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Abstract

This paper analyzes the importance of social emotional curriculums in a general education and special education setting. The research includes descriptions of various social-emotional learning curriculums specifically designed for general education students, and descriptions of curriculums designed for students with ASD. The research compares the scope and sequence of the skills integrated in the curriculums. When investigating the various curriculums, the skills did not correlate with the necessary skills needed to help students with ASD transition from grade to grade and into postsecondary education or career. In order to address this gap in available resources for students with ASD, the project also includes the design of The SEL Building Blocks to Transition Students with ASD which integrates the components of ASD as identified by the DSM-V. The curriculum includes fifteen lessons focusing on skills emphasizing communication, interactions, behaviors, and emotions. The curriculum features a read aloud story book component with every lesson and includes evidence-based strategies for teaching SEL and students with ASD. The skills taught in the self-created lesson help students develop skills to benefit them when transition to postsecondary education or career.

Introduction

As of 2015, 12.6% of people in the United States have a disability (Kraus, 2017). Among this group, 7.6% are children ranging in age from birth to 17 years old, 51.1% fall within the category of the working age group (ages 18 to 64), and 42.2% are 65 years of age or older. Despite the fact that the population of children and people with disabilities has increased by 0.5% over the past 8 years, their career and employment opportunities have decreased (Kraus, 2017). Only 7% of individuals with disabilities age 25 to 34 graduated high school, 3% received an associate's degree, and only 2% earned a bachelor's degree. Among the age group of 35 to 44 years old, only 8% of individuals with disabilities graduated high school, 5% graduated with an associate's degree, and even fewer, 3% graduated from a college or university with a bachelor's degree (U.S. Department of Education, 2017). Of the individuals with disabilities who entered the workforce directly or completed college and entered the workforce, only 41% of individuals with disabilities between the ages of 21 and 64 are currently employed compared to the 79% of people in the United States without a disability (Nearly 1 in 5, 2012).

One in six children in the United States are diagnosed with a developmental disability that can range from "mild disabilities such as speech and language impairments to serious development disabilities such as intellectual disabilities, cerebral palsy, and autism" (U.S. Department of Health & Human Services, 2017, para. 5). Within the broad category of disabilities, one of the fastest growing population is children and adults diagnosed with autism. Autism "refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communications, as well as by unique strengths and differences" (What Is Autism?, 2018, para. 1). The word spectrum when using the term Autism Spectrum Disorder (ASD) "reflects the wide variation in challenges and strengths possessed by

each person with autism" (What Is Autism?, 2018, para. 2). One in 68 children in the United States are diagnosed with ASD, and yet 35% of young adults, ages 19 to 23, with ASD are not employed or enrolled in higher education institutions (Autism Prevalence, 2018).

Under the Individual with Disabilities Education Act (IDEA), all students with disabilities and who have an Individualized Education Plan (IEP) are required to have a written transition plan incorporated in their IEP which outlines transition goals and services for students. A transition plan is a "coordinated set of activities focused on improving academic and functional achievement to facilitate movement from school to post-school activities" (Zager, 2017, p. 343). In other words, the plans are necessary in order for students to transition smoothly from high school to college or career. A transition plan required under IDEA at age 16 is composed of two parts: transition services and postsecondary goals. Under the transition services, topics relating to instruction, community experiences, career, and college are included. Within the postsecondary goals, details regarding vocational training, postsecondary education, jobs and employment, and independent living are discussed (Lee, n.d.). In Pennsylvania, "transition plans for college-bound students with IEP's are minimal, often including exercises such as filling out career interest surveys or writing letters to college admissions officers" (Hurewitz, 2008, p.112). For students who are more severely disabled or not college bound, transition planning "includes more intensive services, such as job sampling, job coaching, and independent living skills" (Hurewitz, 2008, p.112). With the implementation of transition plans within an IEP, still only 11 to 12.6% of the transition goals help students with ASD plan for a career or college education (Zager, 2017, p. 342).

Within a school setting, students develop social skills through extra-curricular activities, sports teams, and clubs, but students with ASD "may be missing activities that are an important

part of high school, such as creating social networks, learning negotiation, and practicing

relational problem-solving techniques" (Hurewitz, 2008, p. 113). At the elementary, middle, and

high school level, multiple strategies and curriculums are implemented to develop social skills,

but are designed for general education students. Promoting Alternative Thinking Strategies

(PATHS) is a curriculum that is designed for students in grades K-6. Skillstreaming the

Elementary School Child curriculum is implemented in grades 2-6 (Newcomer, 2009).

At the high school level, Skillstreaming the Adolescent for grades 7-12 targets general education

students who display - "aggression, immaturity, withdrawal, or other problems behaviors"

(Newcomer, 2009, p. 4).

       Fewer social skills programs are targeted specifically for students with ASD.

Skillstreaming Children and Youth with High Functioning Autism (Research Press Publishers,

2018) is implemented at the elementary level, and at the high school level, the PEERS

curriculum (Laugeson, 2014) is used to develop social skills. However, there is a disconnect

between elementary and high school social skills curriculums. The consistency between the

elementary school curriculum, middle school curriculum, and high school curriculum is lacking.

There are few curriculums designed for students with Autism and even fewer that remain

consistent in the lessons and skills taught in order for foundational and higher-level social

competencies to develop. Therefore, there is a need for curriculums that teach social skills

specifically for students with Autism with the main focus being on skills needed for college and

career.

Literature Review

       Social and emotional learning was first introduced in a classroom setting through the use

of Skillstreaming programs. The Skillstreaming programs were published in 1973 by Dr. Arnold

P. Goldstein and Dr. Ellen McGinnis. Dr. Arnold P. Goldstein was a professor of Psychology

and Education at Syracuse University. Goldstein focused his studies on learning about

aggression, prosocial skills training, and juvenile delinquency. With his research, he was able to

share his discoveries through the creation of multiple skillstreaming programs. (Research Press

Publishers, 2018). In 1990, Skillstreaming the Adolescent, Skillstreaming the Elementary

School Child, and Skillstreaming in Early Childhood were published, followed by the newest

program Skillstreaming Children and Youth with High Functioning Autism which was published

in 2016 (Research Press Publisher, 2018). All programs "teach essential prosocial skills to

children and adolescents" (Research Press Publishers, 2018, para. 2) through the use of

modeling, role-playing, performance feedback, and generalization.

In Skillstreaming the Adolescent, six skill groups are included to teach adolescents who

"display aggression, immaturity, withdrawal, or other problem behaviors" (Newcomer, 2009, p.

4). The six skills of beginning social skills, advanced social skills, skills for dealing with

feelings, skill alternatives to aggression, skills for dealing with stress are taught through the use

of a program book, student manual, skill cards, skill posters, and people skill videos (Newcomer,

2009).

In Skillstreaming the Elementary School Child, the program emphasizes sixty different

social skills through the use of a program book, lesson plans and activities, student manual, skill

cards, skill posters, and people skill videos (Research Press Publishers, 2018). This program is

designed for students at the elementary level who "display aggression, immaturity, withdrawal,

or other problem behaviors" (Newcomer, 2009, p. 2). The sixty skills taught to the students are

divided into five categories; classroom survival skills, friendship making skills, skills for dealing

with feelings, skill alternatives to aggression, and skills for dealing with stress (Newcomer,

2009). The Skillstreaming the Elementary School Child program book is categorized into three

sections to help the teachers or program facilitators teach students the social skills. The

introduction explains the importance of social skills and defines skillstreaming at the elementary

level. This section of the book also further defines the terms violence and aggression so that the

teachers or facilitators have a better understanding of the terms. Part one contains useful

information for the teachers and facilitators who plan to use Skillstreaming. The chapters include

"Effective Skillstreaming Arrangements, Skillstreaming Teaching Procedures, Sample

Skillstreaming Sessions, Refining Skill Use, Teaching for Skill Generalization, Managing

Behavior Problems, Building Positive Relationships with Parents, and Skillstreaming in School

Context" (Research Press Publishers, 2018, para. 2-9). Part one provides a clearer understanding

as to how the program should be taught and how it should look in an elementary school setting.

Part two is beneficial for the students participating in the program. The skill outlines and

homework reports can be found in part two. This section is categorized into five groups

representing the five social skills. Group one focuses on classroom survival skills emphasizing

competencies like "listening, asking for help, saying thank you, contributing to discussions,

ignoring distractions, making corrections, and setting a goal" (Research Press Publishers, 2018,

para. 10). Group two emphasizes friendship making skills such as "introducing yourself,

beginning a conversation, playing a game, asking a favor, suggesting an activity, sharing, and

apologizing" (Research Press Publishers, 2018, para. 11). Dealing with feelings skills like

"knowing your feelings, expressing your feelings, expressing concern for another, dealing with

your anger, dealing with fear, and rewarding yourself" (Research Press Publishers, 2018, para.

12) are focused on in group three. Group four focuses on skill alternatives to aggression and

expression skills like "using self-control, asking permission, staying out of fights, problem

solving, dealing with an accusation, and negotiating" (Research Press Publishers, 2018, para.
13). Skills for dealing with stress are emphasized in group five. Skills like "dealing with
boredom, dealing with losing, being a good sport, dealing with being left out, saying no,
relaxation, dealing with group pressure, and being honest" (Research Press Publishers, 2018,
para. 14) are focused on in this group.

The newest Skillstreaming program, Children and Youth with High Functioning Autism
was released in 2016. In this program, students of all ages learn "prosocial skills in small group
context" (Research Press Publishers, 2018, para. 1). Lessons created just for students with
Autism are taught using the same format as previous skillstreaming books, the incorporation of
modeling, role-playing, performance feedback, and generalization. This program is divided into
six skill groups. The first group, relationship skills, focuses on "listening without interrupting,
staying on topic, sharing, ending a conversation, and communication preferences" (Research
Press Publishers, 2018, para. 3). Group two which is social comprehension consists of skills like
"reading others, giving information nonverbally, respecting another's boundaries, and taking
another's perspective" (Research Press Publisher, 2018, para. 4). The third group is self-
regulation that teaches skills relating to "regulating your attention, dealing with anxiety, no
means no, dealing with boredom, and affirming yourself" (Research Press Publishers, 2018,
para. 5). Group four, problem solving, focuses on skills like "planning for stressful situations,
considering alternatives, and making a complaint" (Research Press Publisher, 2018, para. 6).
Understanding emotions is group five and includes skills like "knowing your feelings, feeling
different, showing affection, recognizing another's feelings, and understanding another's
intentions" (Research Press Publishers, 2018, para. 7). Lastly, group six is school related skills

focusing on social skills like "ignoring distractions, taking a break, following adult directions, organizing materials, and dealing with transitions" (Research Press Publishers, 2018, para. 8).

The social competencies found in the Skillstreaming curriculum were advanced through a growing body of research focused on social and emotional learning. Collaborative for Academic, Social, and Emotional Learning defines social and emotional learning (SEL) as a "process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Collaborative for Academic, Social, and Emotional Learning, 2018, para. 1). SEL continued to emerge in 1994 as "an essential part of preschool through high school education" (Collaborative for Academic, Social, and Emotional Learning, 2018, para. 1). SEL programs expose students in general education classes to a positive classroom framework to promote "drug prevention, violence prevention, sex education, civic education, and moral education" (Collaborative for Academic, Social, and Emotional Learning, 2018, para. 3). Through the partnership between Collaborative for Academic Social and Emotional Learning (CASEL) and the Association for Supervision and Curriculum Development (ASCD), a foundation for SEL instruction was created called Promoting Social and Emotional Learning: Guidelines for Educators (Collaborative for Academic, Social, and Emotional Learning, 2018).

Dr. Maurice J. Elias was a founding member of the Collaborative for Academic Social and Emotional Learning (CASEL) leadership team and the driving force behind the implementation of SEL in classrooms. He believed that SEL incorporated "character education, service learning, citizenship education, and emotional intelligence" (Elias, 2006, p. 5). In teaching social and emotional skills, children learn to be good problem solvers, take

responsibility for their personal health and well-being, develop effective social relationships, become caring individuals with concern and respect for others, understand society, develop good character, and make moral decisions (Elias, 2006). Elias (2006) states "social emotional and life skills must be taught explicitly at the elementary and secondary level" (p. 7), with the focus audience for SEL geared toward general education classes. Social and emotional learning "helps children learn a set of skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs, and getting along with others" (Elias, 2006, p.5) which can best be applied in practice when the foundation of SEL is laid at the elementary level.

The goals of SEL can be accomplished through the five core competencies which CASEL established in their programs. The core competencies consist of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Within the social skills instruction established by CASEL (2018), self-awareness is defined as the "ability to accurately recognize one's own emotions, thoughts, and values and how they influence behaviors" (para. 2). Self-management is the "ability to successfully regulate one's emotions, thoughts, and behaviors in different situations" (para. 3) and social awareness is the "ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures" (para. 4). Lastly, CASEL (2018) defines relationship skills as the "ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups" (para. 5) and defines responsible decision-making as the "ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms" (para. 6).

The outcomes from this program include SEL skill acquisitions, improved attitudes, and enhanced learning environment (Collaborative for Academic, Social, and Emotional Learning, 2018). CASEL's main focus on SEL instruction is on the progress made within the classroom climate, schoolwide climate, and "how teachers build relationships with students, how students build relationships with others, and how conflict and discipline are addressed" (Collaborative for Academic, Social, and Emotional Learning, 2018, para. 3). All of the goals and outcomes are important for students of all ages to learn and develop as they grow.

These five core competences are being implemented in selected schools across the United States. Ten districts are partnered with CASEL to promote SEL in their classrooms. Districts include Anchorage, Atlanta, Austin, Chicago, Cleveland, El Paso, Nashville, Oakland, Sacramento, and Washoe County. CASEL (2018) works closely with the districts to "help them strategically embed social and emotional learning into all aspects of their work" (para. 1). The SEL approach implemented in the districts use explicit SEL skills instruction, teacher instructional practices, and integrated lessons with other academic curriculum areas.

CASEL's line of research on SEL in classrooms was furthered when Daniel Goleman, a co-founder of the Collaborative Academic, Social, and Emotional Learning assisted the Committee for Children in establishing another SEL program called Second Step (Committee for Children, 2018). The Committee for Children began interventions and programs for students in 1979 to help students who experience child abuse (Committee for Children, 2018). The committee moved beyond this initial focus and continued to establish programs aimed at teaching students about bullying and social skills. The programs are structured around skills for everyday success like "thriving both in the classroom and in life" (Second Step, 2018, para. 1) through skills that help students gain confidence, set goals, make better decisions, collaborate

with others in work and play, and navigate the world effectively. Through the Second Step

programs, students from preschool to fifth grade learn listening skills, how to pay attention,

control their behavior, and get along with others (Second Step, 2018). When taught in

classrooms, "teachers explain a concept with words, pictures, video, and/or audio" (Second Step,

2018, para. 7) through skill practice, group discussions, individual writings, or partner work.

The Second Step Early Learning Curriculum for students in preschool consist of skills

and concepts that are "taught through short, daily activities that take 5-7 minutes each, with little

or no preparation time needed" (Second Step, 2018, para. 4). The preschool curriculum is broken

into five units focusing on skills for learning, empathy, emotion management, friendship skills

and problem solving, and transitioning to kindergarten. Skills for learning include listening,

focusing attention, self-talk, and following directions. The empathy unit focuses on identifying

feelings, identifying anger, caring, and helping. Skills in unit three, emotion management include

identifying strong feelings, naming feelings, managing disappointment, and managing anger. The

friendship skills and problem-solving unit emphasizes competencies in fair ways to play, having

fun with friends, joining in with play, and thinking of solutions. The final unit, transitioning to

kindergarten, focuses on the ability to learn in kindergarten, ride the bus, and make new friends

(Second Step, 2018).

The Second Step curriculum for elementary students aims to "integrate social-emotional

learning into their classrooms, which decreases problem behaviors and increases whole-school

success by promoting self-regulation, safety, and support" (Second Step, 2018, para. 1) within

kindergarten to fifth grade. The kindergarten to fifth grade curriculum focuses on four key unit

ideas; skills for learning, empathy, emotion management, and problem solving. The skills taught

within the four units at all grade levels build off of skills implemented in the Second Step Early

Learning Curriculum (Second Step, 2018).

The most recent SEL program implemented in schools is called PATHS. The PATHS

program was first released in 2000 by Carol A. Kusche, then updated and revised in 2011.

Kusche, the director and primary author of PATHS, was assisted by Dr. Mark Greenberg in

writing the program (Paths Training, 2012). "The PATHS program is a comprehensive SEL

curriculum that is evidence based and proven effective" (Channing Bete Company, 2018, para.

1) in an elementary school setting. PATHS program is being implemented worldwide in

preschool classrooms to sixth grade classrooms. The program is "used by educators and

counselors in a multi-year, universal prevention model" (Paths Training, 2012, para. 1) with the

main focus emphasizing social and emotional learning in general education classrooms in a

school and classroom setting. The PATHS program is "designed to be taught two or more times

a week for a minimum of 20 to 30 minutes per day" (Paths Training, 2012, para. 3), and features

pre-established lesson plans and instructions for leading the lessons. The twenty to thirty minute

lessons "correlate to Common Core State Standards for English Language Arts and American

School Counselor Association Standards" (Channing Bete Company, 2018, para. 4). PATHS is

"one of only 12 youth development programs to receive an elite recognition" (Channing Bete

Company, 2018, para. 3) that is the highest rating from "Blueprints for Healthy Youth

Development at Center for the Study and Prevention of Violence" at the University of Colorado

(Channing Bete Company, 2018, para. 3).

The lessons in the PATHS program are structured around the five main domains of self-

control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-

solving skills. "The PATHS program provides teachers and counselors with a systematic

developmental approach for enhancing social and emotional understanding and academic competence in children" (Channing Bete Company, 2018, para. 6). The sequential lessons which build upon one another teach skills for the five domains and reinforce the importance of the skills included in the program. The PATHS program further categorizes the objectives and goals into grade bands, preschool to kindergarten and first grade to sixth grade.

There are seven objectives for the preschool and kindergarten levels. They are to increase children's self-control, ability to get along with others by improving friendship skills, understand and communicate the vocabulary of emotions; understand and use logical reasoning and problem solving vocabulary; enhance children's self-esteem, self-confidence, and ability to give and receive compliments; help children recognize and understand how one's behavior affects others; and improve children's knowledge of the steps of social problem solving (Channing Bete Company, 2018).

The PATHS program at the preschool and kindergarten level "can be taught over a two-year period through lessons and activities that highlight reading, telling stories, puppetry, singing, drawing, and use of concepts in science and math" (Paths Training, 2012, para. 4). The objectives and goals for the PATHS program at the younger elementary level also "meet the Head Start's social and emotional development goals for school readiness" (Channing Bete Company, 2018, para. 8). The correlation between the PATHS program with the Head Start Early Learning Program "addresses the emotional support, classroom organization, and instructional support domains of the classroom assessment scoring system (CLASS) tool" (Channing Bete Company, 2018, para. 8).

The ten objectives for grades first to sixth are to "establish and reinforce basic classroom rules; strengthen self-control and encourage reflective thinking in the classroom; improve

children's communication skills with adults and peer; use literature to discuss and promote

prosocial behavior; increase children's abilities to identify, understand, and discuss the variety of

feelings people experience in their daily lives; enhance children's abilities to recognize and

interpret similarities and differences in the feelings, reactions, and points of view in themselves

and others; build character development through the reading of 'role-model' biographies;

promote the development of empathy and perspective taking, help children use social problem-

solving skills to prevent and/or resolve problems and conflicts in social interactions; and support

children in using these skills to improve classroom ecology and academic success" (Channing

Bete Company, 2018, para. 10).

The outcomes of these programs have been studied extensively by a number of

researchers (Durlak, Dymnicki, Taylor, Schellinger, and Weissberg, 2011; Robert Wood Johnson

Foundation, 2015). Through a meta-analysis of the literature Durlak, Dymnicki, Taylor,

Schellinger, and Weissberg investigated the impact of enhanced social and emotional learning

within the classrooms. The analysis included "213 school-based, universal social and emotional

learning programs involving 270,034 kindergarten through high school students (Durlak, 2011,

p.405). The researchers analyzed relevant studies through a computer search focusing on

PsychInfo journals and *Dissertation Abstracts*, reviewing references lists, manually searching

journals from January 1, 1970 to December 31, 2007, and investigating web searches of

organizations focusing on youth development and social emotional learning. From the

information found, the researchers focused on independent variables like intervention format,

"the use of four recommended practices related to skill development (SAFE practices)" (Durlak,

2011, p.409), and implementation problem reports. The dependent variables for the analysis

focused on student outcomes like social and emotional skills, attitudes about self and others,

positive social behavior, behavioral problems, emotional distress, and academic performance. Overall findings indicate an eleven percent gain in academic achievement for students who participated in SEL programming. Furthermore, the researchers reported that by incorporating "evidence-based SEL programming into standard educational practice", students "demonstrated enhanced SEL skills, attitudes, and positive social behaviors following intervention, and also demonstrated fewer conduct problems and had lower levels of emotional distress" (Durlak, 2011, p.405-413).

A later study conducted by the Robert Wood Johnson Foundation published in 2015, investigated the impact of early social skill development on success in adulthood. Schools from Durham, Nashville, Seattle, and central Pennsylvania participated in the study to create a population of 753 kindergarten students whose social competence skills were rated by their teacher using an eight-point scale. Capabilities like "resolves peer problems, listens to others, shares materials, cooperates, and is helpful" (p.2) were rated during the evaluation process. Researchers Jones, Greenberg, and Crowley followed the kindergarten students for twenty years collecting official records, reports from parents and teachers, self-reflection reports, and records of any substance abuse or criminal charges. The researchers' findings "show that teacher-rated social competence in kindergarten was a consistent and significant indicator of both positive and negative future outcomes across all major domains" (p.2) like education, employment, criminal justice, substance use, and mental health. Kindergarten "students who are more inclined to exhibit 'social competence' traits such as sharing, cooperating, or helping other kids, may be more likely to attain higher education and well-paying jobs" (p.1). The findings from this study report that "young children with more developed social competence skills are more likely to live healthier, successful lives as adults" (Robert Wood Johnson Foundation, 2011, p.4).

While the findings from the Durlak, Dymnicki, Taylor, Schellinger, and Weissberg, (2011) and The Robert Wood Johnson Foundation, (2015) investigations indicate that these programs are effective in building SEL skills across the general education student population, fewer evidence-based social skills curriculum are available for the specialized population of students with Autism Spectrum Disorder (ASD). As noted above, Skillstreaming Children and Youth with High Functioning Autism is one such specialized program. Additionally, extensive research exists on the outcomes of the PEERS program designed and researched at Stanford University for teens diagnosed with Autism. The program developed by Elizabeth A. Laugeson is "clinically proven to significantly improve social skills and social interactions among teens with Autism Spectrum Disorder" (The PEERS curriculum for school-based professionals, para. 2). The curriculum consists of sixteen weeks of instruction provided by a psychologist, counselor, speech pathologist, administrator, or teacher. With the incorporation of parent handouts, lesson tips, and lesson strategies, the "manual is broken down into clearly divided lesson plans, each of which have concrete rules and steps, corresponding homework assignments, plans for review, and unique, fun activities to ensure that teens are comfortable incorporating what they've learned" (The PEERS curriculum for school-based professionals, para. 2). The program emphasizes concepts like conversational skills, sportsmanship, handling arguments, and bullying prevention.

With multiple social and emotional learning curriculums being implemented in the general education classrooms and few curriculums designed specifically for students with ASD, there is a need for curriculums that will build SEL skills that create a foundation for a smooth later transition to college and career for students with ASD. Children enter the school system around the age of five, however transition plans created for students who are diagnosed with

ASD are not designed until the student is fourteen years old (Zager, 2017). Without a solid base

of SEL competencies in place, the leap to the more complex skills needed to be successful at

college and in the workplace is too great. Thereby, the options available are limited for students

with ASD. This is especially concerning given that a 2013 study conducted by Chiang, Cheun,

Li, and Tsai reported that "social skills were significantly related to participation in

postsecondary employment" (Nasamran, 2013, p. 346). The National Secondary Transition

Technical Assistance Center (NSTTAC) reiterates the essential nature of social skills. This

organization states that SEL can predict "several postsecondary outcomes including education,

employment, and independent living for students with disabilities" (Nasamran, 2013, p. 345).

Therefore, it is advisable that SEL be systematically integrated into classrooms designed for

students with ASD from elementary school to high school. Ultimately, this integration would

ensure that the students would be more "desirable to employers and sought after by employers"

(Nasamran, 2013, p.345) because of social skills abilities.

Project Design

In an attempt to provide students with Autism Spectrum Disorder with social and

emotional skills that create a strong foundation for transition to college and career, the Building

Blocks project was to develop a SEL curriculum specifically for students with ASD. This

curriculum, the Building Blocks, was developed using several existing sources as a guide to

determine the priority skills. One of the sources is the Diagnostic and Statistical Manual for

Mental Disorders, Fifth Edition (DSM-V). The DSM-V established criteria for diagnosing

Autism Spectrum Disorder was taken into consideration when developing the curriculum. The

two main skill categories outlined in the DSM-V are communication and interaction, and

behaviors and emotions. In part A of the current definition, ASD is defined as "deficits in social

communication and social interaction across multiple context" (Autism Speaks, 2018). The

definition for Part A influenced the Building Blocks curriculum by aiding in the establishment of

skill category A, communication and interaction skills. The definition for part B of the current

definition states, "restricted, repetitive patterns of behavior, interests, or activities" (Autism

Speaks, 2018). Part B definition influenced the curriculum's skill category B, behaviors and

emotions.

The curriculum consists of fifteen lessons (Appendix A) which align with the two skill

categories. Each lesson focuses on either communication and interactions or behaviors and

emotions. Within the communication and interactions category, lessons emphasize listening, eye

contact, personal space, conversation, appropriate actions, self-control, personal interactions, and

sportsmanship. Within the behavior and emotion category, lessons focus on emotions,

identifying emotions, identifying own emotions, and empathy. All lessons and information

regarding the Building Blocks curriculum are presented on a website (Appendix B). The website

contains background information about ASD and social skills, along with lessons with activities

and resources to teach a specific skill.

To teach the social skills in the curriculum, the lessons incorporate evidence-based

practices for teaching social and emotional learning skills to students with ASD. Evidence-based

practices included in the curriculum are direct instruction, small group instruction, modeling, and

role-playing (Hall, 2018). An additional component to the Building Blocks curriculum is the use

of read aloud stories for each lesson. Through the use of read aloud stories, students are able to

hear and see social skills being demonstrated through characters in a story. Each lesson

highlights a main story correlating with the main skill being taught and offers an additional story

to read to reinforce the social skill. Integrated through the read aloud stories is technology. On

the Building Blocks curriculum website are links to each read aloud story and various online

resources to assist in teaching students with ASD social skills.

Results and Discussion

Rationale

There is a need to create a foundation for smooth later transitions to college and careers

for students with ASD because social skill difficulties can lead to further challenges, especially

in the realm of postsecondary education and career (Dipeolu, 2015). With the necessary and

appropriate support from counselors, teachers, and academic professionals, students can

"become socially integrated into the college environment" (Dipeolu, 2015, p. 177). The support

needed can be provided through the use of social skills curriculums which offer advancements in

creating a foundation of social skills, to aid students in transitions later on in their educational

careers.

There are several important features that make this curriculum different from, but aligned

with, existing tools. The main component of the Building Blocks curriculum is the alignment

with DSM-V definition of ASD. Development also included analysis of existing social skill

curriculums that have been implemented in general education and special education settings. The

Building Blocks curriculum was also inspired by structural and informational components of all

the curriculums previously discussed, such as Skillstreaming the Elementary School Child,

Collaborative for Academic Social and Emotional Learning, Second Step, PATHS, and

Skillstreaming Children and Youth with High Functioning Autism. Knowing "social interactions

are crucial on college campuses and in postcollege workplace" (Dipeolu, 2015, p. 179), the self-

created curriculum emphasizes the importance of keys for college and career.

Existing Tools and Resources

  Skillstreaming. Skillstreaming the Elementary School Child is a social skill curriculum encompassing the instruction of sixty different skills by categorizing the skills into five categories. While this curriculum implements and teaches the use of sixty different social skills, the self-created curriculum emphasizes the importance of fifteen skills through the instruction of skill modeling and skill practice. The five categories in Skillstreaming the Elementary School Child curriculum are survival skills, friendship making skills, skills for dealing with feelings, skill alternatives to aggression, and skills for dealing with stress. The self-created curriculum reduces the number of skill categories to two; communication and interaction, and behaviors and emotions, and all the skills presented in the self-created curriculum are categorized into one of those categories. Unlike the Skillstreaming curriculum teaching one category at a time, the self-created curriculum extends the learning and simultaneously teaches the two categories together with intertwining skills in all the lessons. For example, the first lesson in the self-created curriculum focuses on active listening, which emphasizes communication and interaction skills. However, active listening is first instructed because this skill is needed and required for the continuation of the curriculum. In order to instruct the social skills in the curriculum, the lessons implement strategies suggested by Abiola Dipelou, Cassandra Storlie, and Carol Johnson in *College Students with High-Functioning Autism Spectrum Disorder.* Strategies suggested and included in the curriculum are role play, scripting, group counseling, mentor, and community collaborators. The self-created curriculum heavily relies on role play, group counseling, and community collaborators (Dipeolu, 2015). The role playing enables students to practice the skills in a comfortable and safe environment, while group counseling allows for students to establish friendships and connections with students who are learning similar skills. Community

collaborators reinforce specific skills needed for public interactions through interactions with students. The goal of the community collaborators partnership "is to prepare the student to make the transition to an employment setting" (Dipeolu, 2015, p. 188).

CASEL. Collaborative for Academic Social and Emotional Learning (CASEL) also influenced the skills included in the self-created curriculum. CASEL promotes intrapersonal, interpersonal, and cognitive competence through self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Dipeolu, Storlie, and Johnson describe the skill areas key for success in college and career. The skill areas include self-concept, self-awareness, social perception, grooming, soft skills, negotiation, and social interaction (Dipeolu, 2015). Considering CASEL platform of their resource and the skills needed for students with ASD for college and career described by Dipeolu, Sotrlie, and Johnson, the self-created curriculum offers skills focusing on similar key areas like social norms, self-concept, soft skills, and social interaction. The soft skills described are defined as "working as a team, knowing business etiquette, and getting along with coworkers" (Dipeolu, 2015, p. 187). Although knowing business etiquette is not relevant for elementary students yet, self-created curriculum motivates students to consider what actions are appropriate for public places and encourages etiquette for public places. Within the self-created curriculum, lessons emphasizing emotions teach students about self-concept, especially when students determine their emotion and how to cope with specific emotions. Listening, introducing and conversation skills enforce the soft skills within the curriculum while asking someone to play, asking for help, and sportsmanship enable students to learn about social interactions.

Within the CASEL curriculum and resource is the School Theory of Action Framework which aides in the implementation of social skills programs within schools. The first guideline is

that the program develops a vision that prioritizes academic, social, and emotional learning.

Within the self-created curriculum, the vision is established based on the DSM-V definition and

prioritizes the lessons based on the necessity of the skills. The second guideline explains the

importance of conducting an SEL related resource and needs assessment to inform goals of

schoolwide SEL. The third guideline is to design and implement effective professional learning

programs to build internal capacity for academic, social, and emotional learning. Lesson one and

lesson two within the Building Blocks curriculum provide foundational skills for the students.

Lesson one teaches students the importance of active listening while lesson two begins to instruct

students on conversation skills including eye contact and personal space. These two lessons are

first taught because the skills are utilized throughout all the lessons developed in the curriculum.

The fourth guideline describes the implementation of evidence-based programs for academic,

social, and emotional learning across all grades. As previously discussed, the self-created lesson

incorporates the use of evidence-based practices like modeling, role playing, books, and videos.

The fifth guideline is to integrate SEL at all three levels of school functioning which are

curriculum and instruction, schoolwide practices and policies, and family and community. The

Building Blocks curriculum considers the integration of family and community within the

lessons by incorporating faculty members and educators to teach a specific skill. All lessons

within the self-created have additional activities to extend the learning objectives for the lessons.

Some lessons involve families and communities to encourage the skill to be practiced at home, in

public spaces, or in other settings which is a critical component to facilitate skill generalization

to other contexts beyond the school setting. The sixth guideline aids in establishing the process to

continuously improve academic, social, and emotional learning through inquiry and data

collection. The Building Blocks curriculum suggests collecting informal inquiry and data by

observing students during lessons. With the informal data, modifications and accommodations can be made.

The CASEL program guides offer ideas on how to implement SEL lessons based on the five competencies. The guide serves as a "systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs" (Collaborative for Academic, Social, and Emotional Learning, 2018, para. 1) across the United States. CASEL offers a framework for social skills while the Building Blocks curriculum offers more of a structured framework with additional picture books, activities, and resources to aid in the lessons. As CASEL is focused on teaching SEL to preschool, elementary, middle, and high school students, the main difference between CASEL and the Building Blocks curriculum is the audience of the curriculum. The Building Blocks curriculum is designed specifically for elementary students with ASD.

Second Step. The Second Step curriculum is structured around skills for everyday success to thrive "both in the classroom and in life" (Second Step, 2018, para. 1). Second Step influenced the structure of the Building Blocks curriculum through the over all message of success in the classroom and in life. The Building Blocks curriculum specifically focuses on skills needed for success in college and career. Skills necessary for success are taught using words, pictures, and videos, similar to the Second Step curriculum. However, the Building Blocks curriculum focal point of the lesson is the ability to teach a skill through picture books. "Picture books offer images of characters that help us understand people's emotions in real life" (Nikolajeva, 2013, p. 251). A picture book is featured for each lesson. Emotions and empathy are key concepts in the curriculum which are vital for interacting with others, and by using picture books, students can be supported and prepare for situations when empathy is needed or reading

body language is necessary. "Young children have limited life experiences of emotions, whereas pictures books offer vicarious emotional experiences that children can partake of" (Nikolajeva, 2013, p. 250). The Building Blocks curriculum highlights one story for each lesson while suggesting a supporting picture book to aid in teaching students the specific social skill. Picture books also serve as a visual to support comprehension, an evidence-based practice that is particularly effective with children diagnosed with ASD (Grandin, 2006).

With picture books, "images play a significant role in representing social emotions and frequently carry the heaviest load, especially through body language and mutual position of characters on the page" (Nikolajeva, 2013, p. 253). Through close inspection of pictures within stories, students can gain more information regarding a specific skill. To aid educators during the read aloud section of the lesson, discussion questions are featured to guide class conversations. The discussion questions assist in unpacking all the skills and emotions compacted into one picture. Although two picture books are provided for each lesson, the discussion questions can refer to skills previously learned in early lessons to help students grasp the skills needed for college and career. An example of an activity or discussion topic which occurs often is 'Daily Discussion'. The 'Daily Discussion' activity encourages students to partner with another student to participate in a five-minute conversation. By allowing students to practice conversations, students are learning or practicing their listening, speaking, and conversation skills along with identifying their partners emotion.

When investigating the Second Step Curriculum suggested time frames are provided for each activity. Adams, the author of *The Application of Social-Emotional Learning Principles to a Special Education Environment*, states a major concern for social skills curriculum is the "time, intensity, and opportunity to practice in natural settings" is lacking in social skills programs

(Adams, 2013, p. 106). The Building Blocks curriculum tackles the concern of time, intensity,

and opportunity by offering suggested times for each activity. However, the suggested time and

order of activities is not heavily enforced. The Building Blocks curriculum encourages natural

setting skill practices in three lessons. Lesson twelve focuses on interacting with others, and

students practice the skill by speaking with a public worker in a public setting. The students are

challenged in the 'Additional Lesson Activity' to practice conversation skills with a public

worker at a grocery story or restaurant. Lesson thirteen teaches students the importance of

sportsmanship by enabling all students to participate in a game. This lesson allows students to

practice the skill by playing a card or board game in a controlled classroom setting. Lesson

fifteen reviews all skills included in the curriculum. Within this lesson, students interview a

teacher, faculty member, family member, or another adult. Throughout the interview, students

utilize the main social skills taught throughout the lesson.

As the Second Step curriculum focuses on attitudes and actions that are "thriving both in

the classroom and in life" (Second Step, 2018, para. 1), the Building Blocks curriculum strives

for success in life by teaching life skills specifically for college and careers. However, the

Building Blocks curriculum aligns with core strengths discussed by Stewart in *Learning Life*

Lessons through Literature. The main goal Stewart describes is to "encourage the growth of

competent, caring, loving, and lovable people" (Stewart, 2011, p. 17). To achieve this goal,

individuals must consider the following core strengths: be a friend, thinking before acting,

joining and contributing to a group, thinking about the needs of others, accepting the differences

of others, and respecting yourself and others (Stewart, 2011). Specific lessons in the Building

Blocks curriculum align with the six core strengths. Lesson two, lesson eleven, and lesson twelve

express the importance of being a friend and establishing friendships. Lesson seven, lesson nine,

and lesson ten teaches students skills needed when making decisions about appropriate actions. Lesson eleven and lesson twelve share skills used when joining or working with others. Lesson fourteen emphasizes the need to think about others. Lesson three, lesson five, and lesson six explains why it is important to accept the differences of others. Lesson one, lesson two, lesson six, lesson nine, and lesson fourteen assists students in respecting themselves and others. By intertwining the core strengths, students can grow into caring and loving individuals.

PATHS. PATHS is a program "used by educators and counselors in a multi-year, universal prevention model" (Paths Training, 2012, para. 3). The goal of PATHS is to prevent behaviors. On the other hand, the Building Blocks curriculum is designed and used to teach students social skills to increase positive behaviors. The PATHS program is designed to teach pre-established lesson plans two to three times a week for twenty to thirty minutes. The five main domains of the PATHS program are self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills. With similar focus skills, the Building Blocks curriculum offers a different structure to teaching social skills.

The main difference between PATHS and the Building Blocks curriculum is how the lessons are formatted. PATHS is a scripted lesson with exact times of how long each activity will be. The Building Blocks curriculum offers more flexibility using the non-scripted lesson approach and the suggested times for activities. When looking at scripted and non-scripted curriculums in schools, the adjustment is to move away from the scripted curriculums because it conveys a message that "educators cannot be trusted to provide their students with rigorous instruction suitable to the needs of the students (Eisenbach, 2012, p. 154). By incorporating scripted curriculums in classrooms, "today's teachers are not intelligent enough to generate lessons and activities that promote student engagement or stimulate intellectual growth and

maturation" (Eisenbach, 2012, p. 154). The Building Blocks curriculum was designed as a non-scripted curriculum to enable educators to customize the lessons to meet the needs of the students in the class and serve as a guide to teach specific skills. Suggested time frames, materials, and activities are offered for educators to use to aid them in teaching their students social skills necessary for college and careers. As curriculums are used to teach all content, "research has demonstrated that teacher behavior ultimately affects student behavior as well as academic performance" (Eisenbach, 2012, p. 156). Therefore, educators should make the adjustment to using non-scripted curriculums because of the impacts it can make on student behavior and performance. Within the Building Blocks curriculum, educators can modify and adapt the lessons to meet satisfaction of themselves and the students which can result in positive behaviors and skill gain.

Skillstreaming Children and Youth with High Functioning Autism. Skillstreaming Children and Youth with High Functioning Autism focuses on "prosocial skills in small group context" (Research Press Publishers, 2018, para. 1). Like Skillstreaming Children and Youth with High Functioning Autism, the Building Blocks curriculum incorporates similar practices to teach social skills like modeling, role-playing, and performance feedback. Within the Building Blocks curriculum, modeling is practiced during the modeling activity. This section of the lessons encourages educators to modeling a specific behavior or skill to the students, ask students to model skill with educator, and finally enables students to model skill independently. Although modeling is not necessary to teach all skills within the Building Blocks curriculum, modeling is frequently implemented. Role-playing is another practice frequently included in the group activity section of the lessons. This strategy reinforces the skill through practice and play.

Like modeling, role-playing is not incorporated in all lessons but can be effectively used when

teaching interactions with others or sportsmanship.

In *the Application of Social-Emotional Learning Principles to a Special Education*

Environment, Adams expresses major concerns for social skill curriculums. One concern states,

"students do not use the skills in different settings with different people" (Adams, 2013, p. 105).

The Building Blocks curriculum addresses this concern by motivating educators to invite guests

to the classroom for specific lessons. Select lessons incorporate the use of guest teachers or

faculty to assist students in practicing skills with people who are less familiar to them. The

Building Blocks lessons take another step further by motivating students to have short

conversations with public workers. Guidelines and parental supervision are required for

conversations with public workers, but through this extension activity, students can practice their

skills in a new environment with new people. Another concern noted by Adams (2013) is that,

"skills are often not practiced in the setting in which they are expected to be put to use" (p. 106).

Realizing all skills cannot be practiced in a setting where the skill is expected to be practiced, the

Building Blocks curriculum implements and suggests activities to address the concern. Bingo

cards are incorporated in lesson ten to aid students in learning appropriate actions for public

settings. On the bingo card, students complete best actions to demonstrate appropriate behaviors

and actions. The actions are completed outside of school and motivate students to demonstrate

realistic tasks like use the sidewalk when walking outside or hold a door for someone. These

activities help students make the connection between the skill and when to use the skill.

Conclusion

Social skills curriculums implementation is essential in aiding students with ASD in the

transition to post-secondary education or the workforce. The next phase of this project is to

implement the lessons into an elementary school setting. The curriculum is designed for students with ASD, therefore the most effective setting would be to implement the Building Blocks curriculum into an ASD classroom. However, the Building Blocks curriculum would be beneficial in a general education classroom with the inclusion of students with ASD. The self-created curriculum is aimed toward students with ASD because of the slower content pace compared to other social skills curriculums and intense specific skill practice. This curriculum would be beneficial for school districts that have not adopted or implemented a social skills curriculum.

With ASD diagnosis being on the rise, currently 1 in 68 children are diagnosed with ASD and 35% of young adults ages 19 to 23 are not employed or enrolled in higher education institutions (Autism Prevalence, 2018). Therefore, more support needs to be provided for students with ASD in order to lower the percentage of students not enrolled in further education or not employed.

There are several recommendations for implementing the curriculum. First, it is recommended that educators follow the scope and sequence provided within the curriculum along with being mindful of the classroom audience. Educators should teach the lessons in sequential order to allow for skill development throughout the course of the curriculum. However, educators can repeat a lesson if skills are not mastered by implementing new read aloud or additional activities.

It is also recommended educators or administration to continue the research on supports or aids for students with ASD to assist them in transitioning to postsecondary education or into the workforce. Questions such as 'what programs can be implemented' or 'does curriculum instruction need to be modified to benefit students with ASD' can be answered with further

research on students with ASD. Educator or administrators are encouraged to conduct ongoing

research on college disabilities statistics, specifically the percentage of students with ASD

enrolled in college, and social skills curriculum impact on students with ASD at the college level

will be useful when implementing social skills curriculum at the elementary level. It is necessary

for educators or administrators to select a social skills curriculum with long term benefits,

therefore, more research on the current implementation of current social skills curriculums is

essential. Along with continuing to research disabilities at the postsecondary education level,

educators or administrators need to stay abreast of research on disabilities within the workforce.

Data should continue to be collected to determine if current social skills curriculums being

implemented at the elementary, middle, and high school level are assisting students in

developing social skills needed for a career.

In the future, the implementation of the Building Blocks curriculum and data on the

curriculum could be collected to determine if the curriculum is beneficial for students with ASD.

More research can be conducted to aid educators or administrators in selecting beneficial social

skills curriculums and determine long term benefits of curriculums. All efforts should prioritize

supporting students with ASD in developing everyday life skills and transitioning them to

postsecondary education or into a career.

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Appendix A

Self-Created Social Skill Curriculum Lessons

Lesson 1: Listening

<u>Essential Questions: How do I focus my attention on the speaker?</u>

Purpose: Teaching active listening skills will help students focus their attention on the speaker. Active listening skills are beneficial for daily conversations along with postsecondary education and career.

Vocabulary: active listening, speaker

Brain Warmup: Listen and Repeat Game

- Purpose: This game will require students to practice active listening skills to complete a specific task asked by the teacher.

- Materials: open carpet or floor space

- Time: 5 minutes

- Procedure:

  1. Students will sit on the carpet or open floor space facing the teacher.

  2. Teacher will say a number. (example: teacher says "two")

  3. Students will listen for the number and clap the specific amount. (example: students will clap two times.)

  4. This pattern will repeat. (example: teacher says a number and students clap)

  5. After the game, ask the students "what skill did you use?"

Challenge 1: Index cards can be used to challenge the students. Numbers can be recorded on index cards and the students will clap the amount being represented on the index card.
Challenge 2: Index cards can be used to challenge the students. Shapes (circles, squares, triangles) can be drawn on the index cards. Each shape will be associated with a number (example: a circle represents 1). When the students see a specific shape, students will clap the number being associated with the shape (example: students see a circle, the students clap 1 time).

Read Aloud: Why Should I Listen? By Claire Llewellyn

This story will teach the students about the importance of listening. Following the story, discuss active listening. The following are discussion questions that can be used to guide the discussion.

- Why is it important to listen?

- How do you listen?

- Do you listen only at school?

Active Listening Characteristics

After reading 'Why Should I Listen?' and discuss active listening, complete the 'Good Listener' graphic organizer as a class. The graphic organizer will discuss what a good listener 'has, thinks, listens for, and does not'. The 'Good Listener' graphic organizer can be posted in the room for all to refer to when necessary.

Active Listening Model

Model SLANT.
S: sit up straight and close to the speaker
L: listen with your eyes, ears, and heart
A: ask and answer questions
N: nod your head to show you are listening
T: track the speaker with your eyes
First, model SLANT for the students. Demonstrate and explain each letter. Second, demonstrate SLANT together. Lastly, ask the students to model SLANT.

NOTE: A poster can be created to display in the classroom for all to refer to.

Story Time

- Purpose: Students will practice SLANT and active listening skills with a partner

- Materials: Sample Story (if necessary)

- Time: 10 minutes

- Procedure:
    1. Students will be partnered up
    2. One student will be student A and the other student will be student B
    3. Student A will begin telling a story while Student B models SLANT
        a. Story prompts or scripted stories can be provided for the students
    4. Allow for Student A to share for 4 to 5 minutes
    5. Student B will begin telling a story while Student A models SLANT
    6. Allow for Student B to share for 4 to 5 minutes

Brain Cooldown: Listen and Repeat Game

Play the Listen and Repeat Game. One change: instead of the teacher saying directions, ask a student to be the "teacher" and give instructions.

Extension Activities:

SLANT at Home: Encourage your students to use SLANT when listening to a parent, guardian, relative, or friend

Story Time with Principal: Ask the principal or another school faculty member to visit the classroom to share a story or read aloud. This will allow students to practice active listening.

Resources:

Active Listening Stories

https://www.parents.com/fun/entertainment/books/best-books-to-teach-listening/

Active Listening Video

https://www.youtube.com/watch?v=SKET3S2qvMA

Active Listening Activities

https://www.fortheloveofteachers.com/5-ways-to-promote-active-listening-in-your-classroom/

Lesson 2: Conversations

Essential Questions: How do I introduce myself when talking with someone?

Purpose: Teaching eye contact and personal space will aide students in feeling confident when introducing themselves to someone.

Vocabulary: eye contact, personal space

Brain Warmup: Listen and Repeat Game
- Purpose: This game requires students to practice active listening skills to complete a specific task by the teacher.
- Materials: carpet or open floor space, index cards
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space facing the teacher.
  2. Remind students to use the SLANT model.
  3. Teacher will show students an index card with a shape drawn on it.
  4. Each shape equals a number. (example: circle equals 1, square equals 2, and triangle equals 3)
  5. Students will look at the index card, identify the shape, and clap the number the shape represents. (example: show students a square and the students will clap two times)
  6. This pattern will repeat. The number of rounds is determined by the teacher.

Read Aloud: Personal Space Camp by Julia Cook
   To prepare for read aloud, place hula hoops on the carpet or open floor space for students to sit in. The hula hoops represent student's personal space. This story will teach students about personal space which is essential when having conversations with others. The following are discussion questions that can be used to guide the read aloud discussion.
- What is personal space?
- Why is personal space important?

Watch Me
- Purpose: This 'Watch Me' activity is for students to visually see how to introduce yourself and what to include when greeting someone.
- Materials: SLANT poster
- Time: 10 to 15 minutes

- Procedure:
    1. Ask students to use SLANT during the 'Watch Me' activity.
    2. As the teacher or instructor, stand in front of the students and emphasize the importance of facing your audience when speaking.
        a. Explain to students that an audience can be one person, a few people, or a group of people.
    3. Demonstrate how eye contact and personal space are essential for greeting your audience.
        a. Explain to students, "when speaking with my audience, I will look at them"
        b. Ask students, "what part of the body do you look at when making eye contact?"
        c. Refer to the read aloud when explaining personal space
        d. Explain and demonstrate the appropriate distance between the speaker and the audience
    4. Model introducing yourself
        a. Ask students, "what words can you say when greeting someone?" (answer options: hello, hi, good morning)
        b. Explain to students to use a greeting word before introducing yourself
        c. Demonstrate greeting and introduction (example: Hi, my name is _____.)
    5. After demonstrating, ask the students to practice eye contact and personal space
    6. Place students into groups or pairs, ask students to introduce themselves in the small group

Eye Contact Note: if students are nervous about making eye contact, encourage students to look at the speakers face or any area near the eyes.

Personal Space Note: if students are having difficulties with demonstrating the appropriate amount of distance, use the hula hoops.

It's Me in Disguise
- Purpose: This activity allows students to practice eye contact and personal space when introducing themselves. Students will have the opportunity to wear costumes or disguises to help ease nerves when introducing themselves.
- Materials: costumes or disguises (hats, gloves, scarves, glasses, sunglasses, jewelry)
- Time: 10 to 15 minutes
- Procedure:
    1. Students will sit on the carpet or open floor space
    2. An individual student will dress up in costume/disguises (if desired) and introduce himself or herself to the class

3. The student can introduce himself or herself using his or her proper name or made-up name

4. Each student will have the opportunity to introduce themselves

Brain Cooldown: 3, 2, 1, Look Up

- Purpose: Students will practice making eye contact with other students.
- Materials: shape or object
- Time: 5 minutes
- Procedure:
    1. Students will stand in a circle around an object
    2. All students will look at the object
    3. Teacher or instructor will count down from 3 and when 'look up' is said, students will raise their heads (example: 3, 2, 1, Look Up)
    4. Students will try to make eye contact with another student in the class
    5. This pattern will repeat. The number of rounds is determined by the teacher

Extension Activities:

Eye Contact vs. Not Eye Contact:

Show students various pictures of people or students talking. Ask students, "are the people or students making eye contact?" Emphasize what it means to make eye contact and model correct or modified versions of eye contact.

Show and Tell:

Students will bring in an object he or she would like to share with the class. Encourage students to use eye contact when speaking to his or her audience and when listening to a speaker. This activity can be completed in a whole group or in pairs.

Resources:

Social Skills Books:

http://www.parentmap.com/article/best-picture-books-preschool-social-skills

Lesson 3: Conversation

Essential Questions: How do I ask and answer questions in a conversation?

Purpose: By practicing daily conversations, students will feel more comfortable when engaging in conversations with others inside and outside of school. Eye contact and personal space is a valuable skill to use when having a conversation with someone.

Vocabulary: eye contact, personal space, parts of a conversation

Brain Warmup: Ice Breaker Questions
- Purpose: This warm up activity will engage students in answer questions about themselves while also familiarizing themselves with commonly asked questions that can be used in daily conversations.
- Materials: only spinning wheel (see resources for link)
- Time: 5 minutes
- Procedure:
    1. Students will sit on the carpet or open floor space.
    2. Each student will have the opportunity to "spin" the wheel.
    3. Teacher will read the question to the students who spun the wheel.
    4. The student who just spun the wheel will introduce himself or herself to the class and answer a question.
    5. All students will have an opportunity to spin the wheel and answer a question.

Note: The wheel is online; therefore, a SMART board or technology board of some sort would be ideal. However, if that is not accessible, students can click the wheel on the computer and it will still spin. If technology is not accessible, all questions can be printed out and placed in a cup for students to pull a question from.

Read Aloud: My Mouth is a Volcano by Julia Cook
This read aloud emphasizes the importance of how to have a conversation with others and the voice level that should be used when talking with another student or person.

How to Have a Conversation
Refer to the story to help guide the discussion about how to have a conversation. The following discussion questions can assist in teaching the students about conversations.
- What does it mean to interrupt?

- Is it kind to interrupt someone when they are talking?
- When having a conversation with someone, what should you do if you have something you want to share?

Model how to have a conversation after the read aloud discussion.
- Purpose: By modeling how to have a conversation, students can see how to have a conversation.
- Materials: puppets, stuffed animals, another teacher
- Time: 5 to 10 minutes
- Procedure:
  1. Use two puppets or two stuffed animals to demonstrate how to have a conversation
     a. Consider giving each puppet/animal a name and a background story
  2. Model how to greet and introduce yourself
     a. Have the puppets/animals greet one another and introduce themselves
     b. Use greeting words like: hi, hello, good morning, my name is___
  3. Model how to start a conversation
     a. Have the puppets/animals start a conversation by using starting questions
     b. Use starting questions like: how are you?, how is school?,
  4. Model how to respond in a conversation
     a. Have the puppets/animals respond to one another's questions by using a short explanation
  5. Model how to say farewell
     a. Have the puppets/animals say farewell to another after their conversation
     b. Use farewell words like: goodbye, bye, have a good day, see you soon

Note: Use the Conversation Map to help guide conversation between puppets, stuffed animals, or teachers.

Conversation Map
- Purpose: students will create their own conversation map with options and suggestions on what to say when greeting, starting a conversation, responding, and saying farewell.
- Materials: conversation map packet, scissors, glue
- Time: 10-15 minutes
- Procedure:
  1. As a group, brainstorm words that can be used during the parts of a conversation
     a. Parts of a conversation: greeting, starting a conversation, responding, and farewell
  2. Pass out conversation maps to all students (the conversation map and words/phrases page)

3. Students will cut out words and phrases
4. Students will determine what part of a conversation the word or phrase belongs to
    a. Example: the word is hello, the word would belong to the greetings category
5. Students will glue the words and phrases to their conversation map
6. Allow students time to practice using their conversation map by pairing students up for conversations or discussions

Note: The conversation map and words or phrases can be laminated, and Velcro can be placed on the conversation map and on the back of the words or phrases in order to create a multiple use conversation board.

Brain Cooldown: Question Ball
- Purpose: This game is to ask and answer common questions used during daily conversations.
- Materials: a soft ball
- Time: 5 minutes
- Procedure:
    1. Students will sit in a circle facing one another
    2. Students will pass the ball to one another in a circle
    3. When a student has the ball, the student will look for a question under a finger or thumb
    4. The student with the ball will ask a question to the student sitting to their right
    5. The student will answer the question
    6. The pattern will continue until all students have asked and answered a question

Note: Question balls can be purchased, however questions can be written on tape and placed on a soft ball.

Extension Activities:

Conversation about Making Friends: Use the short video clip from the Disney movie *UP* to discuss how the characters engaged in a conversation which led to their friendship. See link to video in resources.

Daily Question Jar: Compile a list of 'get to know you questions' and place the questions on individual strips of paper in a jar. Use the jar during morning meetings or brain breaks to encourage discussion and build confidence levels of students.

Resources:

Online Spin Wheel:

https://wheeldecide.com/index.php?c1=What+is+your+favorite+color%3F&c2=Tell+us+about+your+favorite+animal.&c3=Do+you+play+any+sports%3F&c4=What+is+your+favorite+toy+to+play+with%3F&c5=Tell+us+about+your+favorite+activity+to+do.&c6=Tell+us+about+your+family.&c7=How+old+are+you%3F&c8=How+are+you+today%3F&c9=What+is+your+favorite+food%3F&c10=Do+you+have+a+favorite+place+to+visit%3F&c11=Do+you+have+any+pets%3F+If+not%2C+what+kind+of+pet+would+you+want%3F&c12=Tell+us+about+your+favorite+movie+or+tv+show.+&c13=What+is+your+favorite+flavor+of+ice+cream%3F&col=light&t=Ice+Breaker+Questions+&time=5

UP Video Clip:

https://www.youtube.com/watch?v=wTDP-A--BhE

Lesson 4: Emotions

Essential Questions: What are emotions? What do emotions look and sound like?

Purpose: By learning about emotions, students can transfer the skill of identifying the emotions into real life situations.

Vocabulary: Common Emotions (happy, sad, mad, worried, etc.)

Brain Warmup: Daily Discussion
- Purpose: Lesson 2 and 3 teach skills relating to daily conversations. This brain warmup allows students to practice the conversation skills learned in the previous lessons with a partner.
- Materials: conversation map
- Time: 5 minutes
- Procedure:
1. Partner students up with another student in the classroom
2. The pairs of students will engage in a conversation
3. Allow students to use their conversation map from Lesson 3
4. The discussion should be between 3 and 5 minutes

Note: If students are struggling to find topics to discuss, a list of ideas can be written for the students to reference. Ideas for discussions can be sports, animals, weather, cars, school, family, and movies.

Read Aloud: My Many Colored Days by Dr. Seuss
Before reading the story, ask students "what are feelings or emotions?" Allow students wait time to brainstorm ideas. A web diagram can be created to display all the ideas of what feelings and emotions are.
This read aloud will touch on the basic emotions and associate the emotions with colors. Following the story, discuss what emotions are. Use the following discussion questions to guide the conversation.
- What are emotions?
- Can you identify any emotions from the story?
- Have you ever been happy, sad, mad, or tired? If so, when?
- Why did Dr. Seuss use colors to describe the emotions?

Emotions 101
- Purpose: This activity is a conversation continuing from the story. The students will explore more emotions and discuss what emotions look and sound like.
- Materials: chart paper or poster paper, emotion check list, Emotion Eggs
- Time: 15 to 20 minutes
- Procedure:
1. Create a 'Looks and Sounds Like' Chart (reference resources for an example of a 'Looks and Sounds Like' Chart)
2. Begin with one emotion
     a. Example: Happy
3. Ask the students, "what does happy look like? Allow students time to brainstorm a response. If students are having difficulty describing what happy looks like, ask students prompting questions like…
     a. What do you do when you are happy?
     b. What does someone else do when they are happy?
     c. Why might someone be happy?
4. Ask students, "what does happy sound like? Allow students time to brainstorm a response. If students are having difficulty describing what happy looks like, ask students prompting questions like…
     a. What do you say when you are happy?
     b. What does someone else say when they are happy?
5. Continue this process for rest of the common emotions
     a. Sad, mad, worried, surprised, excited, tired, frustrated, scared
6. After all emotions are described, allow students time to explore the emotions used the 'Emotion Eggs'. The 'Emotion Eggs' are Easter eggs with eyes on the top part and a mouth on the bottom part.
7. The students will use their check list to create all the emotions using the 'Emotion Eggs'

Note: Refer to the 'Emotion Egg' Description in the resources for additional instruction on how to create the eggs.

What's the Emotion?
- Purpose: This activity allows students to practice showing the emotions and familiarizes the students with various emotions.
- Materials: Emoji Emotion Cards
- Time: 5 to 10 minutes
- Procedure:
1. Students will sit on the carpet or open floor space facing the teacher

2. The teacher will use the Emoji Emotion Cards. Each card has an Emoji face showing an emotion
3. The teacher will show the students one card and say the emotion. Students will use their face to create the emotion being shown and said.
4. This process will continue until all Emoji Emotion Cards have been shown.

Brain Cooldown: Sesame Street Feeling Song
- Purpose: By seeing and hearing emotions, students will be able to transfer the knowledge learned about emotions to real life situations. The song provides the students with a catchy tune about emotions.
- Materials: Sesame Street Feeling Song (see resources for link)
- Time: 5 minutes
- Procedure:
    1. Students will sit on the carpet or open floor space facing a computer or technology board.
    2. Play the feeling song and instruct students to listen to the song first.
    3. Play the song again but encourage students to sing along.
    4. After hearing the song two times, ask the students "what emotions did you hear in the song?"
    5. Discuss and identify the emotions being described in the song.

Extension Activities:

Inside Out Emotion Game:

This article features a variety of games revolving around emotions incorporating the movie *Inside Out*. Games include Emotion Matching, Pick the Emotion, and Go "Inside Out". The article includes free printable materials for all games.

http://thethingsilovemost.com/2015/11/inside-out-emotions-game.html

Resources:

Emotion Eggs

https://laughingkidslearn.com/tool-for-teaching-emotions-in-kids/

Sesame Street Feeling Song
https://www.youtube.com/watch?v=Po5lHYJJQfw&index=12&list=PL8gY2KvVgsggmiiD2uirf7onWaN-6S9tZ

Teaching Feelings

http://onetimethrough.com/best-parent-resources-to-teach-kids-about-feelings/

Lesson 5: Emotions

Essential Questions: How can I identify emotions?

Purpose: By learning about emotions, students can transfer the skill of identifying the emotions into real life situations. Students will be able to identify the emotions of others by looking for clues and predicting how they feel.

Vocabulary: Common Emotions (happy, sad, mad, worried, etc.), body language

Brain Warmup: What's the Emotion?
- Purpose: This activity allows students to practice showing the emotion being shown and described.
- Materials: Emoji Emotion Cards
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space facing the teacher.
  2. The teacher will use the Emoji Emotion Cards. Each card has an Emoji face showing an emotion.
  3. The teacher will show the students one card and say the emotion. The students will use their face to create the emotion being described.
  4. This process will continue until all Emoji Emotion Cards have been shown.

Read Aloud: There Might be Lobsters by Carolyn Crimi
   Before reading the story, ask students "can only humans or people have emotions?" Allow the students time to brainstorm and select two to three volunteers to share their answer. However, answer the question after reading the story.
   This read aloud emphasizes that humans and animals can have and display feelings. The story follows a dog named Suki, and Suki fears the ocean. Following the story, answer the question "can only humans or people have emotions?". To assist in the read aloud discussion, use the following discussion questions.
- Can only humans or people have emotions?
- How did you know Suki was afraid of the ocean?
- Do you feel afraid sometimes? (you can ask students to share or just ask students to raise their hand if they sometimes feel scared)
- Do you think we can predict how others might be feeling?

I Predict _____

- Purpose: This modeling activity provides students with an example of how to predict how someone may be feeling. The prediction activity allows for students to understand the use of body language will help identify emotions.
- Materials: pictures of emotions
- Time: 5 to 10 minutes
- Procedure:
    1. Use the Pictures of Emotions to model how to predict the emotion someone may be feeling.
    2. Show the first picture to the students and model how to identify the students feeling.
    3. Describe what you see.
        a. Picture is of a little boy. He has his hands on his eyes. He is rubbing is eyes. The boy is not smiling because he has a frown on his face.
    4. Say a prediction statement.
        a. I predict the little boy is sad because he has is hands over his eyes and a frown on his face.
    5. After modeling explain that it is important to look at the student or persons body. Define the term body language. Explain "when I was looking at the boy, I noticed is where his hands where on his face and I looked at the boy's mouth".
    6. Continue this process of describing what is in the picture and the prediction statement for the rest of the slides. For the rest of the slides, describe and predict as a class or ask for volunteers to share their descriptions and predictions.

Emotion Basketball

- Purpose: This activity allows students to practice making predictions about how someone might be feeling based on clues in a short story.
- Materials: 4 buckets, happy label, sad label, angry label, surprised label, small ball
- Time: 10 to 15 minutes
- Procedure:
    1. Create a throwing using masking tape on the floor or carpet. Place the four buckets in throwing distance away from the throwing line. Each bucket will have an emotion label taped to the front of the bucket.
        a. Example: There will be a happy bucket, sad bucket, angry bucket, and surprised bucket.
    2. Students will form a line behind the throwing line.
    3. The teacher will read a short story to the first person in the line. The first person will listen for clues to figure how what emotion is being described.
    4. The student will say what emotion is being described and throw the small ball in the bucket the corresponds with his or her answer.
    5. Once the student throws the ball, he or she will get the ball from the bucket and pass the ball to the next person in line.
    6. This process will continue so that students have a chance to guess the emotion and throw the ball.

Note: Sample emotion stories can be found under Lesson 5 resources. More challenging emotion stories can be created, and various throwing lines can be created to add difficulty to the activity.

Brain Cooldown: Draw the Emotion
- Purpose: Students will use their knowledge gather about what emotion looks like to draw the emotion on a clipart face.
- Materials: 'Draw the Emotion' Graphic Organizer
- Time: 5 minutes
- Procedure:
  1. This can be completed independently or has a whole class.
  2. Pass out the 'Draw the Emotion' Graphic Organizer to each student. The students can use a pencil or crayons to draw the faces.
  3. Students will read the emotion under the face and draw what he or she might look like if he or she felt happy, sad, angry, excited, silly, or surprised.
     a. The teacher can also read the emotions and provide prompting questions or examples if students are having difficulties drawing the emotion.

Note: Model the first emotion so the students understand what is being asked of them. The first emotion could be completed together as well.

Extension Activities:

Inside Out Guess the Emotion Video:

This video includes the characters from the Disney movie *Inside Out*. The main character, Riley, demonstrates behaviors allowing students to guess how Riley is feeling. The video includes natural pauses for the students to guess the emotion.

https://www.youtube.com/watch?v=dOkyKyVFnSs&t=11s

Resources:

Teaching Social Skills through Picture Books

https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/

Lesson 6: Emotions

Essential Questions: How do I talk to someone who may feel happy, sad, mad, etc.?

Purpose: By teaching emotions and how to identify emotions, this will help students have conversations with others who may be having strong feelings.

Vocabulary: Common Emotions (happy, sad, mad, worried, etc.), body language, eye contact, personal space

Brain Warmup: Charades

- Purpose: This activity will help students build their confidence when standing and speaking in front of others. Charades encourages students to act out a word or simple phrase in front of classmates.
- Materials: Charade Cards
- Time: 5 minutes
- Procedure:
  1. Students will sit on carpet or open floor space. Students will face the front of the classroom.
  2. One student will go at a time. This student will stand in front of the classroom facing the rest of the students who are sitting on the floor facing the student standing.
  3. Student standing will select a charade card from the pile. Charade cards can be folded and placed in a contain to make it easier to mix up the charade cards. Student will read the card and act out the word or phrase for the students to guess.
     a. Teacher can aide student acting out the word or phrase. Teacher can read the word or phrase and provide ideas on how to act out word or phrase if necessary.
  4. Student will continue acting out the word or phrase until the rest of the class guesses the word or phrase.
  5. Once the word or phrase is guess, a new student will be the actor. This process will continue until all students have had a turn to act out a word or phrase.

Note: Custom charade cards can be used for this activity. Charade cards can be geared toward social skills, academic skill, or any desired category.

Read Aloud: Crabby Pants by Julie Gassman

       This read aloud focuses on a specific emotion, anger. Before reading the story, ask the students "who has ever felt angry before?" Ask for students to raise their hand if they have felt angry before, and then ask for volunteers to share when they felt angry.

       After reading the story, use the following discussion questions to talk about anger, emotions, and how to talk to someone who may be having strong feelings.

- What does it mean to be crabby?
- How did you know Roger was crabby?
- What do you think Roger's mom was telling him when he was in the naughty chair?
  - o Refer to the story for this question. Show students the page and reread that part of the story, and then ask for volunteers to share what his mom may have told him.

Conversation Brainstorm

- Purpose: This activity is a discussion base activity to explore students' options and tools to use when talking with someone who may be feelings a strong emotion. Allow for wait time and utilize conversation strategies like 'Turn Pair Share' to get students talking about conversations with others.
- Materials: technology board,
- Time: 10 minutes
- Procedure:
  1. Students will sit on a carpet or open floor space facing the front board.
  2. On the SMART board, technology board, or large white piece of paper write an emotion at the top.
  3. Begin with Happy. Ask students to brainstorm what you would do or say if you were talking to someone who was happy.
     a. As students are brainstorming, provide students with an example of an action that you can do when talking to someone who is happy. An example is 'smile to the person I am talking to'.
     b. Allow for students to contribute to the brainstorm. Write the students' ideas and tips on the board or piece of paper for all students to see.
     c. Aid students in brainstorming ideas. Ask prompting questions like 'should you talk to someone using a loud voice? Or should I use an angry voice when talking?'
     d. Other ideas of actions to do or say when talking with someone who is happy: wave, eye contact, ask 'how are you', ask conversation questions, and respond to questions in conversation. All these actions show that you are being friendly with person who is happy.
  4. Next emotion, Sad. Ask students to brainstorm what you would do or say if you were talking to someone who was sad.

       a. As students are brainstorming, provide students with an example of an action. An example is 'listen to the person talking'. This action is important to show the other person that you care about what they are saying.

       b. Allow for students to contribute to the brainstorm. Write the students' ideas and tips on the board or piece of paper for all students to see.

       c. Aid students in brainstorming ideas. Ask prompting questions like 'should I use a happy voice if someone is sad? Or should I use a loud voice is someone is using a soft voice?'

       d. Other ideas for actions: use the SLANT model, eye contact, personal space, and respond to questions in conversation. Demonstrate actions to show you are listening and care about the other person.

5. Complete brainstorm process for the emotion, Mad.

       a. Examples of Actions: listen, use the SLANT model, personal space, ask simple questions like 'is there anything I can do to help', and respond to questions during conversation.

6. Complete brainstorm process for the emotion, Tired.

       a. Examples of Actions: listen, use the SLANT model, personal space, eye contact, ask 'how are you', and respond to questions in conversation.

7. Wrap up the discussion by stressing the most important actions to do when talking with someone. The important actions are listen, eye contact, look at body language to identify emotion, personal space, greeting, starting a conversation, responding, and farewell. Considering discussing the importance of voice level when talking with someone.

Note: There is no one way to teach actions that can be done what speaking with someone who is feeling a strong emotion.

M&M Emotion Sort
- Purpose: Students will refer to the conversation brainstorm to determine what they would do when talking to someone with a strong emotion. By knowing the emotion or having to identify the emotion, students will be able to practice how they would respond to strong emotions.
- Materials: M&Ms (or other colored candies), small cups (Dixie cups) M&M emotion poster, emotion short stories
  - Colored pieces of paper can be used to replace colored candies.
- Time: 10 to 15 minutes
- Procedure:
  1. Students can sit on the floor or remain at their seats. Give each student a small cup with a handful of M&Ms.
  2. Students will sort their M&Ms by color. Each color correlates with an emotion.

3. Begin with blue, ask for all the students who have blue M&Ms to stand up. The students standing will think of what they would say or do if they were talking to someone who is **sad.** Ask for students to share what they would do.
4. Second color is orange, ask for all students who have orange M&Ms to stand up. The students standing will think of what they would say or do if they were talking to someone who is **excited**. Ask for students to share.
5. Third color is red, ask for all students who have red M&Ms to stand up. The students standing will think of what they would say or do if they were talking to someone who is **angry**. Ask for students to share what they would do.
6. Fourth color is green, ask for all students who have green M&Ms to stand up. The students standing will think of what they would say or do if they were talking to someone who is **worried**. Ask for students to share what they would do.
7. Fifth color is brown, ask for all students who have brown M&Ms to stand up. The students standing will think of what they would say or do if they were talking to someone who is **frustrated.** Ask for students to share.
8. Last color is yellow, ask for all students who have yellow M&Ms to stand up. The students standing will think of what they would say or do if they were talking to someone who is **happy**. Ask for students to share.
9. Once all students have shared, the students can eat the M&Ms or other candies.

Note: Utilize the 'Turn Pair Share' conversation strategy if there are lots of students in the class. Emotion short stories can be read to the students according to their M&M color to add a challenge to the activity. Students will listen to the story, identify the emotion, and then share what they would do or say to the person. The emotion short stories can be found under 'resources'.

Brain Cooldown: What Comes Next?
- Purpose: This activity requires students to reference the conversation map and respond to a sentence or question in a conversation. Students can refer to the 'Conversation Map' poster to aid them in deciding how to respond.
- Materials: 'What Comes Next?' cards
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space. Students will sit to form a circle and all students will sit so that they are facing all the other students.
  2. One student will select a 'What Comes Next' card from a container. Student with the card will read the sentence or question said by a 'friend'. Student will respond to the question asked or sentence said by the 'friend'.

3. Student who just responded to the conversation will pass the container to the student sitting to their right. The process of selecting a card, reading the sentence or question, and responding to conversation will continue until all students have picked a card.

Extension Activities:

Emotion Puppets:

To discuss and practices strategies to use when speaking with someone with a strong emotion, considering use a puppet to model and practice. Being modeling a conversation between the teacher and puppet. Next, have students participate in having conversations with the puppet. The puppet with take on various roles of feeling strong emotions like anger, happy, sad, etc.

Resources:

Teaching Communication

https://www.edutopia.org/article/teaching-communication-skills

'What Comes Next' Cards and Resource

http://onestopcounselingshop.com/2013/04/13/new-product-social-superstar-game/

Lesson 7: Actions

Essential Questions: What actions are appropriate for public places?

Purpose: By discussing appropriate actions and behaviors for school and public places, students can demonstrate appropriate actions when in public. Many actions can be discussed, but this lesson focuses on displaying kindness to students and others in public places.

Vocabulary: kindness, actions, positive, negative

Brain Warmup: Daily Discussion
- Purpose: Lesson 2 and 3 teach skills relating to daily conversations. This brain warmup allows students to practice the conversation skills learned in the previous lessons with a partner.
- Materials: conversation map
- Time: 5 minutes
- Procedure:
5. Partner students up with another student in the classroom
6. The pairs of students will engage in a conversation
7. Allow students to use their conversation map from Lesson 3
8. The discussion should be between 3 and 5 minutes

Note: If students are struggling to find topics to discuss, a list of ideas can be written for the students to reference. Ideas for discussions can be sports, animals, weather, cars, school, family, and movies. Refer to the 'Conversation Map' Poster to review parts of a conversation.

Read Aloud: How Full is Your Bucket? By Tom Rath and Mary Reckmeyer
Before reading the story, activate students' knowledge on kindness by asking the following questions.
- What does kindness mean?
- Have you ever felt happy when a friend, teacher, or adult has helped you with something?

This read aloud focuses on actions that can be demonstrated in public to spread awareness to others and to brighten their day by filling their bucket. The following questions can be asked to guide the discussion about kindness.
- How did students fill each other's buckets?
- What actions did you see being demonstrated in the story?
- What does the buckets in the story represent?

- Do you have a bucket?

Fill Other Buckets
- Purpose: This activity allows for students to practice promoting kindness by filling other students' buckets in the classroom. Students will write a positive note on a rain drop and place it in the buckets.
- Materials: small containers or pails, rain drop printouts
- Time: 10 to 15 minutes
- Procedure:
  1. Students will sit at their desk with a small container or small pail
     a. The small containers can be personalized with students' names written on the front of the container
  2. Students will receive 3 raindrop printouts. On the printouts, students will write something kind about another student in the classroom.
     a. As a class brainstorm examples of kind or nice sayings that be can be written on the raindrop printouts.
  3. When students have completed writing the kind word or phrase on the raindrop, students will place the raindrop in the student's bucket who the raindrop is meant for.
  4. Students are not limited to writing 3 raindrops, students can write more raindrops if desired or the minimum number of raindrops can be raised based on the teacher's preference.
  5. When all students have completed writing and delivering the raindrops, students will return to their desk and read their raindrops other students had put in his or her small container.
  6. After activity, discuss "how did you feel when writing the raindrops?" and "how did you feel when you received raindrops?" Discuss the importance of being kind to one another to fill each other's bucket and to lift each other up with positivity.

Does That Action Deserve a Smiley?
- Purpose: Students will practice determining whether an action is appropriate for public places by judging pictures or short stories of students demonstrating a variety of actions. When students are judging the actions, refer to the 'Good or Bad Behavior' Poster. The poster asks three questions to help determine whether an action is good or bad; is the action safe? Is the action hurting someone? Does the action follow the school or classroom rules?
- Materials: action pictures, short stories of actions, smiley faces, frowny faces
- Time: 10 to 15 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space.

2. Use the 'Good or Bad' Poster to introduce how to identify good or bad behaviors or actions displayed in public.
   a. First: Is it safe? Discuss with the students that appropriate actions should be safe. Ask students "what does being safe look like in a classroom? What does being safe look like in a public place?" Brainstorm a list of ideas on what safety looks like.
   b. Second: Is it hurting someone? Discuss with students the importance of using kind hands and words in public. Create a 'Looks and Sounds Like' chart for what using kind hands and words look and sound like in a public place.
   c. Third: Does the action follow the school or classroom rules? Ask students, "what are the classroom and school rules?" Discuss the importance of following the rules in public. Share the importance of being safe, being responsible, and being respectful to others.
3. After introducing and discussing how to identify good behaviors in public, use the 'Action Pictures' to practice identify good or bad actions. Students will each receive a smiley face and a frowny face. The faces will be printed on small pieces of paper or can be printed back to back, so students have to flip the paper to display the correct face.
4. Show each action picture. After each picture, ask students to determine whether the action being displayed if a good or bad action using the faces. The smiley face represents a good action and a frowny face represents a bad action. After each student displays an answer using the faces, discuss why the action was good or bad. Refer to the 'Good or Bad' Poster to guide the discussion about each picture.

Brain Cooldown: Say Please and Thank you
- Purpose: By seeing when to use manners and how to properly use manners, the students will begin to learn when the appropriate time is to use manners like please and thank you. Through this Berenstain Bears videos, students will see when manners are necessary.
- Materials: Berenstain Bears Video
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet, open floor space, or at their desk.
  2. Introduce the Berenstain Bears to the students, especially if students do not know who the Berenstain Bears are.
  3. Before showing the video, ask students "what are manners?" Discuss what manners are and ask for examples of manners commonly used.
  4. Begin the video.
  5. Pause the video at minute 2:03 and ask the students "what did Brother Bear forget to do?" or "what should Brother Bear have said to the bus driver?" Ask for volunteers to share ideas of what Brother Bear should have said.

6. Pause the video at minute 3:00 and ask the students "what did Lizzy forget to tell Sister Bear?" Ask for volunteers to share ideas of Lizzy should have said. Ask students, "how did Sister Bear feel when Lizzy forgot to use her manners?" Ask for volunteers to share their ideas.

7. Finish the video. After the video, ask the students "when should you use manners?" Allow students time to brainstorm ideas. Ask for volunteers to share ideas and record ideas on a technology board, poster paper, or piece of paper.

Extension Activities:

Does My Action Deserve a Smiley?

Ask the students to model a specific action or behavior which could be seen in public (ex. Opening a door, crying). A student will model the action and the other students will determine whether or not the action being demonstrated is a good or bad behavior.

Resources:

Bucket Filler Activities Courtesy of Teachers Pay Teachers

How Full is Your Bucket? For Adults by Tom Rath and Donald O. Clifton

Do Unto Otters by Laurie Keller

Lesson 8: Emotions

Essential Questions: How do I identify my own emotions?

Purpose: By reviewing emotions and learning how to use 'I feel' statements, students will be able to identify their own emotions and be able to state how they feel.

Vocabulary: common emotions (happy, sad, mad, tired, frustrated, surprised), 'I feel' statements

Brain Warmup: Feeling Wall
- Purpose: This activity will help students brainstorm emotions one person or themselves may feel.
- Materials: sticky notes
- Time: 5 minutes
- Procedure:
  1. Each student will receive one sticky note.
  2. On the front board or poster board, write the word 'Emotions' at the top.
  3. Students will think of an emotion someone may feel or an emotion they have felt before. Students will write their emotion on their sticky note and place the sticky note on the front board or poster board.
  4. If time allows, students can write another emotion on another sticky note to place on the front board or poster board.
  5. Once students have placed all the sticky notes on the board, read and review the emotions the students listed.

Read Aloud: The Way I Feel by Janen Cain
  Before reading the story, ask students "how has ever felt a strong emotion before?" Ask students to show you by using their thumb. A thumb up means 'yes, I have felt a strong emotion'. A thumb down means 'no, I have not felt a strong emotion'. A thumb in the middle means 'I might have felt a strong emotion'. This strategy is called the Thumbmometer.
  This read aloud focuses on describing emotions and how one might feel when experiencing a specific emotion. When reading, ask for students to make connections to the text. Ask students to show the 'me too' symbol or sign if they have felt the emotion being described. After reading, ask for volunteers to share connections they made in the story. The following question can help guide the discussion.
- When was a time you felt (silly, scared, thankful, shy, bored, etc.)?

I Feel Statements

- Purpose: The 'I feel' statements teach students how to identify and state their emotion. The statements include a three-part sentence which help students clearly state how he or she is feeling.
- Materials: paper and pencil
- Time: 10 to 15 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space to participate in the activity.
  2. Ask students to think about a time they felt strong feelings. Students will answer the following questions. Provide students with time to think.
     a. What were you feeling?
     b. What happened that led to your emotion?
     c. What were you thinking at the time about what happened?
  3. Ask for volunteers to share their answers to the questions. After the discussion, ask students "did you state your emotion you were feeling?"
  4. Introduce the 'I feel' statements. Explain the statement includes three parts that need to be said in order for the statement to be an 'I feel' statement.
  5. Part 1: I feel _____. Write 'I feel _____' on the front board or poster board. Tell student that an emotion or feeling word will fill in the blank space.
     a. Example: **I feel __sad__**
  6. Part 2: I feel _____ when _____. Write 'I feel ____ when ____' on the front board or poster board. Tell students that an emotion or feeling word will fill in the first blank space. Tell students that the second blank will be filled with words that describe when you feel that emotion.
     a. Example: **I feel __happy__ when __I go to the beach__**
  7. Part 3: I feel _____ when _____ because _____. Write the statement with the blanks on the board. Tell the students that an emotion or feeling word will fill in the first blank space. Tell students that the second blank will be filled with words that describe when you feel that emotion. Tell students the last blank will describe why you felt that strong emotion or feeling.
     a. Example**: I feel __tired__ when __I stay up late__ because __I go to bed past my bedtime__.**
  8. After introducing the 'I feel' statements, keep the statement with the blanks (I feel ____ when _____ because _____.) on the front board or poster board. Ask students to think of a time they had a strong feeling. Provide students with some examples.
     a. How do you feel when you go on vacation or a trip?
     b. How do you feel when you go to school?
     c. How do you feel when you are at an amusement park?
     d. How do you feel on your birthday?

9. Students will think of a time and write their own 'I feel' statement on a stripe of paper.
10. When students are done writing, ask for volunteers to share their 'I feel' statements and collect the statements to review.

My Emotion Book
- Purpose: This activity allows for students to select 6 emotions and demonstrate how they might look during the emotion. By doing this, students will be able to recognize when he or she is feeling a strong feeling.
- Materials: construction paper, pictures, camera, glue, string or staples
- Time: 15 to 20 minutes
- Procedure:
  1. Students will sit at their desk or a table to complete this activity.
  2. Give each student a sticky note or small piece of scrap paper. Students will write down 6 emotions they have or might feel. Write examples of emotions on the front board or poster board.
  3. When students have their emotions written, ask students to think of how they would demonstrate that emotion only using their face. Tell students to think about "if someone felt happy, what would their face look like? Or if you felt happy, what would your face look like?"
  4. Call one student at a time to their pictures. Students should bring their list of emotions with them. Students will demonstrate each emotion using their face and the teacher will take a picture of their face demonstrating the emotion.
  5. Teacher or instructor will print out pictures for students.
  6. Students will cut their pictures out and glue them on colorful construction paper. Once the picture is glued on the construction paper, students will write the emotion being demonstrated under the picture. Students can make a cover page titled '_____'s Emotion Book'. Once all the pictures are glued and labels are written, the book can be stapled together or tied together using string.

Note: This project can be broken into two days. On day one, the list of emotions can be created and the pictures of the students can be taken. On day two, the students can cut their pictures out, glue their pictures, and finish the emotion book. See resources for additional information on how to create an emotion book.

Brain Cooldown: I Am Wall
- Purpose: This activity asks students to describe something they are good at or a characteristic of themselves in one word. By doing this, it will help students build their confidence in themselves and establish a positive and welcoming classroom community.
- Materials: colorful strips of paper, letters to spell out 'I Am'

- Time: 5 minutes
- Procedure:
  1. Have a wall with the sentence starter 'I am' on it.
  2. Students will sit at their desk or a table to complete the activity. All students will receive or pick out a colorful strip of paper.
  3. On the paper, students will write one word or a short phrase describing themselves. Provide prompting questions to help students think of a word or phrase to write.
     a. What are things you are good at?
     b. What do you like to do?
  4. Students can draw visuals or pictures on their strip of paper along with or in place of the word or short phrase.
  5. Once students have completed writing and drawing, ask for volunteers to share their word or phrase and collect all the strips of paper. Tape the strips of paper on the wall labeled 'I am'.

Note: See resources for an example of an 'I Am' Wall.

Extension Activities:

Donald Duck Self Control:

Watch the short video about Donald Duck and ask the students to identify how he is feeling. Ask the students to think about what made him feel that way and how he could change his behavior. Ask the students to create an 'I feel' statement that Donald Duck could use to describe his emotions.

https://www.youtube.com/watch?v=Odv8sRrOu3w

Resources:

Face Books:

http://www.ikatbag.com/2010/05/facebook.html

Teaching Students to Describe Emotions:

https://www.edutopia.org/discussion/got-sel-teaching-students-describe-emotions

Lesson 9: Emotions

Essential Questions: How do I control my emotions?

Purpose: By providing students with multiple coping strategies, students will be able to identify which strategies to use when experiencing a strong emotion.

Vocabulary: common emotions (happy, sad, mad, tired, frustrated, surprised), coping strategies

Brain Warmup: Classroom Mood Meter
- Purpose: This activity will introduce zones of regulations through the classroom mood meter on the wall. The emotions or feelings will be categorized by the zone of regulation colors and students have to identify what mood he or she is feeling.
- Materials: paper mood meter, clothes pins (write student names on clothes pins)
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space.
  2. Introduce the 'Classroom Mood Meter'. The mood meter will allow for students to identify and share their mood they are currently feeling.
  3. Explain the 4 different colors on the mood meter.
     a. Red (located at the top of the mood meter) represents emotions like anger and frustration.
     b. Yellow (located under red on the mood meter) represents emotions like stress, anxious, excited, silly, and nervous.
     c. Green (located under yellow on the mood meter) represents emotions like happy, focused, content, and ready to learn behaviors.
     d. Blue (located at the bottom of the mood meter) represents emotions like sad, tired, sick, and bored.
  4. After introducing and explain the colors on the mood meter, allow time for students to grab the clothes pin with their name on to place on the 'Classroom Mood Meter'.
  5. Students will clip the clothes pin on the side of the mood meter that matches with their current mood.
     a. Example: if a student is feeling happy, he or she will place their clothes pin in the green part of the mood meter.

Read Aloud: Millie Fierce by Jane Manning
    Before reading, ask students "what are things you do when you feel a strong emotion like anger?" Allow students time to think and ask for volunteers to share.

This read aloud focuses on a new emotion, fierce. The main character, Millie, demonstrates behaviors that are not appropriate for the public and demonstrates strategies that are not helping her cope with her strong emotion. The following questions can be used to help guide the discussion.

- What does fierce mean?
- What behaviors did Millie demonstrate when she felt fierce?
- What could Millie have done to help her calm her body when she felt fierce?

Managing Big Emotions
- Purpose: Using the '5 Steps to Managing Big Emotions' created and provided by Childhood 101, students can identify and practice using strategies to help manage their strong emotions.
- Materials: 5 Steps to Managing Big Emotions,
- Time: 10 to 15 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space facing the front board or the teacher.
  2. Use a technology board to project the online poster of the '5 Steps to Managing Big Emotions' or bring the poster out. Introduce and discuss each step, along with practicing the strategy as a group.
  3. Step 1: Remind myself that it is never okay to hurt others.
     a. Explain to the students the importance of keeping one another safe when feeling a strong emotion.
     b. Ask students, "how can we remind ourselves not to hurt others?" Allow students time to brainstorm some strategies. Ask for volunteers to share and write suggested strategies on a white board or piece of paper. An example of a strategy might be to use self-talk. Self-talk is when you are talking to yourself usually in your head and no one else will hear you. Using self-talk would might look like this… I would tell myself, "self it is not okay to hurt others using my body or words. I need to keep others and myself safe."
  4. Step 2: Take 3 deep breaths or count slowly to 10.
     a. Explain to the students the importance of breathing. Breathing helps to calm your body down and allows you to focus on your emotion.
     b. Practice taking 3 deep breaths together. Breathe in slowly and breathe out slowly.
     c. Practice counting to 10 slowly. Model the pace of counting slowly.
  5. Step 3: Use my words to say how I feel and what I wish would happen.
     a. Explain to the students the importance of using words to explain the strong emotion.

       b. Refer to the 'I feel' statements (I feel ___ when ___ because ____). Practice creating an 'I feel' statement. Ask for students to create an 'I feel' statement and ask for volunteers to share their statement.

6. Step 4: Ask for help to solve the problem.
   a. Explain to the students the importance of asking an adult or a peer for help.
   b. Ask students to brainstorm ideas on how to ask for help. Allow students time to brainstorm ideas and ask for volunteers to share. Record all the suggested ideas on a white board or piece of paper. An example of how to ask for help might be to raise your hand and ask a teacher a question. Raising a hand and asking a question might look like this… I am sitting at my desk and I am going to raise my hand because I need a teacher's assistance. A teacher walks over to me and asks, "how can I help you?" I tell the teacher "I need help with ____. Can you help me?"
   c. Ask students to practice saying the question. 'can you help me?' by using the Turn, Pair, Share strategy. Students will turn to their partner and practice saying the question.

7. Step 5: Take time to calm down.
   a. Explain to the students the importance of having a calm body because it helps you focus your mind on school or an activity.
   b. Ask students, "what are strategies you can use to calm your body?" Allow students time to brainstorm ideas and ask for volunteers to share. Write all suggested ideas on a white board or piece of paper. An example of how to calm down might be to have a calm down chair or area in the classroom. The 'Calm Down Corner' can be designed by the whole class and students can voice their opinions on what they would like in the calm down area.

Note: The Childhood 101 provides students with other alternatives for coping or calming down strategies. See resources to access posters like '9 Calm Down Ideas for Kids' and 'Calm Down Yoga for Kids'.

Wheel of Coping Strategies
- Purpose: This wheel allows students to select coping strategies they would want to use when experiencing a strong emotion.
- Materials: paper plates, paper fastener, markers
- Time: 10 to 15 minutes
- Procedure:
  1. Students will begin activity on the carpet or an open floor plan.
  2. As a class, brainstorm coping ideas or strategies that can be used when experiencing a strong emotion. Encourage the students to refer to the '5 Steps to Managing Strong Emotions' Poster. Record suggested ideas on a technology board or a poster board.

      a. Examples of coping strategies include deep breathing, counting, drawing a picture, reading a book, listening to music, writing a story, talking to someone, running around outside.

3. Explain to the students the 'Wheel of Coping Strategies'. Each student will receive two paper plates. Cut a small box or shape towards the middle of the first plate, the plate that will be on the top of the two plates. The top plate can be decorated and can say '_____'s Coping Wheel'. The bottom plate is were the students will write the strategies he or she would like to use when experiencing a strong emotion.

4. When the students have cut the small shape, decorated the top plate, and written the strategies on the bottom plate, the students will place the plates together and push the paper fastener through the two plates. Aid students during this step.

5. Allow students time to play with their new coping wheel.

Note: See additional resources for more information about the coping wheel activity.

Brain Cooldown: Calming Myself
- Purpose: This activity allows for students to select a coping strategy and draw a picture of themselves practicing the skill. This provides the students with a vision of what the strategy looks like in action.
- Materials: calming myself graphic organizer
- Time: 5 minutes
- Procedure:
  1. Students will sit at their desk or a table to complete the activity.
  2. Each student will receive a 'Calming Myself' graphic organizer to complete.
  3. Students will select a coping strategy they envision themselves using and drawing a picture of what the strategy would look like.

Extension Activities:

Make a 'Mood Meter' Sign:

On Education.com is a lesson plan providing teachers with the materials create and implement a lesson on how to create an individual mood meter. Like the 'Classroom Mood Meter', this allows students to share how they are feeling that day.

https://www.education.com/activity/article/mood_fire_safety_sign_kindergarten/

Resources:

Zone of Regulation:

https://www.zonesofregulation.com/learn-more-about-the-zones.html

Childhood 101- Teaching Feelings and Emotions:

https://childhood101.com/managing-big-emotions-best-resources-to-use-with-kids/

Wheel of Coping Skills:

https://kristinamarcelli.wordpress.com/2016/05/02/spin-the-wheel-of-coping-skills/

5 Steps to Help Kids Learn to Control Their Emotions:

https://www.psychologytoday.com/us/blog/peaceful-parents-happy-kids/201307/5-steps-help-kids-learn-control-their-emotions

Lesson 10: Actions

Essential Questions: How do I decide appropriate actions during a situation?

Purpose: This lesson helps students decide on what actions are appropriate for different situations by learning problem solving skills. Decision-making and problem-solving skills will benefit students when deciding on what action should be demonstrated.

Vocabulary: problem-solving, problem, solution, appropriate, action

Brain Warmup: Problem Solving Short Video
- Purpose: This activity allows students to see how characters and people solve problems they encounter. The videos demonstrate a variety of problem-solving skills. There are two video options; Simon's Cat or Piper Short Film by Pixar.
- Materials: problem solving short video (see resources for video options)
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space facing the technology board.
  2. Select one short film to watch (Simon's Cat or Piper). Play film for students.
  3. After the film, ask students "what problem did Simon's cat have?" or "what problem did Piper have?" Ask for volunteers to share answers and ideas.
  4. Then ask students "how did Simon's cat or Piper solve their problem?" Ask for volunteers to share answers and ideas.
  5. To end warmup, ask students "how would you have solved the cat's problem or Piper's problem?" Encourage students to think about new ideas and solutions to solving the problems.

Read Aloud: What Do You Do with a Problem? by Kobi Yamada
Before reading the read aloud, ask the students "what is a problem?" Allow students time to brainstorm and ask for volunteers to share.

This read aloud discusses how problems arise, how problems become obstacles, and how to overcome problems. After reading, facilitate a discussion about problems and problem-solving. Ask the following questions to aid in the discussion.
- What do you do with a problem?
- How do you feel when you have a problem?
- How do you tackle your problems?

Recess Time

- Purpose: By modeling problem solving steps through a relatable scenario, students will familiarize themselves with the decision-making steps that will help them solve problems.
- Materials: recess scenario, decision-making and problem-solving steps
- Time: 10 minutes
- Procedure:
  1. Students will remain on the carpet for the modeling of decision making. By referencing the seven decision making steps described in "Best Guide for Teaching Kids the Decision-Making Process Steps", this lesson will focus on four of the steps. The four steps are 1. Identify the problem, 2. Brainstorm solutions, 3. Make a choice, and 4. Take action. Write four steps on the board for students to reference when listening to the scenario.
  2. Read scenario about a problem that occurs at recess. Utilize the 'think aloud' method when identifying the problem, brainstorming solutions, deciding on a choice, and taking action.
     a. **Scenario**: When I was at recess, I saw another student pushing another student during the soccer game.
  3. Identify the Problem: Utilize the 'think aloud' method to identify the problem. An idea of what to say when identifying the problem: 'when I was at recess and I saw a student being pushed, I know that is not a kind thing to do especially at recess. The problem at recess was a student was being mean to another student.'
  4. Brainstorm Solutions: Utilize the 'think aloud' method to brainstorm solutions. An idea of what to say when brainstorming: 'I know that when a student is mean to another student, that could be bullying. When I see bullying, I know I need to tell an adult. I could tell an adult at recess or I could tell my teacher after recess or I could tell the student who is being mean to stop'.
  5. Make a Choice: Utilize the 'think aloud' method to decide on a choice. An idea of what to say when making a choice: 'I decided that I am going to tell an adult at recess because I know they will be able to help me.'
  6. Take Action: Utilize the 'think aloud' method to take action. An idea of what to say when taking action: 'I am walking to an adult at recess and I tell them I saw a student push another student multiple times during the soccer game. I show the adult at recess who the students are.'
  7. Express to students that problems occur everywhere and there are multiple solutions for each problem. Briefly describe the difference between a small problem and a big problem. A small problem is a problem that can be solved quickly and independently. A big problem is a problem requires assistance from an adult and could be causing harm to someone.

Problem Solving Wheel

- Purpose: This activity allows for students to brainstorm ways to solve problems and practice the solutions added to the problem-solving wheel.
- Materials: 'problem-solving wheel', scenarios
- Time: 10 to 15 minutes
- Procedure:
  1. Students will sit at their desks or tables to complete the wheel. Pass out the 'problem-solving wheel' to the students. Use the technology board or poster board to record brainstorming ideas.
  2. Ask students to think about how to solve problems. The solutions can be used to solve big or small problems. Allow students time to brainstorm and ask for volunteers to share. Provide prompting questions if necessary to assist students in brainstorming solutions.
  3. Solution Ideas:
     a. Tell an adult
     b. Calm down – use some calm down strategies
     c. Ignore it
     d. Walk away
     e. Tell them to stop
     f. Use an 'I feel' statement
     g. Go do another activity
     h. Rock, paper, scissors
     i. Ask a friend for help
  4. With the list of solution ideas, ask students to select six solutions to add in their 'problem-solving wheel'. Each solution gets a section of the wheel. Students will write the solution and can draw a picture that matches the solution.
  5. Students will use their wheel to respond to some problem-solving scenarios. Read scenarios to the class. Identify the problem as a class. Allow students a few minutes to decide what solution they would use and ask for volunteers to share.
  6. Scenarios:
     a. Your shoe laces are untied. What do you do?
     b. You forgot your lunch box at home. What do you do?
     c. You do not like how the game at recess is being played. What do you do?
     d. You get frustrated during math class. What do you do?
     e. You and your friend cannot decide on what to draw during art. What do you do?

Note: Feel free to customize the scenarios to your classroom environment in order to make them more relatable for your students.

Brain Cooldown: Best Action Bingo Card
- Purpose: This activity is an on-going activity that promotes positive actions inside and outside of the classroom.
- Materials: 'best action' bingo card
- Time: 5 minutes
- Procedure:
  1. Introduce the 'best action' bingo card. Each student will get the same bingo card with the same actions described on it. Each box of the bingo card has an action described in it encouraging the students to demonstrate appropriate behaviors.
  2. When students complete an action or task described on the bingo card, the student will be able to color the box in.
  3. The goal is for the students to complete as many positive actions as possible. The bingo cards can be kept in the classroom and can be monitored by the teacher.

Extension Activities:

Problem Solving Task Cards on Teachers Pay Teachers:

Teachers Pay Teachers offer many activities incorporating the use of problem-solving and decision-making skills. The task cards are short scenarios that encourages students to think about identifying the problem, brainstorming solutions, and acting upon decision.

Resources:

Simon's Cat:

https://www.youtube.com/watch?v=4rb8aOzy9t4&feature=youtu.be

Piper Short Film by Pixar:

 https://www.youtube.com/watch?v=cGezDl2Bmx8

Best Guide for Teaching Kids the Decision-Making Process Steps:

https://www.kiddiematters.com/problem-solving-activity-free-printable/

Problem Solving Books:

http://themommyview.viewsfromastepstool.com/index.php/2017/10/12/books-about-persistence/

Teaching Problem Solving Skills:

https://www.thepathway2success.com/teaching-social-problem-solving-with-a-free-activity/

Lesson 11: Playing With Others

Essential Questions: How do I ask someone to play at recess? What actions should I demonstrate?

Purpose: By applying conversation skills and knowledge, students will be able to refer to those skills when engaging in conversations with other students to develop friendships. It is important for students to learn how to engage in conversations with individuals their own age.

Vocabulary: friend, actions, conversation

Brain Warmup: Hi My Name is _____
- Purpose: This activity will allow students to practice conversation and introduction skills by introducing themselves to a guest teacher.
- Materials: 'introducing myself' poster from Lesson 2
- Time: 5 minutes
- Procedure:
  1. Students will sit at their desk or at a table to complete activity. When the guest teacher or faculty member arrives, ask the teacher or faculty member to introduce himself or herself.
  2. Explain to the students that everyone will be introducing themselves to the guest teacher or faculty member. Before introductions, review the 'introducing myself' poster. Remind students to make eye contact with the audience or guest in the classroom and to keep a distance between self and visitor.
  3. When a student is introducing himself or herself, student can stand up at their desk or stand up in the front of the classroom. Remind student to use 'hi, my name is____'.
  4. Each student will have an opportunity to introduce themselves to the guest in the classroom. When all students have introduced themselves, thank the visitor for coming to the classroom.

Read Aloud: The Recess Queen by Alexis O'Neill
  Before reading ask the students "what actions are appropriate in school?" Ask for a few volunteers to share their ideas.
  This read aloud describes a student who is known as the 'Recess Queen' and she instills fear in all the other students. The story follows the Recess Queen's journey and experiences when a new student decides to break all her rules. After the read aloud, engage in a discussion incorporating the use of the following discussion questions.
- Should Mean Jean act like that at recess?

- How do you think others feel at recess when Mean Jean makes all the rules?
- What does bullying mean?
- Do you think Mean Jean is a bully?

Note: When discussion bullying, remember to emphasize that bullying occurs every day usually at a specific time during the day. Bullying can occur when a student is using harmful hands and words with another student.

Steps to Asking a Friend

- Purpose: This activity utilizes the 'think aloud' method to model how to ask a friend to play at recess.
- Materials: 'steps to asking a friend' poster
- Time: 10 minutes
- Procedure:
  1. Students will sit on the carpet or an open floor space.
  2. Introduce the 'steps to asking a friend' poster. The poster includes three steps: 1. Introduce yourself using 'hi my name is _____'; 2. State what you want to play; and 3. Ask the student to play with you.
  3. Introducing Yourself: Utilize the 'think aloud' method to model how to introduce yourself. An idea of what to say when introducing yourself: 'I would like to play with this student, but I need to introduce myself. Hi my name is _____. '
  4. State What You Want to Play: Utilize the 'think aloud' method to state what you want to play. An idea of what to say when stating what you want to play: 'At recess I like to swing on the swings and play soccer. I need to tell the other student the activities I like to play. So I am going to say I would like to play soccer.'
  5. Ask the Student to Play with You: Utilize the 'think aloud' method to ask the other student to play. An idea of what to say when asking the other student: 'I want to play soccer, but I need to ask the other student if he or she wants to play. I ask the student, do you want to play soccer with me?'
  6. After modeling the three steps, discuss the two outcomes that could happen when asking a friend to play.
      a. The student will agree to play.
      b. The student will want to play another activity and say no.
  7. When a student agrees to play: Express to students, it is important to say thank you to the other student for playing with you. Remember to use eye contact, personal space, and kind actions.
  8. When a student says no: Express to students that some students may not want to play the activity you suggested, or they want to play independently at recess. It is important for the students not to become upset because one person said no to playing with them. As a class, brainstorm ideas on what actions are appropriate when a student does not want to play with them.

9. Action Ideas:
    a. Say thank you to the student
    b. Find another student to ask and play with
    c. Play independently
    d. Ask an adult for assistance

Pretend Recess
- Purpose: This activity allows students to practice using the three steps to asking a friend to play in a safe and comfortable setting.
- Materials: 'steps to asking a friend' poster, list of recess activities
- Time: 10 to 15 minutes
- Procedure:
    1. Students will sit on the carpet or open floor space. All students will have the opportunity to ask a friend to play with them at recess.
    2. Before asking friends to play, create a list of recess activities that are popular at recess. Students can reference this list when asking a friend to play with them.
    3. Post the 'steps to making a friend' poster as a reminder for students on what to do. Step 1: introduce yourself, step 2: state what you want to play, and step 3: ask the student to play with you.
    4. Call two students up at a time. One student will be Partner A and the other student will be Partner B. Partner A will ask Partner B to play with them. Partner A will use the 'steps to asking a friend'. Partner B will respond and want to play with the other student. Partner A and Partner B will switch roles.
    5. This process will continue until all students have had a chance to ask a friend to play with them at recess.
    6. After practice and role modeling, ask students "what do you do if a friend says no when you ask them to play?" Allow students time to brainstorm ideas and ask for volunteers to share.

Brain Cooldown: Smile or Frown
- Purpose: This cooldown activity focuses on what happens when a friend does not agree to play with them at recess or says no when asked to play.
- Materials: 'smile or frown' graphic organizer
- Time: 5 minutes
- Procedure:
    1. Students will sit at their desk or at a table to complete graphic organizer. Pass out graphic organizer to all students. Read each scenario to the class.
    2. Students will answer scenario with a smiley face or a frowny face based on the actions demonstrated in the scenario.

3. Each scenario is when a student says no when asked to play. The scenarios describe actions that could occur after asking a friend who says no to playing.

    a. Smiley face: students will draw a smiley face when an action demonstrated is kind and appropriate. Example: student will thank the other student and walk away or student will find another friend to ask.

    b. Frowny face: students will draw a frowny face when an action demonstrated is inappropriate and negative. Example: student yells at other student for not playing or cries when other student says no.

Extension Activities:

Recess Challenge:

Challenge students to ask a new friend to play at recess. Remind students to introduce themselves, state what they want to play, and ask if the other student wants to join.

Resources:

Wonder Grove Kids Video- RESPECT at Recess:

https://www.youtube.com/watch?v=k-6ws8LZECU

Lesson 12: Interacting With Others

Essential Questions: How do I interact/talk to others outside of school?

Purpose: By referencing previously learned skills like conversation skills and parts of a conversation, students will be able to apply those skills when speaking with others outside of school specifically in public places. This lesson also intertwines the importance of being kind when talking with others.

Vocabulary: conversation skills, parts of a conversation, public places

Brain Warmup: Daily Discussion
- Purpose: This brain warmup allows students to practice the conversation skills learned in previous lessons with a partner.
- Materials: 'conversation map' poster, conversation map
- Time: 5 minutes
- Procedure:
    1. Partner students up with another student in the classroom.
    2. Remind students of the parts of a conversation. Reference the 'conversation map' poster when reviewing the parts of a conversation.
    3. The pairs of students will engage in conversations.
    4. Allow students to use their conversation map from Lesson 3
    5. The discussion should be between 3 and 5 minutes.

Note: If students are struggling to find topics to discuss, a list of ideas can be written for the students to reference. Ideas for discussions can be sports, animals, weather, cars, school, family, and movies.

Read Aloud: Be Kind by Pat Zietlow Miller
Before reading the read aloud, ask students "what does it mean to be kind?" Allow for students to brainstorm ideas and ask for volunteers to share ideas.

This read aloud stresses the importance of showing kindness to all and displays examples of how to be kind to one another. After the story, use the following discussion questions to aid in having a short conversation about being kind.
- What actions demonstrated in the book showed kindness?
- What actions of kindness have your demonstrated?
- What actions of kindness can you demonstrate in school and in public?

How to Talk in Public
- Purpose: This activity provides students with an outline of what information is safe to share in public and what information needs to remain private.
- Materials: 'what to say in public' graphic organizer
- Time: 10 to 15 minutes
- Procedure:
  1. Students will begin lesson in the carpet or open floor space facing the technology board. On the technology board or poster board write the parts of a conversation. Express to students these parts of a conversation apply when speaking with someone in public like a waiter/ waitress or someone at a grocery store.
  2. Stress the importance of the type of information shared in a classroom is different than the information shared in public.
  3. Appropriate Information for Classroom: Explain to the students that in a classroom it is okay to talk about your family, friends, and hobbies. School is a safe place to share feelings and concerns.
  4. Appropriate Information for Public: Explain to the students that in public personal information is kept to yourself. When introducing yourself, just say your first name. Explain to students to refrain from sharing details about where you live, your phone number, and your parents' names.
  5. The information for classroom and public can be written on the board or poster board but the graphic organizer will help students categorize what information is appropriate for each setting.
  6. For the graphic organizer, students will move to their desk or a table. Pass out the 'what to say in public' graphic organizer. Please note that this graphic organizer is two pages. One page has a T chart labeled 'classroom setting' and 'public setting'. The second page has examples of information that can be said.
  7. Students will cut out all the examples of information and sort based on whether the information would be appropriate for school or public.
  8. When the students have sorted examples and the work has been checked, then the students can glue the examples on page one (the T chart).
  9. After all students have completed their graphic organizer, review the information that can be shared in each setting.

Conversations with Public Workers
- Purpose: This activity allows students to participate in role playing conversations that can occur in public. Students will practice their conversation skills and can refer to their 'what to say in public' graphic organizer when sharing information.
- Materials: public setting backgrounds, 'what to say in public' graphic organizer
- Time: 10 to 15 minutes
- Procedure:

1. Students will sit on the carpet or open floor space facing the technology board. Use the 'public settings backgrounds' during the role play activities. 'Public setting backgrounds' include a grocery store, bank, doctor's office, library, restaurant.
2. Two students will be selected to role play at a time. Partner A will be the public worker. The job description is based on when public setting background is showing. Partner B will be a student.
3. Partner A and Partner B will engage in a conversation. Prompting questions and scenarios can be added to help students through the conversation.
4. Partners will switch roles so that each student has an opportunity to be a public worker and a student.
5. This process will continue until all students have had an opportunity to role play.

Note: Props can be provided for the public workers to make the experience more authentic. A challenge for activity would be to invite a public worker to visit the classroom and allow students to engage in conversations with the visitor. A public worker that would provide beneficial information what information to share in public would be a police officer or school official.

Brain Cooldown: What Makes Me a Good Friend
- Purpose: This activity allows for students to reflect on their personality, how they treat their friends, and what makes them a good friend.
- Materials: paper, markers, crayons
- Time: 5 minutes
- Procedure:
    1. Students will complete activity at their desk or at a table. Each student will receive a blank piece of paper.
    2. On the paper, the students will trace one hand. One each of the five fingers, the students will write or draw pictures explaining what makes them a good friend.
    3. Provide prompting questions or a list of brainstormed ideas for the students to reference.
    4. Ideas include I am nice, I am helpful, I ask friends to play with me, I share my toys, I smile at my friends.
    5. Once students have completed their hands, ask for volunteers to share what makes them a good friend. Collect hands and hang up in the classroom for all students see.

Extension Activities:

Conversation Challenge:

Challenge students to having a discussion with a public worker at a grocery store or restaurant. Encourage students to reference the conversation map and practice the skills in public.

Resources:

Friendship in our Hands:

https://corneroncharacter.blogspot.com/2015/02/friendship-is-in-our-hands.html

9 Tips for Teaching Your Child About Personal Safety:

https://www.understood.org/en/learning-attention-issues/understanding-childs-challenges/talking-with-your-child/9-tips-for-teaching-your-child-about-personal-safety

Lesson 13: Sportsmanship

Essential Questions: How do I demonstrate sportsmanship when interacting/playing with others?

Purpose: By teaching the importance of winning and losing, students will be able to apply sportsmanship skills when playing games at recess, in the classroom, at home, or in public.

Vocabulary: game, win, lose, sportsmanship, teammate

Brain Warmup: Daily Questions
- Purpose: This activity prepares students for the lesson about sportsmanship by asking questions about sports. The Daily Questions allows for each student to share their opinions about sports by asking a prompting question.
- Materials: daily questions
- Time: 5 minutes
- Procedure:
  1. Prepare Daily Questions by writing the questions on strips of paper and place the strips of paper in a small container or cup. The Daily Questions are…
     a. What is your favorite sport?
     b. Do you play any sports?
     c. What sport(s) do you want to try?
     d. Do you have a favorite sport team?
  2. Students will sit on the carpet or open floor space in a circle. Ask one student to start the activity by selecting a question from the container.
  3. Student will read question (or teacher will read question) and student will share their answer with the class.
  4. Once student has answered their question, he or she will place the question back in the container and pass the container to the student sitting beside them.
  5. This pattern will continue until all students have picked and answered a question.

Read Aloud: Sally Sore Loser: A Story About Winning and Losing by Frank J. Sileo
Before reading the story, ask students "what does the term sportsmanship mean?" Prompt students to think about what characteristics they see sports players demonstrate in various sporting events.

This read aloud emphasizes the importance of being a good sport by providing the readers and students with 8 tips on how to display good sportsmanship. The following questions will aide in discussing sportsmanship.

- What does it mean to win?
- What does it mean to lose?
- Is winning the most important thing in the world?
- What are the rules of being a good sport?

Sportsmanship Tips on my Fingertips
- Purpose: This activity allows students to select 5 of the sportsmanship rules to focus on. Students will select the 5 rules they want to focus on when playing sports or games.
- Materials: paper, markers, crayons, 8 sportsmanship rules
- Time: 10 minutes
- Procedure:
  1. Students will work at their desk or at a table to complete the activity. Pass out a blank piece of paper to all students.
  2. Students will trace one of their hands on the piece of paper. As the students trace their hand, write the 8 sportsmanship rules on the board. The sportsmanship rules are…
     a. Be polite to your teammates and opponents
     b. Cool down when you get upset
     c. Don't show off or hog the ball
     d. Use kind words with teachers, teammates, opponents, or referees
     e. Know the rules of the game
     f. Be fair
     g. Never cheat
     h. Try your best and have fun
  3. Talk about the importance of each tip and model how to demonstrate the rules. For example, the rule 'use kind words'. Demonstrate how to use kind words when playing sports or games.
  4. Each student will select 5 of the rules he or she wants to practice when playing sports or games. Students will write the rules on the fingertips of their drawn hands. Students can draw pictures to correlate with the rules written.
  5. Students will keep and reference their drawn hands with the rules when playing games.

Let's Play a Game
- Purpose: This allotted time allows for students to practice sportsmanship skills in a controlled environment with their classmates. The games can be played in large groups, small groups, or in pairs.
- Materials: variety of games (example: Uno, Spot It, Connect 4, etc.)
- Time: 15 to 20 minutes
- Procedure:

1. Provide students with games to play. Reference the article The Games We Play and Why for examples of appropriate games for elementary students.
2. Allow students to select their own partner or
3. Each pair or small group can select a game to play. Remind students to reference the sportsmanship rules. Circulate around the classroom to monitor the conversations and games being played.

Brain Cooldown: What Does a Good Sport Look Like?
- Purpose: This activity asks students to draw what sportsmanship can look like. Students can refer to the 8 sportsmanship rules, the 5 rules they selected on their traced hand, or sportsmanship skills they demonstrated when playing a game with their partner.
- Materials: 'what does a good sport look like?' graphic organizer, markers, crayons
- Time: 5 minutes
- Procedure:
  1. Students will sit at their desk or at a table to complete this activity. Pass out the 'what does a good sport look like' graphic organizer.
  2. Students will draw what a good sport looks like. Provide ideas or examples of what a good sport can look like for the students.
  3. Ideas or Examples:
     a. Player shaking hands with an opponent
     b. Playing fairly
     c. Using manners during the game

Extension Activities:

Howard B. Wigglebottom Learns about Sportsmanship:

Students will learn about sportsmanship through Howard B. Wigglebottom. In this short video, Howard learns that winning isn't everything. Discuss the importance of winning and losing along with what Howard learns about sportsmanship.

Resources:

Kids Health Sportsmanship (K-2):

https://classroom.kidshealth.org/prekto2/personal/fitness/sportsmanship.pdf

Kids Health Sportsmanship (3-5):

https://classroom.kidshealth.org/3to5/personal/fitness/sportsmanship.pdf

The Games We Play and Why:

http://mosswoodconnections.com/the-games-we-play-and-why/

Teaching Children Good Sportsmanship:

https://www.stanfordchildrens.org/en/topic/default?id=teaching-children-good-sportsmanship-1-4524

Lesson 14: Empathy

Essential Questions: What is empathy? How do I show empathy?

Purpose: Empathy teaches us how we need to treat others. By learning these skills, students can apply their knowledge of empathy to how they treat other students and people. Empathy helps students understand how others feel.

Vocabulary: empathy, emotions

Brain Warmup: Identify the Shoe
- Purpose: This activity engages students in thinking about who people are based on their shoes. By doing this, students can visualize a person who would wear the shoes and picture themselves in the shoes.
- Materials: shoes
- Time: 5 minutes
- Procedure:
    1. Students will sit on the carpet or open floor space in a circle.
    2. Place the shoes in the middle of the circle. Ask the students to select a shoe. Call students by small group to pick a shoe. All students should have a shoe.
    3. Ask the students the following questions.
        a. What type of shoe is it?
        b. Why do people wear the shoe?
        c. Who would wear the shoe?
        d. Would you wear the show?
    4. Utilize the 'Turn Pair Share' method so students can engage in conversation and share responses with one another. Ask for volunteers to share their responses to the questions.

Read Aloud: I am Human: A Book About Empathy by Susan Verde
This read aloud expresses the importance of being human and showing empathy through daily actions. Use the following discussion questions to begin a conversation with the students about empathy.
- What does empathy mean?
- What does being human mean?
- As a human, what can you do to change your actions?
- What can you do to show empathy?

Understanding Empathy

- Purpose: This activity focuses on building a definition of empathy for the students to remember and to understand.
- Materials: reference 'What is Empathy?' resource
- Time: 10 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space facing a technology board or poster board.
  2. On the technology or poster board, write 'Empathy' in the middle. Ask students to think about what empathy is. All students time think and ask for volunteers to share ideas. In a colored marker, write the students' ideas and thoughts. Write the ideas and thoughts in a way that creates a web diagram.
  3. Along with the students' idea of what empathy is, include why empathy is important. Write why empathy is important with a different color on the web diagram.
  4. Ask students, what can you do to show empathy? Allow students time to brainstorm ideas and ask for volunteers to share ideas. Record students' ideas with a different color and add ideas to web diagram.
  5. Post empathy web diagram in the classroom to view or keep the technology board on with the empathy web diagram for the next activity.

Empathy Simulation

- Purpose: In this simulation, students are 'placed' into the shoes of someone else and engage in daily activities. Through this, students are able to understand the successes and challenges others may endure.
- Materials: blind fold, cloth, cotton balls
- Time: 15 to 20 minutes
- Procedure:
  1. Divide the students into groups.
     a. Group 1: students will be blind folded. Students will be able to use other senses expect for sight during activities.
     b. Group 2: students will use cloth or slings to replicate a broken or sprained wrist. Students will be able to use other senses during activities.
     c. Group 3: students will place cotton balls in their ears. Students will be able to use other senses expect for hearing during activities
     d. Group 4 (Optional): students will use crutches, knee braces, or ankle splints to replicate a broken or sprained leg. Students will be able to use other senses during activities.
  2. Intermix the students and engage students in a variety of activities. Examples of activities include…
     a. Tying shoes

   b. Writing your name, coloring, or painting
   c. Using scissors to cut paper
   d. Walk around the classroom
   e. Sit at a desk or sit on the floor
   f. Play a game (Uno, Connect 4, etc.)
3. How students engage in these activities are based on your preference and atmosphere of classroom. The activities can be set up at centers and students rotate from station to station or the whole class engages in the activities together.
4. After students participate in activities, ask students the following questions to begin a discussion about the empathy simulation.
   a. Did you like/dislike this simulation?
   b. What activity was easy for you? Why?
   c. What activity was challenging for you? Why?
   d. What is empathy?

Brain Cooldown: Kindness Postcards
- Purpose: This activity allows for students to display acts of kindness by writing postcards that will be sent to people in the community.
- Materials: white paper, pencils, crayons, markers, paint
- Time: 5 minutes
- Procedure:
  1. Students will work at their desk or a table.
  2. Students will use half sheets of white paper. On the front, students will draw a picture or design of any kind. The pictures must be school appropriate. On the back, students will write a positive message. Examples of positive messages include 'smile', 'have a wonderful day', or 'today is going to be a good day'.
  3. When all postcards are completed, decide where to send the postcards as a class. Examples of where to send postcards to include to another classroom, to another school, to a nursing home, or to a business.

Extension Activities:

Showing Empathy:

This activity can replace or be in addition to the Empathy Simulation in this lesson. Showing Empathy is an activity where scenarios are read aloud to students, and students must determine how might the student or individual feel. Think of real-life scenarios that happen at school, at home, or in public.

Resources:

Ages and Stages of Empathy:

https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-empathy/

Empathy Thumball:

https://www.playtherapysupply.com/games/empathythumball?gclid=Cj0KCQiA8PjBRCWARIsADc1 8TKruAtDh4lqSfy-Xm1C5hldpYaVqhYRpZHSFH6MaYyRWI5ellDGadUaAt5AEALw_wcB

What is Empathy:

https://talkingtreebooks.com/definition/what-is-empathy.html

Lesson 15: Review

Essential Questions: How do I interview someone using the social skills I learned?

Purpose: This activity requires students to use the social skills learned throughout the lessons. By interviewing an individual, students will be able to apply the skills effectively and carry out the activity with support.

Note: This lesson would be best implemented if completed in two days. Day one: Brain Warmup, Read Aloud, and Interview Prep. Day two: Interview Time and Sharing Interviews

Vocabulary: eye contact, listening, conversation, emotions

Brain Warmup: Interview Skills
- Purpose: This activity helps students brainstorm the skills needed to use when conducting an interview. The brainstorm activity acts as an informal assessment on the skills students remember or need reminders on.
- Materials: technology board or poster board
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space facing the front board.
  2. Ask students, what is an interview? Allow students time to think about the question. If students are struggling, model an interview or provide of picture or video clip of an interview. Record students' ideas on the technology board or poster board.
  3. Ask students, what skills do you think you need to use in an interview? Allow students time to think and ask for volunteers to share ideas.
  4. Identify the main skills needed for an interview: eye contact, listening, conversation, and emotions.
     a. Eye contact: Explain to students that it is polite and kind to make eye contact with the person you are interviewing. Making eye contact is a way to show someone you are listening.
     b. Listening: Explain to students to use the SLANT model when conducting an interview. Students will be asking questions, but it is important for students to understand that they will need to listen to the responses of their questions.
     c. Conversation: Explain to students the use of parts of a conversation in an interview and the importance of personal space.

d. Emotions: Explain to students that during an interview, it is important to try to read the emotion of the individual. Remind students to look at their body and facial expressions. Encourage students to practice empathy if the individual they are interviewing becomes sad or shares a sad story.

Read Aloud: I Need My Monster by Amanda Noll

Before beginning the read aloud, ask the students "how would you interview a monster?" Ask for volunteers to share their answers. Encourage students to share what questions they would ask and what kind of monster they would like.

This read aloud includes the use of interview questions and helps students visualize what interviews are like. After the read aloud, ask the following discussion questions to help guide the read aloud conversation.

- What questions did the child ask?
- Did the child listen to the monsters? How did you know the child was listening?
- Would you interview a monster?

Interview Prep

- Purpose: This activity helps students write invitations to the individual they would like to interview and guides students in generating interview questions to ask.
- Materials: paper, pencil, crayons, markers
- Time: 15 to 20 minutes
- Procedure:
  1. Students will sit at their desk or at a table to complete the activity.
  2. Ask students to think about who they would like to interview. The individual can be someone from the school like another teacher or faculty member, or the individual can be a relative. Students will write the name on a sticky note or piece of paper.
  3. Students will create an invitation to give to the individual to invite them to the interview. Students can create an invitation in the form of a postcard, a card, or a letter. Explain the requirements of an invitation.
     a. Requirements: who is the invitation for, what is the invitation for, when will the interview be, where will the interview be, and an RSVP
  4. Students can be creative with their invitations. When all students have completed, collect the invitations to distribute.
  5. Begin brainstorming interview questions. Ask students to think about questions that would be appropriate to ask an adult or a teacher. Record students' ideas on the board and generate interview questions as a class. Type the interview questions and print a copy for all students to use during the interview.
  6. Once all questions have been created, model how to ask the questions. Role playing can be implemented to help students practice asking and listening to the question responses.

Note: For the invitation date, a specific date and time could be established and invite all teacher and adults to the classroom for that specific time. Or students can complete the interviews independently on various dates.

Interview Time!
- Purpose: This activity allows for students to practice the skills learned and reviewed in the interview.
- Materials: interview questions
- Time: 15 to 20 minutes
- Procedure:
  1. Students will introduce themselves to the individual they are interviewing and being asking interview questions.
  2. If interviews are all being completed in one room at the same time, circulate around the classroom and assist students who may be struggling.

Brain Cooldown: Sharing Interview
- Purpose: During this activity, students will share what they learned during their interview.
- Materials: interview questions
- Time: 5 minutes
- Procedure:
  1. Students will sit on the carpet or open floor space in a circle.
  2. Ask students respond to the following questions.
      a. Who did you interview?
      b. What skills did you use?
      c. What did you learn?
      d. Did you like interviewing someone?
  3. Allow the students time to respond to the questions and utilize the 'Turn Pair Share' method. When students have shared with their partner, ask for volunteers to share with the class.

Resources:

Example of an Interview:

https://www.youtube.com/watch?v=SWRYIAfojqk

Appendix B

Self-Created Social Skills Curriculum QR Code