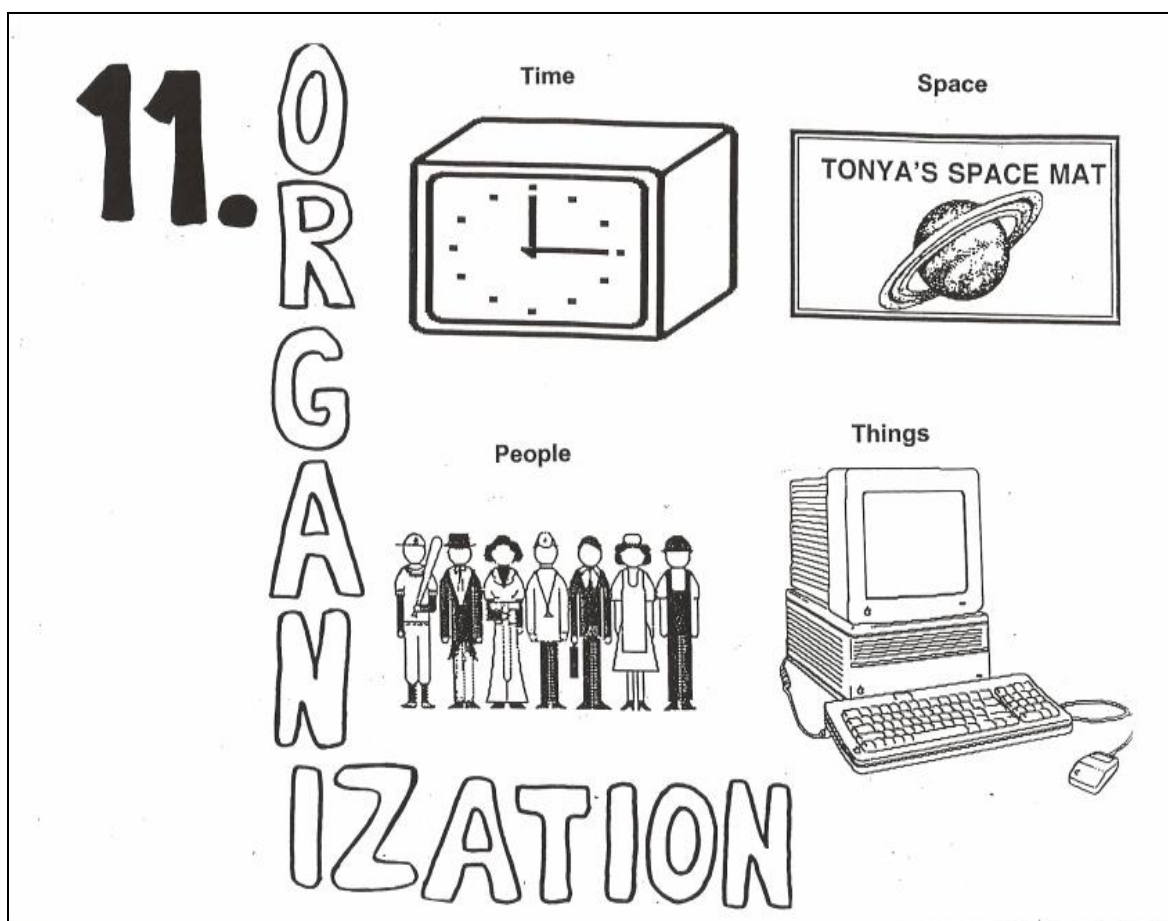


REVIEW AND TIPS FOR TEACHING THE SKILL OF ORGANIZATION – Time, Space, People, Things



Teaching Self-discipline: 15 Essential Skills

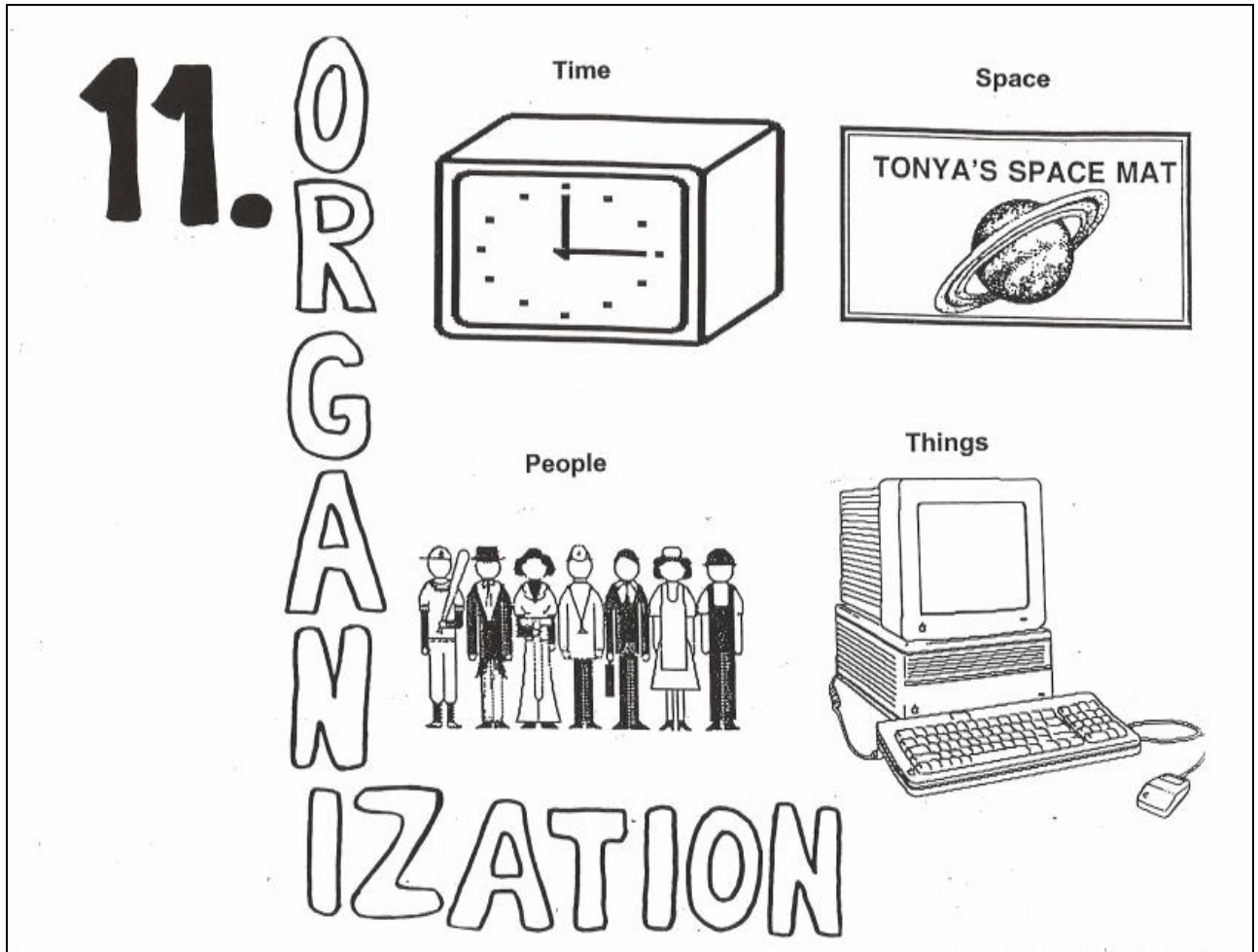


The skill of Organization is related to the skills of Following Instructions and Independently Completing a Task.

The skill of Organization is taught to help students:

- **Meet time schedules both in and out of school.**
- Set realistic deadlines.
- **Value routines and schedules.**
- Visualize space without the use of a concrete prop. Get a mental image of the way things can be ordered.
- **Identify strategies to use when organizing large groups or gatherings.**
- Understand the benefits of organizing things sequentially vs. randomly.

Skill Illustration



Gesture for the skill:
Tap your wrist four times while saying, "Organization of Time, Space, People, Things."



ORGANIZING: Time, Space, People, Things

- **First of the five Generative skills.**
- When we organize **Time** we value routines and time schedules. We set realistic goals and plan ahead.
- When we organize **Space** we avoid disorganized lockers, bags, desks, classrooms. We try to visualize space without the use of a concrete prop.
- When we organize **People** we know strategies to use when meeting with large groups or in gatherings. We know different methods of voting to achieve our goals.
- When we organize **Things** we recognize opportunities to simplify and order material things. We know methods for storing things for easy retrieval.

THREE METHODS OF ORGANIZING

1. LINEARLY – Things are organized in a sequential fashion. An agenda is planned and followed. There is a place for everything and everything has a place.

2. CIRCULARLY – Events occur with regularity like the daily routine or the flow of the seasons.

3. RANDOMLY – The routine is changed to accommodate unplanned, spontaneous events.



THREE PITFALLS OF ORGANIZATION

A) PROCRASTINATION: Waiting until later to do something you could do now.

B) ESCAPING: Daydreaming or doing something else you feel more like doing.

A) DECEIVING YOURSELF AND OTHERS: You don't check the time or the amount of work that needs to be done, then you can always say, "I ran out of time."



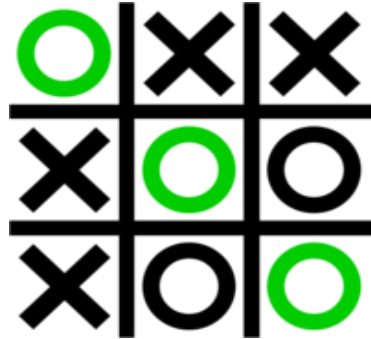
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TIPS FOR HELPING ORGANIZE YOURSELF

- 1. Do what you say you will do. – Follow through.**
- 2. Play a game with yourself. Set a time limit and see if you can get something accomplished in that time frame.**
- 3. Race the clock: Beat your own time record in doing things.**
- 4. Reward yourself: Take a break when you finish portions of the entire task.**
- 5. Ask a friend to help you stick to your time schedule.**
- 6. Make drawings illustrating how you want your desk, briefcase, room, etc. to be organized. Then, use the drawing to put everything in its place.**

USING GAMES TO REVIEW REQUIRES ORGANIZATION

TIC TAC TOE REVIEW



Organization of space: Nine chairs are placed in the front of the room in three rows of three.

Organization of materials: Students create questions from their learning to use as review questions in the game.

Organization of people: Students decide if the game will be played men against women, rows against rows, or other teams. As each member of the team answers a question correctly they take a seat in one of the chairs. They cross their arms to indicate an X and make a circle with their hands to indicate an O.

Organization of time: Tell the class how long the game will continue: 5-8 minutes or until one team creates a tic, tac, toe.

USING GAMES TO REVIEW REQUIRES ORGANIZATION

PICK A WORD REVIEW

Organization of things: Print a key word or phrase about topics previously studied on 10-12 (8 1/2 x 11) sheets of paper. Write a random point value from 2-10 on the back of each card.

Organization of space: Tape the 10-12 (8 1/2 x 11) sheets of paper to the board displaying the term that will be reviewed.

Organization of People: Select two teams of 5-6 persons to play the game. Determine which team will go first. That person selects one of the cards and orally reviews 3-5 facts about the topic. The class votes by a majority show of hands if the person accurately reviewed the topic and should be awarded the points on the back of the card.

Organization of time: Game is played until all team members have selected a review card. The highest total points each team earns determines the winner.

Homework Assignments

Organization of Time

- Develop and keep a home calendar. For one week put on the calendar all the activities and appointments that members of your family are scheduled for. Color-code the calendar so each member of the family will have a different color.
- List the things you **MUST** do each day and check them off when they are done.

Organization of People

- Study the calendar you created. Add up the number of hours each family member spent inside the home and outside the home. Make a bar graph to illustrate your findings. Compare and contrast your graph with classmates.
- With the help of your family, create a family tree going back at least three generations.
- Make a weekly chart of family responsibilities. Rotate the chores appropriately.

Organization of Space

- Design a closet or drawer template. In your drawing show how the space is organized. Ask an adult to inspect the closet or drawer at the end of the week and give some feedback on how well you organized the space.

Homework Assignments

Organization of Things

Ask each student to bring to school a family game that might not be able to be played because there are missing pieces. Attach a note to the game identifying what is missing. Bring the list to school to share this information with the class. Negotiate trades with your classmates to see how many of the incomplete games can be made complete.

Clean out the junk drawer at home. Decide what should be kept and what should be tossed. Devise a system to help the 'junk' stay in its place in the drawer.

Decide on a particular area in your bedroom that needs to be organized. Gather all the things you can discard and would be willing to give away. Make a plan to organize your space.

Keep a basket by the front door for items no longer wanted or of use. Donate these items to charity on a regular basis.

Assessing Progress

- Use a rubric to assess progress.
- Show students the rubric after the skill is introduced
 - Lacks knowledge or willingness
 - Needs assistance
 - Basic mastery
 - Proficiency
- Let students self-evaluate at the end of the three weeks practice
- Share this information with parents.

(See sample rubrics from Assessment Made Easy - Tara Kassi)

REFLECTION

- Name something you learned or re-learned about the skill of Organization.
- Name one action step you will try each of the next three weeks.
- Review with students three different ways time can be organized and the pitfalls of not being organized.
(slide 6)
- Assign one homework assignment that requires students to practice the skill of organization. (slides 10-11)
- Teach one lesson from the DWP lesson plans featuring the skill of Organization or play one of the review games suggested on slides 8+9.
- Compliment two students daily by citing a specific action related to the skill of organization that you notice.