

## **Forward Thinking**

(Anticipating Outcomes & Implementing Interventions)

**Purpose:** To help students learn to interpret behaviors as clues and to use those clues to anticipate potential outcomes.

**Materials:** Dot to Dot activity pages A or B (choose one of two available in this document-page 6 (A-Toaster) or page 7 (B-Sewing Machine) Also available under Miscellaneous on fifty more steps tab. Current activity written for use with either Activity Handout (Part 2A-Toaster, Part 2B-Sewing Machine.)

Student Materials: Pencil

**Time:** 30 Minutes.

**Key Words/Concepts:** Awareness, Connecting the dots (behaviors,) Anticipating Outcomes (Where is this headed?) Interventions, Back on Track.

**Introduce/reintroduce:** Make sure students know who you are and what you do! For any new kids in the classroom who don't you and you don't know them, have them introduce themselves to you by stating their first name, their favorite cereal as their middle name, and their dream job/profession as their last name. Example: "Scott Captain Crunch Golf Pro."

### **Part 1:**

Announce: We'll be doing a dot-to-dot activity today!

State: No talking during the first part of the activity=)

Instruct: Students to have their pencils ready.

Distribute: Activity Sheet A (or B- see other direction listed in Part 2B- Sewing Machine) face down, and instruct student's NOT TO turn their papers over until instructed to do so.

Explain: Students will be given directions to follow during the dot- to- dot activity and that they should not independently connect any dots unless directed to do so.

**Part 2A:** (Activity Handout A-Toaster/page 6)

Instruct students to turn their papers over and to keep their pencils DOWN.

Ask: Students to think about what the object might be and then to pick their pencils up and to write their guess on the top line in the diagram.

Direct: Students to set their pencils back down on their desk when they've written down a name for the object.

Direct: Students to locate dot #1, then connect dots 1, 2, and 3 together.

Direct students to think/guess what the object is and to then write their new guess on the line below (under) their initial guess.

However, after a few seconds, offer the following clue: "Eggs"

Continue Instructions: (student reminder: no talking)

Direct students to locate dot #3, then connect dots 3,4,5, and 6 together.

Direct students to think/guess what the object is and to then write their new guess on the line below (under their second guess.)

However, after a few seconds, offer the following clue: "Bacon"

Continue Instructions: (student reminder: no talking)

Direct students to locate dot #6, then connect dots 6, 7, 8, and 9 together.

Direct students to think/guess what the object is and to then write their guess on the line below (under their third guess) their last guess.

However, after a few seconds, offer the following clue: "Juice"

Continue Instructions: (student reminder: no talking)

Direct students to rotate their papers upside down and to take a look at the image and to write their final guess on the new "top" line. =)

Remind: Students "no talking" and Direct all students to stand up.

Instruct: Students to Sit if their very first guess was Toaster.

Sit if their second guess was Toaster.

Sit if their third guess was Toaster.

Sit if their fourth guess was Toaster.

Sit if their fifth guess was Toaster.

Look: To see if anyone is still standing (Hopefully not!)

Ask: Any and all remaining standing students what their answers were and point out the Toaster for them=)

Sit: All students down before proceeding to Part 3.

**Part 2B:** (Activity Sheet B- Sewing Machine/page 7)

Instruct students to turn their papers over and to keep their pencils DOWN.

Ask: Students to think about what the object might be and then to pick their pencils up and to write their #1 guess in the margin on the page- as to what the object might be.

Then Direct: Students to locate dot #1, then connect dots 1-6 together.

Ask: Students to think/guess what the object is looking like now and to write their #2<sup>nd</sup> guess in the margin on the page.

Continue Instructions: (student reminder: no talking)

Direct students to locate dot #6, then connect dots 6-12 together.

Ask: Students to think/guess what the object is looking like now and to write their #3<sup>rd</sup> guess in the margin on the page.

Continue Instructions: (student reminder: no talking)

Direct students to locate dot #12, then connect dots 12-18 together.

Ask: Students to think/guess what the object is looking like now and to write their #4<sup>th</sup> guess in the margin on the page.

Continue Instructions: (student reminder: no talking)

Direct students to rotate their papers clockwise- a quarter-turn.  
Look at the image, and  
Write their 5<sup>th</sup> and final guess as to what the image might be in the margin.

Direct: All students to stand up alongside their tables/desks/chairs.

Instruct: Students to Sit if their very first guess was Sewing Machine.  
Sit if their second guess was Sewing Machine.  
Sit if their third guess was Sewing Machine.  
Sit if their fourth guess was Sewing Machine.  
Sit if their fifth guess was Sewing Machine.

Look: To see if anyone is still standing (Hopefully not!)

Ask: Any and all remaining standing students what their answers were and then have one of their classmates point out the Sewing Machine to them=)

Sit: All students down before proceeding.

### Part 3:

Direct: Students to turn their paper over and number their paper 1 – 10 (left column of page- top to bottom)

Announce: That you will be giving them clue words to write down beside each of their numbers- except for number 10. Number 10 is going to be what the clue words might end up being about.

State: I'm going to be telling you about a fictional student- a student you don't know. (encourage students NOT TO point, shout out, or call out any of their classroom peers.)

Announce: "I know a student who..."

...Number 1. Does not like coming to school.

...Number 2. Has Frequent Absences.

...Number 3. Has Low Grades.

Call: On a few volunteers to guess what number 10 turns out to be.

...Number 4. Has Few Friends

...Number 5. Feels Bullied.

...Number 6. Has Anger Issues.

Call: On a few volunteers to guess what number 10 turns out to be.

...Number 7. Has been getting suspended.

...Number 8. Has self- injurious marks on arms/hands/legs

...Number 9. Brought a weapon to school.

Call: On a few volunteers to guess what number 10 turns out to be.

State: Number 10 can be anything- including tomorrow's internet headline, but when you connect all the clues, it doesn't seem like number 10 is going to turn out to be a good thing.

Ask: If this student is a CLASSMATE of yours, at what number (1-10) would you get involved (intervention)?

At what number do you think a FRIEND should get involved?

At what number do you think a TEACHER should get involved?

At what number do you think a PARENT should get involved?

At what number do you think a COUNSELOR should get involved?

Raise your hand if you think that if NO ONE does anything, there is a very good chance number 10 turns out to be a BAD thing?

**Key Take Home Points:**

- \* Pay attention to our family members, classmates, teammates, and friends.
- \* Get involved (intervene) sooner than later.
- \* When in doubt, always consult with a trusted and wise adult.



