**

Yes     No

**Would you develop routines to follow in order to do things on time?**

Yes     No

## Organization Skills at Home

***“You should see how my son makes notes on things he wants to remember. He separates the big ideas from the smaller ideas. He draws sketches and figures and little mind maps. Sometimes he does not even have to draw. He remembers everything in the right order. He can always tell you what the main topic in a conversation was or the reason for the argument when people disagree”***



**Will this teach you to be organized?**

Yes	No
-----	----

**Do you have a method you use to organize thoughts in your mind so that you can remember?**

Yes	No
-----	----

**Would you like to know how to organize thoughts in your mind so that you can easily remember?**

Yes	No
-----	----

***“My boy forgot he had rugby practice after school today. His coach was so angry with him”***



**Was this student organized?**

Yes	No
-----	----

**What could he do to remember his rugby practice?**

Yes	No
-----	----

## Organization Skills at Home

***“Using different colours for different things at home is a great help for me. Things are easy to find and each child can quickly identify what they have to do since responsibilities on the calendar are colour coded for each person”***



**Will this teach you to be organized?**

Yes	No
-----	----

**Have you used colour coding to organize yourself?**

Yes	No
-----	----

**Would you try to use colour coding in the future to organize yourselves?**

Yes	No
-----	----

***“My son’s room is a mess – clothes everywhere, toys unpacked, bed unmade, school books scattered on the table. He tells me that his room frustrates him. I will clean it up and organize things for him this weekend”***



**Will this teach her son to be organized?**

Yes	No
-----	----

**Will your room frustrate you if it is untidy?**

Yes	No
-----	----

**Should his mom clean up his room?**

Yes	No
-----	----

## **Showing my own Organizational Skills**

**Instructions:** The table below presents different behaviours which reflect organization at school and at home. Using the ideas that were presented on the previous pages, please indicate how this will teach and assist you to develop critical organizational skills and behaviours. Please write and share examples of how you have shown organizational skills at school and at home.

<b>Showing my own Organizational Skills</b>			
<b>#</b>	<b>Organization at School</b>	<b>Organization at Home</b>	<b>Give your own example of how you have shown responsibility at school and at home</b>
1	Organizing projects to meet all requirements and complete in time.	<ul style="list-style-type: none"> <li>• Make large chores at home manageable.</li> </ul>	<i>Home:</i>
			<i>School:</i>
2	Managing multiple activities at school without omitting important responsibilities.	<ul style="list-style-type: none"> <li>• Preparing to do many chores at home so that all chores can be completed in time.</li> </ul>	<i>Home:</i>
			<i>School:</i>
3	Being able to manage the timetable in school and participate in multiple activities.	<ul style="list-style-type: none"> <li>• Use of calendar at home to schedule daily and monthly personal and family events.</li> </ul>	<i>Home:</i>
			<i>School:</i>
4	Adapting well to school routines and being in the right place at the right time to meet responsibilities.	<ul style="list-style-type: none"> <li>• Having set daily routines at home and being consistent in following routines.</li> </ul>	<i>Home:</i>
			<i>School:</i>
5	Being able to organize ideas and take proper notes in school.	<ul style="list-style-type: none"> <li>• Using illustrations, pictures, drawings and sketches to communicate ideas and instructions at home.</li> </ul>	<i>Home:</i>
			<i>School:</i>

**Showing my own Organizational Skills**

#	Organization at School	Organization at Home	<b>Give your own example of how you have shown responsibility at school and at home</b>
6	Using colour coding to organize ideas, materials, and files.	<ul style="list-style-type: none"> <li>• Use of colour coding at home to differentiate between the possessions, schedule or responsibilities of siblings</li> </ul>	<p>Home:</p> <p>School:</p>
7	Being able to organize school desk and other work spaces at school.	<ul style="list-style-type: none"> <li>• Organizing room and keeping possessions tidy and in order</li> <li>• Organized space for doing school work at home with all school supplies available</li> </ul>	<p>Home:</p> <p>School:</p>
8	Clean and organized backpack where all needed items can be easily found.	<ul style="list-style-type: none"> <li>• Organized toiletries where all items are easily available</li> <li>• Organized packing of suitcase for trips</li> <li>• Backpack audits by parents</li> </ul>	<p>Home:</p> <p>School:</p>
9	Thinking ahead and planning for school work and school responsibilities so that all tasks and assignments are well done and submitted on time.	<ul style="list-style-type: none"> <li>• Child regularly reviews plans for the next day or for the week so that assistance can be provided by parents.</li> </ul>	<p>Home:</p> <p>School:</p>
10	Exercises leadership in planning timelines and assigning responsibilities to friends at school so that large and complex tasks can be accomplished.	<ul style="list-style-type: none"> <li>• Assisting at home to plan events and family occasions where responsibilities have to be shared.</li> </ul>	<p>Home:</p> <p>School:</p>

## ***Commitment to be organized at Home***

Were you taught at home to be organized?

 Yes No

Do you now feel that you could be better organized?

 Yes No

I commit myself to be more organized so that I can be better prepared for school, for learning and for life

 Yes No

# Activity 7

## TEACHING ABOUT CHOICES, MAKING GOOD CHOICES

### **Introduction**

Simply stated, choice making occurs when children select an item or activity from among two or more options. Making choices is an important part of life. People make choices every moment of the day. Children make choices from a very early age. It is important to teach children to make the correct choices because the choices they make will chart their course in life. The welfare, comfort, safety and success of children may depend on their choices. Teaching children to choose carefully is also teaching children to take care of themselves, protect their interest and do the right thing for themselves and others. Children develop a wide range of skills and many positive character traits when they acquire the ability to choose with due consideration and confidence. Teaching children to choose is not a one-event engagement. Children must be nurtured and groomed to make choices over time, and lessons about choice-making must start at an early age.

Parents must teach children to make choices by encouraging them to choose, by teaching them they have to choose and by letting them understand and accept the consequences of their choice. Many benefits accrue to children when we encourage them to choose for themselves.

### **Purpose**

The purpose of this activity is to prepare parents to teach their children to make choices.

### **Objectives**

- 1. To enable parents to understand and accept that choice-making is an everyday activity for themselves and their children.*
- 2. To enable parents to understand the nature of choices in school, and the manner in which choices at school could contribute to a child's safety, welfare and success.*

3. *To demonstrate to parents that learning about choices at home builds skills for making choices at school.*
4. *To provide parents with the knowledge, awareness and skills for teaching their children about making choices.*
5. *To secure commitment from parents that they will take every opportunity available at home to teach their children about making choices.*

### ***Instructions***

Instructions follow on the individual pages.

## We make Choices every Day

*Instructions: Making a choice is making a decision to select one thing over the other. In the column on the left there is a list of common choices which parents may make daily. Are these choices which you make? What other choices do you make daily? Please list some of them in the column on the right.*

<b>As parents we make choices every day. Some of the choices we make are:</b>	<b>Are these choices which you make?</b>		<b>As a parent, list some of the choices you make every day</b>
Getting out of bed	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Making breakfast	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Having lunch	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Going to work	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Being with friends or getting home early	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Choosing a TV programme	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Choosing a radio station	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Supporting a colleague	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Deciding which grocery queue to stand in	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Helping your child with school work	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Deciding what meals to cook	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____
Deciding what beverage to drink	<input type="checkbox"/> Y	<input type="checkbox"/> N	_____

## Our Children make Choices every Day

*Instructions: Children make choices daily. They may not even be aware of the simple choices they make and the manner in which they make these choices. Below we have listed some of the choices your children may make. In the right hand column please list some of the choices your children make daily.*

<b>Our children make choices every day. Some of the choices they make are:</b>	<i>Are these choices your children make?</i>	<b>List some of the choices your children make every day</b>
Going to school or staying at home	<input type="checkbox"/> Y <input type="checkbox"/> N	
Being on time for school	<input type="checkbox"/> Y <input type="checkbox"/> N	
Attending classes	<input type="checkbox"/> Y <input type="checkbox"/> N	
Doing classwork as instructed by the teacher	<input type="checkbox"/> Y <input type="checkbox"/> N	
Doing homework as required	<input type="checkbox"/> Y <input type="checkbox"/> N	
Playing with friends	<input type="checkbox"/> Y <input type="checkbox"/> N	
Participating in sports	<input type="checkbox"/> Y <input type="checkbox"/> N	
Sharing with friends or siblings	<input type="checkbox"/> Y <input type="checkbox"/> N	
Being obedient and following instructions	<input type="checkbox"/> Y <input type="checkbox"/> N	
Cleaning up the mess you make	<input type="checkbox"/> Y <input type="checkbox"/> N	
Deciding which clothes to wear	<input type="checkbox"/> Y <input type="checkbox"/> N	
Deciding what food to eat	<input type="checkbox"/> Y <input type="checkbox"/> N	

## Mary makes good choices at School

**Instructions:** Mary's teacher believes that she will be successful because of the good choices she makes in and about school. Here are some of the choices Mary makes in school. Are they good choices? Discuss other choices that Mary can make in school.



## ***Choices at School, Choices at Home***

<b><i>Do you do this at school?</i></b>	<b><i>Making choices at school</i></b>	<b><i>#</i></b>	<b><i>Making choices at home</i></b>	<b><i>Do you do this at home?</i></b>
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing friends	1	Joining groups or clubs in the community which engage in positive activities and which contribute to development of skills and good values	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing sport or extra-curricular activities	2	Choosing a board game to play with siblings	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing projects to do as class projects	3	Choosing gifts for parents	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing what books to read for extra credit in class	4	Deciding what novel to buy when shopping with parents	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing what subjects to take when choice is available	5	Choosing colours to paint the room	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing to do homework and assignments	6	Choosing to do assigned chores	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing to be punctual for school	7	Setting the alarm to get up in time	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing to abide by the rules of the school	8	Obedying parents and abiding by the rules of the house	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing not to join friends who bully others	9	Making peace instead of joining in an argument	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Choosing not to cheat to pass the exam	10	Will dish a small amount of food so that all can eat and be satisfied	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Avoiding use of drugs and dangerous or harmful substances	11	Chooses healthy meal options	<input type="checkbox"/> Y <input type="checkbox"/> N
<input type="checkbox"/> Y <input type="checkbox"/> N	Makes time to study before exams	12	Sets aside time to prepare speech for the family function	<input type="checkbox"/> Y <input type="checkbox"/> N

## ***When I have chosen for myself***

**Instructions:** We have illustrated the relationship between choices at school and choices at home. For each of the 10 choices we have noted, please discuss and write how you will teach your child to make a good choice.

<b><i>When I have chosen for Myself</i></b>			
<b>#</b>	<b><i>Choices at school</i></b>	<b><i>Choices at home</i></b>	<b><i>Give examples of good choices you have made at school and at home</i></b>
1	Defending and protecting instead of bullying others	Making peace instead of arguing or fighting with brothers and sisters	<i>School</i>
			<i>Home</i>
2	Avoiding naughty friends and not getting involved in drugs	Choice of eating healthy and nutritious meals	<i>School</i>
			<i>Home</i>
3	Choosing the right subjects to take for my future career instead of taking subjects that are easy	Choosing the right books to read	<i>School</i>
			<i>Home</i>
4	Choosing friends with whom I am safe, happy and comfortable	Joining youth groups or youth structures in the community	<i>School</i>
			<i>Home</i>
5	Not cheating in class or in exams	Not stealing my brother's belongings at home	<i>School</i>
			<i>Home</i>
6	Taking time to study instead of playing games on my phone	Reading about a place before making the trip on vacation with my parents	<i>School</i>
			<i>Home</i>
7	Doing homework and assignments on time instead of delaying until it's too late	Doing my chores at home properly	<i>School</i>
			<i>Home</i>

<i>When I have chosen for Myself</i>			
<b>#</b>	<b>Choices at school</b>	<b>Choices at home</b>	<b>Give examples of good choices you have made at school and at home</b>
8	Choosing sport or extra-curricular activities instead of being physically unfit	Choosing games to play with siblings or joining sports teams in the neighbourhood	School
			Home
9	Avoiding dangerous situations instead of taking risks which can be harmful	Protecting siblings from harm	School
			Home
10	Volunteering to assist teacher instead of looking at the teacher who needs my help	Volunteering to assist parents	School
			Home

## ***Learning to make good choices***

***I know how to choose***

***How did I learn how to make good choices?***




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## ***Understanding how Children make Choices and Teaching them to Choose***

The pages which follow provide information and exercises about children making choices, and about what they have learnt from parents and teachers about making choices.

Please review the information and respond 'yes' or 'no' to indicate your agreement with the child about how he/she learnt about choosing. Would you learn this way?

We have reflected on the benefits children get from being able to choose. Do you get these benefits from making your own choices? Answer 'yes' or 'no'.

 Yes No

The information provided gives you many ideas about how you can learn to choose. Discuss these ideas with your friends. Add your own ideas about your experience making choices.

In the end, you will tell us how you have learnt to choose.

## Conversations about Choices

I started making little choices before my parents allowed me to make big choices.

*Is this a good way to learn to choose?*

Yes

No

My mod does not allow me to choose. She does not have the patience. She ends up choosing for me.

*Is this a good way to learn to choose?*

Yes

No



I see how my mom makes a choice at the store when she shops. I speak to her. I learn from her.

*Is this a good way to learn to choose?*

Yes

No

My mom gives me a choice and promises, but nothing happens. I keep waiting and hoping. Why did I choose?

*Is this a good way to learn to choose?*

Yes

No

## Conversations about Choices

I get to choose between cookies and ice cream for dinner. Great! I can choose what I like every day!

*Is this a good way to learn to choose?*

Yes

No



My mom does not allow me to choose. She does not have the patience. She ends up choosing for me.

*Is this a good way to learn to choose?*

Yes

No



I play games instead of doing my homework. I will have to skip the movies and get my homework done. My mom is strict about this. If I make a bad choice I have to face the punishment! I will have to skip the movies and get my homework done!

*Is this a good way to learn to choose?*

Yes

No

My dad helps me to prioritise my choices for the day. It makes it easy. I choose what I want to do first and what I want to do last.

*Is this a good way to learn to choose?*

Yes

No

## Conversations about Choices

Sometimes when I make my choice, I ask my mom to give me another choice of something else. She says "No", I have chosen already.

*Is this a good way to learn to choose?*

Yes

No



My mom limits my choices so that I am not confused

*Is this a good way to learn to choose?*

Yes

No

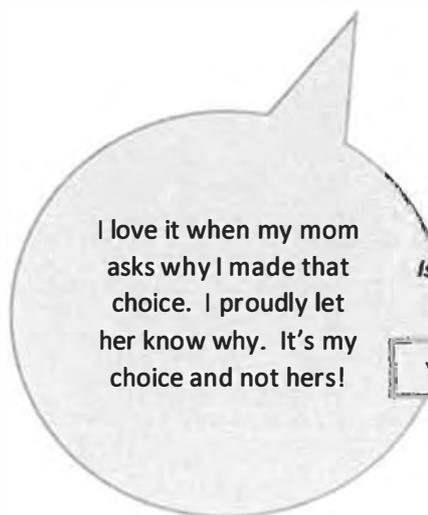


I love it when my mom asks why I made that choice. I proudly let her know why. It's my choice and not hers!

*Is this a good way to learn to choose?*

Yes

No

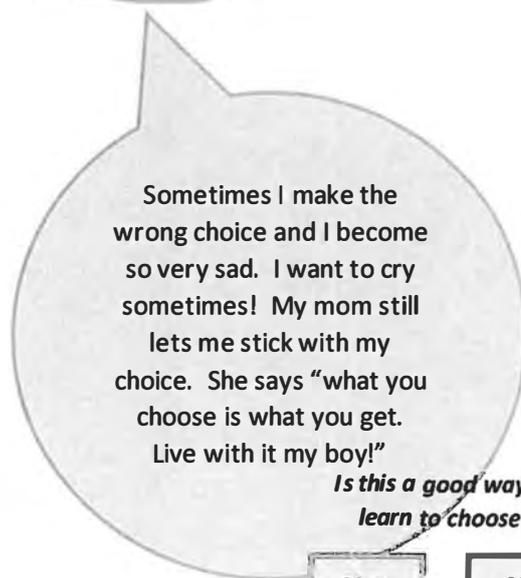


Sometimes I make the wrong choice and I become so very sad. I want to cry sometimes! My mom still lets me stick with my choice. She says "what you choose is what you get. Live with it my boy!"

*Is this a good way to learn to choose?*

Yes

No



## Conversations about Choices

I choose whether I want to do it alone, or have others help. Having others help is always better. We get the job done faster.

*Is this a good way to learn to choose?*

Yes

No

I know that if I make the wrong choice of snacks my dad will not be angry. We will chat about it, and I will learn from him.

*Is this a good way to learn to choose?*

Yes

No



*Is this a good way to learn to choose?*

Yes

No

I am confused with too many choices about too many things. I am not an adult as yet. I only want to choose sometimes. That is when I enjoy it. Some things are too big for me to choose.

I take choosing seriously. I get so angry when my mom does not give me enough time to think. If I do not think I make the wrong choice.

*Is this a good way to learn to choose?*

Yes

No

**Did you know that learning to choose helps to make you a person who people admire?**

<b>Learning to Choose</b>			
<b>#</b>	<b>How I learn and grow through the choices I make</b>	<b>The benefits of being able to choose for myself</b>	<b>Do you get these benefits making your own choices?</b>
1	When you choose you understand what you like and dislike, and what you need most.	<i>I understand my own needs</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
2	You will feel better when you choose for yourself instead of having people choose for you.	<i>I gain a sense of control over my life</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
3	I know that I can't have everything I want, so I must choose carefully.	<i>I am taught self-discipline</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
4	Sometimes I want it all, but I must choose one. The one I choose is best for me.	<i>I am taught to prioritise</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
5	I choose how I want to organize my things. I am allowed to put things in order the way I want to. No-one tells me where to put what.	<i>I am taught to organize</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
6	When I choose I must remain with what I have chosen and not complain.	<i>I must stick with the consequences of my choice</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
7	Talking about my choice gives me a chance to talk with my parents. It gives my parents an opportunity to understand me.	<i>It strengthens and improves my communication</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
8	A choice of reward could be positive. If children can choose their reward they are more motivated. We can get children to engage positively when they are motivated. I am excited when I can choose my own reward for doing things.	<i>It makes me work harder</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
9	When I have to choose for myself, I think about it carefully. I really pay attention.	<i>I am more interested and become more engaged in the decision.</i>	<input type="checkbox"/> Y <input type="checkbox"/> N

**Learning to Choose**

#	<b><i>How I learn and grow through the choices I make</i></b>	<b><i>The benefits of being able to choose for myself</i></b>	<b><i>Do you get these benefits making your own choices?</i></b>
10	When I have to choose for myself, I am proud and I do not fight or oppose.	<i>I am more cooperative</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
11	When I choose, I choose for me and no one else. My choices tell people who I am and what I like.	<i>My choices reinforce my personal identity</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
12	I can talk all day about my choices when my parents ask. I carry on a full conversation about why I did what I did.	<i>It improves and reinforces my social skills</i>	<input type="checkbox"/> Y <input type="checkbox"/> N
13	I may not choose what others will. I know myself; and I am different to some people. I choose for me. I choose what I like.	<i>My choices tell what I am, who I am, and I may be different from others</i>	<input type="checkbox"/> Y <input type="checkbox"/> N

## ***The ways I learnt to choose***

***Instructions:*** We have illustrated the relationship between choices at school and choices at home. For each of the 10 choices we have noted, please discuss and write how you will make a good choice.

<b>#</b>	<b><i>Choices I can make at school</i></b>	<b><i>Choices I can make at home</i></b>	<b><i>The ways I learnt to choose</i></b>
1	No bullying others	Making peace instead of arguing or fighting	
2	Not getting involved in drugs	Choice of healthy eating portions	
3	Choosing the right subjects to take	Choosing the right books to read	
4	Choosing friends	Joining groups or youth structures in the community	
5	Not cheating in class	Not stealing at home	
6	Taking time to study	Reading about the place before making the trip on vacation	
7	Doing homework and assignments	Doing chores at home	
8	Choosing sport or extra-curricular activities	Choosing games to play with siblings or joining sports teams in the neighbourhood	
9	Avoiding dangerous situations	Protecting siblings from harm	
10	Volunteering to assist teacher	Volunteering to assist parents	

***Commitment to make the best choices I can***

Do you always make the right choices?

 Yes No

Do you now feel more able to make the right choices?

 Yes No

Are you now committed to use every opportunity at home and at school to make the right choices to ensure your success in learning and in life?

 Yes No



# Activity 8

## TEACHING ABOUT TIME, MANAGING TIME

### **Introduction**

Time is important in schooling and in life. There are so many expectations that are defined according to time: we must be there on time; we must do things on time and finish on time; we must allow enough time to get there; we must allocate enough time for doing things; we must abide by the timetable or schedule; we must respect other people's time. Everywhere we look, and in everything we do, we are expected to know about time and to respect and honour time. The years, weeks and days are divided into timeframes. The activities of children at school are arranged according to set times. As a result, children must know that they must respect time, and they must manage time in order to succeed in learning and in life.

Children learn to honour and to manage time at home. These lessons at home help them to manage their time in school. When respect for time and the proper management of time become routine in the lives of children, honouring time becomes a habit in learning and in life. Children succeed in school and progress in life because they are aware of the value and the importance of time, and they make it a habit to use time wisely. If children learn to use time wisely they will have one of the critical requirements for success in school, and in life.

### **Purpose**

The purpose of this activity is to enable students to develop the knowledge, awareness and skills for understanding the importance of time, and the ability to properly use and manage time. We also want children to understand that they learn to respect and manage time from their parents and family at home.

### **Objectives**

1. *To expose students to the behaviours at school which indicate that a student understands and respects the importance of time.*

2. *To introduce students to the 10 disciplines of time, and to show the association between respecting time at school and managing time at home.*
3. *To present to students a wide range of ideas and suggestions for learning to respect and manage time.*
4. *To provide students with the opportunity to reflect on the manner in which they have acquired the ability to honour, respect, use and manage time.*

### ***Instructions***

There are 5 separate exercises in this activity. Each exercise relates to one of the objectives outlined above.

The exercises are:

1. *Nosipho is always on time*
2. *Time at school, and time at home*
3. *I learnt about time at home*
4. *Learning about time at home and at school*
5. *Commitments about managing time in order to succeed in learning and in life*

*Directions and instructions are provided for each exercise.*

## Nosipho is always on Time

**Instructions:** Nosipho shows a respect for time at school. Her teachers believe that she achieves well in school because she is always on time, and she always uses time well. We have presented below some of the comments her teacher makes about her. These comments show the many ways in which Nosipho shows respect for time. Please indicate whether your teacher will say these things about you. Answer 'yes' or 'no'.

Will your teacher say this about you?

Yes No

**She is always punctual. She is never late for anything.**

Will your teacher say this about you?

Yes No

**She never disturbs or rudely interrupts. She always finds a convenient time.**

Will your teacher say this about you?

Yes No

**She plans how she will use her time daily. She never wastes a moment. She has a daily schedule.**

**The teacher thinks that Nosipho will be successful in school and in life because of her awareness of the importance of time**

**She respects other people's time and never lets them wait**

Will your teacher say this about you?

Yes No

**She is good at estimating how long things will take**

**She always stays on task and is never distracted**

Will your teacher say this about you?

Yes No

**She always completes her work on time**

**She can always tell how she used her time**

Will your teacher say this about you?

Yes No

**She patiently waits on her turn and is willing to share her time with others**

Will your teacher say this about you?

Yes No

**Do you think that Nosipho shows respect for the importance of time?**

Yes No

## **Time at School and Time at Home**

**Instructions:** the table below shows many ways of respecting time, both at home and at school. These are the different ways people use or manage time, or the manner in which they show awareness of the importance of time. Do you use or manage your time well? Please answer 'yes' or 'no' below.

<b>Time at School and Time at Home</b>			
<b>Do you do this?</b>	<b>Using and managing time at school</b>	<b>Using and managing time at home</b>	<b>Do you do this at home?</b>
<b>1. Always being punctual</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Getting to school on time</li> <li>• Getting to class on time</li> </ul>	<ul style="list-style-type: none"> <li>• On time for dinner</li> <li>• On time for church</li> <li>• Getting home from school when expected</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>2. Planning use of time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<p><i>What does my life look like:</i></p> <ul style="list-style-type: none"> <li>• Different classes at different times in the day</li> <li>• Time for lunch, breaks to relax, free time</li> <li>• Time for sports</li> <li>• School calendar, term calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing what must be done each day and the time it will be done</li> <li>• Awareness of what other people in the home will do, at what time</li> <li>• Having personal calendar or schedule</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>3. Estimating how long a task will take</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Must complete exercise in time before period ends</li> <li>• Must complete test in the time given</li> <li>• Must get to the sports field between end of class and beginning of training</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing chores in the available time</li> <li>• Leaving home with enough time to get to school</li> <li>• Promising to complete task in a specific time and doing so</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>4. Respect for time.... knowing the value of time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Limited time allocated to learn each subject</li> <li>• Never enough time to do all we want e.g. plan</li> </ul>	<ul style="list-style-type: none"> <li>• Not wasting time while doing chores</li> <li>• Using a calendar to schedule activities</li> <li>• Observing rules related to time – e.g. studying, going to bed</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N

<b>Time at School and Time at Home</b>			
<b>Do you do this?</b>	<b>Using and managing time at school</b>	<b>Using and managing time at home</b>	<b>Do you do this at home?</b>
<b>5. Taking turns and sharing time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Taking turns reading</li> <li>• Taking turns using classroom equipment</li> <li>• Taking turns to speak to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns with siblings without complaining</li> <li>• Waiting on one's turn to speak</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>6. Tracking use of time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Use checklist for activities completed</li> <li>• Observing and following timetable and schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how much time it takes to do chores or homework and checking the time during the activity</li> <li>• Spending day or week according to plan and checking that everything that should have been done is done</li> <li>• Explaining to parents what you did today in school</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>7. Staying on task</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Attending to classwork without distraction to complete exercise within time</li> <li>• When time for task (e.g. test) is complete, no more time is available</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing tasks on time without distractions e.g. chores, homework</li> <li>• Going to school or to the store without doing something else along the way</li> <li>• Following a diet</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>8. Prioritising use of time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Things must be done in a particular order – first, next, last</li> <li>• Important things done first – schoolwork before recreation, sports</li> </ul>	<ul style="list-style-type: none"> <li>• Doing important chores first – knowing what to do first</li> <li>• Putting school and homework first among tasks to be done</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>9. Respecting other people's time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<p><i>Don't keep people waiting:</i></p> <ul style="list-style-type: none"> <li>• Be on time for appointment with teacher</li> <li>• Be on time at the sports field</li> <li>• Be on time for choir practice</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to dinner on time, and not keeping others waiting</li> <li>• Not disturbing parents or siblings when they are doing something important</li> <li>• Being at home to open the door when parents or siblings get home</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N

<i>Time at School and Time at Home</i>			
<i>Do you do this?</i>	<i>Using and managing time at school</i>	<i>Using and managing time at home</i>	<i>Do you do this at home?</i>
<b>10. Knowing and finding an appropriate and convenient time</b>			
<input type="checkbox"/> Y <input type="checkbox"/> N	<ul style="list-style-type: none"> <li>• Not playing with friends during class time</li> <li>• Not taking family vacation during holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Not interrupting parents or others at critical moments</li> <li>• Saying the right thing at the right time</li> <li>• Making plans which do not disturb the plans of others</li> </ul>	<input type="checkbox"/> Y <input type="checkbox"/> N

## ***How I learnt about Time at Home***

**Illustrations of tips  
and ideas**

*The illustrations on the following pages provide several tips for teaching children about time.*

**Read and discuss**

*Please read and discuss each of the illustrations.*

**Answer: How do you  
feel?**

*Does this teach you about respecting and managing time? Please answer 'yes' or 'no' for each illustration you review and discuss.*

**Applying ideas**

*We will ask you to use some of these ideas together with the ideas you have added from your discussions in order to illustrate how you have learnt about using and managing your time*

### ***Instructions:***

On the illustrations which follow, ideas are shared by children about the manner in which their parents have taught them how to properly use and manage their time. Ideas are also provided on the way in which children have learnt from their family how to respect time.

## How I learnt about Time at Home

Does this make you respect the importance of time?

Yes

No

My mother plays a game with us. "Let's see who can finish first".

Does this teach you how to manage time?

Yes

No

Does this make you respect the importance of time?

Yes

No

My mother uses stickers on the calendar to mark special days. We always know the time and date for special occasions.

Does this teach you how to manage time?

Yes

No



Does this make you respect the importance of time?

Yes

No

My mother has given me the start time and end time for completing homework. I have to check the time to make sure that I use my time well and finish on time. When the time is up, she comes to check on me. I am usually finished.

Does this teach you how to manage time?

Yes

No

## How I learnt about Time at Home

Does this teach you how to manage time?

Yes

No

When my mother gives me 15 minutes to do a task, she sets the clock so that I can keep track. It makes me a bit nervous, but I usually finish on time. Even quicker. Now I can do everything so quickly

Does this make you respect the importance of time?

Yes

No

Does this teach you how to manage time?

Yes

No

When I was young, my mother gave me a set time to put away my toys. At an early age I learnt about time. Now I tell my daddy when he is taking too long! I am teaching him about time!

Does this make you respect the importance of time?

Yes

No



Does this teach you how to manage time?

Yes

No

My mother does not allow me to rudely interrupt. I have to respect other people's time. I must ask for an excuse if what I have to say is important and I cannot wait. I will not interrupt my brother and sister either without asking for an excuse.

Does this make you respect the importance of time?

Yes

No

Does this teach you how to manage time?

Yes

No

My mother does not allow me to be late for anything. If she sets a time for anything, I must be on time. If I am not, I am in trouble... and I still have to apologise for being late. So I am never late!

Does this make you respect the importance of time?

Yes

No

## How I learnt about Time at Home

Does this teach you how to manage time?

Yes

No

In our home, we have a very bright and colourful family calendar. We put everyone's activity on that calendar. Every day we know what everyone is doing. Each person has their own colour to use on this calendar. We know very easily who is doing what. It keeps us organized, and we all work together like a machine. My mother keeps us on the clock!

Does this make you respect the importance of time?

Yes

No

Does this teach you how to manage time?

Yes

No

My mother makes sure that everyone in the house has their own calendar. We each write our tasks for the week, and we mark off tasks as they are completed.

Does this make you respect the importance of time?

Yes

No



Does this make you respect the importance of time?

Yes

No

My mother makes us stay on task. When our time is up, we must stop and move to something else. If we do not finish in time she will not even listen to excuses. "Move on, move on" she says. Now, when we have to do anything, we always ask: "How much time?"

Does this teach you how to manage time?

Yes

No

Does this make you respect the importance of time?

Yes

No

My mother does not let us stray from our schedule. We must stick to our schedule unless there is a very important reason. My mother says that we cannot stray from the set schedule at school. It's true!

Does this teach you how to manage time?

Yes

No

## How I learnt about Time at Home

My mother wants us to schedule everything. She tells us that we must not schedule too many things to do in a short time, or else we will not do them well. If we schedule too many things, it makes everybody so busy, and so tense. We do not have time to relax. We make sure we have the time to do things well.

Does this teach you how to manage time?

Yes

No

Does this make you respect the importance of time?

Yes

No

With all the scheduling my mother insists that we must have free time to relax and enjoy ourselves. When we schedule things on our calendar, we make sure that we have free time to do the things we enjoy. My mother sometimes asks if I have left time for the games on my phone.

Does this make you respect the importance of time?

Yes

No

Does this teach you how to manage time?

Yes

No



Does this teach you how to manage time?

Yes

No

My dad has taught me to put things in order. He uses the first, next and last method to help me put things in order and do the things that are important first. I use this method in school to place things in order.

Does this make you respect the importance of time?

Yes

No

Does this teach you how to manage time?

Yes

No

My mom taught me how to prioritise. We prioritised every day. She would talk about daily priorities, then talk about weekly priorities. Occasionally she will speak about monthly priorities and long term goals.

Does this make you respect the importance of time?

Yes

No

## Learning about Time at Home and at School

<i>Learning about Time at Home and at School</i>			
<i>The disciplines of time</i>	<i>Time at school</i>	<i>Time at Home</i>	<i>Give your own example of how you have shown you have been able to manage time well at home and at school</i>
<i>Always being punctual</i>	<ul style="list-style-type: none"> <li>• Getting to school on time</li> <li>• Getting to class on time</li> </ul>	<ul style="list-style-type: none"> <li>• On time for dinner</li> <li>• On time for church</li> <li>• Getting home from school when expected</li> </ul>	<i>School</i>
			<i>Home</i>
<i>Planning use of time</i>	<p><i>What does my life look like:</i></p> <ul style="list-style-type: none"> <li>• Different classes at different times in the day</li> <li>• Time for lunch, breaks to relax, free time</li> <li>• Time for sports</li> <li>• School calendar, term calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing what must be done each day and the time it will be done</li> <li>• Awareness of what other people in the home will do, at what time</li> <li>• Having personal calendar or schedule</li> </ul>	<i>School</i>
			<i>Home</i>
<i>Estimating how long a task will take</i>	<ul style="list-style-type: none"> <li>• Must complete exercise in time before period ends</li> <li>• Must complete test in time given</li> <li>• Must get to the sports field between end of class and beginning of training</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing chores in the available time</li> <li>• Leaving home with enough time to get to school</li> <li>• Promising to complete task in a specific time</li> </ul>	<i>School</i>
			<i>Home</i>
<i>Respect for time. Knowing the value of time.</i>	<ul style="list-style-type: none"> <li>• Limited time allocated to learn each subject</li> <li>• Never enough time to do all we want e.g. plan</li> </ul>	<ul style="list-style-type: none"> <li>• Not wasting time while doing chores</li> <li>• Using a calendar to schedule activities</li> <li>• Observing rules related to time – e.g. studying, going to bed</li> </ul>	<i>School</i>
			<i>Home</i>

<b>Learning about Time at Home and at School</b>			
<b>The disciplines of time</b>	<b>Time at school</b>	<b>Time at Home</b>	<b>Give your own example of how you have shown you have been able to manage time well at home and at school</b>
<b>Taking turns and sharing time</b>	<ul style="list-style-type: none"> <li>• Taking turns reading</li> <li>• Taking turns using classroom equipment</li> <li>• Taking turns to speak to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Taking turns with siblings without complaining</li> <li>• Waiting on one's turn to speak</li> </ul>	School
			Home
<b>Tracking use of time</b>	<ul style="list-style-type: none"> <li>• Use checklist for activities completed</li> <li>• Observing and following timetable and schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how much time it takes to do chores or homework and checking the time during the activity</li> <li>• Spending day or week according to plan and checking that everything that should have been done is done</li> <li>• Explaining to parents what you did today in school</li> </ul>	School
			Home
<b>Staying on task</b>	<ul style="list-style-type: none"> <li>• Attending to classwork without distraction to complete exercise within time</li> <li>• When time for task (e.g. test) is complete, no more time is available</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing tasks on time without distractions e.g. chores, homework</li> <li>• Going to school or to the store without doing something else along the way</li> <li>• Following a diet</li> </ul>	School
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<b>Prioritising use of time</b>	<ul style="list-style-type: none"> <li>• Things must be done in a particular order – first, next, last</li> <li>• Important things done first – schoolwork before recreation, sports</li> </ul>	<ul style="list-style-type: none"> <li>• Doing important chores first – knowing what to do first</li> <li>• Putting school and homework first among tasks to be done</li> </ul>	School
			Home

**Learning about Time at Home and at School**

<b>The disciplines of time</b>	<b>Time at school</b>	<b>Time at Home</b>	<b>Give your own example of how you have shown you have been able to manage time well at home and at school</b>
<b>Respecting other people's time</b>	<b>Don't keep people waiting:</b> <ul style="list-style-type: none"> <li>• Be on time for appointment with teacher</li> <li>• Be on time at the sports field</li> <li>• Be on time for choir practice</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to dinner on time, and not keeping others waiting</li> <li>• Not disturbing parents or siblings when they are doing something important</li> <li>• Being at home to open the door when parents or siblings get home</li> </ul>	<i>School</i>
			<i>Home</i>
<b>Knowing and finding an appropriate and convenient time</b>	<ul style="list-style-type: none"> <li>• Not playing with friends during class time</li> <li>• Not taking family vacation during holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Not interrupting parents or others at critical moments</li> <li>• Saying the right thing at the right time</li> <li>• Making plans which do not disturb the plans of others</li> </ul>	<i>School</i>
			<i>Home</i>

***Commitments about managing Time in order to succeed in Learning and in Life***

Do you think that you knew before how to manage your time well?

 Yes No

Do you now feel more able to manage your time effectively?

 Yes No

Are you committed to managing your time well in order to build success in school, in learning and in life?

 Yes No



