

LESSON GUIDE

Rewind Button

Every teacher wishes he or she had a rewind button in order to give a student the chance for a “do-over.” Emily gets that chance. Watch what happens as she walks to her friend’s house so they can go shopping. On the way, she has to make choices about how to behave in challenging situations. Does she correctly interpret what is happening? What skills/lessons does she use to make decisions? How did she learn these skills? Will she make the right decisions? What if she doesn’t? And just when you think all is well, she must learn one more lesson. Hopefully, you and your student will laugh a little and talk a lot about the scenarios presented. Has your student had any similar experiences, perhaps in a different setting? What happened? If s/he has not had any difficulties, this is an opportunity to get him or her thinking about what to do if something unexpected does happen. Start the discussion because this “Rewind Button” is only movie magic.

(Note that multiple skills are addressed, so the video can be used for multiple lessons.)

Meet the actors:

Elizabeth “Libby” Daugherty is Emily. She will be a freshman in high school in the 2011-2012 school year and is 14 years old. Libby is very involved with Goal Ball and socializes a lot. Libby has light perception, and she is a braille and cane user.

Esmeralda Andrade is Lisa. She is 18 years old and graduated with her class in 2011. She was a leader in JROTC and has attended SCIVIS (Space Camp) several times. Esmeralda has low vision, uses low vision devices and a cane for travel in unfamiliar areas.

Isaac Arrington is George from 3rd period. He is 17 years old and also graduated in 2011. He is sighted and was involved in Broadcast Journalism class at his school.

Robert Paugh is the “rude guy”. He is 20, and he agreed to help us out. (Thanks.) He is sighted.

Grade level: Middle School

Goals and Objectives addressed:

IEP Goal: The student will exhibit appropriate social skills when in public.

IEP Objectives: (Student’s name) will...

Objective – politely refuse to make change for others.

Objective – demonstrate appropriate money folding and identification skills.

Objective – demonstrate safe and appropriate handling of white cane.

Objective – demonstrate self-determination when in a negative or unexpected situation.

Objective – demonstrate problem-solving skills when faced with an unexpected situation.

Objective – wear clothes appropriate for the current setting and situation.

Objective – stop and think before acting (just kidding, but it would be nice).

The purpose of lesson is to show the following:

- what to do when a student with a significant visual impairment is asked to make change by someone she knows
- the importance of handling money, and that being prepared can uncomplicate some social interactions
- how to respond appropriately when someone kicks your cane and to stop and think before assuming it was kicked on purpose
- what to do if someone rudely pushes past you
- why dressing appropriately matters to your friends

Described and Captioned Media Program

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Materials:

- “Rewind Button” video
- Remote control to pause and play the video
- TSBVI EVALS, SPI or other ECC evaluation tool

Steps for option 1: (Time is always a problem for itinerant teachers, so this is potentially a short option.) This can be done one-to-one, but would also be appropriate for a small group.

1. Watch the entire video with your student without stopping.
2. Talk to the student about what s/he thought was the most funny, scary, or interesting part. Use this as the initial topic unless you have identified an urgent need that must be addressed right away.
3. Discuss the scenarios and talk about other ways one could handle each.
4. If time is a problem, only talk about 1 topic at each lesson. These could even be little mini-lessons.
5. Work on your ECC assessment using the information you’ve gathered from your interaction with the student and identify strengths and areas of need.

See below for additional related activities.

Steps for option 2: (This is a longer option.) This can be done one-to-one, but would also be an excellent choice for a small group.

1. If not already done, complete an ECC evaluation.
2. Show the video *Rewind Button* with a remote in your hand. Do not show it all the way through on the first showing (to the students – you will need to preview it).
3. **Pause** the video immediately after George initially approaches Emily and asks for change (before “rewinding”).
4. **Predict** – have the student(s) predict what Emily might do.
5. **What if** – have the student(s) discuss what they might do in the same situation. (In case it was missed, George is not a total stranger to Emily. Does this change the situation? What if he was a stranger? Does it matter?)
6. **Continue** the video to see what happens.
7. **Option – pause** again after the rewind to Emily’s money-handling lesson and talk about it. This may lead to other conversations about money handling.
8. **Option – pause** after the better choice and discuss other ways one might be able to politely refuse to make change for someone. Discuss why this is important.
9. **Continue** the video to see what happens next.
10. **Pause** the video immediately after George trips over Emily’s cane.
11. **Predict** – have the student(s) predict what might happen next.
12. **What if** – have student(s) talk about how they might handle the situation. Has any student experienced anything similar? What was their response?
13. **Continue** the video to see what happens.
14. **Option** – pause again after the rewind to the O&M lesson and the incident with the “rude guy.” Discuss.
15. **Option** – pause after Emily makes the better choice and discuss. Has watching these things made a difference in what they think they would do in this situation? Be sure to talk

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about how, with a visual impairment, it is sometimes possible to misinterpret intent. Also, be sure to discuss whether intent matters in the response here. Is it ever OK to use the cane as a weapon? If so, in what extreme situation?

16. Continue the video to see what happens next.
17. Pause the video immediately after Lisa says, “What are you wearing?”
18. Discuss – what is wrong with the outfit. Be sure to describe it if a description is not captioned at this point. Why did Lisa respond as she did? Why is there a problem?
19. Predict – what might happen next?
20. What if – you were Emily? you were Lisa? Look at both sides. What would the student(s) do and why?
21. Continue – the video to see what happens.
22. Allow the video to play to the end. Replay without stopping if desired.

Look below for additional related activities.

Additional activity ideas:

Write – Materials: writing medium of choice

- an essay
- your own skit/script
- an experience story if the student has one to share
- a compare and contrast paper on the poor choices versus the good choices
- a critique of the video

Additional discussions –

- What to wear? What if your friend said to you, “What are you wearing?” in a tone that you knew meant s/he was unhappy? How would you feel? Would it be OK if it was a really good friend? What if it was an acquaintance at school? What if you heard that the most popular person in school was laughing at your clothes? How would you feel? Is it important to try to wear appropriate styles? Why or why not?
- What does it mean to dress for the occasion? What are some different places where you would need to wear very different clothing? Some examples are job interview (perfect time to start them thinking), going to the beach, horseback riding, hiking, school, hanging out with friends, etc.
- Why is preparing your money before you leave the house important? What are some other scenarios that may come up involving money and being taken advantage of? Can you think of ways to keep from being taken advantage of? (Like take a buddy or did you know there is an app that will identify any bill?)

To do –

- Practice folding money and identifying denominations of coins and bills if needed.
 - Materials: bills and coins
- Practice putting together outfits.
 - For low vision, from a magazine, cut out different tops, bottoms, shoes, hats, and accessories. Sort each category into a paper bag. Have the student draw one from each bag and put the outfit together. How does it look? Then look through one of the bags to see if there is a better piece that will make the outfit work or work better.
 - Materials: fashion magazines, scissors, paper bags

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- For blind, teach ways to make tactual markers for clothing such as small safety pins on the tags. Use a different pattern/configuration (such as 1 vertical for red, crossed for green, 2 horizontal for yellow) for each color so you can then sort clothing by color. For clothes without tags, consider placing the pins in the bottom hem if appropriate. There is no set way to code each article of clothing as long as it is consistent and the student can remember it. (Please note that there may be better ways to handle the new shirts without tags.)
 - Materials: small (gold) safety pins, clothing of different colors and patterns, other supplies if pins are not an option (maybe sticky buttons, fabric paint with a rubber finish—check your local craft store).
- Role play. This always helps because, just as actors practice their lines, it helps us to practice what we will say aloud in certain possible situations. Once the “lines” are learned, it’s a good idea to practice several times with different people. In this way, the same general response will be learned well and, hopefully, used if the given situation unexpectedly arises.
 - Materials: teacher, student, and good rapport & imagination :0)

Resources:

- “Rewind Button” Video
- TSBVI EVALS, SPI, or other ECC evaluation

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