

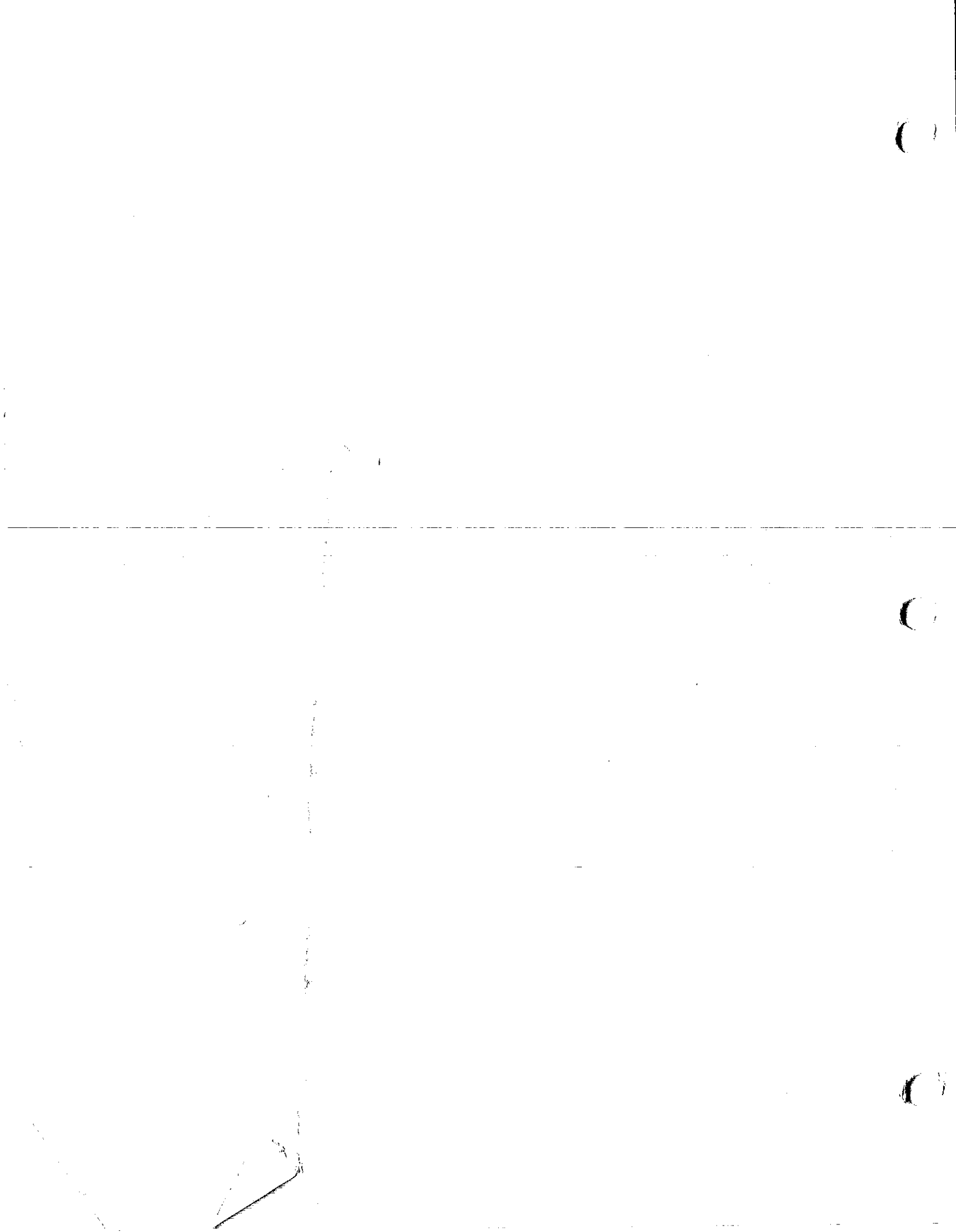
DEMONSTRATING WITH HAND PUPPETS

Puppets appeal to all ages, children and adults alike, and afford an excellent means to act out the situations, emotions, and skills portrayed in the social skills lessons in this book. Moreover, a hand-crafted puppet is much better than one bought in a store. It is truly one of a kind.

The following pages present a variety of reproducible patterns for making hand and stick puppets for use with many of the lessons. The patterns can be photocopied just as they appear and used to make:

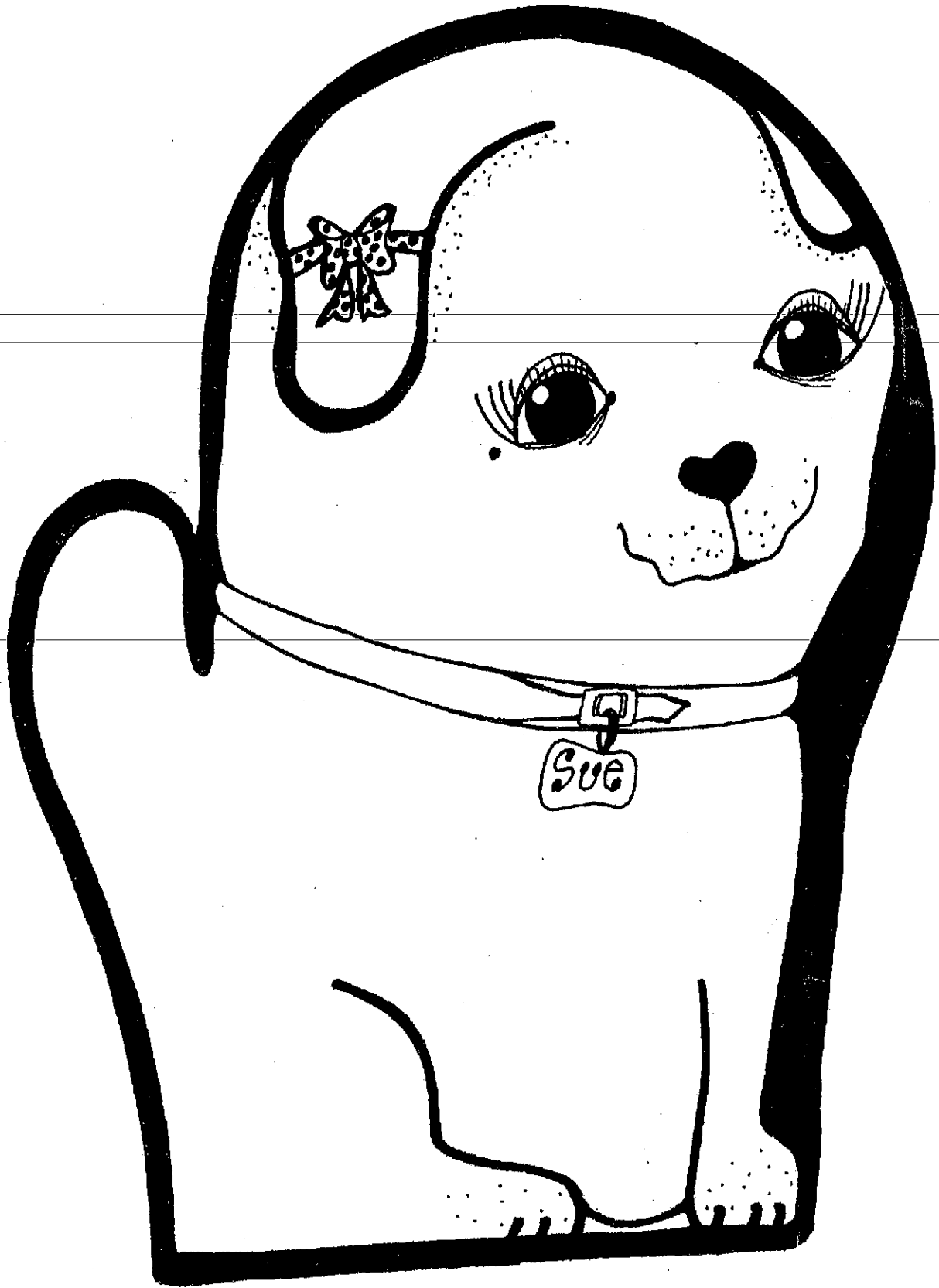
- (1) Stationary Puppets: Color, cut out, glue onto cardboard, and tape onto a stick handle.
- (2) Movable Puppets: Color, cut out, and glue onto felt shapes. Insert the hand inside the felt shapes so that the puppets can move.

Of course there are many varieties of hand puppets, each having a character and personality of its own, and equally suitable for demonstrating the situations and skills in the lessons. Examples include finger puppets, box puppets, paper bag puppets, glove and mitten puppets, and cylinder or tube puppets. Easy-to-follow, illustrated directions for making each of these types of puppets and others may be found in *Let's Discover Puppets* (West Nyack, NY: The Center for Applied Research in Education), by Jenean Romberg.



SOCIAL SUE HAND PUPPET

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MORTY MOUSE STICK PUPPET



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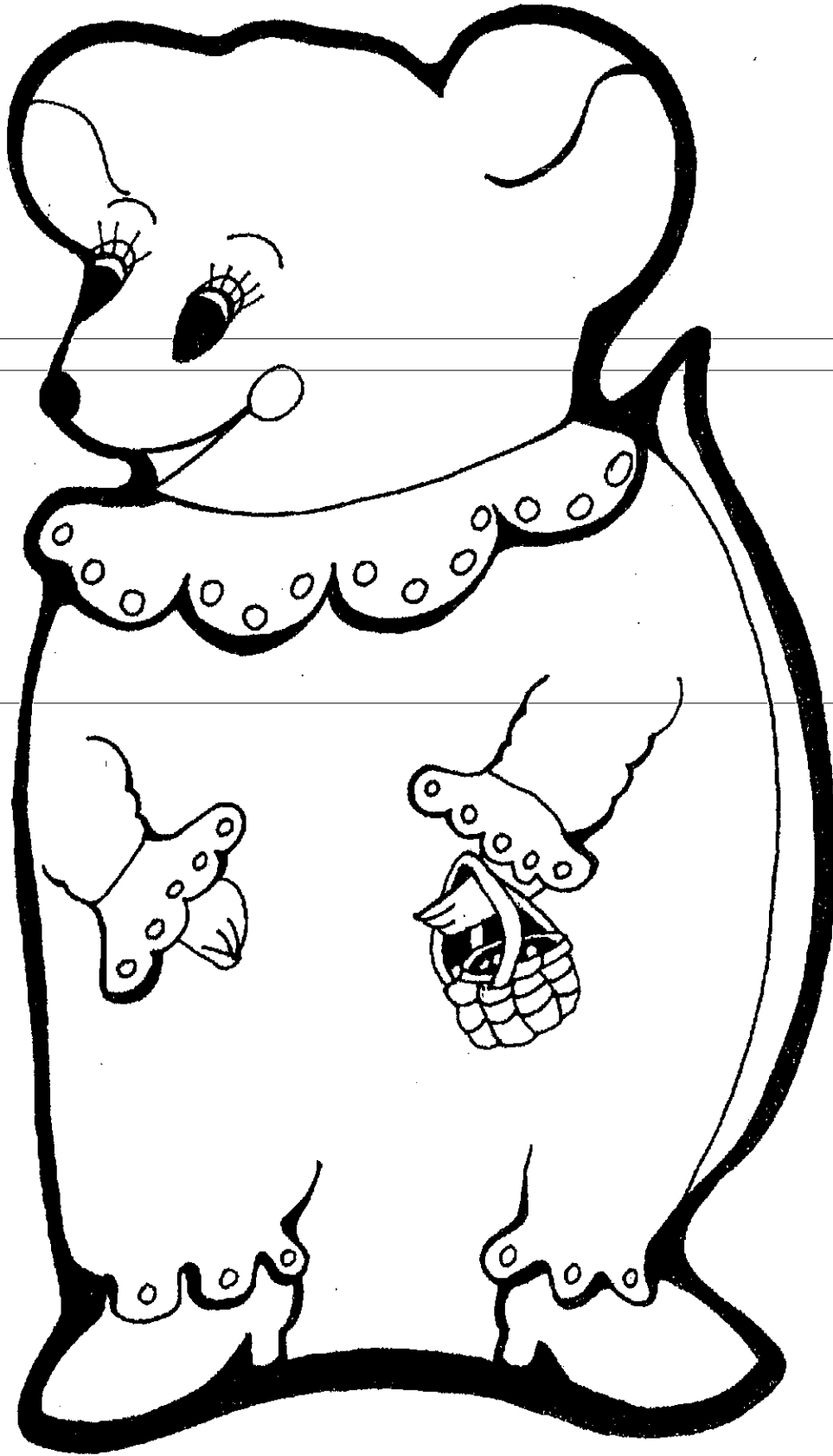
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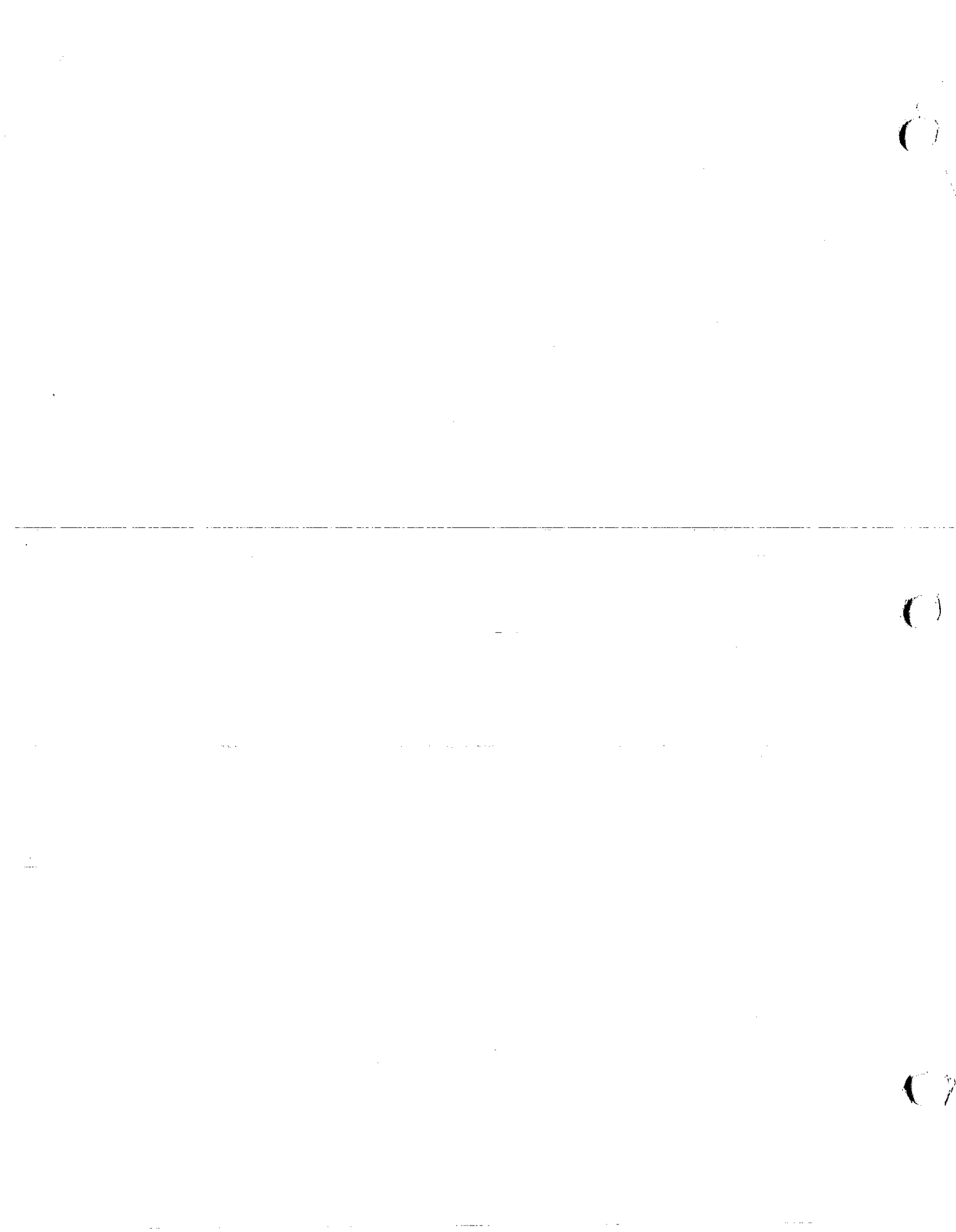
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MAGGIE MOUSE STICK PUPPET

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CONTENTS

About This Social Skills Teaching Resource	iii
Acknowledgments	v
About the Society for Prevention of Violence (SPV)	vi
About the Social Skills Curriculum	vii
Bibliography	x
Demonstrating with Hand Puppets	xi

<i>Reproducibles</i>	“Sensitive Sam” Hand Puppet
	“Social Sue” Hand Puppet
	Morty Mouse Stick Puppet
	Maggie Mouse Stick Puppet

SOCIAL SKILLS LESSONS & ACTIVITIES FOR GRADES 1–3

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
<i>DISCIPLINARY STRATEGIES/CORRECTIVE ACTIONS</i>		
1	ACCEPTING DISCIPLINARY ACTIONS	1
	<i>Reproducibles</i> “Happiness is Following Class Rules” Activity Sheet	
	“Happiness is Following Family Rules” Activity Sheet	
2	RECOGNIZING THE NEED FOR DISCIPLINARY ACTIONS	5
	<i>Reproducibles</i> “Classroom Rules and Consequences” Activity Sheet	
	“Homework Rules and Consequences” Activity Sheet	
3	AVOIDING NEGATIVE BEHAVIOR	9
	<i>Reproducibles</i> “Classroom Rules and Consequences” Activity Sheet	
	“Every Home Needs Rules” Activity Sheet	
<i>THINKING BEFORE ACTING</i>		
4	FINDING ALL FACTS BEFORE ACTING	13
	<i>Reproducibles</i> “The Sentence Egg Basket” Activity Sheet	
	“Be a Good Detective!” Activity Sheet	
5	FULLY UNDERSTANDING A SITUATION BEFORE ACTING	17
	<i>Reproducibles</i> “What Happened Next?” Activity Sheet	
	“But, I Didn’t Do It!” Activity Sheet	
6	ASSESSING THE TOTAL SITUATION BEFORE ACTING	21
	<i>Reproducibles</i> “The Missing Lunch Money” Activity Sheet	
	“Family Viewpoint” Activity Sheet	

Contents

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
LISTENING		
7	LISTENING ATTENTIVELY . . . . .	.25
	<i>Reproducible</i> "Draw the Answer" Activity Sheet	
8	LISTENING (FOR PREDICTION) . . . . .	.28
	<i>Reproducible</i> "Listen for the Color" Activity Sheet	
9	LISTENING FOR SPECIFIC INFORMATION . . . . .	.32
	<i>Reproducible</i> "Listening" Activity Sheet	
10	LISTENING FOR THE MAIN IDEA OF A STORY . . . . .	.35
	<i>Reproducible</i> "Listening Ears" Activity Sheet	
11	LISTENING FOR DETAILS (WRITING) . . . . .	.38
	<i>Reproducible</i> "Sentence Dictation" Activity Sheet	
FOLLOWING DIRECTIONS		
12	FOLLOWING VERBAL INSTRUCTIONS . . . . .	.41
	<i>Reproducible</i> "Walkie Talkie" Coloring Sheet	
13	FOLLOWING INSTRUCTIONS FOR SAFETY . . . . .	.44
	<i>Reproducible</i> "Grow a Flower" Activity Sheet	
14	FOLLOWING WRITTEN INSTRUCTIONS . . . . .	.48
	<i>Reproducible</i> "Following Written Instructions" Activity Sheet	
15	FOLLOWING VERBAL DIRECTIONS AT SCHOOL . . . . .	.51
	<i>Reproducible</i> "Good Morning, Butterfly!" Activity Sheet	
16	FOLLOWING DIRECTIONS AT PLAY . . . . .	.54
	<i>Reproducible</i> "Following Directions in Math" Activity Sheet	
IMPROVING SELF-IMAGE		
17	FEELING GOOD ABOUT ONESELF . . . . .	.57
	<i>Reproducible</i> "Get in Shape—Feel Good" Activity Sheet	
18	EXPRESSING GOOD THINGS ABOUT ONESELF . . . . .	.60
	<i>Reproducibles</i> "Self-Praise Maze"	
	"I Like Myself" Activity Sheet	
	"Whooooo Am I?" Activity Sheet	
	"Good News Wishing Well" Activity Sheet	

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
19	FEELING POSITIVE ABOUT ONESELF	66
	<i>Reproducibles</i> "It's Me!" Activity Sheet "The Daily Good News" Activity Sheet	
20	BEING POSITIVE ABOUT ONESELF	70
	<i>Reproducible</i> "My Sunny Day Favorites" Activity Sheet	
21	REWARDING ONESELF	73
ACCEPTING CONSEQUENCES		
22	ACCEPTING THE CONSEQUENCES OF OUR ACTIONS	75
	<i>Reproducible</i> "Don't Be Puzzled!!!" Activity Sheet	
23	ACCEPTING CONSEQUENCES FOR BREAKING RULES	78
	<i>Reproducible</i> "Rules & Consequences" Activity Sheet	
24	ACCEPTING CONSEQUENCES WITHOUT COMPLAINING	82
	<i>Reproducible</i> "Accepting Consequences" Activity Sheet	
25	FORMULATING VERBAL APOLOGIES	85
	<i>Reproducible</i> "Word Match" Activity Sheet	
26	ACCEPTING CONSEQUENCES FOR ACCIDENTS	88
	<i>Reproducible</i> "Three Cheers for Safety Cut-Out Badge"	
27	MAKING WISE CHOICES	91
	<i>Reproducible</i> "Aim for the Sky" Activity Sheet	
PROBLEM SOLVING		
28	SOLVING A PROBLEM BY SHARING	94
	<i>Reproducible</i> "The Umbrella Problem Solvers" Activity Sheet	
29	USING PROBLEM-SOLVING STRATEGIES	97
	<i>Reproducible</i> "Find the Best Solution" Activity Sheet	
30	THINKING OF ALTERNATIVE SOLUTIONS	100
	<i>Reproducible</i> "What's the Best Solution?" Activity Sheet	
31	APPLYING PROBLEM-SOLVING TECHNIQUES	103
	<i>Reproducible</i> "Problems & Solutions" Activity Sheet	

Contents

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
SELF-CONTROL		
32	AVOIDING FIGHTS . . . . .	.106
	<i>Reproducible</i> "The Pizza Problem-Solving Formula" Activity Sheet	
33	EXPRESSING ANGER VERBALLY . . . . .	.109
	<i>Reproducible</i> "Feeling Happy/Feeling Angry" Activity Sheet	
COMPLETING ASSIGNMENTS		
34	COMPLETING AN ASSIGNED JOB . . . . .	.112
	<i>Reproducible</i> "Before and After Pictures" Activity Sheet	
35	COMPLETING ASSIGNMENTS IN A GIVEN TIME PERIOD . . . . .	.115
	<i>Reproducible</i> Home Activity Page	
36	COMPLETING ASSIGNMENTS WHEN YOU MAKE AN AGREEMENT . . . . .	.119
	<i>Reproducible</i> "Umbrella Scramble" Activity Sheet	
37	COMPLETING ASSIGNMENTS NEATLY AND ACCURATELY . . . . .	.122
	<i>Reproducible</i> "I'm Getting Better and Better" Activity Sheet	
38	COMPLETING ASSIGNMENTS FOR SUCCESS . . . . .	.125
	<i>Reproducible</i> "Get Going, Droopy!" Activity Sheet	
39	COMPLETING ASSIGNMENTS AT HOME . . . . .	.128
	<i>Reproducible</i> "Try for a Month of Smiles" Homework Activity Sheet	
DEALING WITH ANGER		
40	EXPRESSING YOUR OWN ANGER (MITZY & FRITZY I) . . . . .	.131
	<i>Reproducible</i> Mitzy & Fritzy Stick Puppet Patterns "Taking Turns" Activity Sheet	
41	HANDLING ANOTHER PERSON'S ANGER (MITZY & FRITZY II) . . . . .	.136
	<i>Reproducible</i> "What Did I Do? How Can I Fix It?" Activity Sheet	
42	USING NONTHREATENING WORDS . . . . .	.140
	<i>Reproducible</i> "Words to Ease Anger" Activity Sheet	
DEALING WITH FEELINGS		
43	EXPRESSING FEELINGS . . . . .	.143
	<i>Reproducible</i> "Expressing Feelings" Activity Sheet	
44	EXPRESSING FEELINGS (MIXED EMOTIONS) . . . . .	.146
	<i>Reproducible</i> "Synonym Circles" Activity Sheet	

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
 ACCEPTING CHANGE		
45	UNDERSTANDING THE NEED TO ACCEPT CHANGE . . . . .	.149
	<i>Reproducible</i> "All Aboard! All Aboard the Change Train" Activity Sheet	
46	ACCEPTING AND ADJUSTING TO CHANGE . . . . .	.152
	<i>Reproducibles</i> "What If . . ." Activity Sheet	
	"Teddy's Reaction to Changes" Activity Sheet	
<hr/>		
47	LEARNING TO ACCEPT CHANGE . . . . .	.156
	<i>Reproducibles</i> "A Change of Plans" Activity Sheet	
	"Changes at Home" Activity Sheet	
 STOPPING FALSE RUMORS		
48	RECOGNIZING FALSE ACCUSATIONS AND RUMORS . . . . .	.160
	<i>Reproducibles</i> Word Search	
	"The Story of Ronnie and Reggie" Activity Sheet	
49	PREVENTING FALSE RUMORS . . . . .	.164
	<i>Reproducibles</i> "The False Rumor" Activity Sheet	
	Bookmark Patterns	
50	DEVELOPING STRATEGIES TO PREVENT FALSE RUMORS . . . . .	.168
	<i>Reproducibles</i> "Saying NO to Rumors" Activity Sheet	
	"Stopping Rumors" Home Activity Sheet	
 ATTENDING TO TASK		
51	LEARNING TO IGNORE DISTRACTIONS . . . . .	.172
	<i>Reproducible</i> "I Ignore Distractions Badge"	
52	REMAINING ON TASK . . . . .	.175
	<i>Reproducible</i> "Scrambled Sentences" Activity Sheet	
53	CONCENTRATING ON ONE'S WORK . . . . .	.178
	<i>Reproducible</i> "Ignoring Distractions" Activity Sheet	
54	IGNORING DISTRACTIONS IN THE CLASSROOM . . . . .	.181
	<i>Reproducible</i> "Distraction Monster Badge"	
55	IGNORING DISTRACTIONS (REVIEW) . . . . .	.184
	<i>Reproducible</i> "Balloon Bubble Talk" Activity Sheet	

Contents

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
RESPECT FOR OTHERS		
56	GIVING A DESERVED COMPLIMENT . . . . .	.187
	<i>Reproducible</i> "My Compliment" Activity Sheet	
57	GIVING A COMPLIMENT . . . . .	.190
	<i>Reproducibles</i> "Pay Attention to the Positive" "Three Magic Compliments" Activity Sheet	
58	GIVING A VERBAL COMPLIMENT . . . . .	.194
	<i>Reproducible</i> "Compliment Certificate"	
59	ASKING PERMISSION TO BORROW PROPERTY . . . . .	.197
	<i>Reproducible</i> "Borrowing a Bike" Activity Sheet	
60	ASKING PERMISSION BEFORE BORROWING . . . . .	.200
	<i>Reproducible</i> "Freddie and Titus" Activity Sheet	
61	RESPECTING OTHER'S PROPERTY . . . . .	.203
	<i>Reproducible</i> "May I Please?—Sentence Completion" Activity Sheet	
ACCEPTING DIFFERENCES		
62	UNDERSTANDING EACH PERSON'S UNIQUENESS . . . . .	.206
	<i>Reproducibles</i> "I Am Unique Badge" "Plant Your Flower Garden" Activity Sheet "What Makes Family Members Unique?" Activity Sheet	
63	RECOGNIZING INDIVIDUAL DIFFERENCES . . . . .	.211
	<i>Reproducibles</i> "A New Fish on the Block" Story Sheet "Something Unique" Activity Sheet	
64	PREVENTING PREJUDICE . . . . .	.215
	<i>Reproducibles</i> "Alike and Different" Activity Sheet Dog & Duck Patterns Pig & Horse Patterns	
DEALING WITH PEER PRESSURE		
65	LEARNING TO SAY "NO!" . . . . .	.220
	<i>Reproducible</i> "Decisions, Decisions" Activity Sheet	
66	RESISTING NEGATIVE PRESSURE . . . . .	.223
	<i>Reproducible</i> "Scrambled Answers" Activity Sheet	
67	SAYING NO TO DOING WRONG . . . . .	.226
	<i>Reproducible</i> The Answer is "No" Activity Sheet	

SOCIAL SKILL

Accepting Disciplinary Actions

Behavioral Objective: The children will be able to recognize and accept disciplinary actions that are a consequence of their behavior.

Directed Lesson:

1. **Establish the Need:** The purpose is to enforce appropriate disciplinary action when necessary, by taking away or adding activities which the student enjoys.
2. **Introduction:** The teacher will ask the following questions and discuss the answers with the children.
 1. Why do we need rules?
 2. How can we work together to follow our rules?
 3. Do we need disciplinary actions for rules that are broken? Why or why not?
3. **Identify the Skill Components:** List the following skill components on the board or on sentence strips. Display classroom rules and consequences in the classroom, on a wall chart.
 1. Learn the class rules. Write them on a display chart.
 2. Learn the consequences for breaking those rules. Write them also on a display chart.
4. **Model the Skill:** The teacher tells the class that he/she is going to pretend to break one of the class rules. This will be his/her *first* time breaking a rule. The children will then choose the correct consequence. The teacher will pretend to break another rule, this time it will be her *second* time breaking a rule. Children again, will select the correct consequence. Discuss each rule and related consequence.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select children to role play the breaking of a class rule.
 - B. **Role Play:** Children will role play the breaking of 3 or 4 class rules. The class will then choose the appropriate consequence based on the rule broken, and the number of times that that particular rule was broken.
 - C. **Completion:** After each role play, reinforce correct behavior. Identify inappropriate behavior, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Progress charts with stars or stickers for children who have followed the rules. Stars, or stickers, or awards worn on clothes, foreheads or back of hands for all to see. Verbal praise (Example: "I like the way _____ followed our rules today").

<i>Lesson</i>	<i>Social Skill</i>	<i>Page</i>
68	AVOIDING A WRONG CHOICE <i>Reproducible</i> "Meet Wally the Whale" Activity Sheet	229
	<i>Social Skills Task Review</i>	
	Part I: Topics for Circle Time Class Discussions on Reproducible Discussion Cards	233
	Part II: Review of Social Skills <i>Transparency Master</i> "Something to Sing About"	242

Name _____

Date _____

HAPPINESS IS FOLLOWING FAMILY RULES

FAMILY RULE	CONSEQUENCE IF BROKEN
1.	1.
2.	2.
3.	3.

Example: RULE - Come in before dark.

CONSEQUENCE IF BROKEN - Stay in house tomorrow.

SOCIAL SKILL

Recognizing the Need for Disciplinary Actions

Behavioral Objective: The children will be able to recognize the need for disciplinary actions. These needs are: to avoid uncomfortable and negative behavior, ensure an environment conducive to learning, and living with others.

Directed Lesson:

1. **Establish the Need:** The teacher initiates a discussion about the relevance and benefits of the skill. Children need to be involved in the disciplinary process in order to accept and understand why discipline is necessary, when more than one person is involved.
2. **Introduction:** The teacher will say "We are going to create a list of class rules and consequences." Teacher establishes rules on the board or on sentence strips. Discuss why rules are important and the importance of the consequences to fit the broken rule.
3. **Identify the Skill Components:** Write the following skill components on the board or on sentence strips. Display rules and consequences in the classroom.
 1. Develop rules.
 2. Develop strategies.
 3. Develop consequences.
 4. Follow the rules.
 5. Accept the consequences, if rules are broken.
4. **Model the Skill:** The teacher will model the skill by using puppets. The puppets will portray a teacher and a problem animal. The teacher's puppet should demonstrate appropriate disciplinary action following the consequences set up by the class.
5. **Behavioral Rehearsal:**
 - A. **Selection:** The teacher carefully selects one student to role play a teacher.
 - B. **Role Play:** The teacher/student is in charge of the class. The teacher portrays a problem child. What happens when one person disrupts the entire class? What consequences should be followed according to the class rules?
 - C. **Completion:** Following each role play, reinforce correct behavior, identify inappropriate behaviors and reenact role play with corrections. When role play is done correctly, it is complete.
 - D. **Reinforcers:** Reinforce correct behavior with encouragement, group reinforcement, and non-verbal expressions of approval.

- E. **Discussion:** Have the class discuss the role plays and the corrections that were made in each situation. Ask the class why it is necessary to have consequences for inappropriate behavior. What would happen if people were allowed to do anything they wished?
6. **Practice:** Give students copies of the following activity sheet, "Classroom Rules and Consequences," and have them copy the list of class rules and consequences to keep on file. They should sign their names showing responsibility for their actions and have parents sign the sheet.
7. **Independent Use:**
- A. Students develop rules and consequences which could be applied in the lunchroom and on the playground.
 - B. Students will develop rules and their consequences if broken. These rules and consequences could be applied at home using the worksheet entitled "Homework Rules and Consequences."
 - C. Students will pledge to follow rules or to accept the consequences.
8. **Continuation:** Teacher should continue to point out the need to follow the rules.

CHILDREN'S LITERATURE

- Greenfield, Eloise. *She Come Bringing Me That Little Baby Girl*. New York: Harper Collins Children's Books, 1993.
- Walter, Mildred Pitts. *My Mama Needs Me*. New York: Lothrop, 1983.

Name _____ Date _____

CLASSROOM RULES AND CONSEQUENCES

I, the student, do hereby agree to follow the rules and to accept the consequences of my actions.

These are our Classroom Rules:

1.

2.

3.

4.

List Consequences (use student suggestions)

1.

2.

3.

(Parent Signature)

(Date)

Name _____ Date _____

HOMework RULES AND CONSEQUENCES

These are the rules that I have set up with my parents so that I can get my homework done.

RULES:

1.

2.

3.

CONSEQUENCES: (This is what happens if I don't do the work).

1.

2.

3.

(Parent Signature)

(Date)

SOCIAL SKILL

Avoiding Negative Behavior

Behavioral Objective: The children will practice avoiding uncontrolled negative behavior to assure an environment conducive to learning and living productively.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the importance of the enforcement of rules. "When rules are broken, there must be consequences. If there is no discipline, then people do whatever they want and nothing is accomplished."
2. **Introduction:** Ask the students the following questions, and discuss their responses:
"What would happen in our country if nothing were done to a person when they broke or disobeyed a rule? Would the country become a better place to live? Why?"
3. **Identify the Skill Components:** List the following skill components on the board or on sentence strips.
 1. Think about the behavior.
 2. Discuss possible consequences.
 3. Choose the most appropriate action.
4. **Model the Skill:** Teacher uses a list of established school/classroom rules visible in the room. (Note: Rules should be developed in a positive manner). Have the students look at Rule #1. Go through the skill steps by first asking them to think about the behavior. Ask for possible consequences if the rule is broken. (List suggestions on the board.) Ask them to choose the most appropriate consequence.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects various students.
 - B. **Role Play:** One student should be chosen to act as the teacher, and three others chosen to act as students. Teacher to students: Class look at the second rule. John would you read it please? Sally, what should we do first? Sally: Think about the behavior. Teacher: Good! What are some possible consequences? John. Sally. What is the most appropriate action? Bill?
Role Play: One student acts as teacher and reads the skill steps. The other students will read the rules and discuss the steps to obtain an appropriate disciplinary action.

- C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Use verbal praise or a smile and nod to show approval.
 - E. **Discussion:** Have students discuss role plays and corrections made. Ask the class why it is important to be able to choose appropriate consequences for one's behavior.
6. **Practice:** Hand out copies of the following activity sheet entitled "Classroom Rules and Consequences" and have students copy the lists of classroom rules and consequences. Next, divide class into groups. Assign Group A to make a poster of rules, and Group B to make a poster of consequences.
 7. **Independent Use:** Give students copies of the activity sheet entitled "Every Home Needs Rules" to decorate and color, then take home and complete. Place where it can be seen.
 8. **Continuation:** Teacher should remind students of the need for this skill as related situations occur.

CHILDREN'S LITERATURE

Aardema, Verna. *Why Mosquitos Buzz in People's Ears: A West African Tale*. New York: Puffin Books, 1993.

Rosen, Michael. *How the Animals Got Their Colors*.

Name _____ Date _____

CLASSROOM RULES AND CONSEQUENCES

Divide the class into two groups. Call one GROUP A and one GROUP B. Each group has a job to do!

GROUP A. Make a **BIG** poster of your classroom rules. Use the space below for planning.

GROUP B. Make a **BIG** poster of the Consequences. Use the space below for planning.

Name _____ Date _____

EVERY HOME NEEDS RULES

This is my refrigerator page. After I decorate it, I will take it home and use magnets to hold it onto the refrigerator door for all to see. Our family can work on the rules together.

HOME RULES:

1 .

2 .

3 .

4 .

THIS IS THE "OOPS!" PART. IF THE RULES ARE NOT FOLLOWED, WE AGREE THAT THESE ARE THE CONSEQUENCES:

1 .

2 .

3 .

SOCIAL SKILL

Finding All Facts Before Acting

Behavioral Objective: The children will learn to think of all the reasons responsible for creating a given situation or conflict before taking action.

Directed Lesson:

1. **Establish the Need:** The purpose is to understand reasons, both physical and psychological conditions of the person and to also understand the problem so as to not attack the person, but the problem.

2. **Introduction:** The teacher will read the following story to the class:

"Mrs. Jones looked up from her reading group one day to see Mandy crying. Mrs. Jones asked Mandy what was wrong. Mandy said that Jim had broken her red crayon. The teacher then asked Jim if he broke Mandy's red crayon. Jim said yes, but Mandy had taken his red crayon and thrown it away. 'Mandy, did you throw Jim's crayon away?' Mandy said she had seen it on the floor in front of the door, and was afraid someone would step on it and fall. She didn't know whose crayon it was and she didn't want to interrupt the class to find out, so she threw it away."

Teacher asks class: "Did Jim know the total situation before reacting?" (Discussion follows.)

3. **Identify the Skill Components:** Write the following skill components on the board or on sentence strips before class.
 1. Gather all facts first.
 2. Think about all facts.
 3. Take appropriate action.
4. **Model the Skill:** Teacher demonstrates gathering all information about a situation before taking action.

Example: The teacher is busy with a reading group, and sees Russ leave the room. Should she/he scold Russ for leaving without permission? No, she/he should go to the door to investigate. At the door is Russ's mom who brought a cake as a birthday surprise.

5. **Behavioral Rehearsal:**

A. **Selection:** The teacher asks for volunteers or selects students to role play.

- B. *Role Play:* The students play the role of Mrs. Jones, Mandy, and Jim from the Introduction and/or the teacher, Russ, and Russ's mom from the example in Modeling the Skill. (Other situations familiar to the group may be used, and children may suggest solutions such as having a lost and found box for items on the floor.)
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* During the role plays, the teacher will use verbal rewards and expressions of praise to provide reinforcement. Praise and appreciation should be used often throughout the school year to maintain the skill.
 - E. *Discussion:* The teacher can discuss and reinforce the positive outcomes from understanding *all* information before taking action. What observations did the class make?
6. *Practice:* Hand out copies of the following activity sheet entitled *The Sentence Egg Basket* and explain it to students. Have them color the eggs and basket then cut out the eggs and arrange them on the basket to say:

Gather All Facts First

7. *Independent Use:* Distribute copies of the activity sheet entitled "Be a Good Detective!" Have children discuss this social skill at home and color the picture. Parent is to sign activity sheet and make comments.
8. *Continuation:* The teacher reminds the class of the importance of finding *all* facts before acting. This will help in both social and academic relationships. Maintaining this skill is an ongoing process. Teacher should bring this to students attention as behaviors occur throughout the year.

CHILDREN'S LITERATURE

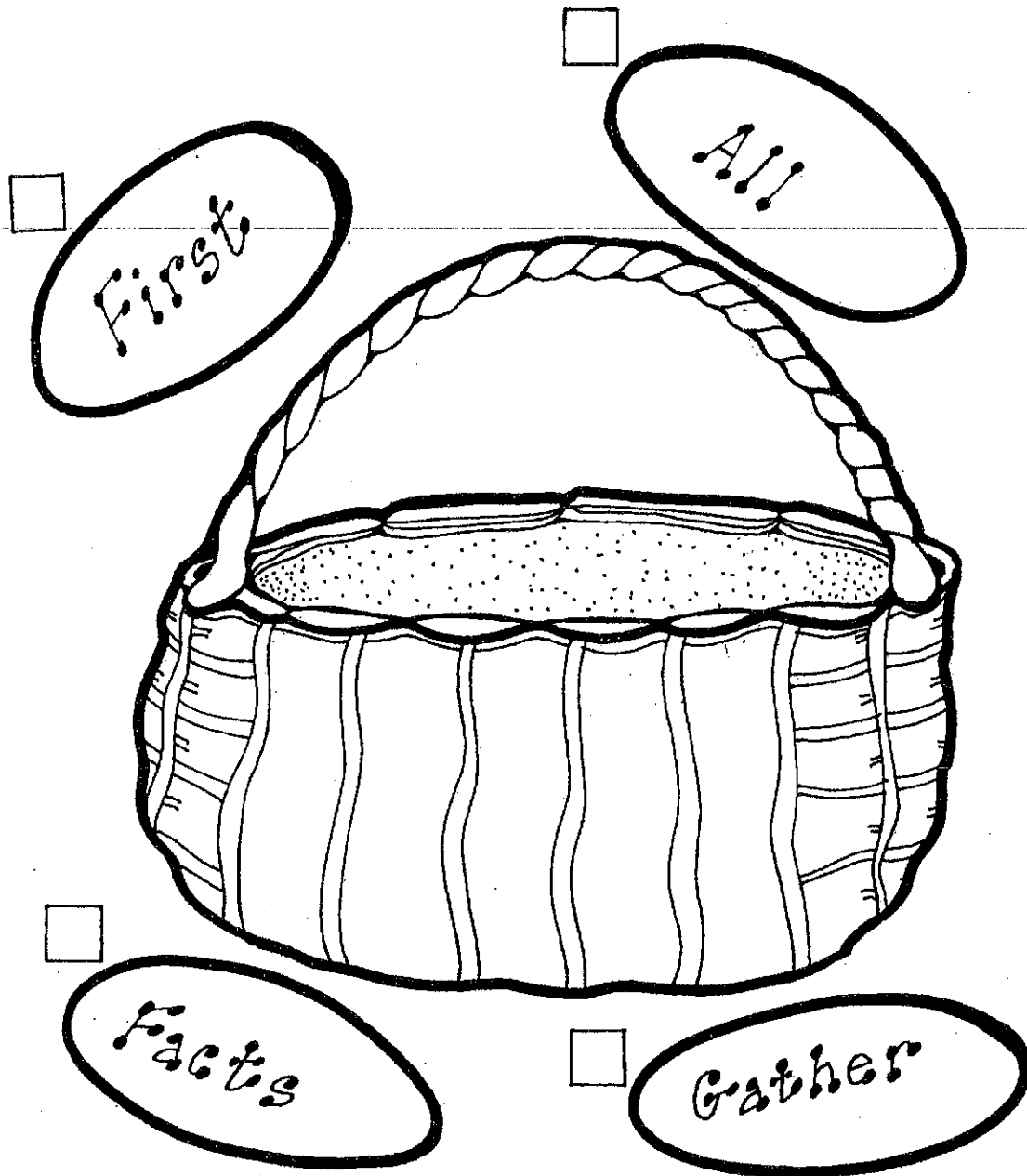
DePaola, Tomie. *Strega Nona*. New York: Simon & Schuster, 1979.

Duvoisin, Roger. *Petunia*. New York: Knopf Books for Young Readers, 1962.

Name _____ Date _____

THE SENTENCE EGG BASKET

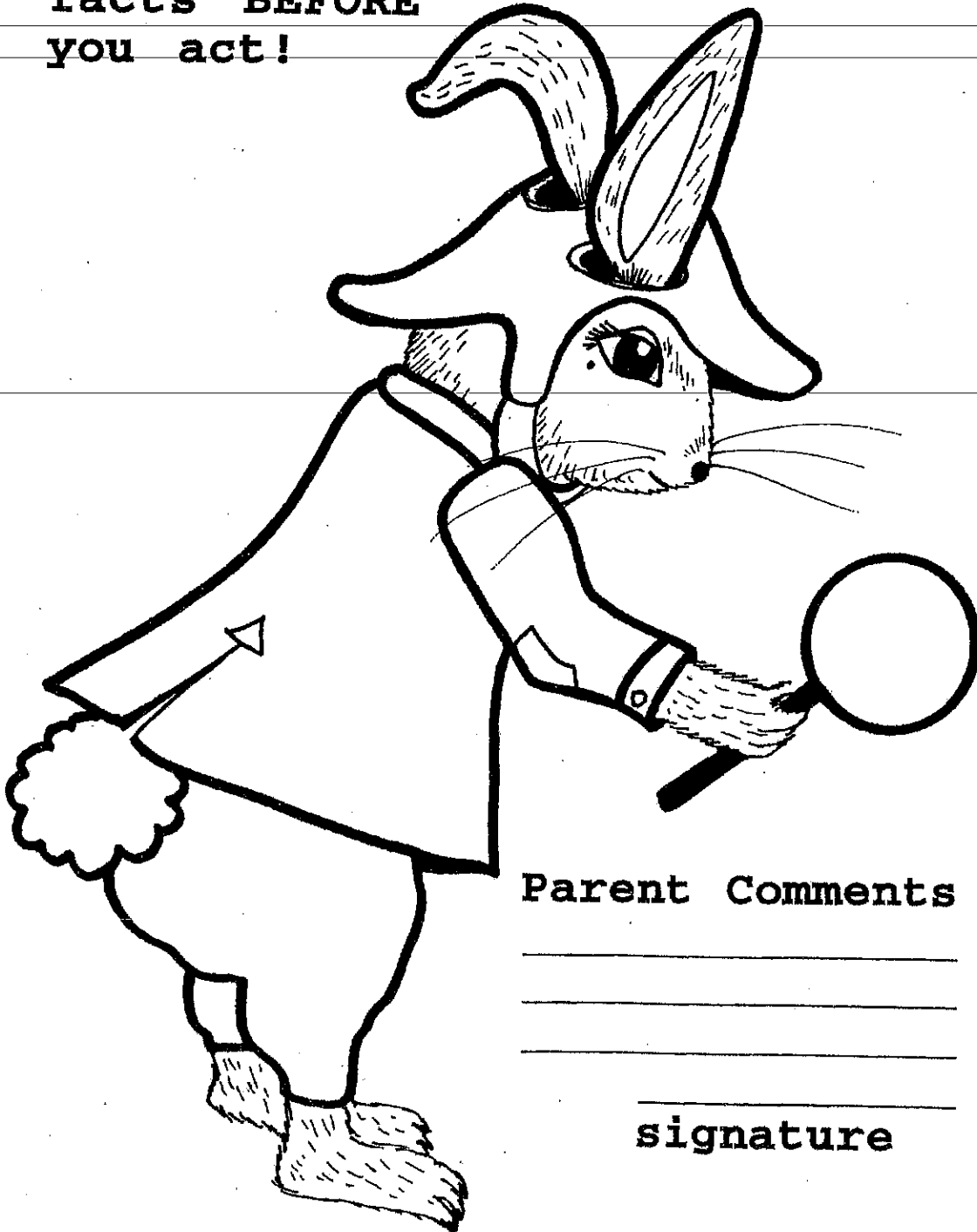
Directions: Make a sentence using the four words in the eggs. Put a number "1" in the square by the word that is first, and "2" in the next word square, and so on. Then read your sentence. Choose four colors to make the page look bright and cheerful.



Name _____ Date _____

BE A GOOD DETECTIVE!

Find ALL the
facts BEFORE
you act!



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Parent Comments

signature

SOCIAL SKILL

Fully Understanding a Situation Before Acting

Behavioral Objective: The children will learn to assess the total situation before taking action, so as not to make a mistake when deciding upon a course of action.

Directed Lesson:

1. **Establish the Need:** The teacher begins a discussion about the benefits and relevance of the skill. It is important to understand that how to act depends on the total knowledge of how the situation developed.

2. **Introduction:** The teacher will introduce the skill by telling the following story:

"Two children are playing ball in the street. Their ball accidentally breaks a window. The children run to the window to check the damage. They knock at the door, but no one answers. They remember the owner returns from work about 5:00 P.M. One child suggests trying to raise the money to fix the window before the owner returns. The children then run off.

"The owner of the house returns early. He sees the broken window and calls the police. The police arrive just as the children return with the money. The owner angrily points at the children as they approach."

The teacher discusses the story with the class. How does the owner feel? What do the police think? What do the children think and feel? The discussion should emphasize the gathering of knowledge of the whole situation before taking action.

3. **Identify the Skill Components:** Write the following skill components on the board or sentence strips.

1. Ask/tell what happened.
2. Ask questions.
3. Listen to answers.
4. Make decisions.

4. **Model the Skill:** The teacher walks into the classroom to find a box of pencils spilled on the floor. One child is busy picking them up, another is sitting at a desk. The teacher asks questions to determine what happened. Did the child picking up the pencils knock them over or is the child just covering up for another student?

5. **Behavioral Rehearsal:**

- A. **Selection:** Teacher selects five children to role play.

- B. *Role Play:* Two children begin to play catch in a street. One child throws the ball, hits and breaks a window. They discuss raising the money for the window before the owner returns. They leave to get the money.
 - C. *Completion:* Following each role play, reinforce correct behavior, identify inappropriate behaviors and re-enact role play with corrections. When role play is done correctly, it is complete.
 - D. *Reinforcers:* Acknowledge correct behavior with verbal encouragement, group reinforcement and non-verbal expressions of approval.
 - E. *Discussion:* Have the children discuss the merits of investigating the situation before taking action. Encourage them to talk about experiences they have encountered where someone was wrongly accused.
6. *Practice:* Hand out copies of the activity sheet entitled "What Happened Next?" for children to complete. They are to examine the pictures and write what happened in each case.
7. *Independent Use:*
- A. Students will write a sentence explaining a situation then illustrate it, using the activity sheet "But, I Didn't Do It!"
 - B. Students will relate a situation which occurred at home.
 - C. Students will exhibit appropriate behavior in school situations.
8. *Continuation:* Teachers should continue pointing out the need to listen carefully before making decisions on how to act.

CHILDREN'S LITERATURE

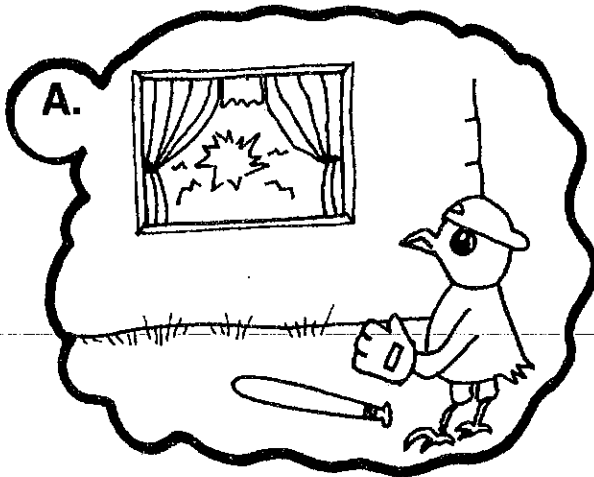
Barracca, Debra and Sal. *Maxi, The Star*. New York: Dial Books for Young Readers, 1993.

Name _____

Date _____

WHAT HAPPENED NEXT?

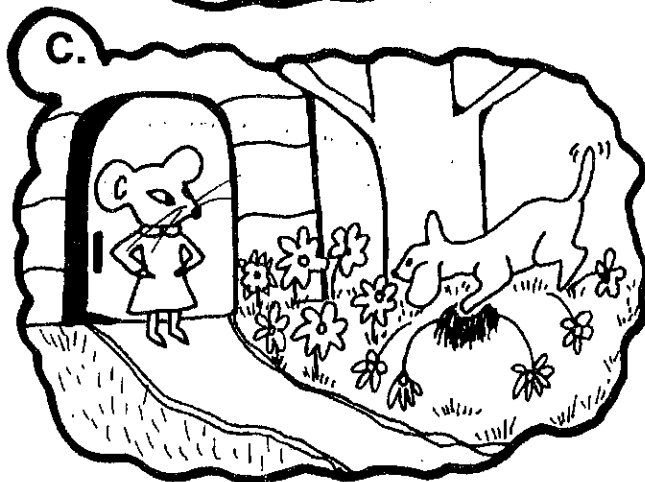
Look at the pictures. Write what could happen next.



A. _____



B. _____



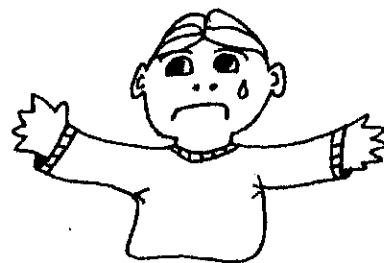
C. _____

Name _____ Date _____

"BUT, I DIDN'T DO IT!"

Directions: Write a complete sentence about something for which you were blamed, but did not do.

Draw a picture to help you tell your story.



HOW DID IT END?

SOCIAL SKILL

Assessing the Total Situation Before Acting

Behavioral Objective: The children will be able to assess the total situation before taking action.

Directed Lesson:

1. **Establish the Need:** Teacher discusses with the class the importance of assessing a situation before taking action. **“When a person understands the situation, they can then decide on what action to take. By doing this, they can possibly keep from making the wrong decision or from feeling bad about the decision they made.”**
2. **Introduction:** Teacher tells the following story to the class:
“Johnny couldn’t find his crayons. He remembered loaning them to Paul. Since Paul didn’t give them back, he went up to the teacher, and accused Paul of taking them, but Paul didn’t have the crayons.” Teacher then asks the following questions: **“What should Johnny have done before accusing Paul? If he had done these things first, then what might have happened?”** Lead class to the conclusion of looking at the total situation before acting. How would you feel if you accused someone only to find out later that you were wrong?
3. **Identify the Skill Components:** Write the following skill components on the board or place them on sentence strips.
 1. Investigate the situation in its completeness.
 2. Look at possible things that might have happened.
 3. Decide on what action to take.
 4. Do it.
4. **Model the Skill:** Teacher reads the following situation: **“The class was lining up to go to the lavatory. Lamar bumped into Erik.”** Teacher then goes through skill steps to show how the problem was solved.
5. **Behavioral Rehearsal:**
 - A. **Selection:** One student is selected to read the setting. Two other students are used for the dialog.
 - B. **Role Play:** (Place the parts on index cards.)

Setting: Class leaves the room, and Terry is the last one to leave because he was putting something in his desk. When class returns, it's just about lunchtime.

Dialogue Parts:

Sue: "Teacher, someone stole my lunch."
 Teacher: "Let's think of what possibly could have happened to your lunch."
 Sue: "Terry took it!"
 Teacher: "You don't know that. Did you look in your desk?"
 Tommy: "Did you leave it on the bus?"
 Ann: "Maybe someone came into the room and took it."
 Teacher: "Sue, look again in the coatroom. And don't forget to check the back cupboard where you went to place your lunch envelope for milk."
 Sue: "All right, I'll look again. Gee! Here it is on the back cupboard."

- C. *Completion:* After the role play, reinforce correct behavior, and identify inappropriate behavior. Reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Correct behavior should be reinforced by verbal praise, self-praise, and group encouragement.
 - E. *Discussion:* Students will discuss other occasions where understanding the total situation is necessary before taking action. Also, focus upon the result after taking action.
6. *Practice:* Hand out copies of the activity sheet entitled "The Missing Lunch Money." Do this together in class and discuss the actions taken.
 7. *Independent Usage:* Distribute copies of the activity sheet "Family Viewpoint" for students to take home and complete. Ask them to bring the activity back for sharing and discussion.
 8. *Continuation:* Teacher should remind children of the need to check all facts before taking action.

CHILDREN'S LITERATURE

Keats, Ezra Jack. *Goggles!* New York: Macmillan Children's Group (Aladdin), 1987.

Name _____

Date _____

THE MISSING LUNCH MONEY

The cat thinks the mouse has taken his lunch money. But did the mouse do it? Did the cat look in his desk? Did he look in his coat pocket? Where could it be, oh my oh me!

Write your story below.



Name _____

Date _____

FAMILY VIEWPOINT

Ask members of your family to think of situations when they failed to look at the total situation before taking action. Be prepared to share these situations with the class.



SOCIAL SKILL

Listening Attentively

Behavioral Objective: The learner will listen attentively when the teacher or another person is speaking to the class.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. Listening is needed in following directions and completing work.
2. **Introduction:** For practice, the teacher will say a sentence. The student will repeat that sentence and add a rhyming sentence.

Example: (teacher) There once was a cat, who ran after a _____.

(student) There once was a cat, who ran after a bat.

Next, the teacher will ask the students to listen to the poem and think of words that rhyme with *an*.

"I knew a man,
His name was ___ *an*.
He fried eggs in a ___ *an*.
He cooled off by the ___ *an*.
He drove a ___ *an*.
The color was ___ *an*.
When his friends asked if he could sing,
He said, 'Yes, I ___ *an*.'"

3. **Identify the Skill Components:** List the following skill components on the board before class.
 1. Look at the speaker.
 2. Sit quietly.
 3. Think about what the speaker said.
 4. Answer the question.
4. **Model the Skill:** Teacher will play the role of the student and teacher. As teacher, she will read aloud from a book, and ask a question. As student, she will answer the question.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects five students to play the following roles: one teacher and four students. Teacher will give the role playing teacher question cards to read individually to the four students.

- B. *Role Play:* Activity cards can be adapted to fit the needs and level of the children.
- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
- D. *Reinforcers:* Correct behavior should be acknowledged by verbal praise, non-verbal expressions of approval and self-praise (pat yourself on the back if you guessed some of the answers to the poem and role plays). Have a big garden glove available that students can use to pat themselves on the back.
- E. *Discussion:* Have children discuss the role plays and the corrections that were made. Ask the class what advantages there are in listening to a speaker. Are there any disadvantages? Discuss what problems they have with the skill.
6. *Practice:* Hand out copies of the following "Draw the Answer" activity sheet. Children will answer questions 1,2,3, and 4 then color the pictures in class.
7. *Independent Use:* Ask students to watch the evening news. The following morning the students will be asked to tell what they listened to on the news.
8. *Continuation:* Teachers should remind children of the importance of listening attentively as related situations arise.

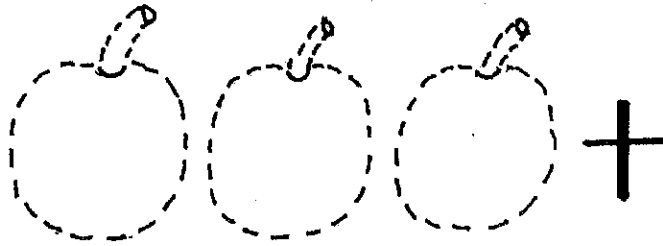
CHILDREN'S LITERATURE

- Dr. Seuss. *The Cat in the Hat*. New York: Random House Books for Young Readers, 1966.
- Johson, Angela. *Tell Me a Story, Mama*. New York: Orchard Books Watts, 1989.

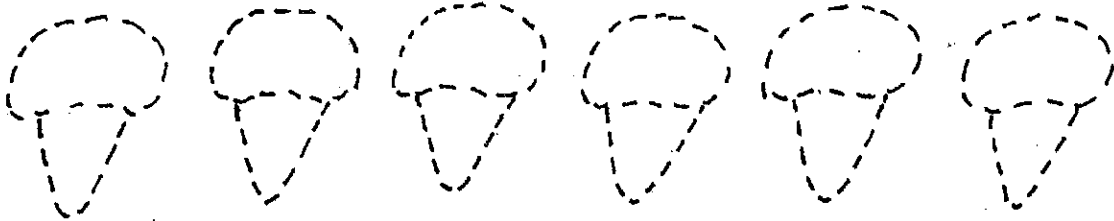
Name _____ Date _____

DRAW THE ANSWER

- ① 1. Three apples and three apples equals _____ apples.



- ② 2. Six ice cream cones minus six ice cream cones equals _____ ice cream cones.



- ③ 3. The baby had a balloon and a bottle. Show what the baby had.

- ④ 4. The house has four windows and one door. Show what the house has.

SOCIAL SKILL

Listening (for Prediction)

Behaviorial Objective: The children will listen attentively when the teacher or another person is speaking to the class.

Directed Lesson:

1. **Establish the Need:** The teacher initiates a discussion about the relevance of the skill. Listening is an extremely important skill to master. It is the basis for all learning. Without good listening skills, children will not be able to follow directions or understand their work. This skill is necessary for any learning to take place.
2. **Introduction:** The teacher will introduce the skill by reading the following story to the class. Tell the students to be prepared to answer and ask questions about the story.

"Long ago in the land of _____ (school) there lived a little girl by the name of Lisette. She was very unhappy because she never knew what was going on. One day, she hopped onto her pet dragon, Cyril, and began a journey to discover the solution to her problem. Lisette flew to her teacher's house and asked 'Mrs. Apple, why is it so hard for me to learn in school?' As Mrs. Apple began to answer her, Lisette turned her head to listen to a bird singing in a tree. When she turned around, Mrs. Apple had finished her explanation. Lisette still didn't have an answer. She hopped back on Cyril and flew to her friend, Harry's house. She asked Harry the same question. As he began to reply, Lisette turned her head to watch Cyril and Harry's dragon play together. When she turned around, Harry had finished his explanation. Lisette still didn't have an answer. She hopped back on Cyril, but he refused to move. Cyril said to her, 'Lisette, the reason you have trouble learning in school and the reason you never know what is going on around you is....'"

Teacher: "Children, what do you think Cyril is going to say?"

Correct: "Yes, it is because you never listen to the person who is speaking."

The teacher may have children answer or ask questions about the story to check listening levels.

3. **Identify the Skill Components:** List the following skill components on the board before class.
 1. Look at the person who is speaking.
 2. Sit quietly while the person is talking.
 3. Think about what is being said.

4. Answer questions.
5. Ask questions.
4. **Model the Skill:** The teacher models the skill steps by listening to a child reading from a book and answering any questions from the class.
5. **Behavioral Rehearsal:**
 - A. **Selection:** The teacher selects four pairs of children to role play. They may be volunteers or children that the teacher feels need the practice.
 - B. **Role Play:** The pairs of children will act out the following:
 1. Child reads, another child listens.
 2. Child tells about T.V. show, another child listens.
 3. Child pretends to be parent talking to child, the other child listens.
 4. Child pretends to be teacher explaining a math problem, the other child listens.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Reinforce appropriate behaviors with verbal encouragement, tangible rewards, and physical displays of approval (i.e., hug, pat, smile).
 - E. **Discussion:** Have children discuss the various role plays, the appropriate and inappropriate behaviors. Ask them to formulate their own conclusions as to the importance of listening. What problems do they have trying to listen?
6. **Practice:** Distribute copies of the activity sheet "Listen for the Color." The children will listen for the color of the animals in the following poem, then write the colors and color in the animals.

POEM: (Read it slowly to the class. Reread and give time to write colors.)

"There once was a *pig* whose color was *red*
 And all he wanted was to be fed.
 He had a good friend who was a *goat*
 The goat was *green* from his toes to his throat.
 And then there was Charlie, an active *dog*,
 He turned *purple* when he started to jog.
 Of course we know the *kitten* of *yellow*
 He was such a funny fellow!
 The *horse* walked right into the sea
 To get *blue* water on each knee.
 And now we'll finish with the sleepy *owl*
 Whose *brownish* color came off on his towel!"

7. **Independent Use:** Encourage the family to use the public library and to read or tell a story to the child. Ask the child to answer or ask questions about the story, and to share the experience with the group.

SOCIAL SKILL

Listening for Specific Information

Behavioral Objective: The children will listen attentively when the teacher or another person is speaking to the class.

Directed Lesson:

1. **Establish the Need:** The teacher reviews with the class the importance of listening and what happens if students are not listening. Stress that no learning can take place unless there is active listening. . . hearing and understanding what is being said.
2. **Introduction:** Introduce the skills by means of a game. The teacher begins the game by starting a story and suddenly stopping. The teacher then calls on a volunteer in the class to continue the story, making sure that it relates to the previous information.
3. **Identify the Skill Components:** List the following skill components on the board before class.
 1. Look at the person who is speaking.
 2. Sit quietly while the person is talking.
 3. Think about what is being said.
 4. Answer questions.
 5. Ask questions.
4. **Model the Skill:** The teacher models the skill steps by listening to a child describe an item in the classroom.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects ten children to role play.
 - B. **Role Play:** Each child selects an animal, a food, or a means of transportation to describe to the class. The children must listen and figure out what is being described.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Compliment each child who has correctly answered and distribute "good listener" badges.
 - E. **Discussion:** Discuss what advantages there are in listening to a speaker. What disadvantages are there in not listening to a speaker?

6. **Practice:** Distribute copies of the following activity sheet entitled *Listening* to the children. The teacher reads the following short description to the class. The children must answer questions relating to the information. The teacher will read it again stressing how important it is to listen in order to get information. The class then does the activity sheet together.
Story: "One Monday morning, three blue ducks decided to go to town. The ducks waited for a huge bus driven by a man with a funny hat."
7. **Independent Use:** Children will listen to sounds they heard at home and write them down. There should be a minimum of five sounds. Also write down the time of day that the sounds were heard. Bring the list back to school. Collect them in a container and read them aloud.
8. **Continuation:** Teachers should point out the importance of listening carefully to get the correct information as related situations arise.

CHILDREN'S LITERATURE
(Animal Stories)

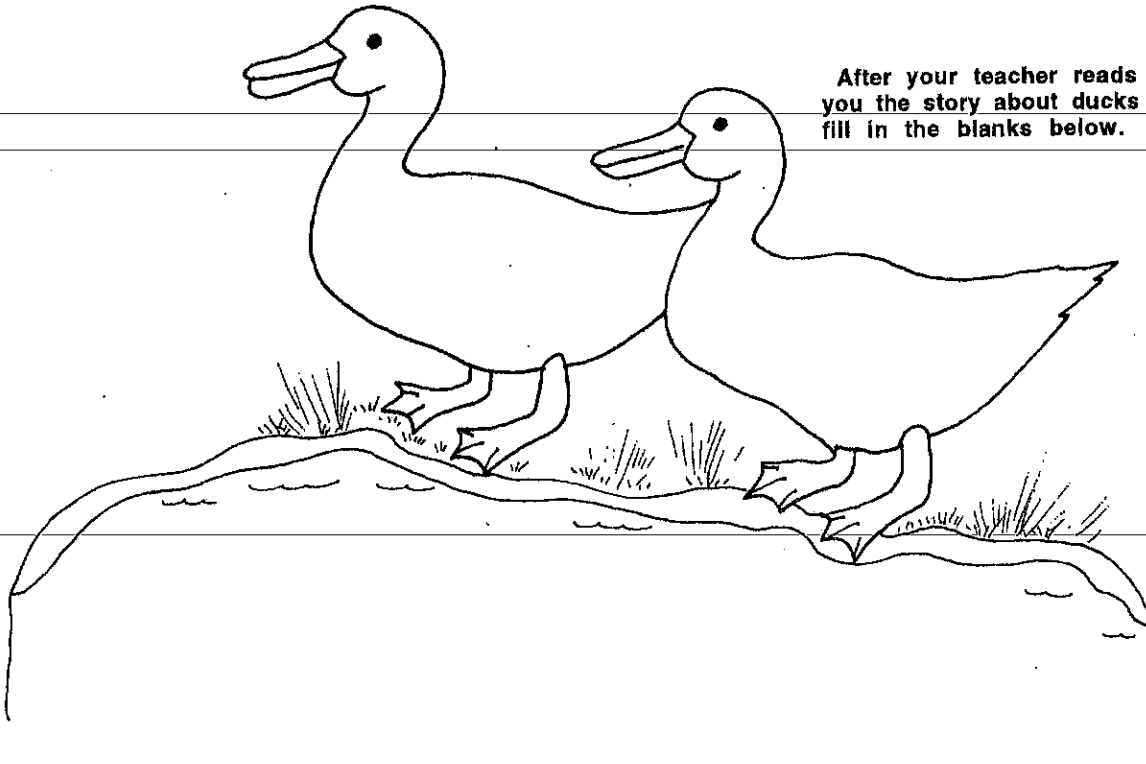
McClosky, Robert. *Make Way for Ducklings*. New York: Viking Children's Books, 1941.

Tafari, Nancy. *Have You Seen My Duckling?* New York: Viking Children's Books, 1986.

Name _____ Date _____

LISTENING

After your teacher reads
you the story about ducks
fill in the blanks below.



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1. What day of the week was it? _____
2. How many ducks were there? _____
3. What color were the ducks? _____
4. Where did the ducks want to go? _____
5. What did they ride in? _____
6. How big was it? _____
7. Who drove it? _____
8. What was he wearing? _____

SOCIAL SKILL

Listening for the Main Idea of a Story

Behavioral Objective: The children will state the main idea of the selection read by the teacher.

Directed Lesson:

1. **Establish the Need:** Teacher relates the qualities of a good listener: (A) one should look at the person speaking, and (B) be ready to repeat what the speaker said. What are some things that might happen if we don't listen?
2. **Introduction:** Teacher will read a short selection from the basal reader, and call upon children to identify the main idea of the selection.
3. **Identify the Skill Components:** List the following skill components on the board before class.
 1. Listen to a selection read from the basal reader.
 2. Verbally identify the main idea of the selection.
4. **Model the Skill:** Teacher will select a student to read a specific paragraph from the basal reader. Teacher will listen and state the main idea.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will divide the class into two teams, all students will participate in role play.
 - B. **Role Play:** Teacher will read a paragraph and call on a team member to give the main idea. If the answer is correct, that student may select the listener for the other team. If the answer is incorrect, the other team may give their answer. Continue as time permits.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Give verbal encouragement, a nod of approval and smile, or certificates for correct behavior.
 - E. **Discussion:** Students will make suggestions to improve role play.
6. **Practice:** Distribute copies of the following activity sheet, "Listening Ears," for children's completion in class.

7. **Independent Use:**

- A. Students may practice the same role-play game in small groups during recess.
- B. Teacher will praise children who practice the qualities of being a good listener when someone else is speaking.
- C. Ask a family member to read a story, and have the child give the main idea.

8. **Continuation:** Teachers should remind children of the importance of listening for the main idea when someone is reading/speaking to them as related situations occur throughout the year.

CHILDREN'S LITERATURE

Ehlert, Lois. *Moon Rope: Un Lazo a la Luna*. San Diego: Harcourt Brace, 1992.

Isadora, Rachel. *Max*. New York: Macmillan Children's Group (Aladdin), 1984.

Name _____

Date _____

LISTENING EARS

Close your eyes
Touch your ears
LISTEN! LISTEN!
What to you hear?



Draw four things you heard in the boxes below.

1

2

3

4

Name _____ Date _____

FOLLOWING DIRECTIONS IN **MATH****Directions:**

1. Add the problems in Box 1.
2. Subtract the problems in Box 2.
3. Follow the signs (+ and -) in Box 3.

1.

$$\begin{array}{r} 4 \\ \underline{2} \end{array} \quad \begin{array}{r} 6 \\ \underline{3} \end{array} \quad \begin{array}{r} 4 \\ \underline{0} \end{array} \quad \begin{array}{r} 5 \\ \underline{5} \end{array} \quad \begin{array}{r} 7 \\ \underline{4} \end{array} \quad \begin{array}{r} 9 \\ \underline{6} \end{array} \quad \begin{array}{r} 10 \\ \underline{8} \end{array}$$

2.

$$\begin{array}{r} 16 \\ \underline{8} \end{array} \quad \begin{array}{r} 20 \\ \underline{9} \end{array} \quad \begin{array}{r} 15 \\ \underline{8} \end{array} \quad \begin{array}{r} 15 \\ \underline{6} \end{array} \quad \begin{array}{r} 22 \\ \underline{9} \end{array} \quad \begin{array}{r} 18 \\ \underline{12} \end{array} \quad \begin{array}{r} 21 \\ \underline{11} \end{array}$$

3.

$$\begin{array}{r} 4 \\ + 6 \end{array} \quad \begin{array}{r} 5 \\ + 5 \end{array} \quad \begin{array}{r} 6 \\ + 9 \end{array} \quad \begin{array}{r} 8 \\ - 6 \end{array} \quad \begin{array}{r} 3 \\ + 3 \end{array} \quad \begin{array}{r} 4 \\ - 2 \end{array} \quad \begin{array}{r} 9 \\ - 9 \end{array}$$

SOCIAL SKILL

Feeling Good About Oneself

Behavioral Objective: The children will state something they like about themselves when asked.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the behavior. Building a positive self-concept will help with success academically and socially.
2. **Introduction:** Teacher will use a puppet to recite the following riddle.

Question: Who Am I?

I know that I'm terrific,
But let me be specific!
I can run and play and move and walk
I can drink and eat and sing and talk
I can see and laugh and wink and blink
I can read and write and count and think
I can jump and play and climb a tree
I can twist and stretch and bend my knee.

Answer: I'm all of you!

3. **Identify the Skill Components:** (List on board before class)
 1. Think of what you like about yourself (refer to the poem in #2).
 2. Think of what to say.
 3. How will you say it?
 4. Wait your turn.
 5. Say what you like about yourself. (Use complete sentences.)
4. **Model the Skill:** Teacher models the skill steps by saying something good about himself or herself, such as: "I like to read a good book," or "I like to play fair."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects children to role play.
 - B. **Role Play:** Give children the name of a famous person and/or profession. What might that person say about himself/herself. (What he/she likes about himself/herself) e.g., firefighter: "I work hard". . . "I help put out fires for people." Have children role play themselves doing a good deed.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Use material rewards, verbal praise, non-verbal expressions of approval (i.e., smile, pat, hug), and group reinforcement.
 - E. *Discussion:* How does it make you feel when you say something nice about yourself?
6. *Practice:* Give children copies of the accompanying activity sheet, "Get in Shape—Feel Good," to complete in class. Check their drawings and discuss.
7. *Independent Use:*
- A. Children tell classmates something they like about themselves.
 - B. As homework, children tell an adult something they like about themselves. This can be the basis of a follow-up discussion another day.
8. *Continuation:* Teachers tell students to use healthy self-talk, such as, "I can do it," "I'm a good helper," "I can keep trying," etc.

CHILDREN'S LITERATURE
(Self-Image)

Hoffman, Mary. *Amazing Grace*. New York: Dial Books for Young Readers, 1991.

Kraus, Robert. *Leo the Late Bloomer*. New York: Harper Collins Children's Books, 1994.

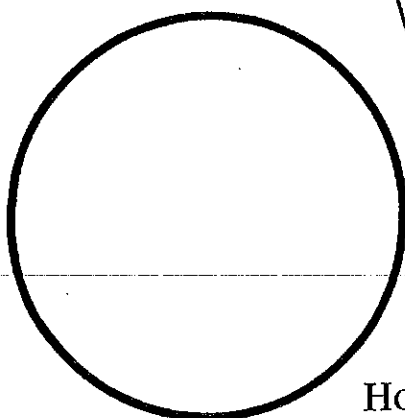
Name _____

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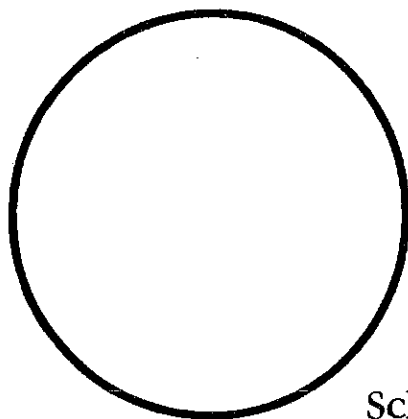
GET IN SHAPE -- FEEL GOOD

Draw a picture of something that makes you feel good at home, school and play.

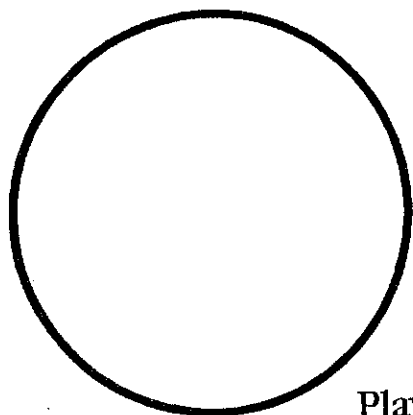
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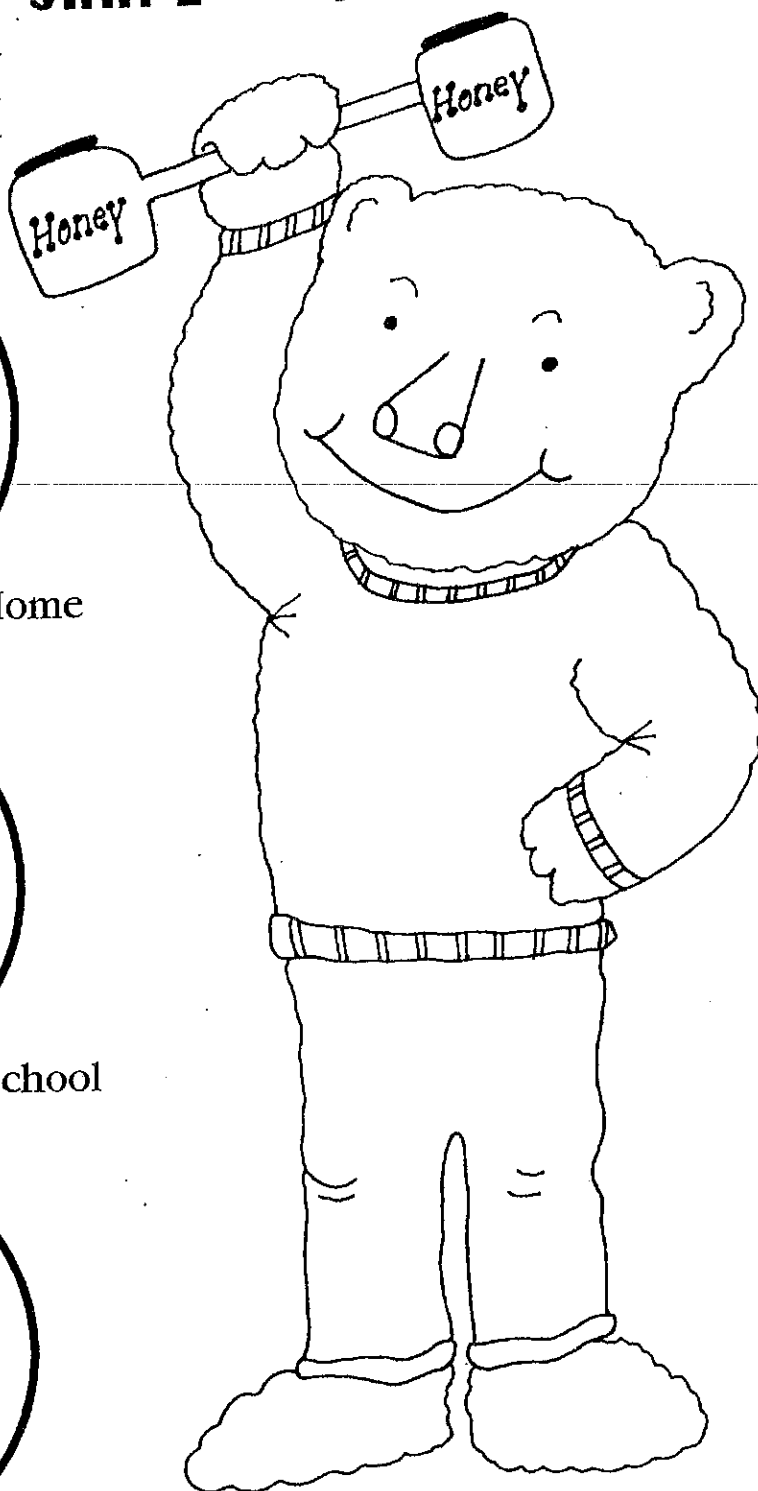
Home



School



Play



SOCIAL SKILL

Expressing Good Things About Oneself

Behavioral Objective: The children will state something they like about themselves when asked.

Directed Lesson:

1. **Establish the Need:** Review the idea that building a positive self-concept will build success academically and socially.
2. **Introduction:** Teacher reads story to class:
"Once upon a time in the land of _____ school, there lived a tiny, brown dog. He had only one problem. He didn't know how very special he was. He knew how wise the owl was; how quickly ran the deer. The eagle flying high could see both far and near. The huge strong elephant never forgot a thing. The robin had a special song to sing. Would you help our special animal friend find something nice to say about himself/herself?"
Have class give positive statements about dog. (Eg: He can bark, run, jump, fetch, wag his tail, etc.).
3. **Identify the Skill Components:** (List on board before class)
 1. Think of what you can do and what you like about yourself.
 2. Think of what to say.
 3. How will you say it?
 4. Wait your turn.
 5. Say what you like about yourself. (Use complete sentences.)
4. **Model the Skill:** The teacher says, "I like myself because I teach children to read."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Each child will pair off with the child they are sitting next to.
 - B. **Role Play:** One child will ask the other, "What do you like about yourself?"
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Ask the children to compliment each other on the positive things they said about themselves.

- E. *Discussion:* Have children discuss how it feels to say positive things about themselves. Ask them if it was difficult to think of things to say. What advantages do they see in using this skill?
6. *Practice:* Have children complete one or more of the following four activity sheets.
- A. "Self-Praise Maze"—Do this activity together in class.
 - B. "I Like Myself"—This individual activity can be done in class or at home.
 - C. "Who Am I?"—The positive statements on the worksheet identify what a person with a certain occupation might say about himself. Have children write in their answers and check them in class.
 - D. "The Good News Wishing Well"—Each child is to complete the activity individually in class or at home.
7. *Independent Use:*
- A. Have a home or school family member ask children to say something good about themselves every day for a week.
 - B. The teacher will ask daily for volunteers to raise their hand and say something they like about themselves.
8. *Continuation:* Teacher tells children to say each day:

"I like myself.
I like myself.
I really like myself."

They can clap their hands together as they chant the words.

CHILDREN'S LITERATURE

- Flournoy, Valerie. *The Patchwork Quilt*. New York: Dial Books for Young Readers, 1985.
- Rylant, Cynthia. *Mr. Griggs' Work*.

Name _____ Date _____

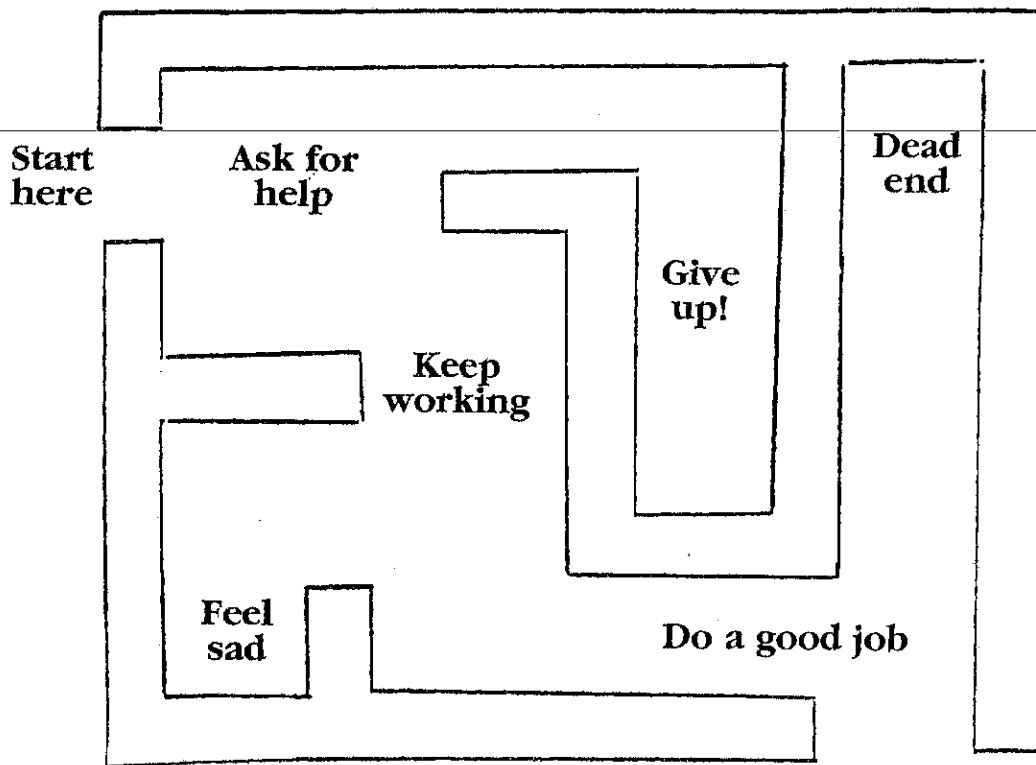
SELF-PRAISE MAZE

Ken is sad because he cannot do his homework.

YOU can help.

Trace the path that Ken should take.

Then go back and read the words.



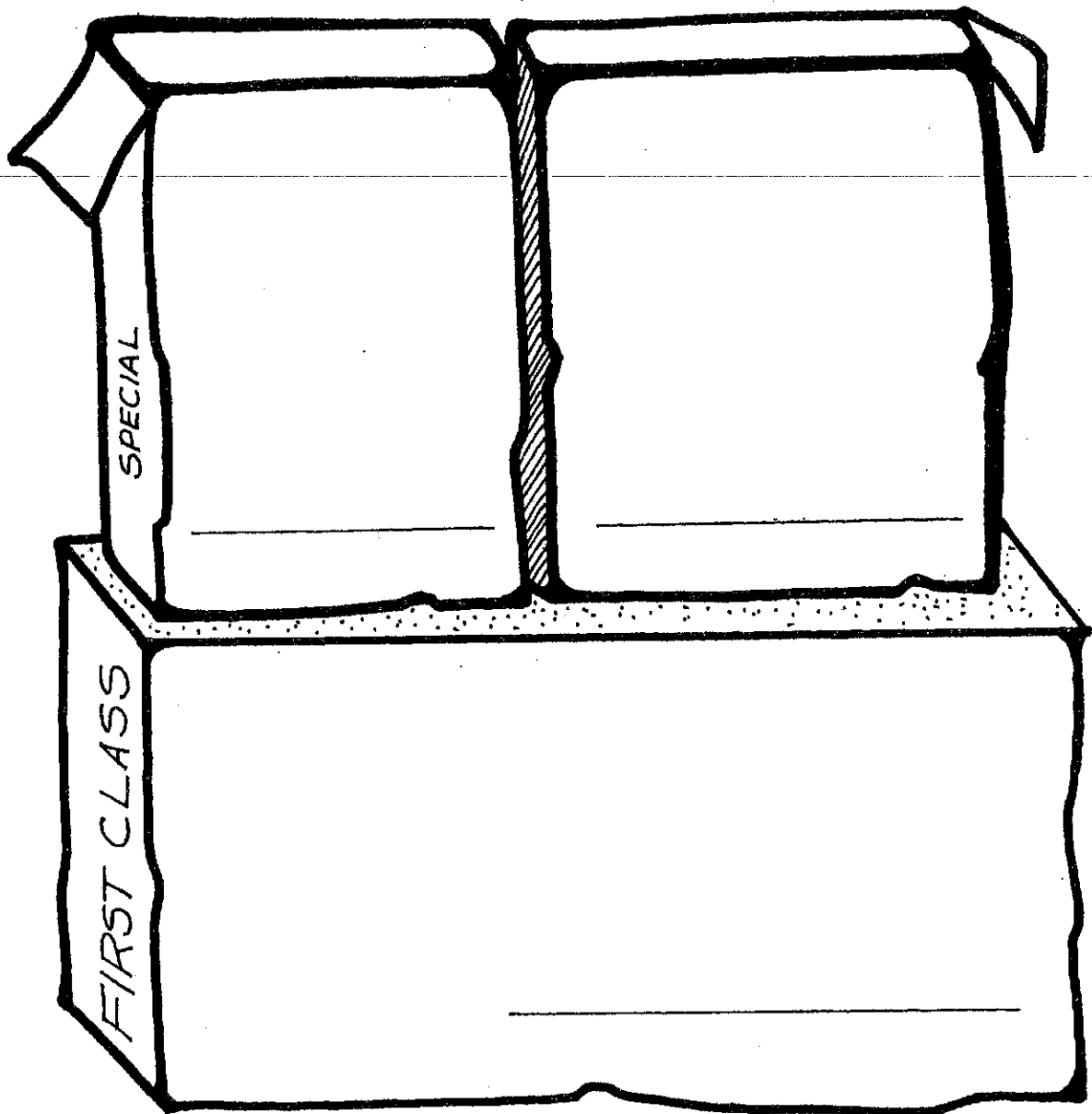
Name _____

Date _____

“ I LIKE MYSELF I'M A VERY SPECIAL PERSON YOU SEE.
I CAN SHOW YOU, 1, 2, 3.”

Directions: Think of three things you can do that make YOU special. Use your crayons to show us in the three boxes below. Then, write a word in each box that tells HOW you feel.

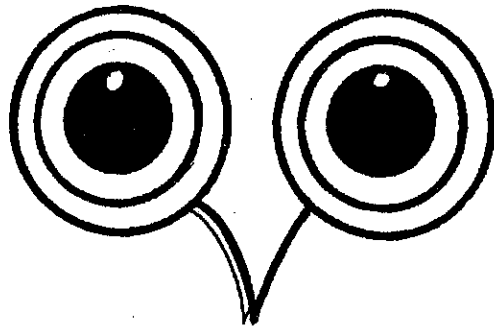
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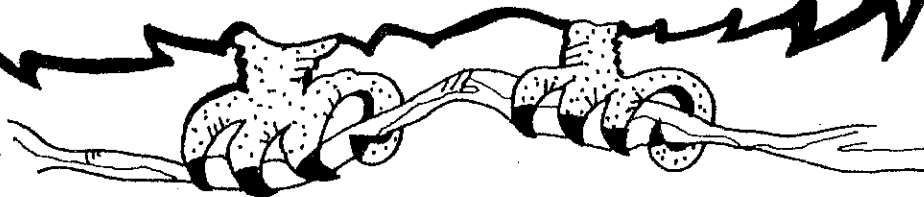
Name _____ Date _____

WHOOOOO AM I?

Ollie Owl wants to know the occupation of each person.
Can you help? Write the answer on the line.



1. _____ I like myself because I heal sick people.
2. _____ I like myself because I rescue people from fires.
3. _____ I like myself because I help run our country.
4. _____ I like myself because I help children learn.
5. _____ I like myself because I create beautiful pictures.
6. _____ I like myself because I make beautiful sounds come from an instrument.
7. _____ I like myself because I can hit a ball and make a homerun.
8. _____ I like myself because I can fix a broken tooth.
9. _____ I like myself because I help keep a house or building clean.
10. _____ I like myself because I let people know what is going on in the news every day.



Name _____

Date _____

Directions: This well is full of good news. Find three good things from the words in the well that tell something about YOU. Write them on the lines below the well. Oh, and don't forget to make a wish!

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SOCIAL SKILL

Feeling Positive About Oneself

Behavioral Objective: The children will draw a picture showing themselves doing something that makes them feel proud.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of a positive attitude. Children need to learn that building a positive self-image will help build success in school and help them when dealing with people.
2. **Introduction:** Famous people were once young, just like them. They became successful because they thought they could accomplish great things. They liked many things about themselves. Use the following examples (place on board or signs):
 - A. *Sally Ride:* "I was the first woman to go into space because I am a very good astronaut."
 - B. *Bill Cosby:* "I created excellent T.V. programs because I have talent and knew I could do it."
 - C. *Bruce Lee:* "I practiced many hours to become a great Karate expert. I liked the way it felt when I became a success."
3. **Identify the Skill Components:** (List on board before class)
 1. Think of things you can do that you like about yourself.
 2. Select one to express.
 3. Plan what you want to say.
 4. Raise your hand.
 5. Wait your turn.
 6. Make your positive statement.
4. **Model the Skill:** Teacher models the skill steps using examples of things she can do that she likes about herself.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects children to role play. Try to have a least five children role play.

- B. **Role Play:** Have children imagine they are other people and find something positive to say about themselves. *Examples:* Hulk Hogan, Martin Luther King. . . someone the class knows. Have children then role play themselves in pairs. One child asks the other, "What do you like about yourself?" His partner replies. They reverse roles.
- C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
- D. **Reinforcers:** Use verbal praise, tangible rewards, and physical displays of approval (i.e., hug, pat, smile, being selected as line leader, being chosen to select the book to be read aloud that day).
- E. **Discussion:** Have children discuss the role plays and the corrections that were made. Ask the class what advantages they see in liking themselves. Discuss what problems the children have with the skill.

6. **Practice:**

- 1. Give children copies of the following activity sheet, "It's Me!" Each child writes something that he likes about himself and then illustrates it in the picture frame.
- 2. Next, distribute copies of the activity sheet entitled "The Daily Good News." Have each child complete the worksheet, then fasten it to the back of the first activity sheet with the child's self-portrait.

7. **Independent Use:**

- A. Student tells classmate one thing he/she likes about her/himself during the week.
- B. Student tells family member something he/she likes about her/himself. The child then writes it, has it signed by the family member, and returns it to school. During the next lesson the class will discuss what the advantages are of saying nice things about yourself.

8. **Continuation:** Teachers tell students to say each day:

**"I like myself.
I like myself.
I really like myself."**

They can clap their hands together as they chant the words. Teachers should continue pointing out the need for this skill as related situations arise.

CHILDREN'S LITERATURE

Carle, Eric. *The Mixed-up Chameleon*. New York: Harper Collins Children's Books, 1984.

Henkes, Kevin. *Crysanthemum*. New York: Wm. Morrow (Greenwillow), 1991.

Name _____ Date _____

IT'S ME!

On the following lines, write a sentence that tells something nice about yourself. Then, draw your picture inside the fancy frame.

Name _____

Date _____

THE DAILY GOOD NEWS

EXTRA! EXTRA!

" I like myself," said

(your name).

And, I will tell you why. It's
because _____

I Can draw a circle
around the words that
describe me:

- POLITE
- NEAT
- BIG
- SMALL
- KIND
- FRIENDLY
- HELPFUL

I AM MANY COLORS TODAY!

This is the color of my:

eyes _____

hair _____

shoes _____

hat _____

backpack _____

My favorite color is _____!

HERE I AM!

Draw your picture.

Editor's Name _____ Date _____

SOCIAL SKILL

Being Positive About Oneself

Behavioral Objective: The children will draw a self-portrait and write two positive statements about themselves on sentence strips to attach to the drawing.

Directed Lesson:

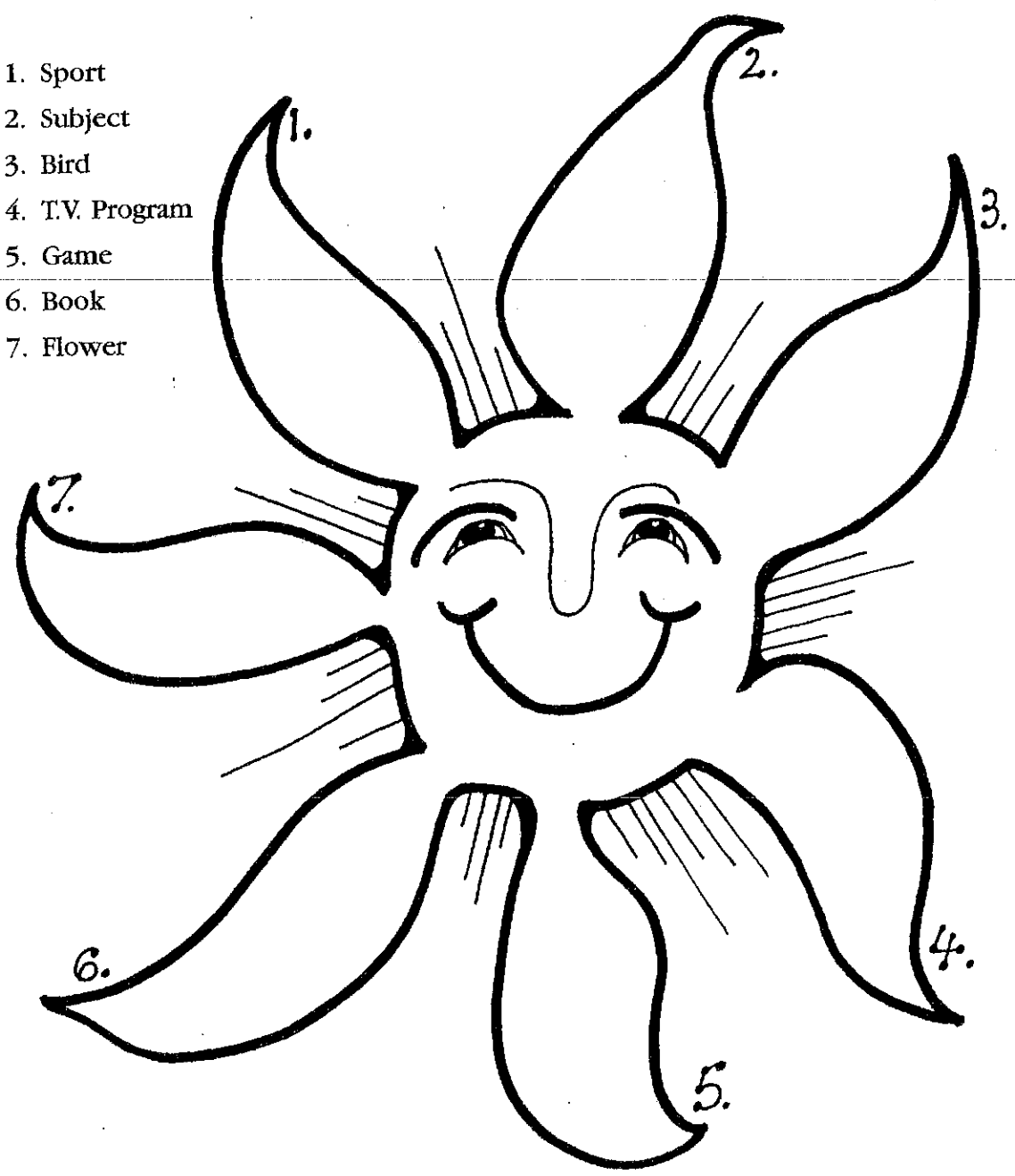
1. **Establish the Need:** Discuss with the students that everyone has good qualities and does something well. Even though it may not be done perfectly, it can still be done well.
2. **Introduction:** Ask students what one thing they enjoy and do well. Make a list on the chalkboard.
3. **Identify the Skill Components:** (List on board before class)
 1. Think about what you want to say.
 2. Raise your hand.
 3. Wait to be called on.
 4. Express your positive statement.
4. **Model the Skill:** Teacher will verbally make three different positive statements about self. "I like the way I _____." "I feel smart when _____." "My favorite sport is _____."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will call on seven students to complete sentences written on the board. Then teacher will call on five more to start and complete their own positive statements.
 - B. **Role Play:** Students will make positive statements about themselves.
 1. I'm terrific at _____.
 2. I like the way I _____.
 3. I am very good at _____.
 4. I like myself when I _____.
 5. My best subjects in school are _____.
 6. The sport that I'm best at is _____.
 7. I did a very nice thing for my mother. I _____.

Name _____ Date _____

MY SUNNY DAY FAVORITES

Write down your favorite activity or thing on each sun ray from #1 - #7.

- 1. Sport
- 2. Subject
- 3. Bird
- 4. T.V. Program
- 5. Game
- 6. Book
- 7. Flower



SOCIAL SKILL

Rewarding Oneself

Behavioral Objective: Children will identify three ways to reward themselves.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about how building a positive self-image will help develop success in school.
2. **Introduction:** Ask the class the following questions:
 - “How do you feel when someone rewards you?”
 - “How do you feel when you did something good but nobody noticed?”
 - “When your good behavior goes unnoticed, you can reward yourself. Tell yourself ‘I did a great job’ or ‘I’m proud I _____.’ Pat yourself on the back. Draw yourself an award and write a comment on it. Hang it on your desk.
3. **Identify the Skill Components:** (List on board before class)
 1. Identify what you think you did well.
 2. Reward yourself.
 3. Ask for confirmation from your friends and family.
4. **Model the Skill:** Teacher will model the skill by giving herself a pat on the back. She/he will say “I did a fine job of writing today.” Teacher will demonstrate drawing an award for perfect attendance for the week and tape it on her desk.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select six students to role play each of the three rewards twice.
 - B. **Role Play:** The teacher will direct two students to make awards to themselves showing good behavior in the library. Two students will make positive verbal comments about their own good behavior. All students will pat themselves on the back.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal encouragement, tangible rewards, nod approval and smile.
 - E. **Discussion:** Have children discuss the role plays and the corrections that were made. Ask class to name the advantages of improving self-image.

6. **Practice:** Have each child draw a poster of him/herself showing his/her favorite activity.
7. **Independent Use:** Teacher will encourage students to make awards weekly and take them home to share with parents.
8. **Continuation:** To the tune of Mary Had a Little Lamb, end the day with a song:

**"Today I did my very best
Very best, very best
Today I did my very best
You did your best, too!"**

CHILDREN'S LITERATURE

Jonas, Ann. *Color Dance*. New York: Wm. Morrow (Greenwillow), 1989.

Pomerantz, Charlotte. *Flap Your Wings and Try*. New York: Wm. Morrow (Greenwillow), 1989.

SOCIAL SKILL

Accepting the Consequences of Our Actions

Behavioral Objective: The learner will admit wrongdoing and accept the consequences without complaining.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. Accepting consequences and fulfilling them without complaining will help to resolve the situation or conflict quickly.
2. **Introduction:** Teacher will read the following poem to the class.

We had a problem
My friend and I
The teacher asked what happened
We told her truthfully and did not lie.

We had broken a rule
We had run in the hall—
and since it was our third offense
We had to take the consequence.

Teacher will ask the following questions:

- ▶ Were the students truthful about what they did?
- ▶ Should they have lied so they might not get in trouble?
- ▶ Should a person take the consequence for breaking a rule?
- ▶ Did the students complain about the consequence?

(Class rules should already be established—see Lessons 1 and 2.)

3. **Identify the Skill Components:** (List on board before class)
 1. Listen to what happened.
 2. Think about what you did.
 3. Admit it if you were wrong.
 4. Accept the consequences and don't complain.
4. **Model the Skill:** The teacher will model the skill by showing the class a sample of unacceptable papers turned in and an appropriate consequence for each student (e.g., for an unfinished paper, a paper with no name, a messy paper, etc.). **The teacher will use consequences established for the classroom prior to the lesson.**

5. *Behavioral Rehearsal:*

A. *Selection:* Teacher will select five students to role play the following skill steps for accepting consequences without complaining.

B. *Role Play:*

1. Not returning your homework.
2. Leaving the room without permission.
3. Eating candy in the classroom.
4. Copying answers from another person's paper.
5. Taking someone's property without permission.

C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

D. *Reinforcers:* Praise correct behavior verbally, for example:

"I like the way _____ listened to what happened without interrupting."

"I could tell that _____ was thinking about the rule she/he broke."

"_____, you were right for admitting that you did break a classroom rule."

"I noticed that _____ didn't complain when she/he heard the consequences of _____."

"I thought the role play that _____ did was really good because they talked out their problem."

E. *Discussion:* A discussion as to the correctness of the role play will follow after each role play situation.

6. *Practice:* Teacher will distribute the following activity sheet, "Don't Be Puzzled!!!," and read the directions. Tell the students to look at the key if they are having trouble putting together the puzzle. After completing the puzzle, read over the steps in accepting consequences.

7. *Independent Use:*

A. I would ask that each of you accept the consequences when you do not follow directions in the lunchroom. If one of the lunchroom aides tells you to do something because you broke a rule, are you going to cry, complain, or talk back? What will you do?

B. Children will report on rules they have broken outside the classroom and the consequence they were given.

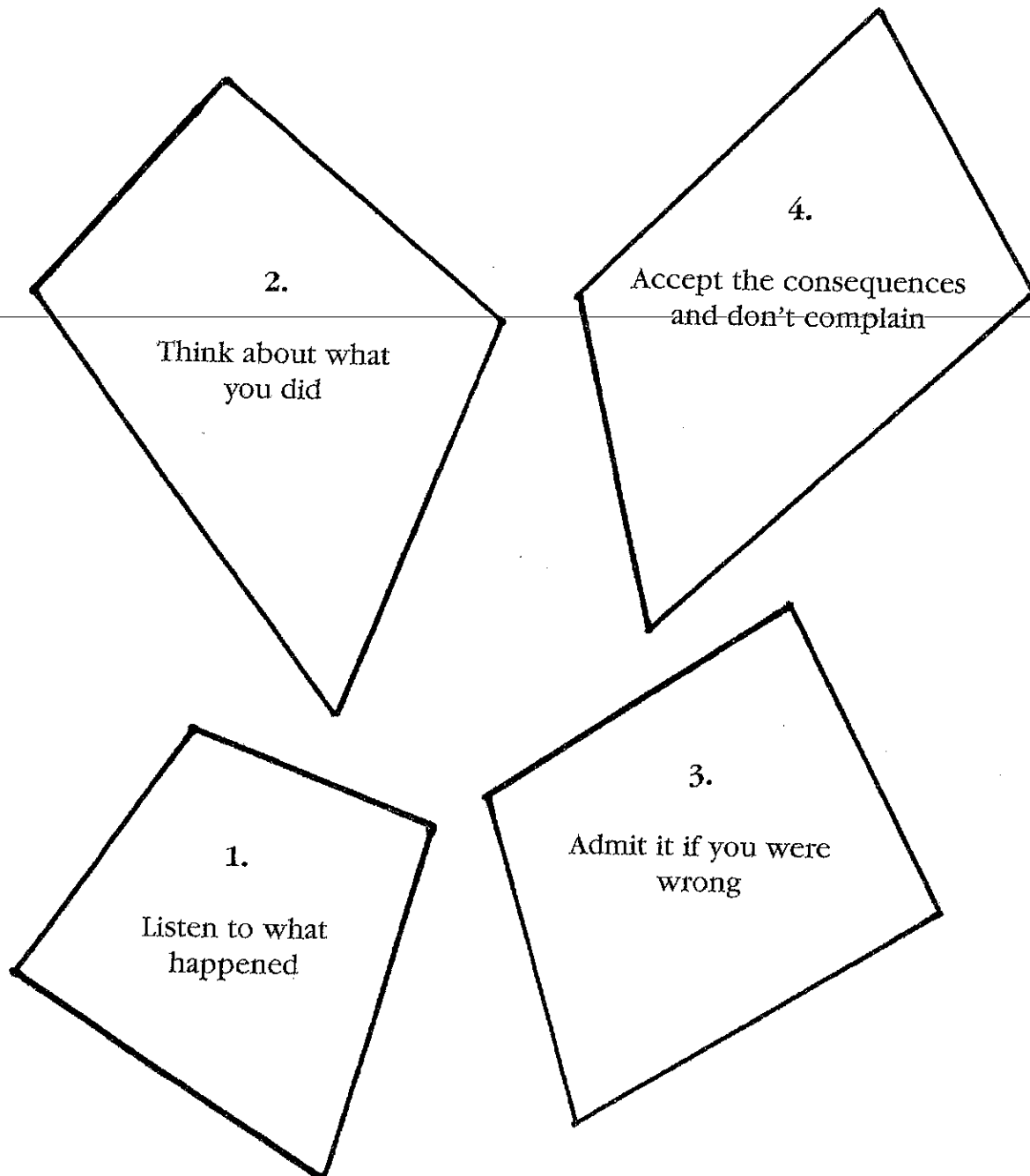
8. *Continuation:* Teachers will remind children that accepting the consequences of their wrongdoing usually resolves a problem quickly, as related situations arise.

Name _____ Date _____

DON'T BE PUZZLED!!!

Directions: Cut out the puzzle pieces and put them together. Add a tail and soon you will be flying high!

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SOCIAL SKILL

Accepting Consequences for Breaking Rules

Behavioral Objective: The children will accept warranted consequences after doing something wrong.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. Social groups have rules for the benefit of the whole group. As a result, each individual benefits. To encourage compliance with the rules of the group, consequences have been devised for individuals who do not choose to comply.
2. **Introduction:** Teacher will say, "Suppose you break the law and are caught by the police. When you go to court you are found guilty. You must then accept the consequences of your actions. What do you think some of the consequences might be?"
"Now suppose you are in your room at school and your teacher gives you a paper to color. You have lost your crayons, but you want to color the picture. You notice that your neighbor has a nice box of crayons, and while he is not looking, you take them and put them in your desk. Your teacher saw you take them and put them in your desk. She asks you about the crayons. What should you do? How do you think the teacher will feel about what you did? How do you think your neighbor, whose crayons you took, would feel? How would you feel if they were your crayons?"
3. **Identify the Skill Components:** (List on board before class)
 1. Listen to what you are accused of doing or saying.
 2. Think about what you did.
 3. Decide if it was wrong or right.
 4. If wrong, admit it.
 5. Accept the consequence.
4. **Model the Skill:** Teacher will model the skill by "breaking" one of the class rules; admitting the wrongdoing; and accepting the consequence posted for breaking that rule.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects four pairs of children to role play various situations.

- B. *Role Play:* Have children role play situations in which they have done something wrong; have admitted it; and have decided they must accept the consequences of their actions. You can use classroom rules; examples of stealing or breaking property; talking back to adults in authority; running in the classroom, or whatever else is appropriate in your classroom.
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* verbal encouragement, tangible rewards, group reinforcement, and non-verbal expressions (i.e., hug, smile, pat).
 - E. *Discussion:* Have children discuss the role plays and the corrections that were made in each situation. Ask the class why it is necessary to have consequences for inappropriate actions. What would happen if people were allowed to do anything they wanted to?
6. *Practice:* Have students complete the activity sheet, "Rules & Consequences." Each rule that is listed must have a consequence that you think will stop children from breaking the rule. See "Suggestions to Teachers for Corrective Actions," on the next page, before applying consequences.
7. *Independent Use:*
- A. Students must go to the end of the line for line-cutting.
 - B. Students will not be allowed to participate in group games if they exhibit inappropriate attitudes and actions.
 - C. Students must accept consequences of rule infractions and complete consequences without excessive complaining.
 - D. Students will do related incidents at home that relate to this skill.
8. *Continuation:* Teachers should continue pointing out the need for this skill as related situations arise. Stress the importance of good sportsmanship.

CHILDREN'S LITERATURE

- Brown, Marcia. *Once a Mouse*. New York: Macmillan Children's Group, 1989.
- Potter, Beatrix. *The Tale of Peter Rabbit*. New York: Bantam, 1984.

CHECK YOURSELF . . . HAVE YOU USED THESE?

Suggestions to Teachers for Corrective Actions

Things to do with individual students:

- ▶ Give children a writing assignment as a consequence for misbehavior.
- ▶ Hold a private conference with the student—away from his/her peers.
- ▶ In selected cases, hold a conference with the student in the presence of a peer who is respected by the class.
- ▶ Solicit the help of a parent.

Things to do for the entire class:

- ▶ Expose students to role models, prominent and contemporary speakers.
- ▶ Assign group responsibilities.
- ▶ Be aware of the importance of class structure, student groupings, and student seating.
- ▶ Post expectations/rules/consequences in the classroom.
- ▶ Develop and use a "good behavior" chart.

Help yourself to improve classroom discipline.

Name _____ Date _____

RULES AND CONSEQUENCES

Directions: Each rule listed below must have a consequence. Read the rule and write a consequence that you think would be helpful in keeping someone from breaking the rule.

CONSEQUENCES are what you have to accept as a result of breaking a rule. For example: if you break a classroom rule three times, the consequence will be a note sent home and a phone call to your parents to discuss your behavior.

RULE #1: Do not run in the room or in the hall.

Consequence: _____

RULE #2: Do not throw food in the lunchroom.

Consequence: _____

RULE #3: Do not take another person's property without permission.

Consequence: _____

RULE #4: Do not stand up or get out of your seat if the bus is moving.

Consequence: _____

RULE #5: Keep your hands, feet, and objects to yourself.

Consequence: _____

SOCIAL SKILL

Accepting Consequences Without Complaining

Behavioral Objective: The children will admit wrongdoing and accept the consequences with good sportsmanship.

Directed Lesson:

1. **Establish the Need:** Teacher reviews the importance of everyone accepting the consequences of his/her own actions. The advantage is that the problem is resolved quickly. By accepting consequences, we can move on to something different.
2. **Introduction:** Teacher will read the following story:

“Once there was a student named Joe who went to (_____) school. Joe liked to play games, but he could not stand to lose. If he lost, he would become very angry and accuse the other players of cheating. He would try to keep the other players from enjoying the game. When Joe acted this way, his teacher would send him to the ‘time out’ area. If Joe accepted these consequences without complaining, he would spend a short time isolated. However, if he complained, he would have to spend a longer time by himself.

“How do you think Joe felt when he was in the ‘time out’ area and could see the other children enjoying the game? What do you think happened if Joe complained about his consequences? How do you think the teacher felt?”

3. **Identify the Skill Components:** (List on board before class)
 1. Listen to what you are accused of.
 2. Think about what you did.
 3. Decide that it was wrong.
 4. Admit that it was wrong.
 5. Accept the consequence.
4. **Model the Skill:** Teacher will model the behavior by “breaking” one of the class rules; admit he/she was wrong; and accept the consequence without complaining.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects five pairs of children to role play.
 - B. **Role Play:** The children will role play situations in which they admit doing something wrong, accept the consequences without complaining, and fulfill the consequence. Use situations that are appropriate to your classroom rules and expectations.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* verbal encouragement, tangible rewards, group reinforcement.
 - E. *Discussion:* Have children discuss the role plays and the corrections that were made. Ask the class why it is better to admit your wrongdoing and accept the consequences quietly than to complain about them.
6. **Practice:** Have the children complete and discuss the following activity sheet, "Accepting Consequences." The students will answer how they feel about the various consequences listed and what they think would be the appropriate one.
7. **Independent Use:**
- A. Children will use the skill during all classroom and school activities.
 - B. Children will discuss incidents that have occurred at home or in other areas of the school.
8. **Continuation:** Teachers should continue to point out the importance of accepting the consequences of our own actions as related situations occur.

CHILDREN'S LITERATURE

Frog Princess: A Russian Folktale. Retold by Patrick Lewis. New York: Dial Books for Young Readers, 1994.

Yorinks, Arthur. *Hey, All!* New York: Farrar, Straus & Giroux, 1989.

Name _____ Date _____

ACCEPTING CONSEQUENCES

Directions: Answer each question in the space provided. Then discuss your answers with classmates.

1. YOU did not bring your homework to school, so during recess you will be asked to do it again. How do you **feel** about this consequence? _____

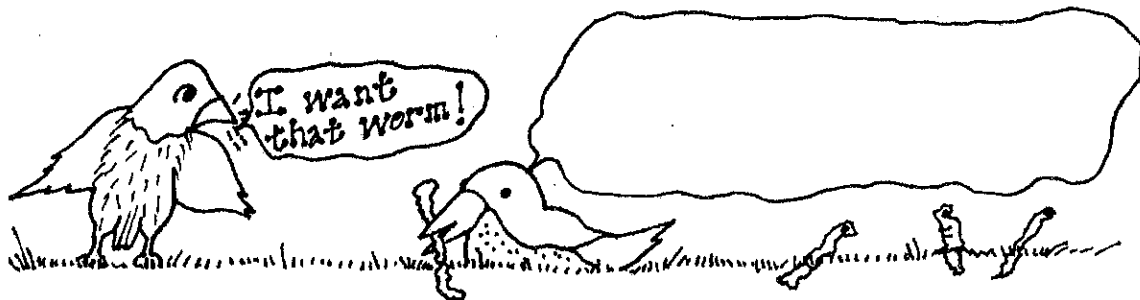
2. YOU borrowed your best friend's radio and dropped it. Now it is broken! What consequence do you think would be fair? _____

3. YOU are playing a game and are losing. Next, you throw the game pieces on the floor. You are sent to the "time out" area for five minutes to think about the situation. When you return, what words will you use to apologize for your action? _____

4. YOU were throwing rocks and hit your father's car. What should the consequence be? _____

5. YOU got angry with your friend, lost your self-control, and tore up her/his homework. The teacher had you re-copy the homework. What will you say to yourself IF you are tempted to do this again? _____

IF YOU ACT FIRST AND THINK LATER, YOU MAY GET INTO TROUBLE AND HAVE TO TAKE THE CONSEQUENCES. WHAT ADVICE WILL YOU GIVE TO THE BIRD IN THE SPACE BELOW?



SOCIAL SKILL

Formulating Verbal Apologies

Behavioral Objective: When a child has misbehaved, he/she will accept the consequences without complaining and give apology.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about how accepting consequences shows others that you are responsible for your actions.
2. **Introduction:** Ask the following questions and list answers on the board. "What types of consequences do you think are fair for improper behavior?" "How should a student behave when consequences of actions are called for?"
3. **Identify the Skill Components:** (List on board before class)
 1. Accept the consequence for inappropriate behavior without complaining.
 2. Determine what to say.
 3. Give an apology.
4. **Model the Skill:** Teacher will select a student to role play a teacher and to read a sample consequence to him/her concerning a rule he/she broke. Teacher will role play acceptance of the consequence without complaining, and give a verbal apology.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select six students to read consequences and six students who will accept them.
 - B. **Role Play:** One student will read the rule that was broken and another student will state the consequence. The student will then accept the consequence and give verbal apology.The following situations will be written on cards by teacher:
 1. Students will have to stay in for recess if they fight in the lunchroom.
 2. Students who push ahead in a line have to go to the end of the line.
 3. Students will have to wash all desk tops after school if they have scribbled on their desks.
 4. Students will have to go to another class for two periods if they have been disrespectful to an adult.

- C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Provide verbal encouragement, tangible rewards, or a smile to show approval.
 - E. **Discussion:** Have students discuss the role plays and corrections that were made. Ask class what the advantages are of accepting consequences.
6. **Practice:** Hand out copies of the following "Word Match" activity sheet for children to complete in class. Check their work and review the words.
 7. **Independent Use:** Students relate what consequences they had on actions they took outside of the school setting.
 8. **Continuation:** As situations arise, teachers should remind children that giving a verbal apology shows that we accept responsibility for our own actions.

CHILDREN'S LITERATURE

Estes, Eleanor. *The Hundred Dresses*. New York: Harcourt Brace, 1974.

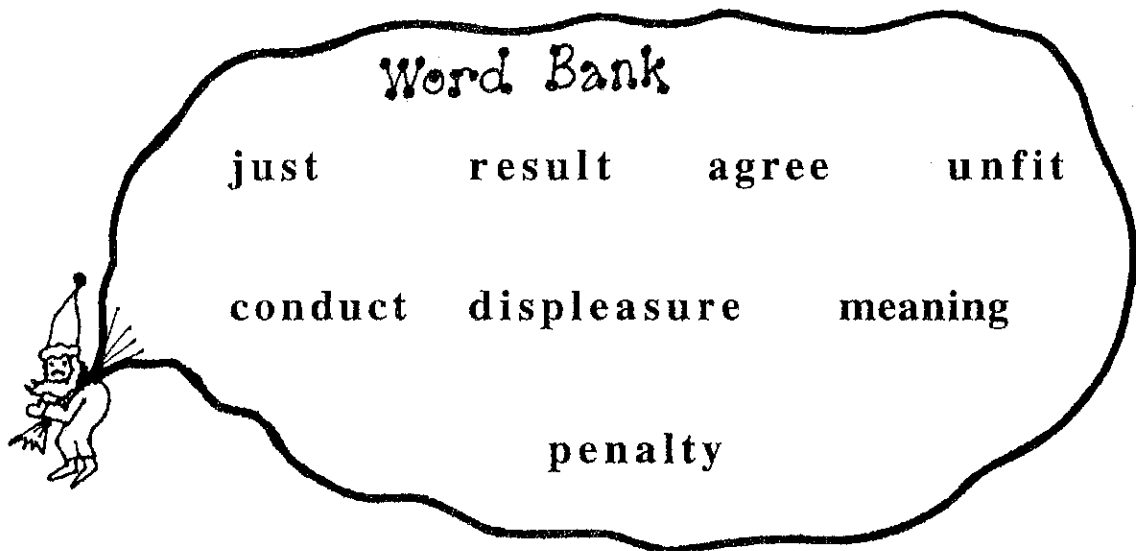
Name _____ Date _____

WORD MATCH

Directions: Read the words in the Word Bank. Then, on the line next to the word list, write the word that means the same.

1. *consequence* _____
2. *accept* _____
3. *behavior* _____
4. *punishment* _____
5. *improper* _____
6. *fair* _____
7. *complaint* _____
8. *explanation* _____

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SOCIAL SKILL

Accepting Consequences for Accidents

Behavioral Objective: Children will report to teacher when an item is damaged, and explain how the damage occurred. Emphasize safety in the classroom.

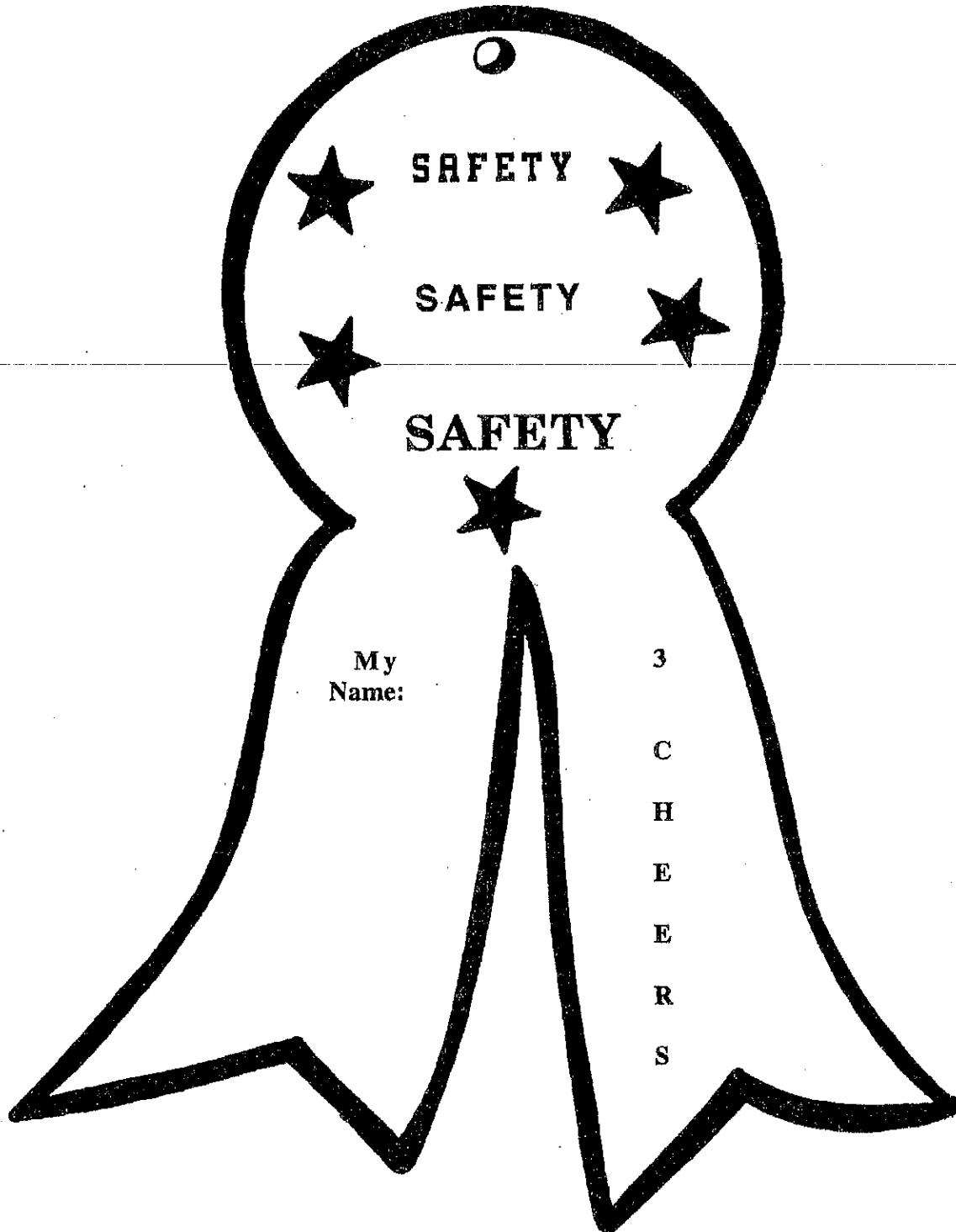
Directed Lesson:

1. **Establish the Need:** Discuss the importance of accepting that sometimes accidents happen that damage another's property. Even though admitting you caused the accident doesn't correct the damage, further false accusations towards you could make the situation worse.
2. **Introduction:** Ask the students the following questions and list the responses on the board. "What happens if you don't tell the teacher?" "What happens if you tell the teacher?"
3. **Identify the Skill Components:** (List on board before class)
 1. Think about how the accident occurred.
 2. Tell the teacher.
 3. Apologize.
 4. Ask permission to clean up.
4. **Model the Skill:** Teacher will model a student's explanation for knocking down a plant, such as: "Mrs. Smith when I walked by the plant, my hand swung and knocked it down. I'm sorry. I'll be careful next time. May I clean the floor?"
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select eight students to read examples describing accidents, then give explanations.
 - B. **Role Play:** Each student will read an example aloud to class and compose a verbal explanation and an apology. The following examples may be written on cards or on the board:
 1. Knocking books off the shelf.
 2. Spilling water on the floor.
 3. Ripping a page in the text.
 4. Tearing a sheet off the bulletin board.
 5. Marking a wall with crayon.
 6. Spilling the pencil sharpener contents.

7. Kicking the person in front of you.
 8. Stepping on someone's foot as you pass by.
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* verbal praise, smile and nod head to show approval. Keep a "Safe Classroom" chart, and give stickers after daily assessment with class.
 - E. *Discussion:* Have children discuss role plays and corrections made. Ask class why it is important to tell an adult if something has been damaged by him/her.
-
6. *Practice:* Distribute copies of the following "Three Cheers for Safety Cut-Out Badge" and have children fill in their names.
 7. *Independent Use:* Teacher will ask students to share accidental occurrences that happened outside of class, and how the student followed up with an explanation and resolution.
 8. *Continuation:* Teachers should remind children of the importance of reporting accidents to the teacher or other adult as related situations arise.

Name _____ Date _____

THREE CHEERS FOR SAFETY CUT-OUT BADGE



SOCIAL SKILL

Making Wise Choices

Behavioral Objective: The children will identify the consequences of behavior involving a wrongdoing.

Directed Lesson:

1. **Establish the Need:** It is important to know the consequences of misbehavior to help people decide if the action is worth taking.
2. **Introduction:** "Andy, do you remember what to do when encouraged by a friend to do something wrong? Yes! You think, say no, and walk away. What might happen if you decide to leave the classroom without permission?"
3. **Identify the Skill Components:** (Place on board before class)
 1. Learn the rules at home and at school.
 2. Learn what happens when you break these rules. (Consequences)
 3. Decide what you can do to avoid breaking rules? (Choose wisely)
4. **Model the Skill:** Teacher will model the skill by saying "Jan, I'm glad you realize that when you put your feet out in the aisle you could cause someone to trip and fall. Try to remember that all the time. Sit straight with both feet in front of you."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects four pairs of children to role play.
 - B. **Role Play:**
 1. Lisa and Vera will be made to stay after school for playing hooky.
 2. Tony gets a suspension from the teacher for breaking a classroom rule.
 3. Bob and Jim get into a fight on the playground and have to stay after school.
 4. Jack and Joe walk down the hall and decide to play in the restroom instead of returning to the room.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

D. *Reinforcers:*

1. "Good, I'm glad you understand that it's wrong."
2. "You did the right thing."

E. *Discussion:* Have children discuss the role plays. Stress that before we do something wrong we need to consider the consequences of what we do. If we choose to do it anyway, we have to be prepared to accept the consequences of our choice.

6. ***Practice:*** Give children copies of the accompanying activity page, "Aim for the Sky." Have them write good school rules on the kites, and the possible consequences of not following the rules.
7. ***Independent Use:*** Have children discuss the role plays. Stress that before we do something wrong we need to consider the consequences of what we do. If we choose to do it anyway, we have to be prepared to accept the consequences of the choice.
8. ***Continuation:*** Teachers should continue to point out the importance of knowing the likely consequences of wrongdoing so that each of us can act wisely.

CHILDREN'S LITERATURE

Barrett, Judi. *Animals Should Definitely Not Wear Clothing*. New York: Macmillan Children's Group, 1988.

Brett, Jan. *Berltoz the Bear*. New York: Putnam Publishing Group, 1991.

Name _____ Date _____

AIM FOR THE SKY

Directions: Write a good school rule on each kite. IF THE RULES ARE NOT FOLLOWED, write the consequences on the three lines below the kites.

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The form features three kite shapes arranged horizontally. The kite on the right has a tail with two bows. Below the kites is a decorative border with a scalloped top and bottom edge, adorned with small kite icons and bows. Inside this border, there are three horizontal dashed lines for writing consequences, each preceded by a label: "Consequence #1", "Consequence #2", and "Consequence #3".

Consequence #1 _____

Consequence #2 _____

Consequence #3 _____

SOCIAL SKILL

Solving a Problem by Sharing

Behavioral Objective: The children will identify the problem and solve it, after considering a number of alternatives.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. Problem solving will build success academically and socially by restricting the number of conflicts, thereby increasing learning time. When children try to resolve their own conflicts, they become more self-sufficient and it provides increased time for learning.

2. **Introduction:** Read the following story aloud:

"Two bunnies named Oscar and Curley were hopping to _____ school. As they passed Farmer Frank's farm they found three dollars. The farmer said that they could buy three jumbo carrots. Oscar and Curley were very excited and hopped as fast as they could to school. They sat through Mrs. Fone's health class and were finally ready for lunch. Both bunnies sat under a large tree and each ate a jumbo carrot. But they were still hungry and they only had one carrot left. They started arguing about who would eat it and made so much noise that Mrs. Fone came over to see what was wrong. The bunnies realized that it would be better to solve their own problem rather than have the teacher solve it. They quickly and quietly thought about different ways to settle the problem and decided on the best one . . . sharing the carrot. Mrs. Fone was proud of these two problem-solvers."

Teacher asks class: "Why were the bunnies arguing?"

"Why is it a good idea to settle your own problems?"

3. **Identify the Skill Components:** (List on board before class)

1. Identify the problem. (Identification)
2. Identify different ways to solve it. (Possible Solutions)
3. Decide what can happen after trying each solution. (Possible Outcomes)
4. Decide what is the best thing to do. (Decision Making)
5. If it doesn't work, learn to try another solution. (Evaluation)

4. **Model the Skill:** Teacher models the skill steps by pretending to be a student who wants to use the yardstick at the same time another student wants to use it. Select a student to role play the other student, and work through the five skill steps listed above.

5. Behavioral Rehearsal:

- A. *Selection:* Teacher will select three pairs of children to role play.
 - B. *Role Play:* Children will role play the following situations of problem solving.
 - 1. One child broke another child's pencil.
 - 2. The teacher gave two children one box of crayons to use.
 - 3. One child bumps into another child.
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Praise those students who are successful in their role plays. Encourage others to reenact correctly. Bring in puppets so that children can use them for role play.
 - E. *Discussion:* Have children discuss the role plays and the difficulties encountered when using problem-solving skills.
6. *Practice:* Give children copies of the following activity sheet, "The Umbrella Problem Solvers," to complete. After checking children's work, have them color the umbrella.
7. *Independent Use:* Children will think of alternatives for a solution to a problem at home, decide on the best one, and report to class.
8. *Continuation:* Teacher tells children to think of different ways to solve a problem peacefully, as related situations arise.

**CHILDREN'S LITERATURE
(Folktales for Problem Solving)**

Brett, Jan. *Beauty and the Beast*. Boston: Houghton Mifflin (Clarion), 1990.

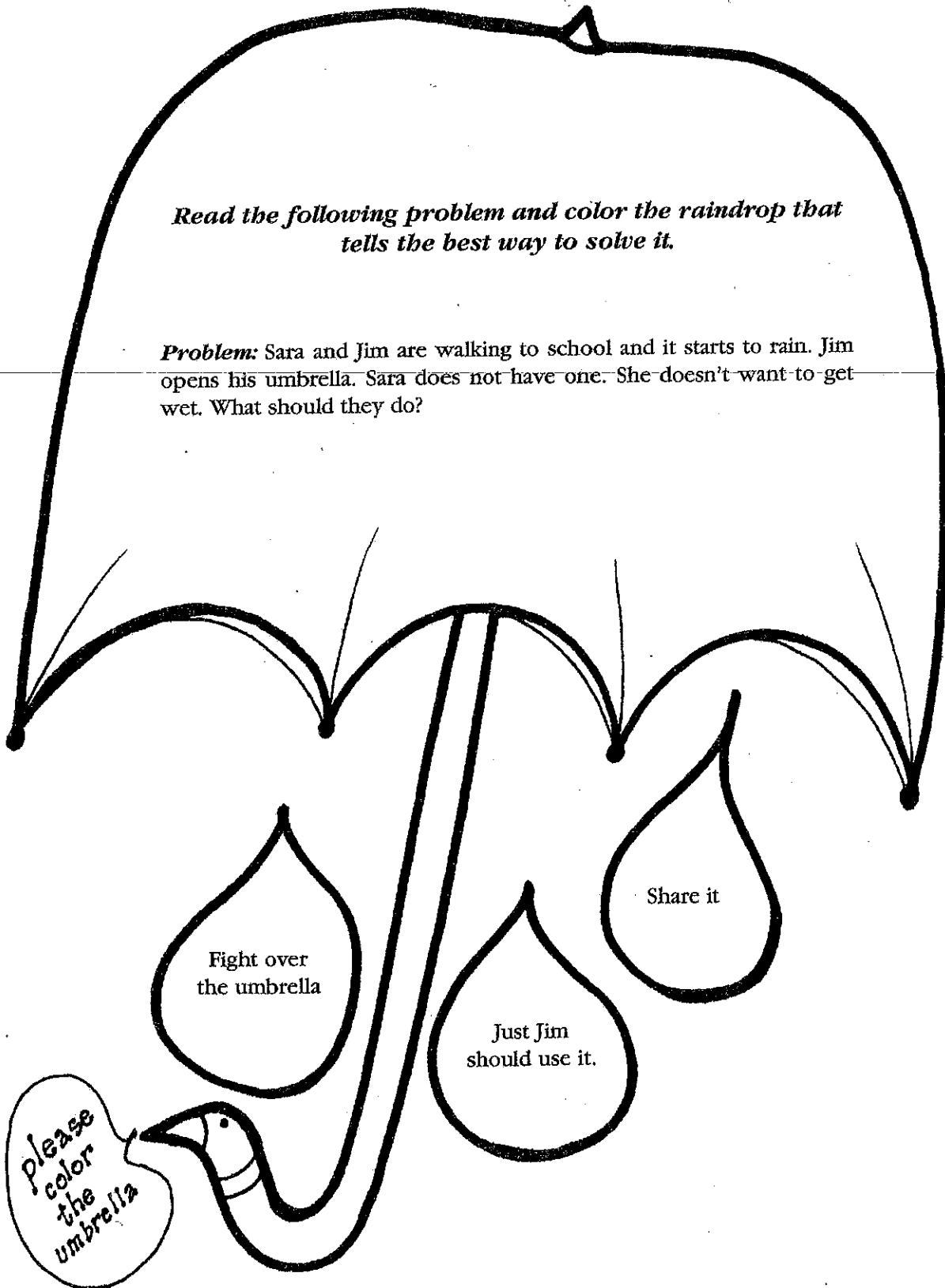
McKissack, Patricia C. *Flossie and the Fox*. New York: Dial Books for Young Readers, 1986.

Name _____ Date _____

THE UMBRELLA PROBLEM SOLVERS

Read the following problem and color the raindrop that tells the best way to solve it.

Problem: Sara and Jim are walking to school and it starts to rain. Jim opens his umbrella. Sara does not have one. She doesn't want to get wet. What should they do?



SOCIAL SKILL

Using Problem-Solving Strategies

Behavioral Objective: The children will think of alternatives to a problem and decide on the best one.

Directed Lesson:

1. **Establish the Need:** Establish the fact that problem solving will build success academically and socially by restricting the number of conflicts, thereby increasing learning time. When children try to resolve their own conflicts, they become more self-sufficient and it frees the teacher to work with children in an atmosphere designed for learning.

2. **Introduction:** Read this poem to the class:

Problems, problems every day.
Solve them in a friendly way.
Do we talk or do we fight?
Try to do whatever's right.
If we talk the problem out,
We won't have to yell and shout.
If we solve it on our own,
We will feel that we have grown.

3. **Identify the Skill Components:** (List on board before class)
 1. Identify the problem.
 2. Identify different ways to solve it.
 3. Find out what can happen after trying each solution.
 4. Decide what is the best thing to do.
 5. If it doesn't work, learn to try another solution.
4. **Model the Skill:** Teacher models the five skill steps and decides what to try as a solution when the door to the room is stuck.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select two *pairs* of children and two *individual* children to role play.

- B. *Role Play:* The two *pairs* of children will role play solving the following problems: (1.) having one ruler between them; (2.) wanting to take the same book from the library. The two *individual* children will role play: (1.) trying to find a quiet place to do homework; (2.) what to do if they accidentally tear their paper with hand-written notes.
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Praise children who were able to think of positive solutions to the problems they were given. Make badges that say: "I'm a problem solver" and distribute them to the class.
 - E. *Discussion:* Children should discuss what alternative solutions they can use to solve the problems from the role plays.
6. *Practice:* Give children copies of the following activity sheet, "Find the Best Solution," to complete in class.
7. *Independent Use:*
- A. Discuss the way that a T.V. character was able to solve a problem without fighting.
 - B. Discuss what school problems the children were able to solve during the previous week.
8. *Continuation:* Teachers should encourage children to come up with their own creative solutions to conflicts as related situations arise.

CHILDREN'S LITERATURE

Brown, Marc, *Arthur's Teacher Trouble*. New York: Joy Street Books, 1989.

Name _____ Date _____

FIND THE BEST SOLUTION

Directions: Draw a line to match each problem to the best solution.

PROBLEM**SOLUTION**

- | | |
|--|------------------------|
| 1. Two children have one box of crayons. | A. TAKE TURNS |
| 2. A girl lost her math worksheet. | B. SHARE |
| 3. A boy got mud on his pants. | C. ASK FOR A NEW PAPER |
| 4. Two children want to use the sink at the same time. | D. WASH THEM |

SOCIAL SKILL

Thinking of Alternative Solutions

Behavioral Objective: The children will think of alternative solutions to a problem and decide on the best one.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. It is important for children to learn the skill of finding alternative methods of dealing with problems. It gives them practice in finding the best way to deal with specific situations. It helps them resolve conflicts more efficiently and calmly. When children learn that they have various ways to deal with a problem, they can pick and choose without feeling forced to accept one method. Often the most obvious solution is not the best one. Practicing problem-solving techniques promotes the children's ability to use the skill and helps them decide when to use it.
2. **Introduction:** "There are different kinds of problems that we must be able to solve. There are math problems, such as . . . What is five plus five? And spelling problems, such as . . . How do you spell mother? And nutrition problems, such as . . . What kind of healthy lunch should I eat today? There are also other problems that you might have in school, at home, and with other people. It is important to solve problems as peacefully as possible. Once you realize what the problem is, you must follow through with the problem-solving formula below (#3)."
3. **Identify the Skill Components:** (List on board before class)
 1. Identify the problem.
 2. Identify different ways to solve the problem.
 3. Learn what can happen after trying each one.
 4. Find out what is the best thing to do.
 5. If it doesn't work, learn to try some other solution.
4. **Model the Skill:** The teacher models the skill steps by showing the class how to work out the following problem . . . a homework assignment is due and the student has not finished the work.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects six children to role play.

- B. *Role Play:*
 1. Two children role play wanting to sit in the same seat during lunch.
 2. Two children role play wanting to take materials to the principal's office.
 3. A child role plays spilling milk on the kitchen floor of his/her home.
 4. A child role plays forgetting to bring in his/her homework, even though it was completed.
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Verbal encouragement from teacher and rest of class; and a certificate that says that the holder is a good problem solver.
 - E. *Discussion:* Have children discuss the role plays and the corrections that were made. Ask them to describe the types of problems they have encountered when using the skill.
6. *Practice:* Give children copies of the following activity page, "What's the Best Solution?" Children will reach a decision about the best solution for each problem.
7. *Independent Use:*
- A. Have students write down examples of how and when they used the problem solving techniques in their home. Ask a parent to read and sign.
 - B. Have children share examples of problems solved at home during daily sharing time.
8. *Continuation:* Encourage children to come up with several different ways to solve a problem as related situations arise.

CHILDREN'S LITERATURE

- Blaine, Marge. *The Terrible Thing That Happened at Our House*. New York: Scholastic, 1991.
- Milhous, Katherine and Alice Dalgiesh. *The Turnip; An Old Russian Folktale*. New York: Putnam Publishing Group, 1990.

Name _____ Date _____

WHAT'S THE BEST SOLUTION?

Directions: Write in what you think the best solution is to each problem.

PROBLEM #1 John forgot his lunch.

PROBLEM #2 Jane broke her last pencil.

PROBLEM #3 Pat and Mike found a quarter.

PROBLEM #4 Ronnie and Nancy want to sit next to the teacher on the bus.

SOCIAL SKILL

Applying Problem-Solving Techniques

Behavioral Objective: The children will think of problem solving alternatives and decide on the best course of action.

Directed Lesson:

1. **Establish the Need:** Review the concept that problem solving techniques are important to learn so that children have alternatives for dealing with various situations. They need to be able to solve some of their own problems and to be able to decide when to use these techniques. Children need practice in making choices and selecting the best possible solution. Learning to solve the problem more peacefully and fairly will help lessen the impact of the problem.
2. **Introduction:** What's the problem, do you know?
Solve it now or it will grow.
Think of ways to end it fast.
Pick the best so it will last.

Have this poem written on the board and read by the class. Ask the class to give reasons why it is important to solve problems quickly and fairly. Lead them in a discussion of why it is helpful to be able to think of alternative behaviors to solve problems.

3. **Identify the Skill Components:** (List on board before class)
 1. Identify the problem.
 2. Identify different ways to solve the problem.
 3. Decide what can happen after trying each solution.
 4. Decide what is the best thing to do.
 5. If it doesn't work, try something else.
4. **Model the Skill:** Teacher models the skill steps by showing the class that there are different alternative solutions to the following problems, and selecting the best one . . .

Problem: The teacher pretends to break the heel of one shoe. Teacher discusses possible solutions (i.e., paste heel, put on another pair and have heel repaired properly).
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects children as needed and as time allows.

- B. **Role Play:** Children role play situations that were written for the previous lesson's role plays.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal praise by teacher and students alike. Class will listen to a fanciful folktale to determine how the character solved a problem.
 - E. **Discussion:** Have children discuss the types of problems that they are called on to solve in the home and school. Use the examples from the role playing to select the best solutions for these problems. Stress the importance of thinking about alternatives before making a decision.
6. **Practice:** Give students copies of the following activity sheet, "Problems & Solutions." Have each child list three alternatives for each problem, then write the solution he or she considers to be the best.
 7. **Independent Use:** Have students write about one difficult problem that they had to solve at home. List the alternatives that they thought about, the consequences for each one, and how and why they decided to use one of the alternatives.
 8. **Continuation:** Teachers should continue to encourage children to come up with problem-solving alternatives as related situations arise.

CHILDREN'S LITERATURE

Aardema, Verna. *Who's in Rabbit's House?* New York: Dial Books for Young Readers, 1977.

Uchida, Yoshiko. *The Dancing Kettle.* Berkeley, CA: Creative Arts Books, 1986.

Name _____ Date _____

PROBLEMS AND SOLUTIONS

Directions: List three alternative solutions for each problem. Write down which you consider to be the best solution to each problem and why you think so.

PROBLEM: Janet was running with her mother's vase and broke it.

Alternative Solutions:

1. _____

2. _____

3. _____

Best Solution:

PROBLEM: Rhoda and Dorothy both wanted to eat the last cookie.

Alternative Solutions:

1. _____

2. _____

3. _____

Best Solution:

SOCIAL SKILL

Avoiding Fights

Behavioral Objective: The children will respond to physical assault (hitting) by walking away, diverting attention or telling an adult.

Directed Lesson:

1. **Establish the Need:** Teacher reviews the importance of knowing what to do when someone teases or tries to start a fight. Discuss the consequences of hitting back and getting into fights. Fighting *does not* solve problems.
2. **Introduction:** Ask children, "If someone wanted to start a fight with you in the lunchroom, what would you do?" After getting several possible solutions, introduce the following steps for preventing physical assault.
3. **Identify the Skill Components:** (List on board before class)
 1. Do not fight.
 2. Discuss and walk away.
 3. Change subject or play elsewhere.
 4. Tell an adult.
 5. Shake hands.
4. **Model the Skill:** Teacher models the skill steps. Teacher demonstrates a technique for handling the situation in the lunchroom. Teacher informs children that fighting doesn't solve the problem.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Select four pairs of children to role play the following situations:
 - B. **Role Play:**
 1. David, when playing kickball with Joe, amiss to start a fight when called out at first base.
 2. Kim shoves Sarah and throws her papers on the floor.
 3. George tries to push Sam out of the line.
 4. Jane bumps Liz to get her out of the lunch line.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

- D. *Reinforcers:* Class receives a big award posted on the classroom door if they stay out of fights at school, on the bus and at the bus stop, etc., for a period of one week.
 - E. *Discussion:* Have the children discuss the steps for avoiding fights. Who can name the steps? Discuss any difficulties they have with developing and carrying out this skill.
6. *Practice:* Distribute copies of the following activity sheet, "The Pizza Problem-Solving Formula." Ask children to fill in the pizza slices with appropriate behaviors to avoid fighting.
 7. *Independent Use:* Children write about situations where they did choose an alternative to fighting. Have them relate the situations to incidents outside the classroom.
 8. *Continuation:* Teacher should remind children that fighting does not solve problems, and often makes them worse. They should think about this as related situations occur.

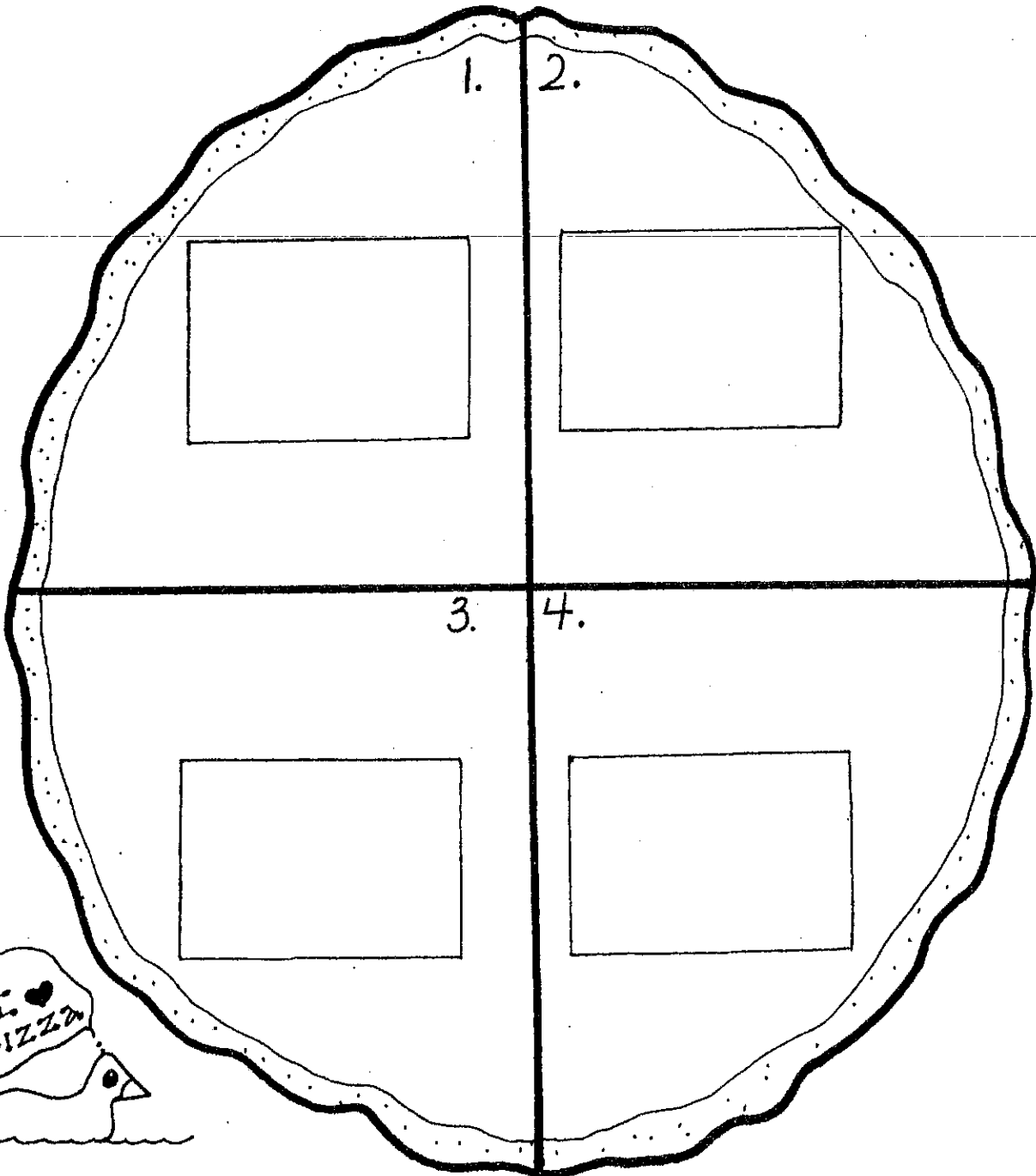
CHILDREN'S LITERATURE

Lester, Julius. *The Tales of Uncle Remus: The Adventures of Br'er Rabbit*. New York: Dial Books for Young Readers, 1987.

Name _____ Date _____

"THE PIZZA PROBLEM-SOLVING FORMULA"

Drake is looking for the perfect problem-solving pizza! On each pizza slice, write ONE WAY to avoid fights. Then decorate your delicious pizza.



SOCIAL SKILL

Expressing Anger Verbally

Behavioral Objective: Student will express anger in a nonaggressive manner.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion with the following comment: "If we want others to listen we need to express anger in a nonaggressive manner."
2. **Introduction:** Ask student, "If you accidentally spilled someone's juice at lunch, which of the following responses would you prefer and why? 'Hey you dummy, you spilled my juice,' or 'You have upset me because you spilled my juice.'"
Discuss reasons for preferred responses.
3. **Identify the Skill Components:** (List on board before class)
 1. Identify reason for anger.
 2. Think how to phrase anger nonaggressively.
 3. Express verbally.
4. **Model the Skill:** Teacher will model two nonaggressive comments. "I'm upset to hear that you were very noisy in the lunchroom," and "I find myself getting angry when I have to ask you to pay attention when I'm speaking."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select ten students to role play.
 - B. **Role Play:** Student will read one sentence off the board and pretend that that action happened to him/her and then give a nonaggressive comment.
 1. Someone stepped on your new shoes.
 2. You are interrupted when reading.
 3. Someone takes your pencil without asking.
 4. Your friend returns your new brush but it's dirty.
 5. A classmate has called you goofy.
 6. A classmate knocks over your books.
 7. The person behind you pushes you.
 8. The person next to you keeps talking while you're working.
 9. Someone slams the door.
 10. A friend forgets to keep a promise to call you.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Teacher will motivate students by rewarding them with a star on a "Social Skill Chart" and also with verbal praise.
 - E. *Discussion:* Have children discuss the role plays and the corrections that were made. Encourage class to name the advantages of expressing anger in a nonaggressive manner.
6. *Practice:* Give students copies of the following activity sheet, "Feeling Happy/Feeling Angry: Storybook Characters," to complete in class. Children will identify five characters who were angry and explain why, then five characters who were happy and explain why.
7. *Independent Use:*
- A. Students relate/write about incidents of self-control outside of the classroom.
 - B. Teacher will ask students to share nonaggressive actions at the end of the day.
8. *Continuation:* As related situations arise, the teacher should stress the importance of expressing anger verbally, not physically.

CHILDREN'S LITERATURE

Prelutsky, Jack. *Tyrannosaurus Was a Beast: Dinosaur Poems*. New York: Morrow (Mulberry), 1992.

Wilhelm, Hans. *Tyrone the Horrible*. New York: Scholastic, 1992.

Name _____ Date _____

FEELING HAPPY/FEELING ANGRY STORY BOOK CHARACTERS

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List five storybook characters who were angry, and explain why.

Angry storybook characters:	Why were they angry?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Now list five storybook characters who were happy, and why.

Happy storybook characters:	Why were they happy?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

SOCIAL SKILL

Completing an Assigned Job

Behavioral Objective: The children will be able to neatly complete an assignment given by the teacher or another adult.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. Completing assignments shows that you can work independently and be responsible. It is also important to complete assignments in order to be successful in school.

2. **Introduction:** The teacher will read the following story to the class:

"It was Saturday morning and Sally was watching her favorite cartoon. Sally's mom had something she wanted Sally to do. When Sally's mom told her what she wanted Sally to do, Sally kept her eyes on the T.V. set. When Sally's mom asked, "Did you hear me?" Sally said, Yes, Mom. An hour later Sally's mom said, Did you pick up your toys yet? Sally said, I will Mom. An hour later, Sally's mom said angrily, Sally, I told you to pick up your toys! Sally said, O.K., O.K. Sally picked up some of her toys and then went outside to play."

Questions:

- Did Sally listen to her mother?
- Did she finish the job her mom gave her?
- Do you think Sally could have done the job her mom gave her?
- Do you think you would do well in school if you didn't finish your work?
- Why do you think you should finish all your work?

3. **Identify the Skill Components:** (List on board before class)

1. Listen to instructions and ask questions.
2. Get materials out.
3. Begin working.
4. Keep working.
5. Check your work.
6. Finish your work neatly.

4. **Model the Skill:** Teacher reads the following letter to the class and acts it out: "Dear (teacher's name), Will you please erase the writing on the board, clean out the pencil sharpener, and straighten the desk before you leave today. Thank you. The Custodian."

5. Behavioral Rehearsal:

- A. *Selection:* The teacher will select four or more children to role play the following instructions.
 - B. *Role Play:*
 - 1. Your mom has told you to clean your room. Your favorite T.V. program is on. What do you do?
 - 2. You are working on a paper at school. After awhile you feel like drawing a picture. What do you do?
 - 3. You are at home doing homework. You didn't listen to the directions, so you don't know how to do the paper. What do you do?
 - 4. The teacher is in the reading group. The person sitting next to you is acting silly. What do you do?
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* material rewards, verbal praise, self-praise, non-verbal reinforcements from teacher. Also, children who complete work neatly and on time can be given 5 minutes of additional free time.
 - E. *Discussion:* Teacher asks children to discuss how well she completed her tasks for the custodian. Also discuss how well the children role played their situations. Would other children have handled it differently?
6. *Practice:* Students complete handwriting assignment in class as neatly as possible. Give children copies of the following activity sheet, "Before and After Pictures." Ask them to draw a picture of Sally cleaning up her room, and a "before/after" picture of Sally's room.
7. *Independent Use:* Have children complete the school assignment at home.
8. *Continuation:* Teachers should remind children how important it is to complete school assignments as well as tasks assigned by adults at home. Being able to complete a job assigned to them shows that they are able to work independently, without having to be directed at every step by the teacher or other adult.

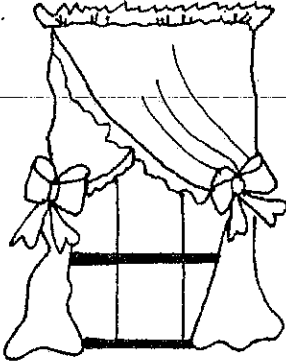
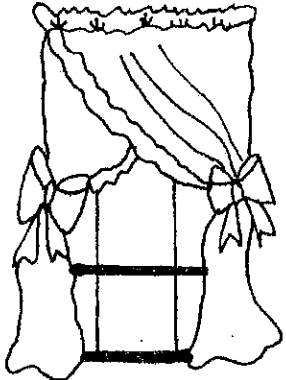
CHILDREN'S LITERATURE

Preller, James. *Wake Me in Spring*. New York: Scholastic, 1994.

Name _____ Date _____

BEFORE AND AFTER PICTURES

Directions: In Box A, draw a picture of Sally's room before she picked up some of her toys. Then in Box B, show Sally's room after she has picked up her toys.

A.	
B.	

5. Check your work.
 6. Make certain that your work is finished and neat.
4. **Model the Skill:** Teacher will role play a student in school. She will get out materials she knows she will need. (This may vary depending on the class.) She will sharpen her pencil. Next, she will begin her work, or any task that is applicable to what the class is doing. She completes the work neatly and quietly. (This can also be done on the board.)
5. **Behavioral Rehearsal:**
- A. **Selection:** The teacher will select four students.
 - B. **Role Play:** The teacher will individually give each student a task to do on the chalkboard in a given amount of time.

Examples:

 1. Write your first and last name.
 2. Add these two numbers: $5 + 4 = \underline{\hspace{2cm}}$
 3. Write the numeral(s) that show today's date.
 4. Draw a circle and a square shape.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** material rewards, verbal praise (such as):

"I like the way your pencil is out and ready."

"I noticed that _____ kept working on the assignment until the time was up."

"I am very pleased that _____ checked over his/her work when he/she was finished."

"_____ completed the assignment and look how lovely it looks because it's neat."
 - E. **Discussion:** Teacher reviews with the class the tasks completed by the role playing participants. Such questions as the following may be asked:
 1. Did each student listen to my directions?
 2. Did each student keep working?
 3. Did each student check his work?
 4. Was each student's work neat?
 5. Did each student finish his task?
6. **Practice:** Students will be asked to discuss any problems they have in completing work at school or at home, in a given amount of time.
7. **Independent Use:** Give children copies of the following activity sheet *Letter to Parent* and an X amount of time to complete it, as determined by the teacher.
8. **Continuation:** They can work with a partner. One can be the time keeper and one can do the task. Then, reverse the roles. After practicing this in class, children may be able to take the same assignment and practice at home.

CHILDREN'S LITERATURE

Carle, Eric. *The Very Hungry Caterpillar*. New York: Putnam Pub. (Animals) Group, 1981.
Singer, Marilyn. *Turtle in July*. New York: Macmillan Children's Group, 1989.

Name _____ Date _____

LETTER TO PARENT

Dear Parent,

I would like your child to spend _____ minutes on the following homework assignment. After this amount of time has gone by, please make a note of where the child is before it is completed, and then answer the questions at the bottom of this page. I would sincerely appreciate your cooperation.

Your Child's Teacher

Directions: Read and write each word.

1. dog

2. play

3. car

4. day

5. you

6. me

7. can

8. go

Questions for Parent

YES

NO

1. Did your child work steadily?

2. Did your child check his/her work?

3. Did your child finish his/her work on time?

4. Did your child do a neat job?

Parents' Signature(s)

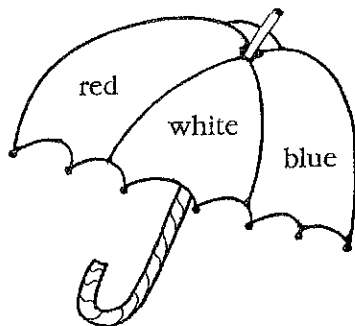
SOCIAL SKILL

Completing Assignments When You Make an Agreement

Behavioral Objective: The children will complete an assignment presented by the teacher.

Directed Lesson:

1. **Establish the Need:** Teacher begins a discussion about the relevance and benefits of the skill. Completing assignments is a necessary life-skill as well as a necessary academic skill. It is necessary to complete any goals that lead to success and self-confidence in various areas of a person's life.
2. **Introduction:** Teacher will say:
"Pretend you are a house painter and you earn the money to support your family by painting houses. Each time you get ready to paint a house you must agree with the owner on the amount of money you will receive when the assignment has been completed. After you have completed only half the assignment, you stop to go fishing and to look for other jobs. How do you think the homeowner will feel? What do you think he might do? How do you think your family might feel? What do you think they will have to do? What should the house painter have done?"
3. **Identify the Skill Components:** (List on board before class)
 1. Learn to ask questions if you don't understand the directions.
 2. Learn to get the materials you need for the assignment.
 3. Begin work at once.
 4. Don't stop working.
 5. Complete the assignment.
4. **Model the Skill:** Teacher models the skill by coloring an umbrella previously drawn on the board.

**Directions:**

Color each section of the umbrella using the color indicated.

5. **Behavioral Rehearsal:**
- A. **Selection:** Teacher selects pairs of children to role play various situations.
 - B. **Role Play:** Teacher gives students role plays on cards previously prepared, such as: student-teacher (school assignment); parent-child (chores); employer-employee (work assignment); friend-friend (keeping a promise); sibling-sibling (completing chores).
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** material rewards, verbal praise, non-verbal expressions of approval (i.e., smile, pat, hug), and group reinforcement. If everyone completes a given task within a certain time frame, class will be rewarded with a story.
 - E. **Discussion:** Have the children discuss the importance of completing jobs, assignments, games, books, and other activities. Discuss how it feels to complete a task. Ask the children what problems arise when they try to complete an assignment.
6. **Practice:** Give children copies of the following activity sheet, "Umbrella Scramble." The children will unscramble the six color words on the umbrella, print them on the correct line, and color the page. The answers are:
- 1. purple
 - 2. green
 - 3. yellow
 - 4. orange
 - 5. red
 - 6. blue
7. **Independent Use:**
- A. Students bring a note from parents showing that they have completed their chores at home.
 - B. Students complete all activities assigned by the teacher, and keep track on a daily chart.
8. **Continuation:** Teachers should point out the importance of completing any assignment we have agreed to, as related situations arise.

CHILDREN'S LITERATURE

Spier, Peter. *Peter Spier's Rain*. New York: Doubleday, 1987.

_____. *Noah's Ark*. New York: Dell, 1992.

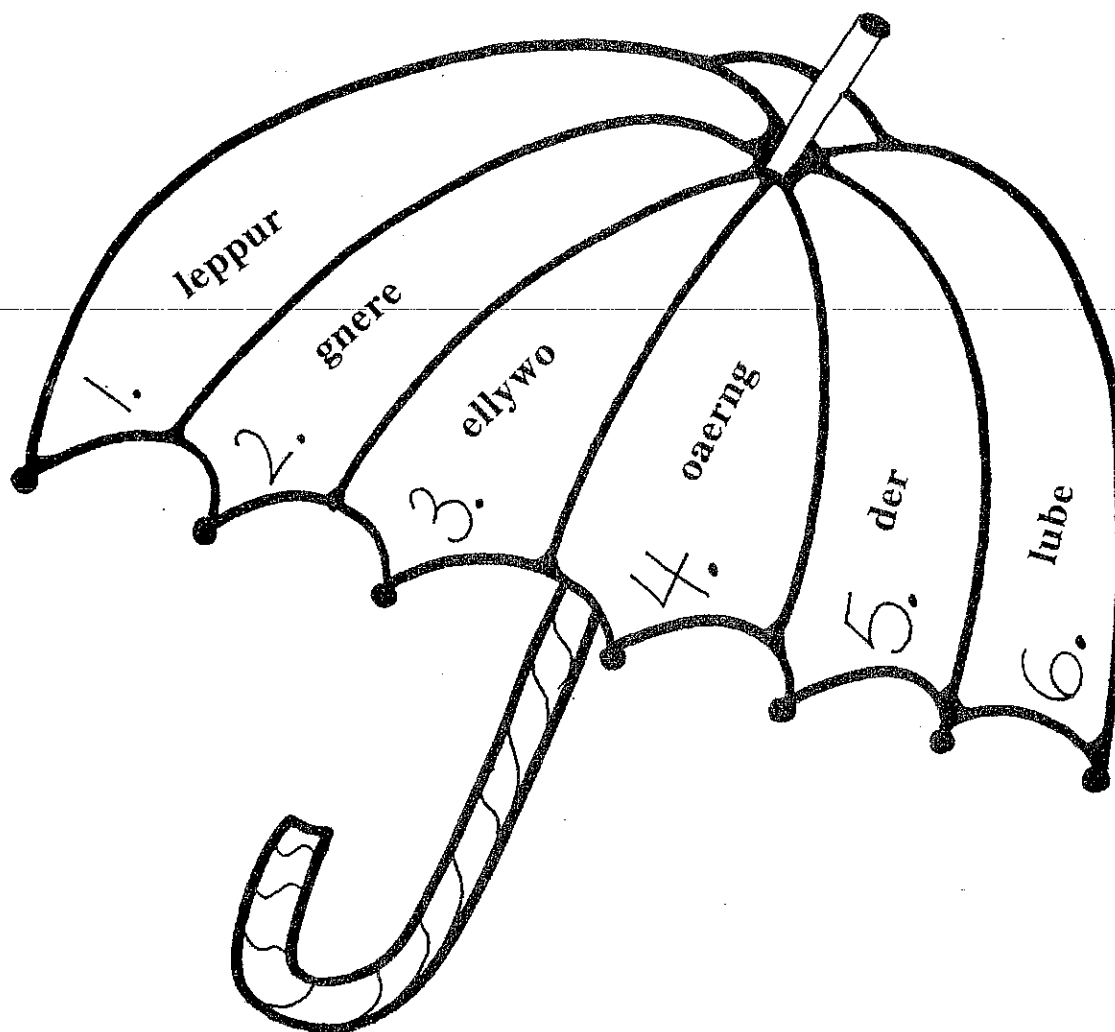
Name _____

Date _____

UMBRELLA SCRAMBLE

Don't let the six scrambled color words fool you. Unscramble them and write them on the appropriate line below. Then color the umbrella to show that you have solved the scramble.

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1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

SOCIAL SKILL

Completing Assignments Neatly and Accurately

Behavioral Objective: The children will complete an assignment presented by the teacher within a specified time limit.

Directed Lesson:

1. **Establish the Need:** Review with the class the concept that completing assignments leads to a feeling of success and self-confidence. Stress that it is important to feel proud of the work completed, and that it should be as neat as possible. Also stress the point that there are times when they will have a limited amount of time to finish a task. This occurs in the school, home, or work environment. They must learn how to pace themselves in order to work neatly and quickly.
2. **Introduction:** Teacher will say:
"Suppose you are given a math test that has twenty-five problems and must be completed in twenty-five minutes! What do you think would happen if you worked very fast but made messy numbers that you knew were correct, but that the teacher could not read? What do you think would happen if you wrote your numerals very neatly, but only completed fifteen problems in the time limit? What would happen if you wrote very neatly and completed all the work?"
3. **Identify the Skill Components:** (List on board before class)
 1. Ask questions if you don't understand the directions.
 2. Get the materials you need for the assignment.
 3. Begin work at once.
 4. Don't stop working.
 5. Complete the assignment neatly and within the time allowed.
4. **Model the Skill:** Teacher models the skill by writing in her best handwriting: *I CAN COMPLETE ALL MY WORK NEATLY AND QUICKLY*. An assignment can be written on the board for the teacher to follow and must also include a time limit.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select four pairs of children to role play.

- B. *Role Play:* The pairs of children will work on puzzles, helping each other. They will be given a specific time to complete the puzzles neatly. Individual children may be selected to complete any assigned (short-term) projects in a specified time period (tidying up the library corner, picking up all floor scraps, cleaning the listening center area, straightening up the science table, etc.).
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* material rewards, verbal praise, and group reinforcement. When the classroom environment is neat and clean, turn out the lights and listen to a story record.
 - E. *Discussion:* Students will discuss the importance of being able to complete work neatly within a time limit.
6. *Practice:* Have the class complete the following math activity sheet, "I'm Getting Better and Better," *neatly* within five minutes. Or, have students write spelling words neatly within a given time period.
7. *Independent Use:*
- A. Students bring a note from parents stating that they completed assigned chores neatly within a time limit.
 - B. Students complete all activities assigned by the teacher neatly and within the time allotted.
8. *Continuation:* Teachers should remind children that completing tasks within the given time and as neatly as possible will help them be more successful in school.

CHILDREN'S LITERATURE

Hoban, Tana. *Twenty-Six Letters and Ninety-Nine Cents*. New York: Wm. Morrow (Greenwillow), 1987.

Name _____ Date _____

I'M GETTING BETTER AND BETTER

Directions: Add (+) or subtract (-) each problem. You will have five minutes to work. How many can you do?

$$\begin{array}{r} 1. \quad 9 \\ \quad -3 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 6 \\ \quad +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 8 \\ \quad -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 5 \\ \quad +1 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 3 \\ \quad +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 7 \\ \quad +2 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3 \\ \quad +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 4 \\ \quad +4 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 8 \\ \quad +1 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 2 \\ \quad +2 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 3 \\ \quad -3 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 7 \\ \quad -0 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 9 \\ \quad -6 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 1 \\ \quad +0 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 5 \\ \quad +3 \\ \hline \end{array}$$

Do this page again and again to increase your speed and accuracy.

SOCIAL SKILL

Completing Assignments for Success

Behavioral Objective: The children will work on an assigned task until it is finished.

Directed Lesson:

1. **Establish the Need:** Children need to know that completing a task is important for success in all areas. Feeling good about yourself and having pride in completing your work is the payoff.
2. **Introduction:** Teacher writes this short paragraph on the board to be copied.
"Waikiki Beach is the most famous beach in Hawaii. It offers excellent swimming, surfing lessons, canoe rides, and sun bathing."
Ask children to find the main idea and supporting details. This helps us understand what we read. Each of us takes pride in completing an assignment correctly.
3. **Identify the Skill Components:** (List on board before class)
 1. Make sure you understand the task.
 2. Have materials ready.
 3. Work on task.
 4. Complete task.
4. **Model the Skill:** Teacher models skill steps by completing a short assignment on the board, such as "Put these three words in alphabetical order—sun, Hawaii, beach."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects five children to role play.
 - B. **Role Play:**
 1. Student reads a designated paragraph in the reading book. Class helps to determine the main idea and supporting details.
 2. Student reads a paragraph in a science book. Class helps to determine the main idea and supporting details.
 3. Three children will complete tasks such as, erasing words from the board, handing out paper, and piling books on the shelf.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

- D. *Reinforcers*: Praise correct behavior verbally with comments like these:
1. "You finished, Cindy. That's great!"
 2. "Tony, your answer is right. Good work!"
 3. "Ronique, you found the main idea. Let's write it on the chalkboard."
- E. *Discussion*: Talk with the children about why it's important to complete an assignment. Stress that completing assignments frees you up to do other interesting things and that completing assignments makes you feel good about the work you completed.
6. *Practice*: Give children copies of the following activity sheet, "Get Going, Droopy!" to complete.
7. *Independent Use*:
- A. Have children complete assigned written tasks at home and have parents sign them.
 - B. Every morning a few children can share information about these tasks.
8. *Continuation*: Teachers should remind children that completing assignments is important for success in school and in all areas of life.

CHILDREN'S LITERATURE

Snyder, Dianne. *The Boy of the Three-Year Nap*. Boston: Houghton Mifflin, 1993.

Name _____ Date _____

"GET GOING, DROOPY!"

Write a story about Droopy the Wonder Dog, who finally wakes up and gets his schoolwork done. When you have finished, underline the main idea in your story.



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SOCIAL SKILL

Completing Assignments at Home

Behavioral Objective: The children will complete and return homework on time.

Directed Lesson:

1. **Establish the Need:** Teacher states that a need for practice is the reason for homework. Establish that completing tasks and practice are both necessary for success in school, at work, and in developing a feeling of self-worth. Discuss the consequences of not finishing the task. If you don't finish, people can't count on you. And if people can't count on you, then you don't have feelings of success and pride in what you do.
2. **Introduction:** Read this story about a child who finished homework and got enough practice to learn a skill:
"Jane didn't know her multiplication facts. In order to learn them, she practiced each night. This became her homework assignment. Soon she knew them well enough to make an A on her fact test."
3. **Identify the Skill Components:** (List on board before class)
 1. Understand the assignment.
 2. Write down the assignment.
 3. Prepare materials.
 4. Complete and return homework.
4. **Model the Skill:** Teacher models the skill steps on the board using a short math homework assignment.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects three students to role play doing homework.
 - B. **Role Play:** Role play each step in proper sequence.
 1. Understand the assignment (e.g., 25 math problems).
 2. Prepare the materials needed (paper, pencil, book).
 3. Take materials home.
 4. Find a quiet place to work.
 5. Ask for help if needed.
 6. Complete and return assignment.

- C. *Completion*: After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers*: Award a certificate for role playing and completing homework. Use verbal praise: "Smile, that's terrific! Good thinking." Also, children can make sets of math flashcards, one for home and one for school.
 - E. *Discussion*: Have children discuss role plays. Did Sue (role player) remember each step? What are the advantages of finishing homework? What problems have you had completing homework? How can you overcome these problems?
6. *Practice*: Give children copies of the following homework activity sheet, "Try for a Month of Smiles," and have them keep a record of their homework using the face symbols on the chart. Make a folder for keeping the homework activity sheets for the year.
7. *Independent Use*:
- A. Use a homework activity sheet to record *completed* homework.
 - B. Have the parents sign completed homework every night.
8. *Continuation*: Teachers will remind children of the purpose of homework assignments—"practice makes perfect."

CHILDREN'S LITERATURE

Byars, Betsy. *Go and Hush the Baby*. New York: Puffin Books, 1982.

Giff, Patricia Reilly. *Today Was a Terrible Day*. New York: Viking Children's Books, 1984.

SOCIAL SKILL

Expressing Your Own Anger (Mitzy & Fritzzy I)

Behavioral Objective: The children will communicate anger by use of nonthreatening words and actions.

Directed Lesson:

1. **Establish the Need:** Teacher will initiate a discussion of the relevance and benefits of the skill. Maintaining self-control and communicating anger by use of nonthreatening words and actions will most likely prevent an escalation of the problem from a verbal to a physical level. Fighting does not solve the problem. Only communication and compromise can achieve that.

2. **Introduction:** Teacher will read the following story to the class.

Materials: Mitzy & Fritzzy puppets (see pattern on page 134)
2 popsicle sticks

Teacher will read the following story using both puppets.

Fritzzy and Mitzy were walking home from the carnival, each carrying a balloon they bought with their allowance. All of a sudden Fritzzy looked up and said, "Oh no! I accidentally let go of my balloon!" (He tried to reach up and grab it). "Come back here! I want my balloon!" (Fritzzy turned to Mitzy) He said, "That's not fair! You have a balloon and I don't!" Mitzy said, "Sorry Fritzzy, but you let go of yours and I didn't." (Fritzzy takes a deep breath) He said to Mitzy, "I know Mitzy but I'm angry that it happened to me." "What are you going to do now?" asked Mitzy. "Well, I guess I'll have to wait until I get my allowance again. Then I'll buy another one," said Fritzzy. "Until then," said Mitzy "We can both play with my balloon."

Teacher will ask the students the following questions:

- ▶ Why was Fritzzy angry?
 - ▶ What would you have done if you were Fritzzy?
 - ▶ What did Fritzzy do?
 - ▶ Did he do the right thing when he got mad? Why? Why not?
 - ▶ How was his problem solved?
3. **Identify the Skill Components:** (List on board before class)
 1. When you are angry with yourself, stop and breathe deeply.
 2. Analyze your feelings.
 3. Decide why you feel this way.

4. Decide what to do to stop your angry feeling.
 5. Decide how to act.
 6. Select a good way to show your anger and get rid of it.
4. **Model the Skill:** The teacher will model the skill steps by expressing displeasure with him/herself. She will tell the children in a non-aggressive manner that she is upset at him/herself because he/she was careless and spilled water on the floor. Stress to the class that a person must use self-control at all times. Stress that the anger is always directed at the behavior or act and not at a person.
5. **Behavioral Rehearsal:**
- A. **Selection:** The teacher will select four students to role play.
 - B. **Role Play:**
 1. **Teacher/Student:** The teacher is ready to collect the morning work. You are not finished. What do you do?
 2. **Teacher/Student:** The teacher hears noises across the room. She sees the student next to you talking and thinks you were talking too. You know you were not. What do you do?
 3. **Teacher/Student:** The class is going on a field trip to the zoo. You forgot to return your permission slip. The teacher says you can't go. What do you do?
 4. **Student/Student:** You and another student are the only two left in the math game. The other student answers the problem $____ + ____ = ____$ first. He/she is the winner. What do you do?
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Acknowledge correct behavior with material rewards and verbal praise like the following:

"I noticed how $____$ took a deep breath before reacting."

"I liked the way $____$ talked about his anger without hitting."

" $____$ did you choose not to act out because you thought about what might happen to you both if you did?"

"I could tell that $____$ had self-control because he did $____$ instead of acting out."
 - E. **Discussion:** Afterwards, discuss whether the action the angry student chose to take was right or wrong. Also discuss alternative actions in handling the situation.
6. **Practice:** Give children copies of the following activity sheet, "Taking Turns," to complete and check in class.
7. **Independent Use:**
- A. The teacher will distribute a sheet of paper to each student. He/she will say, "Tonight when you get home from school, your parents might tell you to do

something you don't feel like doing such as your homework, or washing dishes, or turning off the T.V. or going to bed early. I want you to either write a story or draw a picture of something that made you angry at home. Show how you acted when you got angry."

B. Discuss the stories in class.

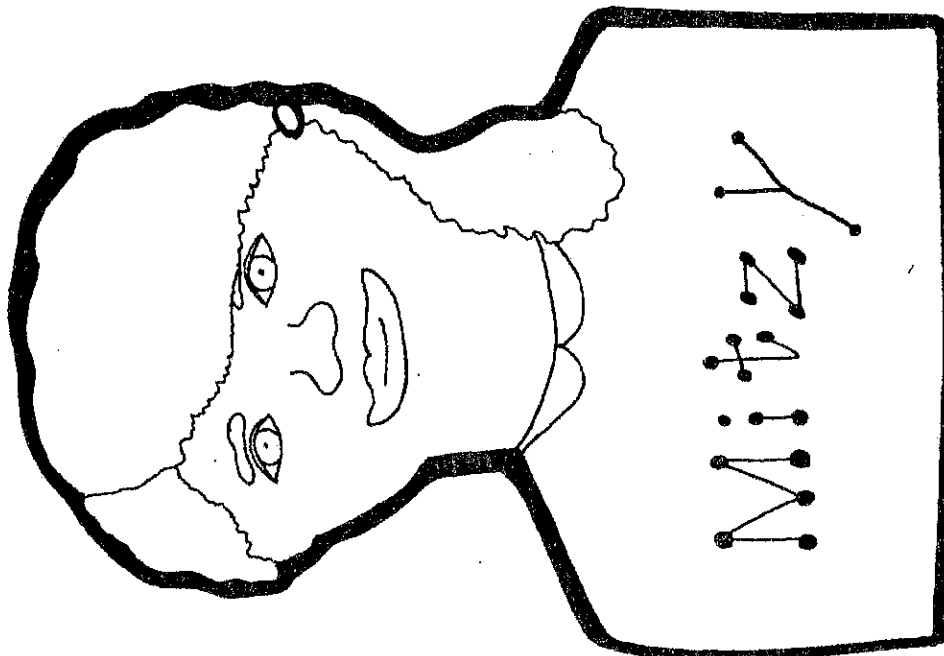
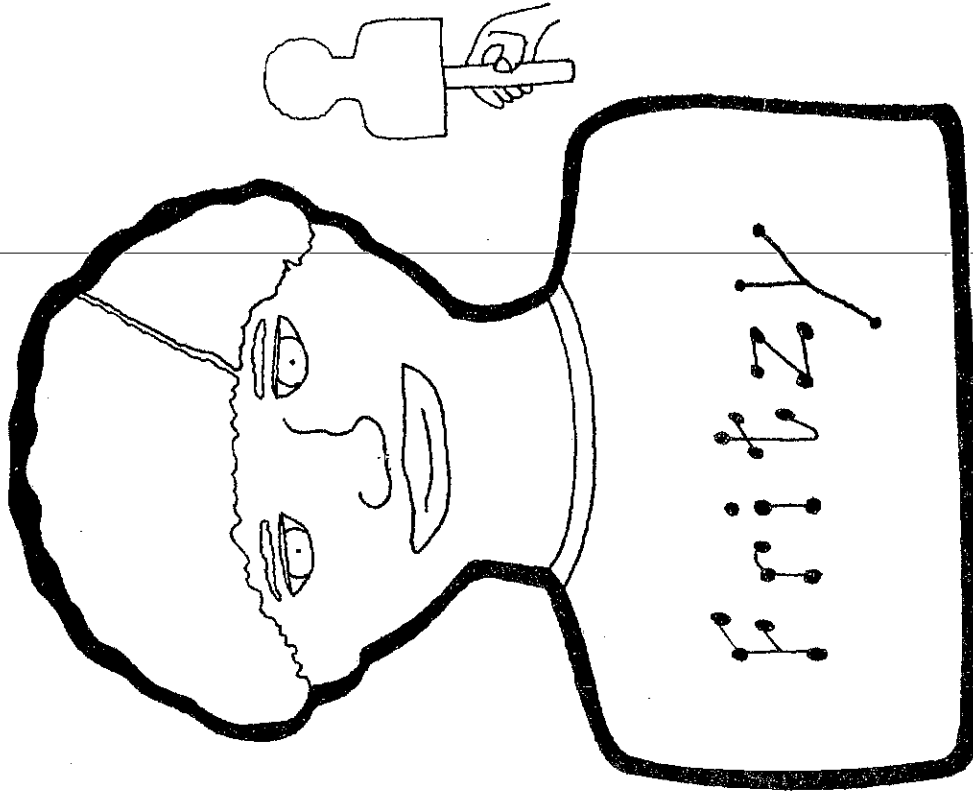
8. **Continuation:** Teachers should stress the importance of communicating anger in non-threatening words and actions, as related situations arise.

CHILDREN'S LITERATURE

Sharmat, Marjorie Weinman. *Attila the Angry*.

Udry, Janice May. *Let's Be Enemies*. New York: Harper Collins Children's Books, 1988.

STICK PUPPETS

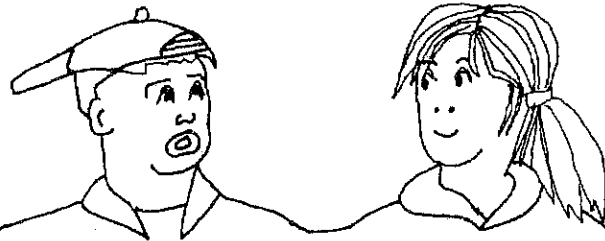


Name _____

Date _____

TAKING TURNS

Read the paragraph below. Choose the correct word from the WORD BANK to complete each sentence, and write it on the line. Then read the paragraph again.



Jim said, "I want a turn on the slide. I think I will _____ into the line." "You _____ do that," said Sara. Jim _____ about what Sara said. He was _____ but he did not want to get in trouble. "OK," he said, "I'll _____ something else to do." Jim ran away from Sara and _____ tag with Beth and Ken.



WORD BANK

played

mad

thought

cut

find

can't

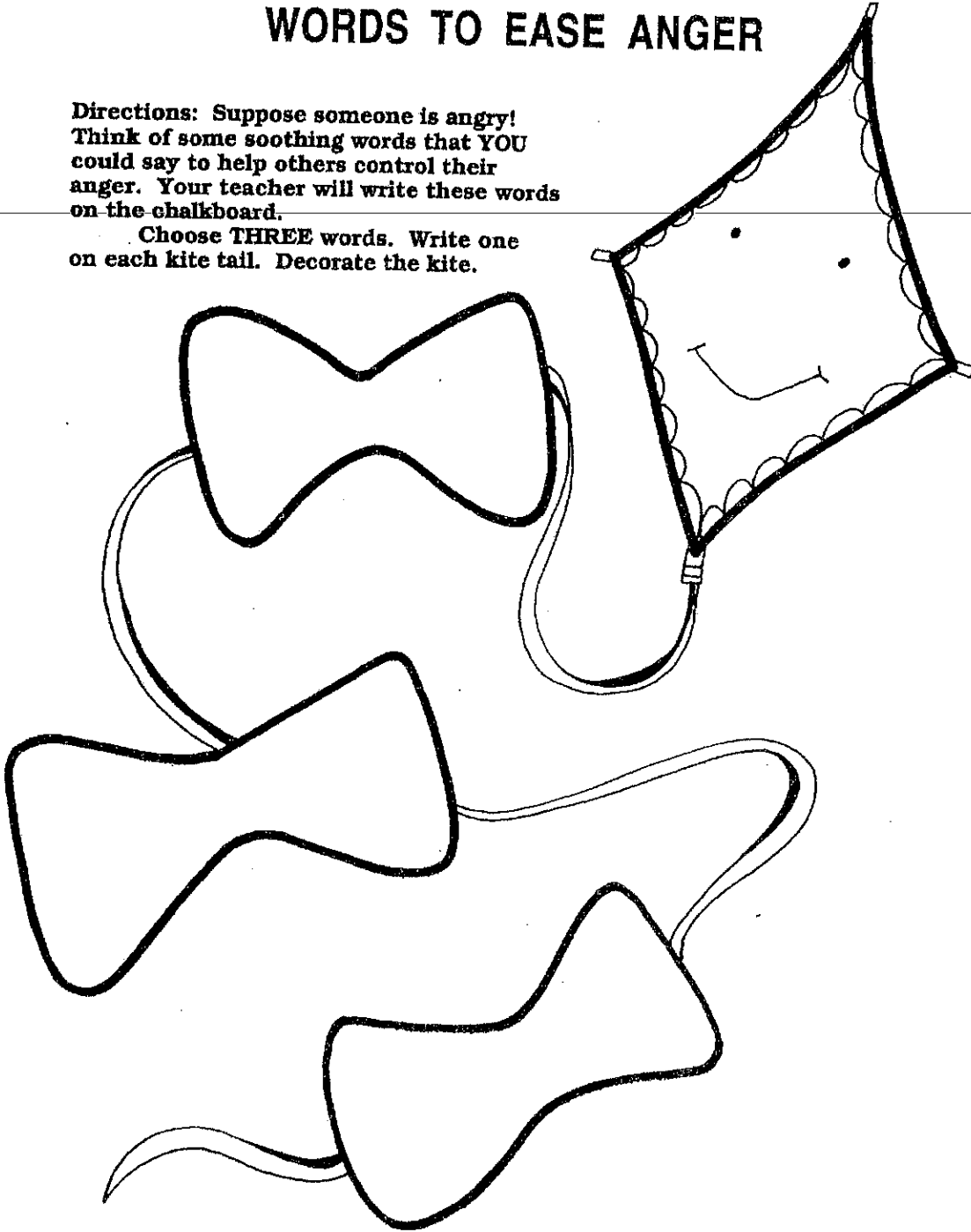
Name _____

Date _____

WORDS TO EASE ANGER

Directions: Suppose someone is angry! Think of some soothing words that YOU could say to help others control their anger. Your teacher will write these words on the chalkboard.

Choose **THREE** words. Write one on each kite tail. Decorate the kite.



SOCIAL SKILL
Expressing Feelings

Behavioral Objective: Children will identify feelings and express them verbally.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about how expressing feelings will help you deal with your feelings.
2. **Introduction:** Teacher will have class discussions about feelings. Teacher will ask what are the reasons for feeling happy, sad, angry, etc. What are the advantages of telling others how we feel?
3. **Identify the Skill Components:** Write the following skill components on the board or on sentence strips.
 1. Think how you feel.
 2. Plan what to say.
 3. Raise your hand.
 4. Wait to be called on.
 5. Express your feelings.
4. **Model the Skill:** Select a student to ask the teacher how she/he feels when everyone is ready to begin work. Teacher will reply.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select four students to role play.
 - B. **Role Play:** Have students express how they feel in one of the following situations:
 1. When you get 100% on a spelling test
 2. When you forget your homework
 3. When it is your birthday
 4. When you are sick
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

- D. *Reinforcers*: verbal encouragement, tangible rewards, smile. Set up a "Feeling Good" jar and have compliments written on tiny round shapes. When someone deserves a compliment, they can reach into the jar and read their good fortune. (*Examples*: "You are a Winner!" "You are nice." "What a great sport you are!" etc...)
- E. *Discussion*: Students discuss the role plays and corrections made. Teacher asks class what the advantages are to expressing feelings. (It makes you feel connected to others and not isolated.)
6. *Practice*: Give children copies of the following activity sheet, "Expressing Feelings," to complete in class. Worksheet directions are to complete sentences, expressing the reason for the feeling.
7. *Independent Use*:
1. Students will be encouraged to express positive feelings outside of school to family members, friends, and adults.
 2. Teacher will ask children during bellwork time or other flexible time to share their feelings with the class and ask with whom they have enjoyed sharing their feelings with outside of class.
8. *Continuation*: Teacher should encourage children to express positive feelings to others whenever they can. Sharing such feelings will please others as well as themselves.

CHILDREN'S LITERATURE

Simon, Norma. *How Do I Feel?* Morton Grove, IL: A. Whitman, 1970.

_____. *I Was So Mad!* Morton Grove, IL: A. Whitman, 1974.

Name _____ Date _____

EXPRESSING FEELINGS

1. I sometimes worry about _____
2. I get excited when _____
3. I feel important when _____

This is me doing what I like to do best.

I like to hear people say to me: " _____ "

SOCIAL SKILL

Expressing Feelings (Mixed Emotions)

Behavioral Objective: Students verbally express how they feel and the reasons why.

Directed Lesson:

1. **Establish the Need:** Teacher will tell students that if we think about what caused our feelings, we can try to avoid unpleasant feelings. Also, if it was a happy feeling, we can look forward to that activity again. Why is it important to express feelings? (To feel connected and not isolated from others and to make others feel wanted and yourself to feel good.)
2. **Introduction:** Today we will complete the following sentences on the board.
 1. I feel scared when...
 2. I felt embarrassed when...
 3. I felt sad when...
 4. I am happy when...
 5. I get excited when...
 6. I feel proud when...
 7. I feel good when...
3. **Identify the Skill Components:** Write the following skill components on the board or on sentence strips.
 1. Think how you feel and why.
 2. Put your thoughts in a sentence.
 3. Wait to be called on.
 4. Express your feelings verbally.
4. **Model the Skill:** Teacher will express a happy feeling. The situation that called for the feeling was a birthday present.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select three students to role play.
 - B. **Role Play:** Children will express how they feel and why in regard to one of the situations below.
 1. Your friend broke your new CD player.
 2. Mother bought you a new school outfit.
 3. The field trip is cancelled.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* verbal encouragement, tangible rewards, smile. Make a "Happy/Sad" wheel that children can spin. If it falls on "Happy," tell something that makes them feel happy, etc...
 - E. *Discussion:* Students discuss the information they wrote in the "Introduction" section.
6. **Practice:** Have children complete the following activity sheet, "Synonym Circles," in which they are to match each circled word with a synonym taken from the wordbank.
7. **Independent Use:**
- 1. Students may write in a journal at home and then share their journals with the class or privately with the teacher.
 - 2. Teacher will encourage students to express themselves and provide regular time to listen.
8. **Continuation:** Teacher should remind children that expressing our feelings to others is one important way to share our experiences.

CHILDREN'S LITERATURE

Henkes, Kevin. *Julius, the Baby of the World*. New York: Greenwillow, 1990.

Stanton, Elizabeth and Henry. *Sometimes I Like to Cry*. Morton Grove, IL: A. Whitman, 1978.

Name _____ Date _____

SYNONYM CIRCLES

DO YOU KNOW WHAT SYNONYMS ARE? They are two words that mean **almost** the same thing. Read the words in the WORDBANK. Write one next to its twin word in the synonym circle.

scared

proud

important

sad

nervous

happy

embarrassed

lonely

disappointed

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WORDBANK

powerful	failure	alone	afraid	self-conscious	fearful
joyful	pleased	furious	unhappy	wonderful	

SOCIAL SKILL

Understanding the Need to Accept Change

Behavioral Objective: Children will be able to understand the need to accept necessary changes whether it makes them feel good or bad. When the students learn to accept changes, it will help to prepare them for a better life in the future.

Directed Lesson:

1. **Establish the Need:** Change is often difficult to accept, but is unavoidable in life. Like feelings, change can make one either happy or sad. It is necessary to accept changes that make one sad and to learn to create better situations in the future to acquire happiness.
2. **Introduction:** The teacher will say to the class:
"Today we will not have ____." (Insert a particular class or lesson that is always given on this day.) "There has been a change in our schedule. How do you feel about that?" Children will respond. The teacher then asks, "do we have any control over this situation?" (Discussion with class.) "Can this become a good situation? How can we make this a good situation? How can we make the most of this change in our schedule?"
3. **Identify the Skill Components:** Write the following skill components on the board or on sentence strips.
 1. Identify changes you have experienced.
 2. Identify changes you can control and accept.
 3. Identify changes you cannot control.
 4. Learn to accept and/or control changes you cannot control.
 5. Learn appropriate reaction to change.
4. **Model the Skill:** Teacher will demonstrate the inappropriate reaction to a change in a student's day and the appropriate reaction to that same change. *Example:* Student was planning to play with a game during indoor recess and discovered that someone had already checked it out. Show negative and positive reaction to this situation (negative - holler, scream kick the chair, slam the door; positive - change to a different game, ask if you may join the game, try some activity you have not done before).
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will choose students to role play.

- B. *Role Play*: Children will role play their own reactions to changes they have experienced.
 - C. *Completion*: After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers*: Give verbal praise to those children who follow skill components.
 - E. *Discussion*: Discuss difficulties in accepting change with appropriate reactions.
6. *Practice*: Give students copies of the following activity sheet, "All Aboard the Change Train." Children will draw a picture of a change they experienced in class and how they felt and reacted about that change *then*, when it occurred, and how they feel *now*, after that change was initiated.
7. *Independent Use*: Send another copy of the activity sheet home for the children to draw a picture of a change that took place at home and to indicate how they felt and reacted *then*, when it occurred, and how they feel *now*.
8. *Continuation*: Talk about the changes that took place at home. The teacher reminds children that this social skill usage will benefit them in social and academic relationships. By understanding and accepting changes and reacting appropriately to change, they will experience more happiness in life.

CHILDREN'S LITERATURE

- Girard, Linda Walvoord. *We Adopted You, Benjamin Koo*. Morton Grove, IL: A. Whitman, 1989.
- Henriod, Lorraine. *Grandma's Wheelchair*. Morton Grove, IL: A. Whitman, 1982.

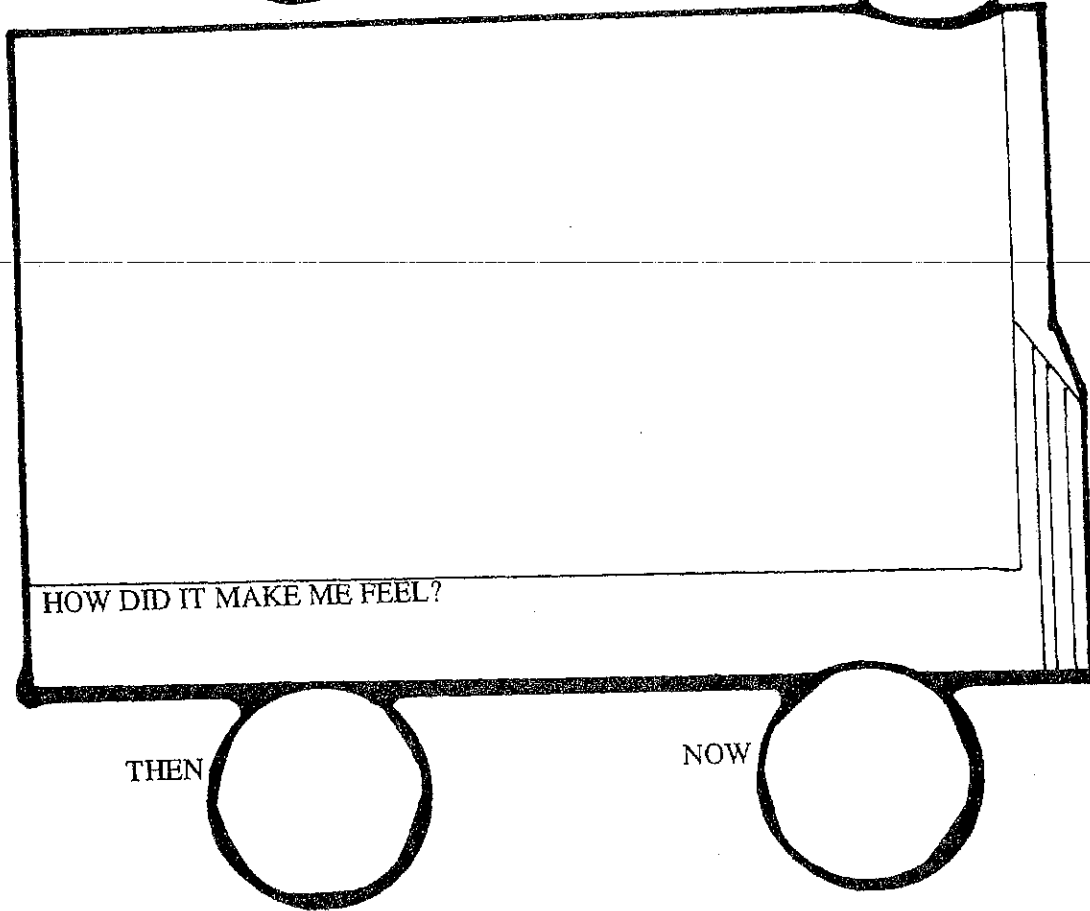
Name _____

Date _____

ALL ABOARD! ALL ABOARD THE CHANGE TRAIN

What change happened to me today?

I will show you!



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Parent Comments: _____

Parent Signature _____

SOCIAL SKILL

Accepting and Adjusting to Change

Behavioral Objective: Children will try to understand and accept change. This is necessary to learn to have a happy adult life.

Directed Lesson:

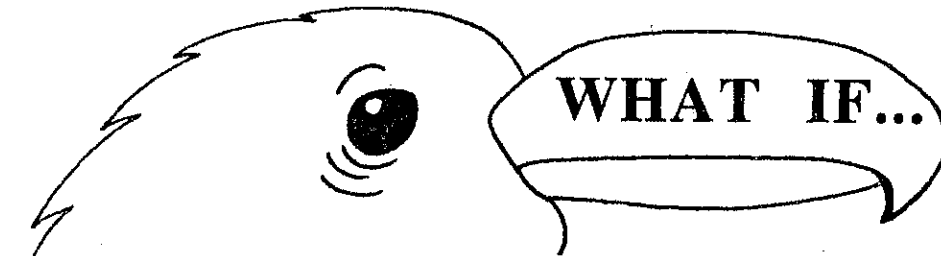
1. **Establish the Need:** Teacher reviews the benefits and relevance of the skill. Students need to accept change in order to alleviate stress in various situations. Not having this skill leads to over-reaction.
2. **Introduction:** The teacher will introduce the skill by saying, "Gym has been cancelled this week." Observe, then discuss class reaction. How is everyone feeling? Why did they react this way? What should we do now?
3. **Identify the Skill Components:** Write the following skill components on the board or on sentence strips.
 1. Learn that change cannot be avoided.
 2. Learn to accept change without complaint.
 3. Decide what is good and bad about the change.
 4. Adjust to change.
4. **Model the Skill:** Teacher models the skill by moving the children to different seats. She explains, "The reason for changing seats is for you to get to know other students in your class."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select twelve students to role play various activities.
 - B. **Role Play:** Discuss the idea that different people react differently to situations, and there is usually a reason why people pick a particular solution. Distribute a "What If" list and discuss choices children can make. After discussing all examples, have pairs of children act out the alternative behaviors.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal encouragement, group reinforcement and non-verbal expressions of approval.

- E. *Discussion:* Have children discuss the role plays and any inappropriate behaviors that need correction.
6. *Practice:* Students will complete the following "What If . . ." activity sheet by answering the questions.
 7. *Independent Use:* Students will take the second activity sheet, "Teddy's Reaction to Changes," home to draw pictures.
 1. Learner reacts calmly when a change occurs and accepts it graciously.
 2. Learner relates incidents of change at home and his/her reaction to those changes.
 8. *Continuation:* Teacher should remind children that being able to accept change is necessary to be happy. Life is full of changes and each of us must learn to adjust to them.

CHILDREN'S LITERATURE

- Emmert, Michelle. *I'm the Big Dieter Now*. Morton Grove, IL: A Whitman, 1989.
- Girard, Linda Walvoord. *At Daddy's on Saturdays*. Morton Grove, IL: A. Whitman, 1987.

Name _____ Date _____



Directions: How do you think Perry Parrot would feel if these things happened to him? Write your response on the lines below:

1. What if your class was going on a field trip and the bus didn't come?

2. What if your teacher is absent and you have a substitute?

3. What if gym was cancelled for the day?

4. What if it was raining and outdoor recess was cancelled?

5. What if one day your teacher cancelled spelling and gave you a party instead because of good behavior?

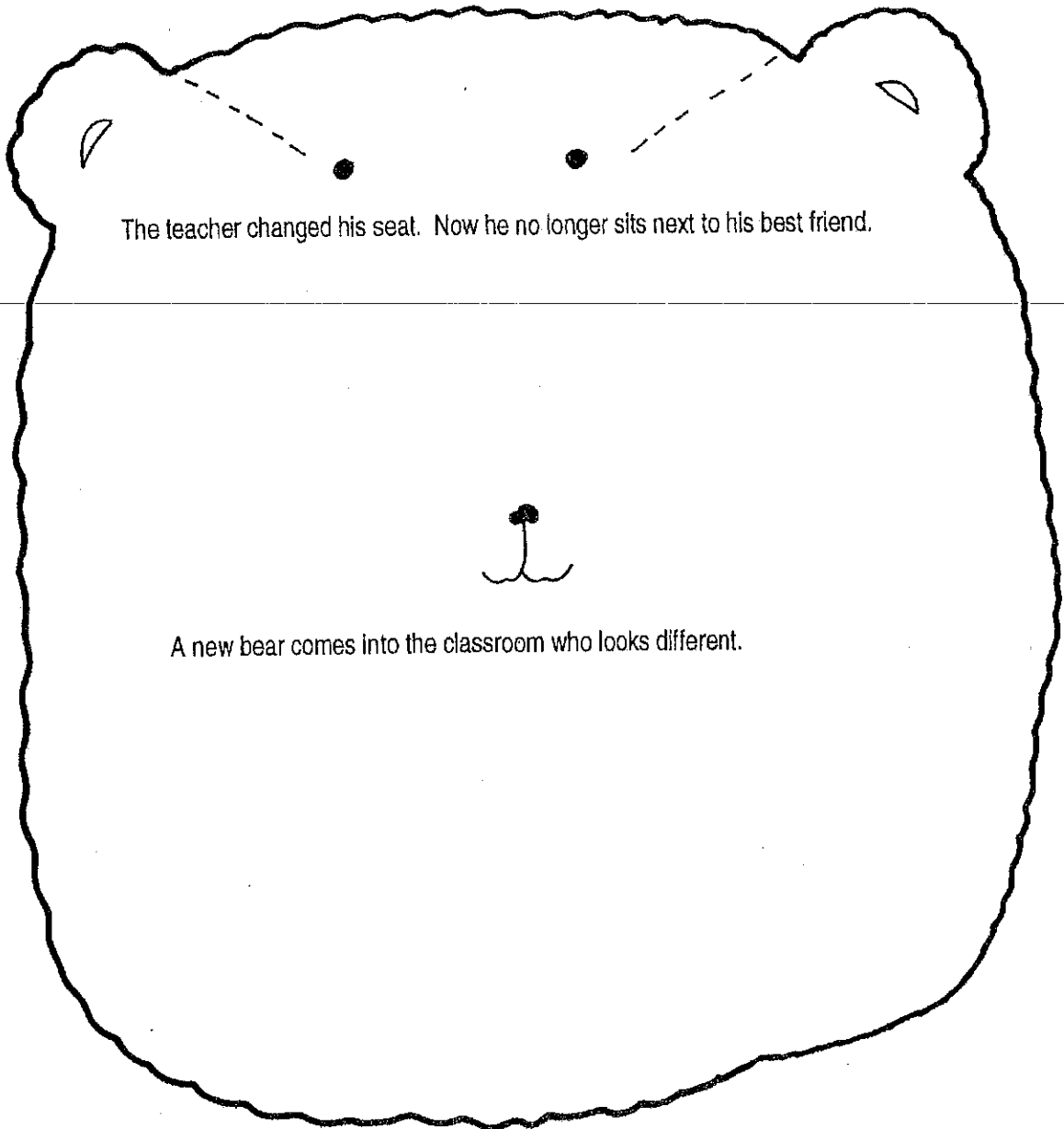
Name _____

Date _____

TEDDY'S REACTION TO CHANGES

This Teddy Bear has feelings, just like you do. Tell how he feels and reacts in the following situations:

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The teacher changed his seat. Now he no longer sits next to his best friend.

A new bear comes into the classroom who looks different.

SOCIAL SKILL
Learning to Accept Change

Behavioral Objective: The children will discuss changes, and the importance of accepting them.

Directed Lesson:

1. **Establish the Need:** Teacher initiates discussion with class by stating: "Everything changes, nothing stays the same. It's important to learn to accept the changes that occur."
2. **Introduction:** Teacher asks the following questions:
How have you changed since you were a baby?
What are some of the changes that have happened to you that made you feel happy? (sad?)
In what way is this year's class different from your class last year?
How do these changes make you feel? Is there anything you can do about these changes?
3. **Identify the Skill Components:** (List on board or write on sentence strips)
 1. Think about the change.
 2. Identify your feelings about it.
 3. Learn to accept change without complaint.
 4. Learn to deal with the change.
 5. Learn to like the change.
4. **Model the Skill:** Teacher will model the skill by reading the following story. Afterwards, teacher will show the students the steps to follow.

Camping Trip

"The class was scheduled to go on a camping trip for three days. The students and their teacher spent weeks preparing for the trip. The day finally came. During the night before, there was a severe winter storm. When the students came to school the next day all packed and ready to go, they were told by their teacher that the trip had to be cancelled due to bad weather."

5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher reads each situation and then chooses a student to follow the skills steps.

- B. *Role Play: Situation 1* - "Today the class was scheduled for gym. The children were quite excited because there was going to be a contest. After attendance had been taken, the teacher announced that there would be no gym today because the gym teacher was absent."

Situation 2—"Saturday, Mark's family was planning to go to the zoo. That morning, Mark's mother received a phone call that Grandma was sick and needed her to take her to the hospital. Mother told Mark that the zoo trip had to be postponed."

- C. *Completion*: After each role play, reinforce correct behaviors. Identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
- D. *Reinforcers*: Verbal praise - "You did that well." "You certainly followed the steps." Smile and nod head to show approval.
- E. *Discussion*: Have students discuss role playing, and the corrections that were made. Ask the class why it is important to be able to accept change.
6. *Practice*: Give children copies of the following open-ended story, "A Change of Plans." Read through the story with the class and have students complete it. Afterwards, share responses.
7. *Independent Use*: Have students take home the record sheet "Changes at Home" and list weekly changes that the family might have experienced. They should return their record to class for a sharing session.
8. *Continuation*: Teachers tell students, "If you use this skill whenever and wherever you need it you will feel better, and go on with your activities with a more positive outlook."

CHILDREN'S LITERATURE

Simon, Norma. *All Kinds of Families*. Morton Grove, IL: A Whitman, 1976.

Vigna, Judith. *Black Like Kyra, White Like Me*. Morton Grove, IL: A. Whitman, 1992.

Name _____ Date _____

CHANGES AT HOME

Directions: Make a list of changes that occur from Monday to Thursday in your home and how members of your family reacted to the changes. Return the worksheet on Friday to share with the class.

DAYS	CHANGES	REACTIONS
Mon.		
Tues.		
Wed.		
Thu.		
Fri.	Sharing Changes and Reactions	

SOCIAL SKILL

Recognizing False Accusations and Rumors

Behavioral Objective: The children will recognize false accusations and rumors and develop strategies to stop them.

Directed Lesson:

1. **Establish the Need:** The purpose is to console the person who is damaged by false rumors, and to recognize the need to not engage in spreading rumors.

2. **Introduction:** "Boys and girls, have you ever been blamed for something you did not do? How did it make you feel? Listen to the story of Ronnie and Reggie.

"Ronnie and Reggie were best friends. They sat next to each other in class. One day, Ronnie could not find his pencils. He raised his hand and told the teacher that Reggie had taken his pencils. Everyone turned and looked at Reggie. Reggie began to cry. The teacher came over and questioned Reggie. Reggie denied taking Ronnie's pencils—after all they were best friends. The teacher had Ronnie look again very carefully, and sure enough, there under his reading book were the pencils."

Teacher asks class:

1. Why was Reggie crying?
2. How can a rumor affect others?

3. **Identify the Skill Components:** (List on board before class or on sentence strips)

1. Identify a rumor.
2. Avoid starting a rumor.
3. Avoid listening to rumors.
4. Try to stop a rumor.

4. **Model the Skill:** Teacher models the skill by stating a rumor she heard and chose to ignore. In addition, she will avoid telling others the rumor.

5. **Behavioral Rehearsal:**

- A. **Selection:** Teacher selects children to role play. Children are chosen in groups of three.
- B. **Role Play:** One child tells a rumor, the second child demonstrates how to ignore a rumor by not passing it on to the third student.

- C. *Completion*: After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers*: material rewards, verbal praise, group reinforcement.
 - E. *Discussion*: Have children discuss role plays. A discussion will follow as to the correctness of the role play following each group of 3.
6. *Practice*: Distribute copies of the accompanying *Word Search* activity sheet for children to decipher by finding the hidden message relating to this lesson.
7. *Independent Use*:
- A. Give children copies of the following activity sheet, "The Story of Ronnie and Reggie," for homework. Review the worksheet with children.
 - B. Answer questions from the homework sheet.
8. *Continuation*: Teacher should point out the need for continued use of this skill as similar situations arise.

CHILDREN'S LITERATURE

Wild Margaret. *All the Better to See You With!* Morton Grove, IL: A. Whitman, 1993.

Name _____ Date _____

WORD SEARCH

Find these hidden words:

A TELLING AVOID RUMOR

AVOIDZFGK

XTTELLING

MPBCANPBS

VYWORUMOR

Now, write the hidden message:

Parent Comments: _____

Parent Signature: _____

Name _____ Date _____



THE STORY OF RONNIE AND REGGIE

Ronnie and Reggie were best friends. They sat next to each other in class. One day, Ronnie could not find his pencils. He raised his hand and told the teacher that Reggie had taken his pencils. Everyone turned and looked at Reggie. Reggie began to cry. The teacher came over and questioned Reggie. Reggie denied taking Ronnie's pencils—after all, they were best friends. The teacher had Ronnie look again very carefully, and sure enough, there under his reading book were his pencils.

Write the letter for the answer on the line.

1. Who started the rumor? _____ A. glad
2. How did Reggie feel? _____ B. missing pencils
3. What was the rumor about? _____ C. sad
D. Reggie
E. missing crayons
F. Ronnie

Parent's Signature: _____

Comments:

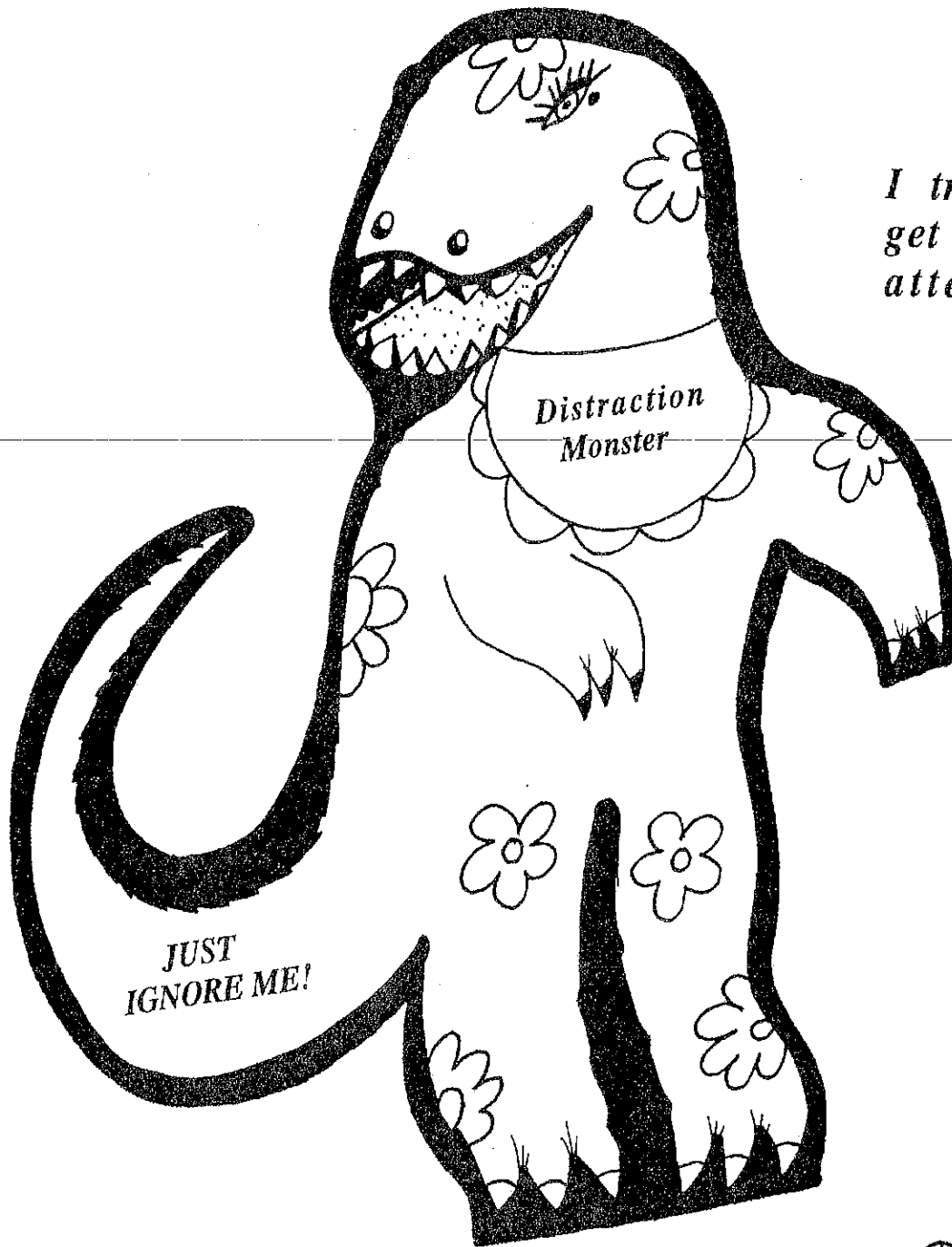
6. **Practice:** Distribute copies of the following reproducible, "Distraction Monster Badge," to each student and have them color it.
7. **Independent Use:** Students will write about how they ignored distractions, pets, phone, sisters, brothers, etc., when doing homework.
8. **Continuation:** Teachers should continue to remind students of the benefits that come from being able to ignore distractions while doing one's work.

CHILDREN'S LITERATURE

Allard, Harry. *Miss Nelson Is Missing*. Boston: Houghton Mifflin, 1993.

DISTRACTION MONSTER BADGE

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*I try to
get your
attention*

*Distraction
Monster*

**JUST
IGNORE ME!**



SOCIAL SKILL

Ignoring Distractions (Review)

Behavioral Objective: The children will ignore distractions and continue working.

Directed Lesson:

1. **Establish the Need:** Teacher reviews importance of ignoring distractions from the previous lesson.
2. **Introduction:** Teacher tells the story of how students had a contest to complete a creative art project within a two-hour limit. The students who won the contest were the ones who could ignore the noise from the construction outside. The winner won a trip to the Art Museum.
3. **Identify the Skill Components:** (List on board before class.)
 1. Ignore distractions.
 2. Do not listen.
 3. Look away.
 4. Continue working.
4. **Model the Skill:** Teacher models skill steps by continuing board work (math examples) while ignoring classroom distractions. (Distractions: T.V., music, children laughing).
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select four students to role play.
 - B. **Role Play:** Two students will continue to work while two neighbors talk about last night's T.V. movie.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal encouragement, smile and nod head to show approval.
 - E. **Discussion:** Have students discuss the role plays and the corrections that were made. Ask class why it is important to ignore distractions.
6. **Practice:** Give students copies of the following activity sheet, "Balloon Bubble Talk," to complete by filling in the balloons.

7. ***Independent Use:*** Have parents sign a note stating that their child ignored distractions from the phone, TV, etc. while doing his/her homework.
8. ***Continuation:*** Teachers should continue to point out the value of being able to attend to task as situations arise.

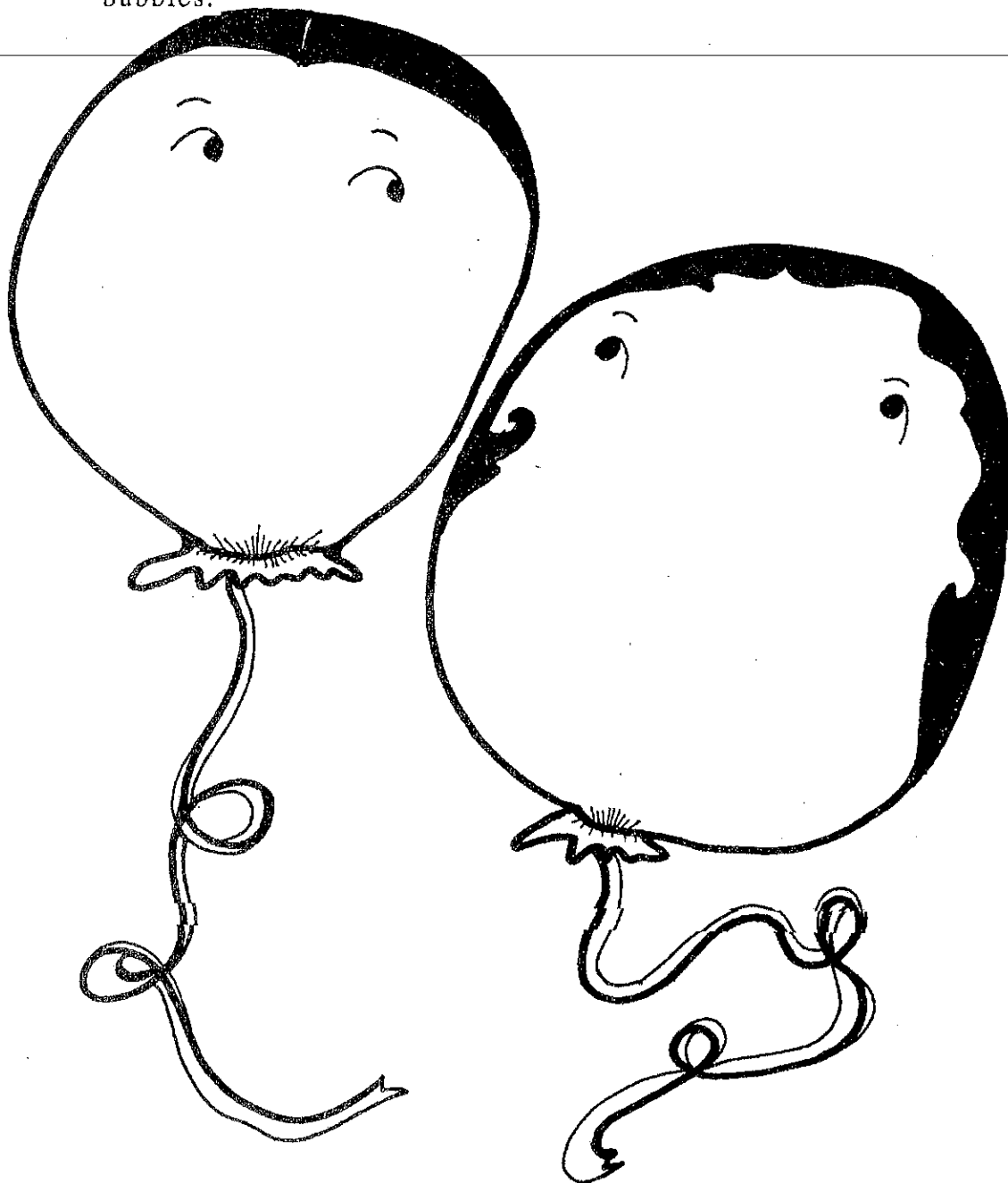
CHILDREN'S LITERATURE

DePaola, Tomie. *Tomie DePaola's Book of Poems*. New York: Putnam Publishing Group.
Silverstein, Shel. *Where the Sidewalk Ends*. New York: Dell, 1986.

Name _____ Date _____

BALLOON BUBBLE TALK

Directions: What can you say to a classmate who is disturbing you when you are trying to work? Fill in the bubbles.



SOCIAL SKILL

Giving a Deserved Compliment

Behavioral Objective: The child will give a deserved compliment to someone he/she selects.

Directed Lesson:

1. **Establish the Need:** Teacher will initiate a discussion about the relevance and benefits of the skill. Stress that giving a compliment to a person helps improve their self-image. It also makes the person who gives the compliment feel good about himself/herself because he/she did something nice.

2. **Introduction:** Read this poem to the class:

Have you ever met someone
Special and extra nice,
Who is always there to help you
Maybe once and maybe twice?
Look around very carefully
To find the deserving one
Give them the compliment that's true
And they will be a friend to you!

3. **Identify the Skill Components:** (List on board before class.)

1. Select someone to compliment.
2. Decide what nice thing you will say.
3. Make sure the compliment is true.
4. Think of how you will say it.
5. Say the compliment.

4. **Model the Skill:** (Teacher models correct behavior.) Teacher gives student a deserved compliment. (Eg: "Your handwritten paper looks very neat.")

5. **Behavioral Rehearsal:**

- A. **Selection:** Teacher selects four pairs of children to role play.
- B. **Role Play:** Children will role play giving compliments in these areas. Physical appearance, school work, something nice they did for somebody, and something nice they said to someone.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* Give verbal praise to those children who follow the skill components. Discuss why you compliment them for giving good compliments. Also give them a "Good Compliment" Badge.
 - E. *Discussion:* Discuss problems with giving a compliment, for example that you feel shy or the receiver does not accept it graciously. But, encourage giving a compliment daily.
6. *Practice:* Give children copies of the following activity sheet, "My Compliment." They are to think of someone to compliment, draw a picture of him/her, and write the compliment underneath.
 7. *Independent Use:* Ask children to give a compliment to three people outside of school, then be prepared to repeat their compliments in class.
 8. *Continuation:* Teachers should remind children that compliments make both persons feel good—the person who gives the compliment and the person who receives it!

CHILDREN'S LITERATURE

Aliki. *Communication*. New York: Greenwillow, 1993.

Name _____

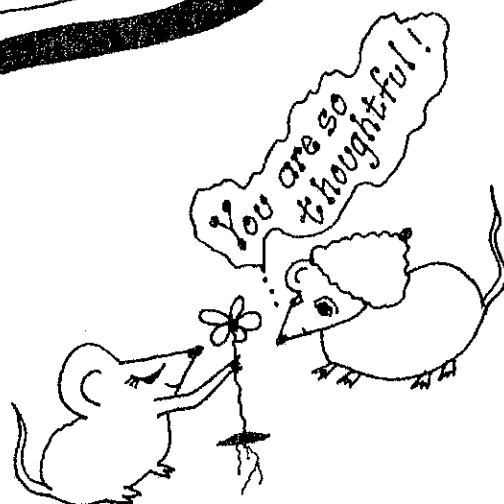
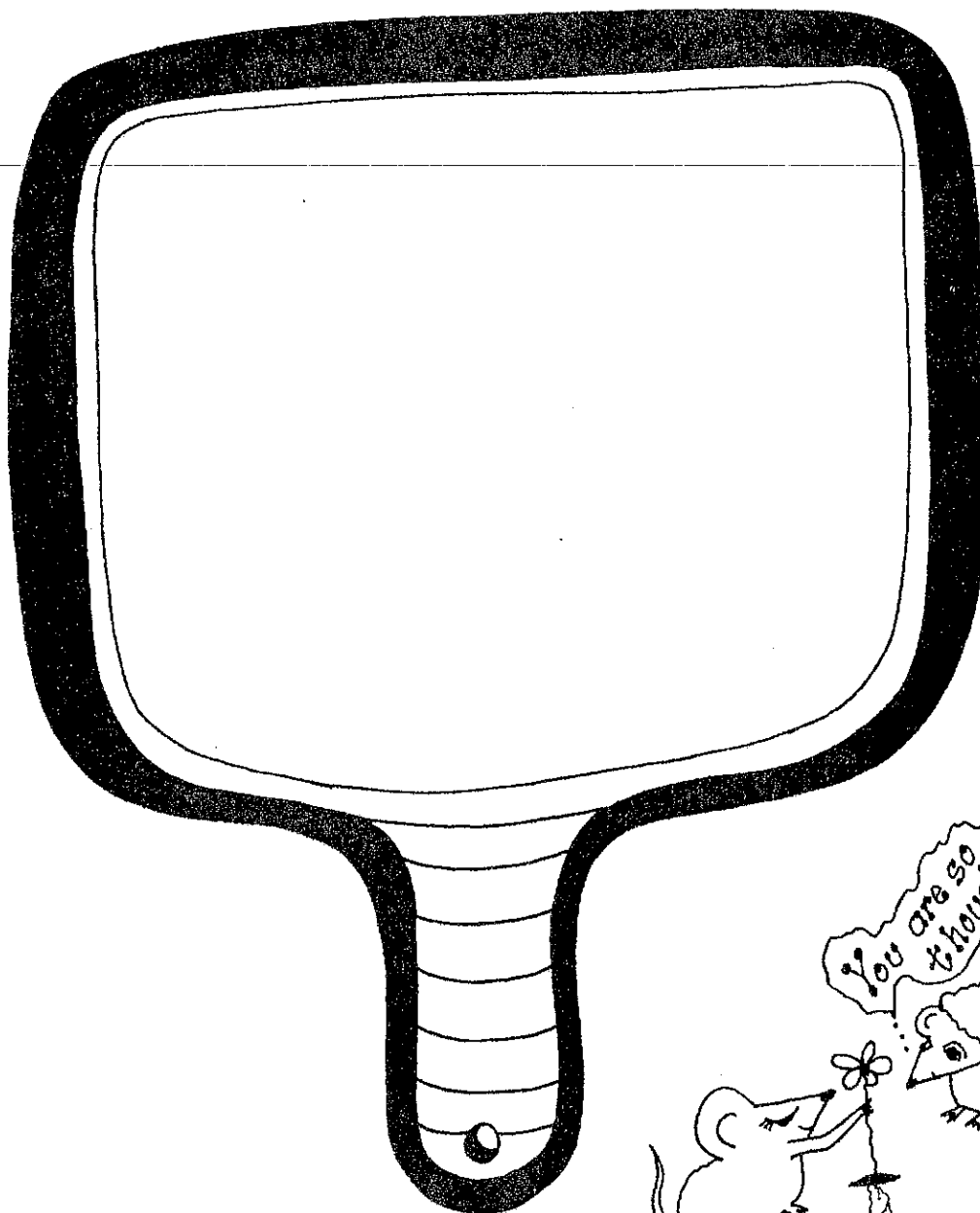
Date _____

MY COMPLIMENT

Directions: Read the poem. Draw a picture in the mirror of the person to whom you wish to give a compliment. Then give it!

Mirror, mirror on the wall
Give a compliment and that's not all,
Make it nice and make it kind
A deserving person is not hard to find.

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SOCIAL SKILL

Giving a Compliment

Behavioral Objective: Each child will give a deserved compliment to someone he/she selects.

Directed Lesson:

1. **Establish the Need:** Teacher initiates discussion on the merits of giving deserved compliments to others. It helps build confidence in other people and makes the person giving the compliment feel good too. It also helps establish better relationships with others. The more positive a person is towards others, the better others feel about that person.

2. **Introduction:** Read this poem to the class:

You look nice and that is true.
I like your shirt of baby blue.
Your hair is brushed and looks so shiny.
Your teeth are white and oh so tiny.
"May I please?" are words you say.
And you use them every day.
There's one more thing that I must tell
It's that you read your stories well.
All the things I've said to you
Are absolutely true, true, true!

Ask the children what they think the poem means. Stress that all of the compliments were true. None of them were made up. Also, people know when you are not giving them a compliment they deserve. Most people want to be appreciated for who they are, not someone they are not.

3. **Identify the Skill Components:** (List on board before class.)
 1. Select someone to compliment.
 2. Decide what nice thing you will say.
 3. Make sure the compliment is true.
 4. How will you say it?
 5. Say the compliment.
4. **Model the Skill:** The teacher will model the skill by selecting a child to give a deserved compliment to. It would be best to pick someone who has an obvious good point, for example, some child who has a good paper on display in the classroom.

5. Behavioral Rehearsal:

- A. *Selection:* Teacher selects ten children to role play.
 - B. *Role Play:* Children will each select a child to compliment. They must point out the child and give the reason why the child was selected. Then, say the compliment.
 - C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* If the child gives an appropriate compliment, the teacher should congratulate him on his skill. The other children will hopefully reinforce with praise. A sticker or certificate is a positive reinforcer.
 - E. *Discussion:* Have the class discuss the importance of giving a deserved compliment to others. Ask how each role player felt giving and receiving compliments.
6. *Practice:* Give children copies of the following activity sheet, "Three Magic Compliments," to complete.
7. *Independent Use:* It's "Compliment Time." Every morning in school, one child should volunteer to compliment another child on something that occurred in the classroom.
8. *Continuation:* Teachers will encourage children to give deserved compliments to others as a daily practice.

CHILDREN'S LITERATURE

- Lewis, J. Patrick. *July Is a Mad Mosquito*. New York: Macmillan Children's Group, 1994.
- Silverstein, Shel. *A Light in the Attic*. New York: Harper Collins Children's Books, 1981.

A TEACHER'S GUIDESHEET TO BEING POSITIVE

"PAY ATTENTION TO THE POSITIVE"

WAYS TO SAY "GOOD!"

Good thinking!	How clever!
Nice going!	Terrific!
That's the way!	Wonderful!
Great Job!	Hurrah for you!
You're the best!	Exceptional!
You're an angel!	Better than ever!
You are right!	Look at you go!
Keep it up!	Sensational!
You're learning fast!	Thanks for sharing!
Good for you!	What careful work!
You're doing beautifully!	I knew you could do it!
Great try!	How original!
Way to go!	You're a real friend!
You remembered!	Exactly right!
Outstanding!	You're on the right track!
Much better!	Perfect!
Thanks for helping	How thoughtful!
SUPER!	Keep up the good work!
You've got it down pat!	How nice of you!
Congratulations!	You're a gem!
What a great idea!	You're one in a million!
LOOKING GOOD!	You've made progress!
I'm impressed!	I love it!
You're doing fine!	You're improving every day!
Superb work!	You're on the right track!
Thanks a million!	You'll make your mother proud!
I'm proud of you!	Good Boy! Good Girl!
You did it!!!	That was nice of you!
Better than ever!	Thank you very much!
What a champ!	

AND you can think of a MILLION MORE!

Name _____ Date _____

THREE MAGIC COMPLIMENTS

Directions: Select 3 people in your classroom that you want to give a compliment to. Write their name, and the compliment. Share these in class.

NAME

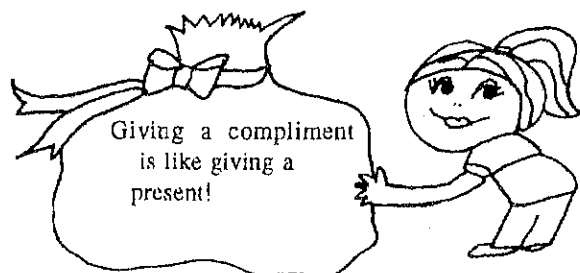
COMPLIMENT

1. _____

2. _____

3. _____

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SOCIAL SKILL

Giving a Verbal Compliment

Behavioral Objective: Children will verbally compliment another person.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about how giving a compliment makes you and the receiver feel good.
2. **Introduction:** Ask students how they feel when someone gives them a compliment. List on board: "What things have you been complimented for?" Ask, "How do you feel when you receive a compliment?" Ask and list responses on the board. "What behaviors deserve a compliment?"
3. **Identify the Skill Components:** (List on board before class.)
 1. Decide what and who to compliment.
 2. Determine how to phrase it.
 3. Give the compliment.
4. **Model the Skill:** Teacher will model giving compliments for schoolwork, appearance, behavior, etc. to four students in the classroom.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select ten students to role play.
 - B. **Role Play:** Each child will compliment his/her neighbor.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal praise, physical smile and nod head to show approval.
 - E. **Discussion:** Have children discuss the role plays and corrections that were made. Ask class why compliments are necessary and important.
6. **Practice:** Distribute copies of the following "Compliment Certificate" for students to complete.
7. **Independent Use:** Teacher will ask class to share during recess, compliments they will give to family members.

8. **Continuation:** Remind children that giving a compliment makes both the giver and the receiver feel good.

CHILDREN'S LITERATURE

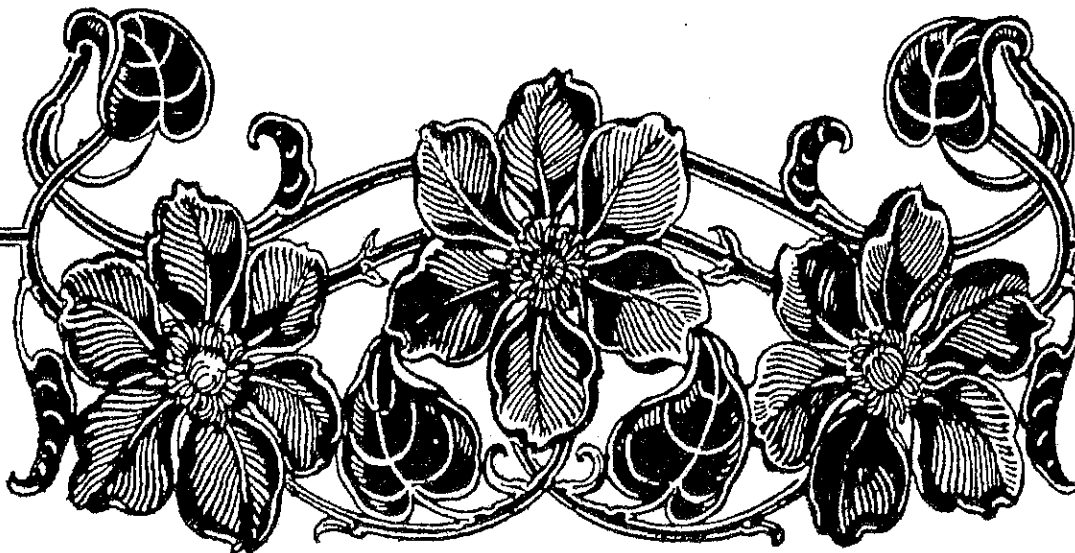
Cummings, Pat. *Clean Your Room, Harvey Moon!* New York: Macmillan Children's Group, 1994.



COMPLIMENT CERTIFICATE

COMPLIMENTS TO:

FOR:



SOCIAL SKILL

Asking Permission to Borrow Property

Behavioral Objective: The children will get the owner's consent before borrowing property and belongings and will return it without damage.

Directed Lesson:

1. **Establish the Need:** Teacher stresses that no one likes having his/her property and belongings taken without giving permission. Also, emphasize that not taking care of property can lead to problems.
2. **Introduction:** Read this poem to the class:

If you don't have something . . .
something you really need,
You must ask permission to borrow
and then if you succeed
be extra extra careful
with that which is on loan
until you're sure you've got it safely back at home.

Teacher asks class about the meaning of the poem.

3. **Identify the Skill Components:** (List on board before class.)
 1. Ask for permission to borrow something.
 2. Wait for "yes" answer.
 3. Don't take it if answer is "no."
 4. Take good care of borrowed items.
 5. When finished, return them in good condition.
4. **Model the Skill:** (Teacher models correct behavior.) Refer to skill steps on board. Teacher should model asking for and receiving requested property. "May I borrow your glue to build my tepee for our social studies project?" "Thank you for the glue." (Pretend to use it, and return it.)
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects five pairs of children to role play.
 - B. **Role Play:** Children will role play asking to borrow pencils, crayons, rulers, erasers, and paper.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
- D. *Reinforcers:* Give verbal praise to those children who follow the skill components. Also give "Good Borrower Certificates." Teachers and students compliment children doing role play correctly.

"Juan, I liked the way you asked to borrow Nancy's ruler."

"Scott, I liked the way you let Andre borrow _____."

- E. *Discussion:* Discuss the importance of asking permission and the consequences of not asking for permission. Also emphasize the need to take care of borrowed property.
6. *Practice:* Have children complete copies of the following activity sheet, "Borrowing a Bike," and check their work.
7. *Independent Use:* Setup a materials shelf with items that may be borrowed (pencils, eraser, scissors). Write down name, what was borrowed, and in what condition it was returned. Have note signed by borrower. Stress that students may use this skill whenever borrowing and lending in any setting.
8. *Continuation:* Teachers should point out the importance of being a good borrower as related situations arise.

CHILDREN'S LITERATURE

Oxenbury, Helen. *Mother's Helper*. New York: Dial Books for Young Readers, 1991.

Van Allsburg, Chris. *Two Bad Ants*. Boston: Houghton Mifflin, 1988.

Name _____ Date _____

BORROWING A BIKE

Directions: You would like to borrow your friend's bike. In the first bike wheel, copy what you should say to your friend. In the second bike wheel, copy words that describe the bike when it is returned.

1. HOW TO ASK:

A. I'm taking your bike.
B. May I borrow your bike?
C. Give me your bike!

2. HOW SHOULD THE BIKE LOOK WHEN IT IS RETURNED?

A. flat tire
B. bent frame
C. good shape

Name _____ Date _____

IGNORING DISTRACTIONS

Directions: Suppose that you want to take a library book to the lunchroom to read when you finish eating. What kind of distractions might you have? How could you ignore them?

#1 DISTRACTION: _____

" WELL, I COULD _____

_____ "

#2 DISTRACTION: _____

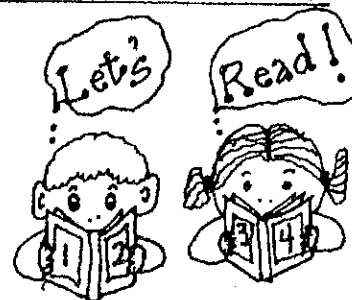
" HMMM, I COULD _____

_____ "

#3 DISTRACTION: _____

" THIS IS MY PLAN _____

_____ "



SOCIAL SKILL

Ignoring Distractions in the Classroom

Behavioral Objective: The children will ignore distractions in the classroom and continue working.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about how ignoring distractions permits us to complete necessary work.
2. **Introduction:** Teacher will ask the following questions, and list answers on the board. "What interrupts you when you are doing class work?" "If we can't stop the interruption what can we do?" "Why is it important that we learn to concentrate and ignore distractions?"
3. **Identify the Skill Components:** (List on board before class.)
 1. Ignore distractions.
 2. Do not listen.
 3. Look away.
 4. Continue working.
4. **Model the Skill:** Teacher will model a student working at his/her desk. Two students will role play talking at the door about a safety assembly. Teacher will ignore the distraction and continue working.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher will select five students to model student working and another five to model distractions listed on the board (from the introduction).
 - B. **Role Play:** Teacher will identify one student at a time who is to be working in front of the room. Then have the other students role play distractions.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal encouragement, tangible rewards, smile and nod head to show approval.
 - E. **Discussion:** Have students discuss the role plays and the corrections that were made. Ask why it is important to ignore distractions.

SOCIAL SKILL

Understanding Each Person's Uniqueness

Behavioral Objective: The student will learn to accept that each person is unique. The student will further learn to understand that we are alike in many ways. However, we must accept each other for our individual differences.

Directed Lesson:

1. **Establish the Need:** Discuss the relevance and benefits of the skill. Children need to know that we are all different and that it's *OK* to be different. (However, in many ways we are all alike.) When we acknowledge these differences as being *OK*, we interact with each other in a more positive way and we continue to have a positive self-image.

2. **Introduction:** Teacher asks:

“Are we all the same height?
Do we all like the same foods?
Do we all live in the same house?
Do we all have the same favorite T.V. program?
Do we all have the same favorite color?
Do we all have the same favorite toy?”

Have comparisons made of pencils, apples, oranges, etc., by having the children examine their own items *very* closely, looking for 1 or 2 unique features. Then put all items from each category together in one area and see if the children can find their own pencil, apple, orange, etc.

3. **Identify the Skill Components:** (List on board before class or on sentence strips.)

1. List some likenesses.
2. List some differences.
3. Define unique.
4. Define what is unique about *you*?
5. Realize that it is *OK* to be different and unique.
6. Decide how you should react to these differences.

4. **Model the Skill:** Read the following poem to children:

Different and Alike

I'm me
 I'm like everyone
 I'm different from everyone
 I'm even UNIQUE
 You're you
 You're like everyone
 You're different from everyone
 You're UNIQUE
 Alike as we are
 Different as we are
 We should all be treated the same
 We should treat all others the same

5. **Behavioral Rehearsal:**

- A. *Selection:* Teach entire class the poem.
- B. *Role Play:* Select children to come up and recite the poem in groups of five.
- C. *Completion:* Point out differences in groups after recitation.
- D. *Reinforcers:* Present "I Am Unique" badges (see the following page). Have children decorate their badge. (Make it unique.)
- E. *Discussion:* Have class recall the positive unique feature of each student as badges are pinned on each individual.

6. **Practice:** Teacher has sample activity sheet, "Plant Your Flower Garden," with flowers of same size and colored identically. Teacher asks, "Aren't the flowers pretty? How can we make them even prettier or more unique?" Distribute the activity sheet and encourage children to create flowers of different size and to color the flowers differently.

7. **Independent Use:**

- A. Give children copies of the following home activity sheet, "What makes family members unique?" Have them fill in what makes members of their family (even pets) unique.
- B. Return papers and discuss findings.

8. **Continuation:** Teacher reminds students of continued positive relationships when this skill is used. Review poem.

CHILDREN'S LITERATURE

Neitzel, Dorothy. *The Dress I'll Wear to the Party*. New York: Greenwillow, 1992.

SOCIAL SKILL

Asking Permission Before Borrowing

Behavioral Objective: The children will get the owner's permission *before* borrowing property and then return it without damage.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion of the relevance and benefits of the skill. Stress that unless you get permission from the owner to borrow the property, it is stealing. Stealing is wrong. How would you like it if your property was stolen? What might happen if people just took what they wanted from others?

2. **Introduction:** Read the following story to the class:

"One day in Mr. Frank's classroom the children heard a very strange sound. It was like the humming of a machine. Suddenly, a little spaceship appeared at the window outside of their classroom. Mr. Frank opened the window and invited the stranger in. After it landed on the floor, the door opened and a space creature emerged. He looked like a frog. He told the class that he was from another planet and wanted to go to school on Earth. The class welcomed him and he sat next to Ruth. Mr. Frank gave the children a math assignment to do. The frog creature had no materials so he just went into Ruth's desk and took paper and pencils. Because he didn't know how to use the pencils, he kept breaking them. Pretty soon there were no pencils to use. Ruth was very upset and explained to him that on Earth, everyone asked permission to borrow other people's property. She would gladly have loaned him a pencil and explained how to use it so that he would not have broken so many. The frog creature said he understood. The next assignment was a picture to color. He turned to Ruth and asked to borrow her crayons. She not only lent them, but showed him how to use them without breaking them. When he was finished, he returned the crayons in perfect shape. When the frog creature was ready to leave, he told everyone that he would teach his friends on his planet to ask permission before borrowing. He thought it was a great idea!"

3. **Identify the Skill Components:** (List on board before class.)
 1. Ask if you can borrow an item.
 2. Wait for an answer of *yes*.
 3. If the answer is *no*, do not take it.
 4. Be careful with it.
 5. Return it in good condition when finished.

4. **Model the Skill:** The teacher will model the skill by asking one of the students if he/she can borrow a pencil. The teacher will then return it undamaged as soon as he/she is finished with it.
5. **Behavioral Rehearsal:**
- A. **Selection:** Teacher selects four pairs of children to role play.
 - B. **Role Play:** Students role play a situation in which one child wants to borrow something from the other child. They must follow the skill steps for correctly borrowing another person's property.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** After each role play, the teacher should encourage correct behaviors with praise. Start a "Good Neighbor Club" in the classroom and have children list ways that they can help one another. Have a membership card for each child.
 - E. **Discussion:** Discuss the possible consequences of not asking for permission before taking another person's property. How would they feel if it happened to them? Discuss the role plays and problems connected with this skill.
6. **Practice:** Distribute copies of the following activity sheet, "Freddie and Titus." Children will match the skill steps for the fish and turtle to follow. They will write down which expression each one would use. Freddie is the one asking permission to borrow an item.
- Freddie the fish: 1. May I borrow your book?
5. Here it is, I returned it in good condition.
- Titus the Turtle: 2. Yes, you may borrow my book.
3. No, you may not borrow my book right now.
4. Please be careful with the book.
7. **Independent Use:** Children will ask permission every morning before borrowing property. The teacher will reinforce and praise continually.
8. **Continuation:** Teachers will continue to point out to children that borrowing someone else's property without their permission is stealing, and wrong.

CHILDREN'S LITERATURE

Corey, Dorothy. *Everybody Takes Turns*. Morton Grove, IL: A. Whitman.

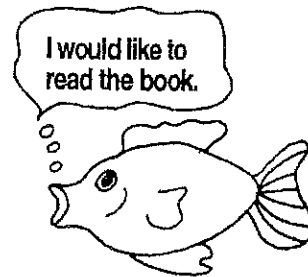
Name _____ Date _____

FREDDIE AND TITUS

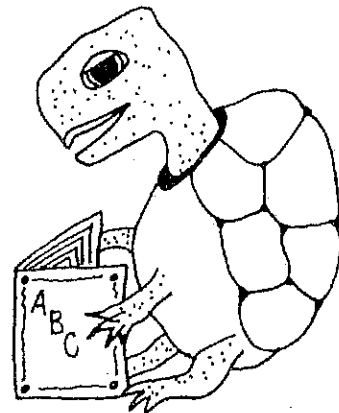
Directions: Rewrite the 5 sentences below in the proper spaces. Would Freddie be saying this? Would Titus be saying this? Think carefully about their conversation.

1. May I borrow your book?
2. Yes, you may borrow my book.
3. No, you may not borrow my book right now.
4. Please be careful with the book.
5. Here it is, I returned it in good condition.

FREDDIE THE FISH SAYS:



TITUS THE TURTLE SAYS:



SOCIAL SKILL

Respecting Other's Property

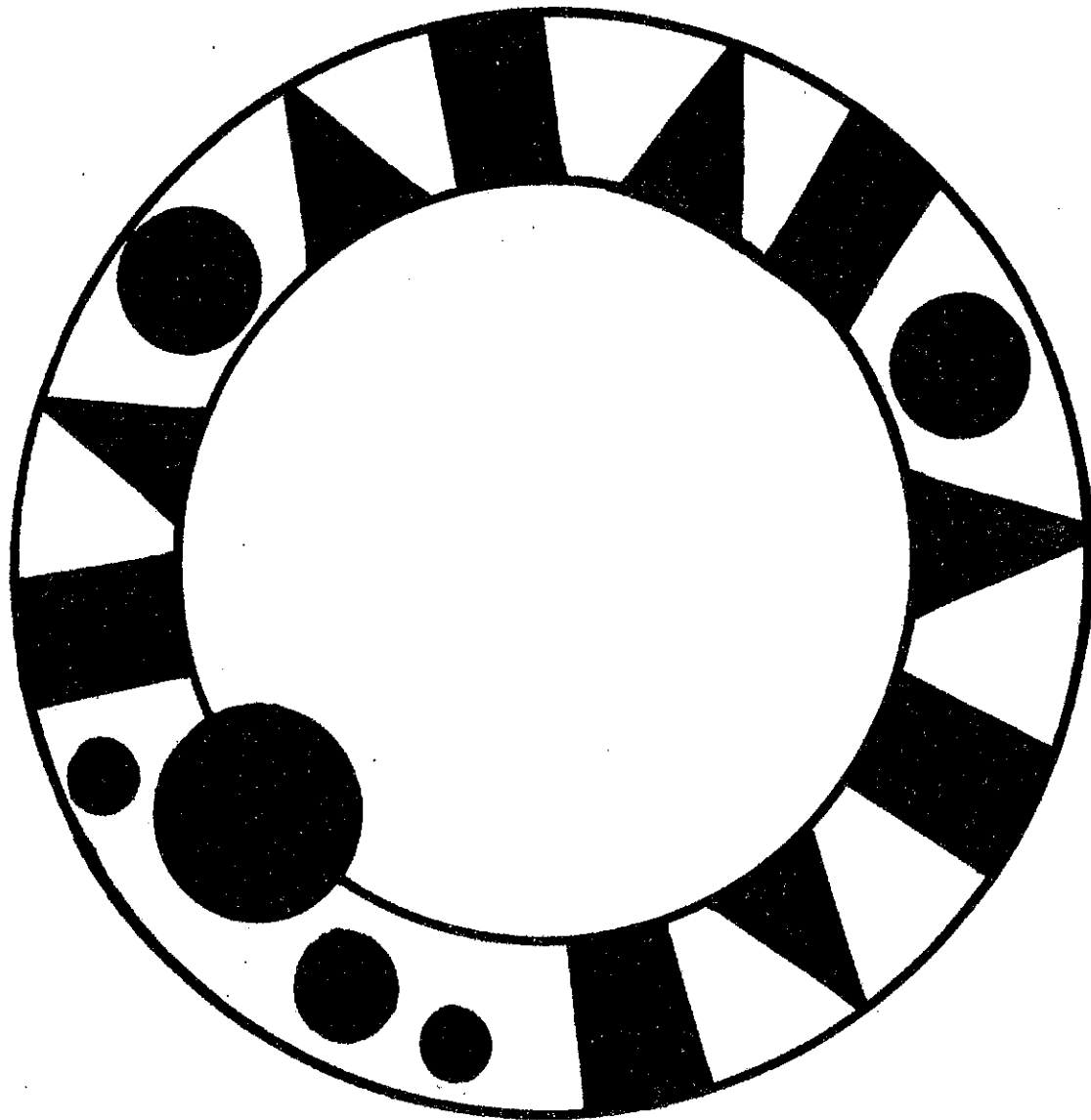
Behavioral Objective: Children will ask permission to borrow a classmate's supplies.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about how the very act of asking permission shows we respect other people's property.
2. **Introduction:** Ask students: "How do you feel when someone takes something of yours without asking first?" "What is the proper way of asking to borrow something?"
3. **Identify the Skill Components:** (List on board before class.)
 1. Think of what you need to borrow.
 2. Say "May I please borrow . . .?"
 3. Wait for an answer.
 4. Return after use in good condition.
4. **Model the Skill:** Teacher uses the puppets to model the skill, asking and answering questions appropriately. "May I please borrow your _____?" "Yes you may" or "no you may not because . . .").
5. **Behavioral Rehearsal:**
 - A. **Selection:** The teacher will select ten students who will ask permission to borrow something from a classmate.
 - B. **Role Play:** Students will role play, following the listed skill components. Student will ask to borrow items.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** verbal encouragement and tangible rewards; approval indicated by nod of head and smile.
 - E. **Discussion:** Have children discuss the role plays and the corrections that were made. Be sure that the class sees the need for asking permission when borrowing items.
6. **Practice:** Use the accompanying activity sheet, "May I Please?"

I AM UNIQUE BADGE

Directions: Color your badge with your favorite colors. Think of the very polite response you will give when people ask, "Why are you wearing that badge?"

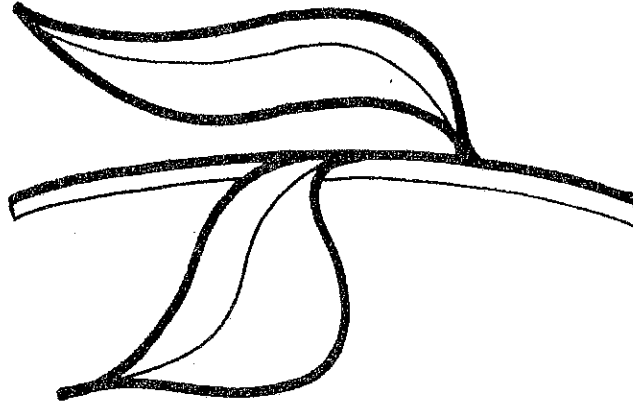
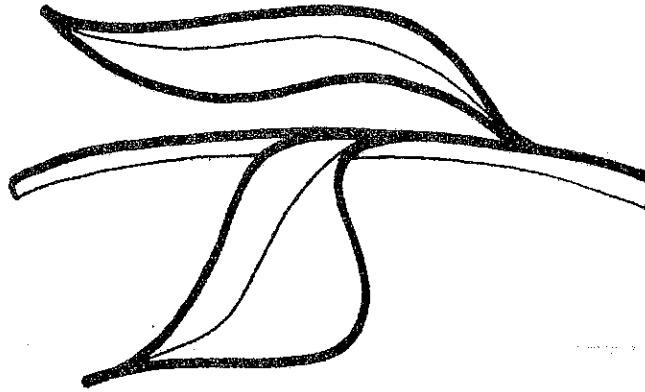
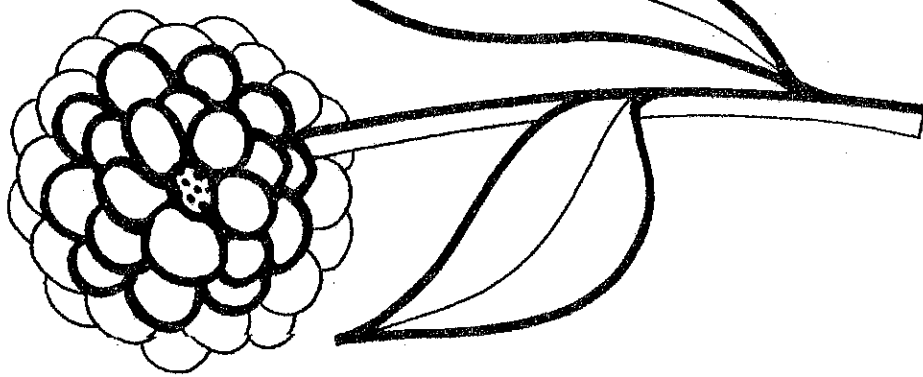


Draw your picture in the center.

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PLANT YOUR FLOWER GARDEN

Directions: Make all of the flowers a different size, shape and color. One thinks it is more beautiful than the others. What lesson does the flower have to learn?



Name _____

Date _____

Name _____ Date _____

WHAT MAKES FAMILY MEMBERS UNIQUE?

Directions: Draw pictures of four different members of your family in the spaces below. Include pets. Show how each person or pet is unique.

This is _____

This is _____

Here is _____

Here is _____

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Comments: _____

Parent Signature _____

SOCIAL SKILL

Recognizing Individual Differences

Behavioral Objective: The children will be able to recognize, accept and appreciate individual differences.

Directed Lesson:

1. **Establish the Need:** The teacher initiates a discussion about the relevance and benefits of the skill. It is important to display a tolerance for an individual with characteristics different from one's own, by accepting the person without derogatory comments or actions.
2. **Introduction:** The teacher relates the story of an ugly caterpillar:
"Once upon a time there was an ugly caterpillar. All the birds and other animals made fun of him, because he was so ugly." Discuss how the others treated him and how the caterpillar felt. "One day the caterpillar made a cocoon for himself because he was so unhappy. A few months later, out came a beautiful butterfly." Discuss feelings of other birds, caterpillars and butterflies.
3. **Identify the Skill Components:** (List on board or use sentence strips.)
 1. Realize that everyone is different to some degree.
 2. Keep from saying unkind words or acting badly towards others.
 3. Be kind to others, especially those who are different from you.
 4. Each of us needs to be liked and treated well.
4. **Model the Skill:** The teacher models the skill by using two animal puppets in two different situations, illustrating the skill components.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects six students; five are four-legged animals and one is a snake.
 - B. **Role Play:** Have students role play this situation: five animals want to play basketball but the teams are uneven. The snake approaches but no one wants him on their team because he has no arms or legs to bounce the ball. Teacher should motivate the group to let the snake play since the snake has unique abilities (e.g., snake can block ball by standing on his tail).
 - C. **Completion:** After role play, reinforce correct behavior, identify prejudicial attitudes, and reenact role play with corrections. If there are no corrections, role play is complete.

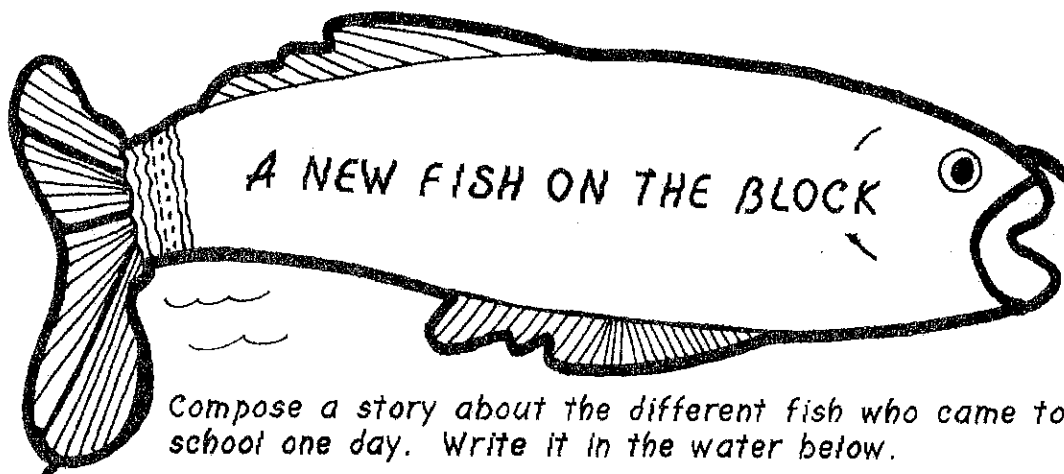
- D. *Reinforcers*: verbal praise, group reinforcement, non-verbal expressions of approval.
 - E. *Discussion*: Have the class discuss the importance of treating children who are different from them with kindness. Without behaving in a negative way or making an issue of the difference, emphasize that everyone is unique.
6. *Practice*: Have children complete the following story sheet, "A New Fish on the Block," by composing a story about the fish who is different. Students can work together.
 7. *Independent Use*: Distribute the independent activity sheet, "Something Unique," for students to complete at home. They are to write down what they think is unique about a family member, a friend and a peer, then return the worksheet for discussion in class.
-
8. *Continuation*: Teacher should continue to remind students that each of us is different in one way or another. We should all be tolerant of each other's differences.

CHILDREN'S LITERATURE

Rubel, Nicole. *Cyrano the Bear*. New York: Dial Books for Young Readers, 1995.

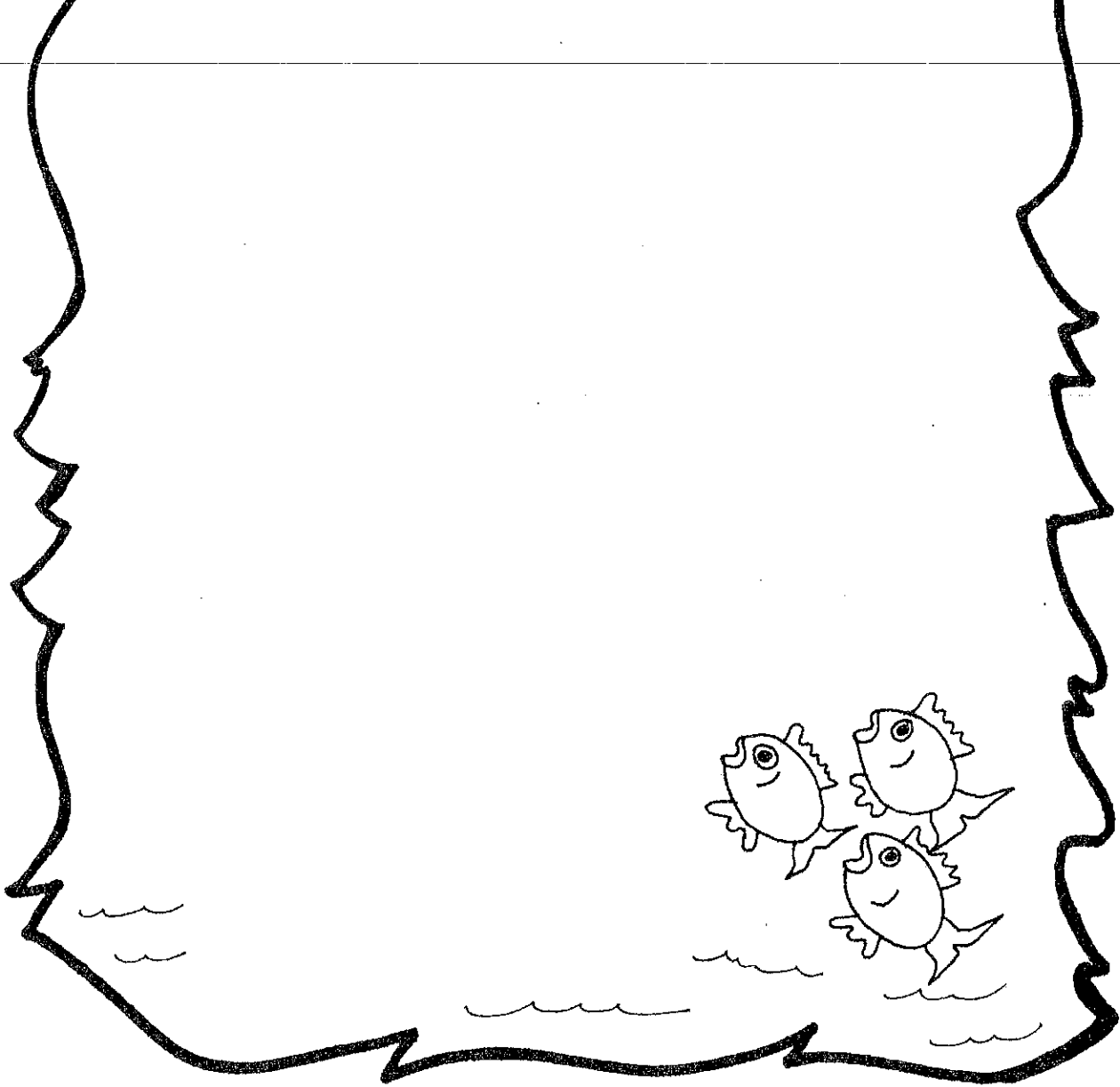
Varley, Susan. *Badger's Parting Gifts*. New York: Wm. Morrow, 1992.

Name _____ Date _____



Compose a story about the different fish who came to school one day. Write it in the water below.

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SOCIAL SKILL

Preventing Prejudice

Behavioral Objective: The children will recognize, accept and appreciate individual differences.

Directed Lesson:

1. **Establish the Need:** Teacher discusses individual differences with the class "There are no two people alike. Everyone is different in some way. We must learn to accept people for who they are, and appreciate them as people regardless of their differences."
2. **Introduction:** Teacher asks the following: "Do all of us wear our hair the same way? Are we all the same size and height?" Teacher reads the following story:
"A new student from the South comes to the third grade class at our school. The teacher introduces the student to the class, and asks him to tell something about himself. When the new student begins to talk, the class starts laughing."
Teacher asks, "Why did the class react the way they did? How do you think the new student felt?" Teacher could then initiate a discussion about regional differences in speech patterns.
3. **Identify the Skill Components:** (List skills on board or use sentence strips.)
 1. Think and realize that all people are different.
 2. Learn to know people by talking to them.
 3. Play with them.
 4. Let them eat at your table.
 5. Invite them to be part of the group.
4. **Model the Skill:** Teacher chooses one student to pretend to be a newcomer to the U.S.A., coming from Japan. The teacher then models the skill steps listed.
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher places the following role play parts on index cards for students to read. Teacher then selects two puppets and two students to interact the following situation.
 - B. **Role Play:** 1st Student - "David, I hear that you're from Japan. Come and sit next to me at lunchtime, and let's talk about your country. When we go out to play, I'll introduce you to our baseball team. OK?"

2nd Student—"Thank you Tommy. You really make me feel a part of the class, even though I am from a different country."

- C. *Completion*: Discuss role play, reinforcing appropriate behavior and correcting inappropriate responses. If there are no corrections, role play is complete.
 - D. *Reinforcers*: Verbal encouragement - **"I really like the way you made him/her feel a part of the group." "It really makes me feel good to see you react that way." Smile and nod for approval.**
 - E. *Discussion*: Students will react to role play, and suggest improvements and benefits.
6. *Practice*: Give students copies of the following activity sheet, "Alike and Different." Read through the directions, have students complete the activity, and share responses.
 7. *Independent Use*: Pass out tagboard puppet models of the four animal puppets on the following two pages. Have students cut out and color the patterns and paste them on popsicle sticks. Then have students write on their animals how they are *unique* (different from each other). Have the children come up in pairs and share with each other how they are different.
 8. *Continuation*: Teacher tells students, **"You can make people feel accepted by letting them become a part of your group. This makes persons feel included, and makes them feel good about themselves."** Teacher should continue pointing out the need for this skill as related situations arise.

CHILDREN'S LITERATURE

Belton, Sandra. *May'naise Sandwiches and Sunshine Tea*. New York: Macmillan (Four Winds), 1994.

Linden, Anne Marie. *Emerald Blue*. New York: Macmillan (Atheneum), 1994.

Name _____ Date _____

ALIKE AND DIFFERENT

Directions: List ways in which people are alike.
List ways in which people are different.

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ALIKE:

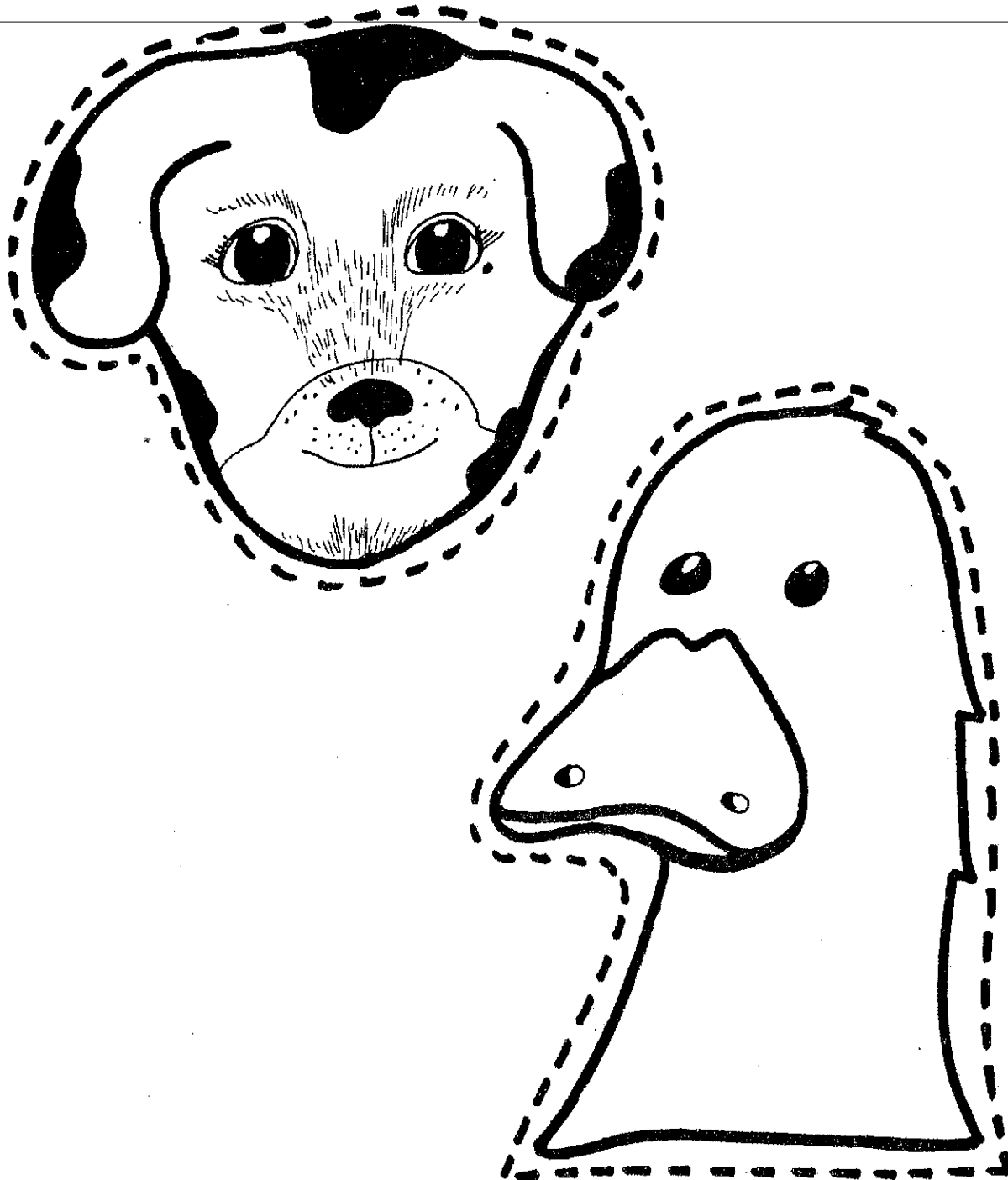
1. _____
2. _____
3. _____
4. _____
5. _____

DIFFERENT:

1. _____
2. _____
3. _____
4. _____
5. _____

ANIMAL PUPPETS - I

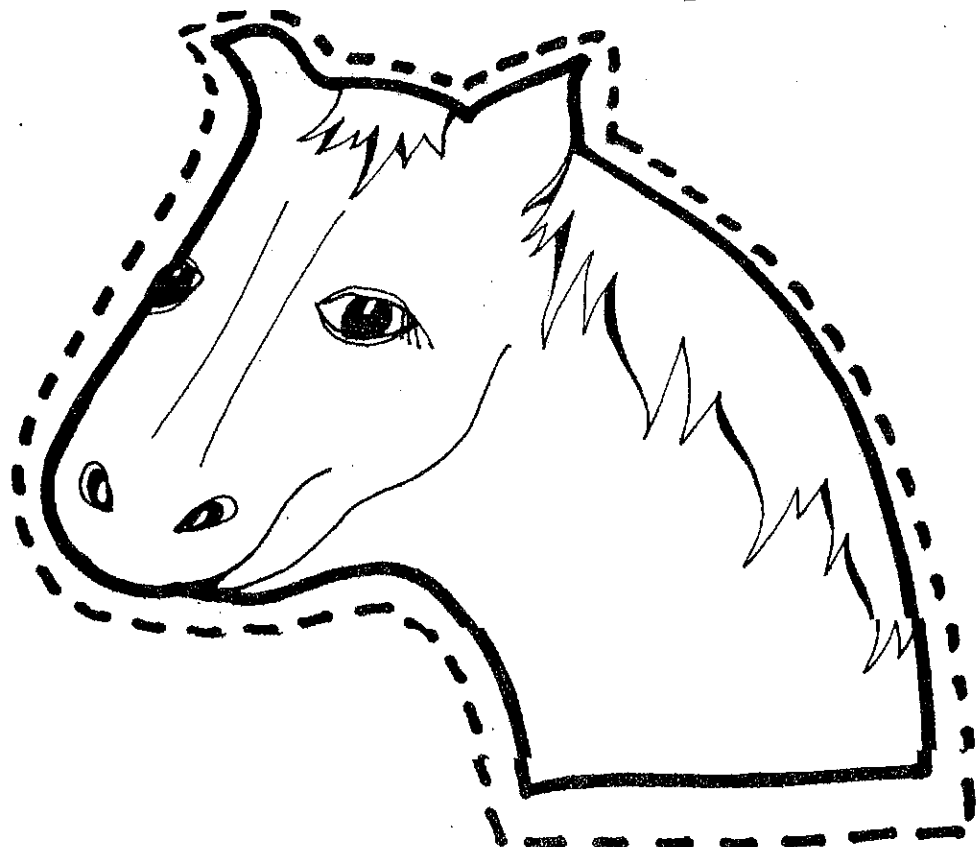
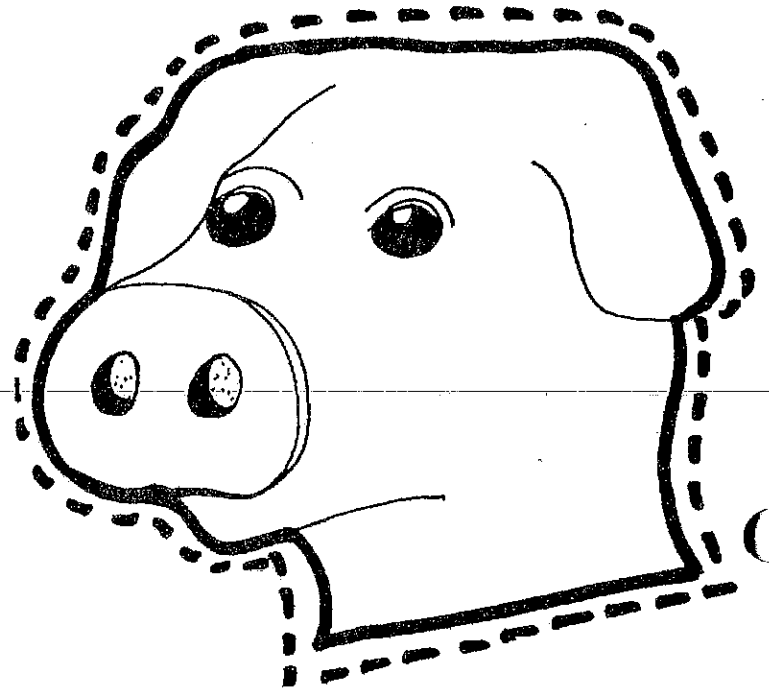
Color and cut out the dog and the duck. Tape them to flat sticks. Use these puppets to tell how each one is unique.



ANIMAL PUPPETS - II

Color and cut out the pig and the horse. Tape them to flat sticks. Use them as puppets and have them talk about how each one is unique.

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SOCIAL SKILL

Learning to Say "NO!"

Behavioral Objective: The children will say no when pressured by peers to do something they don't want to do.

Directed Lesson:

1. **Establish the Need:** The teacher initiates a discussion pertaining to making one's own choices and feeling free to say no if that is the choice.
2. **Introduction:** Teacher can read the following:
"Everyone from _____ school was going to watch the _____ (big game, dance contest, talent show, etc.: choose one). They called for Beth to hurry. Beth knew Mom wanted her to watch little sister Mandy. She could always go and say she forgot. What should she do?"
3. **Identify the Skill Components:** (List on board before class.)
 1. Think about what other children want you to do.
 2. Decide why you don't want or cannot do it.
 3. Say no in a nice way.
 4. If asked, tell why you won't or cannot do.
4. **Model the Skill:** (Teacher models correct behavior.) *Eg:* All the children from school are going _____. They are laughing and having a good time and call to say they are leaving now. I have my work to finish. I really want to go. Since my work is not done, I will say "I cannot go this time."
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects a group of children and an individual child.
 - B. **Role Play:** The group will try to persuade the individual child to do something that he or she does not necessarily want to do or cannot do at that time.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. **Reinforcers:** Give verbal praise to those children who follow skill components. Teacher can read aloud a good picture book.
 - E. **Discussion:** Discuss difficulties of not always doing what the rest of a group does.

6. **Practice:** Make "Peer Pressure Cards" using the situations on the accompanying activity sheet, "Decisions, Decisions," and others. Place the cards in a container and call upon children to reach in and select a card. Teacher can read it aloud. Children must select the appropriate answer.
7. **Independent Use:** Find out how someone at home has ignored peer pressure and has done what he or she needed to do. Have someone at home help you write it down and bring it to school.
8. **Continuation:** Teachers should stress the importance of making one's own choices and not just "going with the group."

CHILDREN'S LITERATURE

Carlson, Nancy. *Arnie and the Skateboard Gang*. New York: Viking.

Polacco, Patricia. *Babushka's Doll*. New York: Simon & Schuster, 1990.

Name _____ Date _____

DECISIONS, DECISIONS

??

Each day we have to make decisions! Read the 3 sentences below and underline the BEST decision in each case. Discuss this in class.

??

1. Mother needs bread from the store now. The gang wants to leave for the show in five minutes. What should you do?
 Tell mom the store is closed.
 Tell the gang you are sick.
 Get the bread and see if you can catch up with the gang.

-
2. Bill is playing with baby brother. All the guys come by with their bats and balls. They want him to pitch for the big game. Baby can't go to the ball field. What should Bill do?
 Push baby down and make him cry.
 Tell the guys he'll play when baby is napping.
 Take baby to the ball field.

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SOCIAL SKILL

Resisting Negative Pressure

Behavioral Objective: The children will say no when pressured by peers to do something they don't want to do.

Directed Lesson:

1. **Establish the Need:** Teacher initiates a discussion about the relevance and benefits of the skill. Children need to learn that they have choices in selecting actions that can either help them or hurt them. Children need to know that they have options in dealing with peer pressure. They must be made to understand that when someone is trying to get them to do something wrong, that person is not a friend. If children feel good enough about themselves and are secure, they can overcome this type of peer pressure.
2. **Introduction:** Read this story to the class:

“Susan was a new girl in _____ school. She was assigned to Mr. Jones’ second grade room. The teacher introduced her and Susan told the class some facts about herself. Mr. Jones seated Susan next to Ellen. Unfortunately, Ellen was the type of child who got into trouble frequently. During lunch, Ellen and Susan sat and talked. Susan was very happy to have made a friend. Then a few of Ellen’s friends came over to get her to join them. They had decided to leave the school playground, which was against the rules. They wanted Susan to come with them too. She knew it was wrong, but Ellen said that if she didn’t come, she wouldn’t be her friend.”

Problem: What should Susan do? Why?
3. **Identify the Skill Components:** (List on board before class.)
 1. Think about what other children want you to do.
 2. What could happen if you do it?
 3. Decide if it is wrong.
 4. If it is, say *no* in a nice way.
 5. If asked, tell why you decided not to do it.
4. **Model the Skill:** The teacher models the skill steps by pretending to be a student and having a group of children pressure him/her to do something wrong (e.g., drawing on the board).
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects three pairs of students to role play.

- B. *Role Play:* Students role play the following three situations:
1. Peer pressure to cheat on a test.
 2. Peer pressure to destroy school property (e.g., desk).
 3. Peer pressure to take someone's lunch.
- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
- D. *Reinforcers:* verbal encouragement by teacher and the rest of class. Stickers for good role plays.
-
- E. *Discussion:* Have the class discuss the role plays and the corrections that had to be made. Ask the students what problems might arise when trying to deal with peer pressure. Ask for suggestions on how to handle these problems. Discuss the consequences of not being able to say no when you don't want to do something.
6. *Practice:* Have children complete the following activity sheet, "Scrambled Answers."
7. *Independent Use:* Have students write down incidents outside the classroom where they had to deal with peer pressure. Write about how they were able to say no and how the others reacted to the no.
8. *Continuation:* Teachers should continue pointing out the need for this skill as related situations arise.

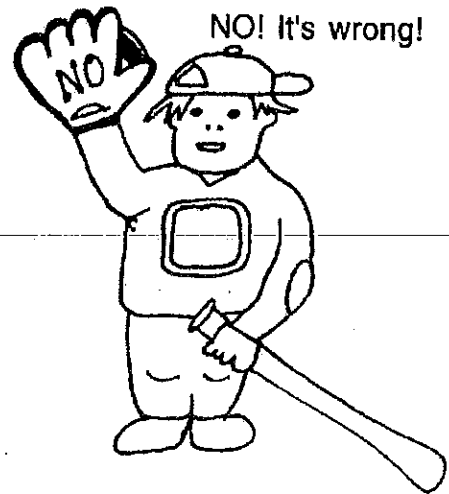
CHILDREN'S LITERATURE

- Bunting, Eve. *The Man Who Could Call Down Owls*. New York: Macmillan (Atheneum), 1994.
- Kline, Suzy. *Song Lee in Room Two B*. New York: Viking Children's Books, 1993.

Name _____ Date _____

SCRAMBLED ANSWERS**Directions:** Read the questions and put the answers in the correct order.

Let's break this glass bowl.



NO! It's wrong!

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1. Will you sneak out of school with us?

to trouble No, in don't get I want

2. Will you help us take money out of that purse?

stealing No, wrong is

3. Will you help us trip that boy when he walks by?

want anyone No, don't I hurt to

SOCIAL SKILL

Saying NO to Doing Wrong

Behavioral Objective: The children will say *no* when pressured by peers to do something they don't want to do.

Directed Lesson:

1. **Establish the Need:** Review the importance of being able to say no to things that you don't want to do. Discuss possible consequences if they don't have this skill. Stress that friends do not try to get you to do something wrong.

2. **Introduction:** Read this poem to the class:

We all have friends that we adore
And that they like us we are sure
We know they're friends because they care
We know they're friends because they're fair!
Then there are others who would lead us astray
We must watch out or we will pay
They'll try to get us to do wrong
So with these people we don't belong!
Say *no* to things you see are bad
And you will end up being glad.

3. **Identify the Skill Components:** (List on board before class.)

1. Think about what other children want you to do.
2. Decide what could happen if you do it.
3. Decide if it is wrong to do.
4. If it is wrong, say *no* in a nice way.
5. If asked, tell why you decided not to do it.

4. **Model the Skill:** The teacher models the skill steps by pretending to be a student, and having a group of students try to get him/her to do something wrong (e.g., copy someone's homework).

5. **Behavioral Rehearsal:**

- A. **Selection:** Teacher selects students as needed and as time allows.
- B. **Role Play:** Students role play situations that were written for the previous lesson's independent use.

- C. *Completion:* After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
 - D. *Reinforcers:* verbal praise by teacher and students; certificates for being able to withstand peer pressure. Have students give themselves a round of applause.
 - E. *Discussion:* Lead the group in a discussion of the role plays and what errors were made. Ask the students how they would handle the same type of peer pressure. What kind of difficulties have they had when saying no to other children? What kinds of things were said to them to persuade them to do something wrong?
6. *Practice:* Have children complete the following activity sheet, "The Answer Is 'NO'." The students must write how they would say no to someone trying to make them do something wrong. They must also write the reasons why they won't do it.
 7. *Independent Use:* Keep a diary of incidents of peer pressure and how each one was dealt with. Try to write the exact words that were used to try to convince you to do something wrong and what you said.
 8. *Continuation:* Teachers should remind children that true friends do not try to get us to do things that are wrong.

CHILDREN'S LITERATURE

Schechter, Ellen. *The Boy Who Cried Wolf*. New York: Bantam, 1994.

Wild, Jocelyn. *Florence and Eric Take the Cake*. New York: Puffin Books, 1990.

Name _____ Date _____

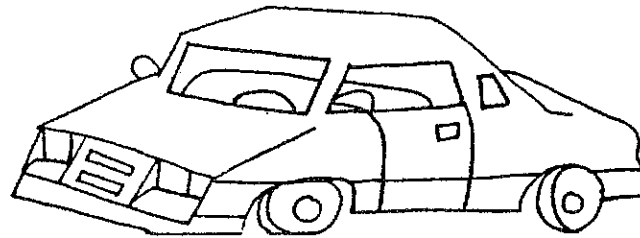
THE ANSWER IS "NO"

Directions: Write what you would say to someone trying to get you to do something that you don't want to do. Give the reason why you won't do it.

Problem: A few children from your class want you to get into a stranger's car.

Say: _____

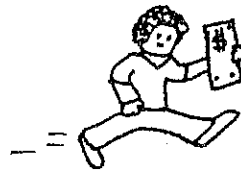
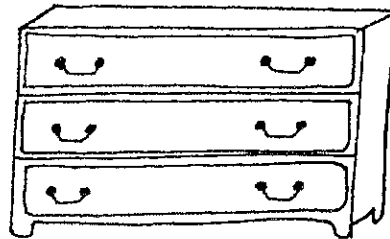
Why: _____



Problem: A friend wants you to take money out of your mother's dresser drawer.

Say: _____

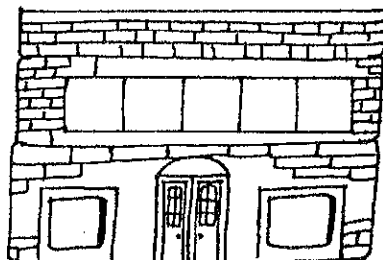
Why: _____



Problem: Some third graders want you to leave school with them during lunch.

Say: _____

Why: _____



SOCIAL SKILL

Avoiding a Wrong Choice

Behavioral Objective: The children will avoid making a wrong choice when encouraged by a peer.

Directed Lesson:

1. **Establish the Need:** Teacher will initiate a discussion about knowing right from wrong and choosing to do the right thing. Ask students to give you their ideas. "What are some things which are wrong to do? What if someone tried to get you to steal? What might happen to you if you do go along and say yes to a wrong doing? Would you be grounded, sent to a detention home, or possibly jailed?"
2. **Introduction:** "David, I'm glad you didn't lie about breaking the glass when Liz told you to. I'm glad you know that you should tell the truth."
3. **Identify the Skill Components:** (List on board before class.)
 1. Decide what is wrong to do.
 2. Decide why it is wrong to do.
 3. Learn to say *no*, if it is wrong to do.
 4. Walk away.
4. **Model the Skill:** Teacher will model the skill by using examples of saying no if it is wrong (e.g., steal a pencil that belongs to Joe, chase and kick Mrs. Smith's cat).
5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects four pairs of children to role play.
 - B. **Role Play:**
 1. Steal a game from the classroom.
 2. Ignore the new boy in class.
 3. Trick or play a joke on somebody.
 4. Steal Judy's new book bag.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.

D. *Reinforcers:*

1. "Alex, you did the right thing. Thank you."
2. "Good job, lets try the next role play."
3. "Very good, smile."

E. *Discussion:* Have children discuss role plays. Which one did you like best? What are some things you learned from the lesson?

6. *Practice:* Complete and share the following activity sheet, "Meet Wally the Whale."
7. *Independent Use:* ~~Share times when you said no to a wrong doing at home or neighborhood.~~
8. *Continuation:* As related situations arise, teachers should point out that each of us can choose what we do. If we know something to be wrong, we should simply not do it.

CHILDREN'S LITERATURE

Kline, Suzy. *Herbie Jones and the Birthday Showdown*. New York: Putnam, 1993.

Turkle, Brinton. *Obadiab the Bold*. New York: Puffin Books, 1977.

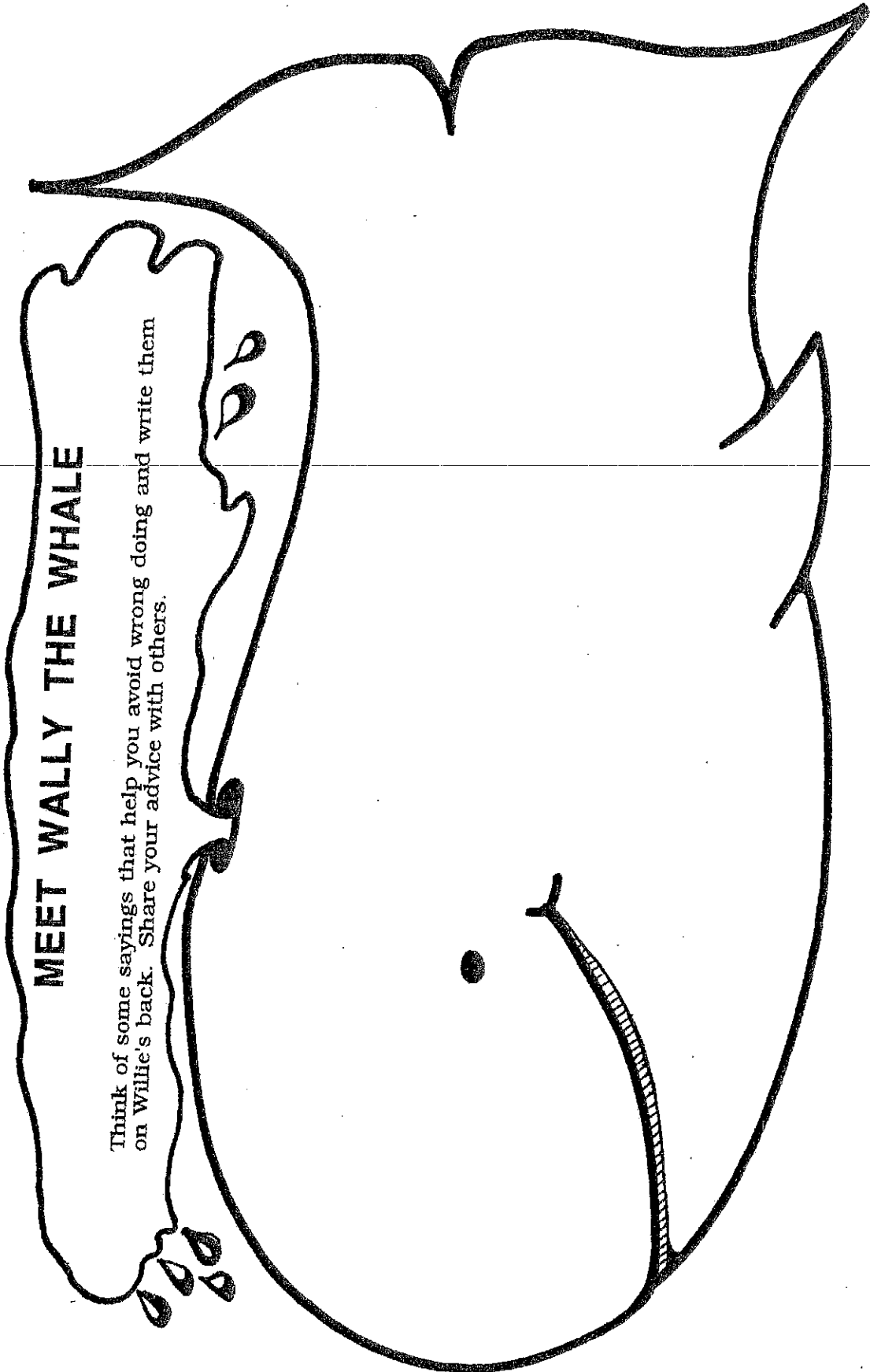
© 1995 by Society for Prevention of Violence

Name _____

Date _____

MEET WALLY THE WHALE

Think of some sayings that help you avoid wrong doing and write them on Willie's back. Share your advice with others.



Part I presents 21 social skills-related topics on cards for teacher-led class discussions during Circle Time. Each topic can be introduced once before studying a particular skill, such as listening, and later after the lesson, to assess children's learning.

NOTE: The topics are printed in the form of discussion cards which can be photocopied and cut out for use at the appropriate time.

SOCIAL SKILLS TASK REVIEW

Part I



Why are social skills important?

Social skills are important because their frequent use and application determines how well we get along with other people.

What are they?

respect for others

listening

following directions

sharing

consideration

caring

accepting change

kindness

politeness

self-control

cooperation

patience

problem solving

conflict solving peacefully

Listening is important because . . .

Listening is important because if we do not listen when other people speak to us, we will never learn what they are telling us or know how to do something they may be showing us.

We need to listen carefully at these times:

Fire drill

When teacher gives a listen signal

When teacher gives directions

Any time teacher or family have to say something

Completing assignments is important because . . .

It is important to finish any job that you choose or are given in order to learn how to do things and how to do them well.

Discuss the importance of finishing things we start. The format can be, "What would happen if"

- the road was only half finished
- the school bus had a flat tire that wasn't fixed
- the pizza was only half cooked, etc.

Why is it important to pay attention and not let other things distract you?

It is important to pay attention to what we are doing so that we can finish our work and learn how to do things.

What are we learning at school?

- how to paint
- how to put things away
- how to sit quietly and listen to a story, etc.
- how to make friends
- how to solve problems (conflicts) peacefully
- how to be helpful to others
- how to use magic courtesy words

It is important to follow instructions and directions because . . .

It is important to follow directions or instructions from your teacher or parents in order to prevent mistakes or accidents and to learn how to do things correctly and safely.

Why do we *walk* indoors and *run* outdoors?

Whose advice do you trust? Why?

Eg. **I trust my mother's/father's/other relative's advice because she/he loves me and has my best interests at heart.**

What advice do we give to someone who is

- crossing the street
- holding a pet
- being called by a stranger
- being talked to by a stranger, etc.

How do you settle conflicts without violence?

- Eg. **We can talk about the problem and try to reach a compromise.**
We can ask someone else to listen to both sides of the conflict and tell us what they think is fair.
One of us can give in to the other or negotiate a different solution.

How can you avoid getting into a fight?

- Eg. **I can avoid getting into a fight by controlling my anger.**
I can stop and count to ten when I feel myself growing very angry.
I can tell my teacher/relative about the problem instead of fighting.

It takes a lot of practice to learn to handle conflicts constructively. Let's try these things today:

- (1) **Think before you speak.**
- (2) **Speak in a quiet voice no matter how angry you may feel inside.**

Why is it important to be a good sport and accept consequences in a graceful manner?

- Eg. It shows that you are a good sport.
- It sets a good example for others.
- It makes you a better person.
- It keeps you from fighting and getting hurt.
- It teaches you to follow the rules.

How do you react when you fail at something?

- Eg. I feel disappointed and frustrated.
- I promise myself that I will try again and succeed the next time.
- I am embarrassed.
- I will try to learn from failing not to fail again.

What we think about ourselves is very important. What do you *think* when someone tells you that you did a very good job?

- Eg. I think they are complimenting me on my good work.
- I think they are encouraging me to keep up the good work.
- I think I will try harder to do good work.
- I think . . .

How do you *feel* when someone tells you that you did a very good job?

Eg. **I feel proud of myself.**

I feel good about myself.

I feel happy that my work pleases them.

I feel ...

How can we show understanding of another's feelings?

Eg. **When someone is hurt we can ...**

When someone is crying we can ...

When someone falls down we can ...

When someone spills something we can ...

It helps to talk over feelings with other people you trust. If you felt bad about something, who could you talk with?

Eg. **I could talk about it with my mom/dad because she/he would understand how I felt and help me feel less bad.**

Who else can we talk to? At home? At school?

How do you feel when you get a deserved compliment? How can we compliment others? Let's try. We can begin with the words:

"I like the way _____"

"I like it when _____"

It is important to ask permission politely if you want to borrow anything. Why? How can we put it into words and use the words today?

Eg. It is important to ask permission politely to borrow someone else's property because the more polite you are, the more likely they will be to let you use it.

Eg. "May I use the blue crayon?"

"May I play with the blocks, too?"

"May I . . ."

Suppose we had a day when five of us felt angry. What could we do to try to make it a good day?

Eg. We could ask the five angry children to explain their feelings and see if there is some way to help them feel less angry.

We can	walk away	tap our toes ten times
	hum a tune	count to ten
	look at a book	etc.

When someone gets angry with you, what are some ways that you can deal with their anger?

- Eg. **I can talk to the person in a quiet voice.**
- I can avoid getting angry myself.**
- I can count to ten.**
- I can try to calm the person by talking.**
- I can try to negotiate.**

What things make you angry?

- Eg. **I get angry when someone takes my belongings without asking me.**
- I get angry when someone pushes ahead of me in the line.**
- I get angry when someone cheats in a game.**

OK. So we feel mad. How can we "use our words" to tell about the anger rather than using our body?

- Eg. **We can say in a quiet voice what we think is wrong and what should be done to make it right. We should find a solution that pleases both sides.**

What is positive peer pressure?

Positive peer pressure is being asked by friends or others to do something that is all right to do and that you may enjoy doing.

- Eg. ... to play a game of baseball
... to have dinner at their house
... to go to the movies with them

How do I react to positive peer pressure?

- Eg. **You may decide to do something if you are free and like doing it.**
You may say "No, thanks" if you have other more important or enjoyable things to do.
You may simply say "Yes, I'd like to do that."

What is negative peer pressure?

Negative peer pressure is being asked by friends or others to do something that is wrong to do or something you do not like to do.

- Eg. ... to make fun of another child
... to steal something that belongs to someone else
... to hurt an animal or another person

How do I react to negative peer pressure?

Eg. **You may just say "NO!" in a nice way.**

You may say, "Sorry, but I have other things to do."

You may tell them that you think it's the wrong thing to do and not for you.

How do you feel about violence?

Eg. **I think violence is wrong because it hurts others and doesn't solve any problems.**

I think violence only causes hatred and leads to more violence.

I think violence happens when people get too fearful and emotional and do not think before they act.

How do you feel about non-violence?

Eg. **I think non-violence is the only way to settle arguments and solve problems between people.**

I think non-violence is the only way to achieve real and lasting peace among people.