

4

Know Your Preferences for Working Alone or with Others

TRANSITION OBJECTIVE

Students will know their preferences for working alone or with others and recognize the impact of background music on work productivity.

RELEVANCE TO SUCCESSFUL TRANSITION

A large part of our non-working time is spent alone. Learning how to enjoy and use free time productively will enhance successful transition to independent life in the community

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

If I had three hours with nothing to do I would...

❑ STEP 2: Convene Roundtable

"When I have free time, I like to spend it with _____."

❑ STEP 3: Advance Organizer

"Today you will experience the difference between doing things alone or with others and with or without music."



LIFE MANAGEMENT: Unit 2		LESSON 4	
People & Music			
After completing the paper clip activities, think about the advantages of working alone vs. working with others.			
Advantages of Working Alone		Advantages of Working with Others	
You worked for a while with music then without music during each activity. What were the advantages of not having the music vs. having the music.			
Advantages of Working Without Music		Advantages of Working with Music	
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❑ STEP 4: Activity - 10 Minutes

Play popular music as students enter the room. Give each student ten paper clips

at the door without any explanation. Tell students to get a piece of paper and a pencil and list everything they can make or do with their paper clips. Keep the music on for two minutes. After two or three minutes have each student share one or two ideas.

❑ STEP 5: Activity - 35 Minutes

Break students into groups of three. Have them brainstorm creative new ways to use a paper clip. Then use their paper clips to design something new. They may use all of their paper clips and change the shape any way they wish. Give groups ten minutes to complete the design. After five minutes, start the music and begin to gradually increase the volume to a normal level.

At the end of the ten minutes, turn the music off and have groups share their designs with the class. Compliment each group for their creativity. Hold a discussion about how it felt to work alone and then in groups. Ask students which they preferred. Using a screen image of the handout **Alone or Together** have students offer suggestions for each of the four columns: *Advantages of Working Alone*, *Advantages of Working with Others*, *Advantages of Working with Music* and *Advantages of Working Without Music*. Students can copy these ideas onto their own worksheet.

In summary, point out that our life activities can often be done with or without someone

else. Discuss how the environment can affect our work or activities positively or negatively.

☐ **STEP 6: Evaluate Outcomes**

One reason I like to do things with others is
"_____."

☐ **STEP 7: Connecting Activity**

Visualize one activity that helps you relax and quiet your thinking for a few minutes. Describe it to a partner.

KEY WORDS

positively

advantage

**disadvantage
negatively**

cooperate

independent

MATERIALS AND PREPARATION

- Student Handout: **People & Music**, page 60.
- Have paper clips available for each student. Play some popular music during the activity.
- Make a screen image of the handout. You also will need a screen image pen to write ideas.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Problem Solving, Seeing Things in the Mind's Eye, Reasoning
- Personal Qualities: Sociability, Self-Management