

Getting to Know You!



Social Skills Curriculum
for Grades 1 to 3
Marco PRODUCTS, INC.



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Lesson 6: Finishing Assignments

Objective: Students will complete the majority of their assignments within a reasonable time.

Materials Needed: Chalkboard, kitchen timer.

Establish the Need: Discuss what happens if the teacher doesn't finish the report cards, or the principal writes half of your name on a reward, or you only get half of a lunch. Read the story on the next page.

Procedures:

Step 1: Model the skill:

- A. Put several math problems on the board.
- B. Demonstrate using "Think Aloud" strategies.
 - (1) What do I need to do? (2) Get materials. (3) Get started. (4) Keep working. (5) Finish.
- C. Set the timer for two minutes and then model the skill.
- D. Have your students repeat the "Think Aloud" strategies.

Helpful Hints: Discuss the importance of having the needed materials.

Step 2: Role play with feedback:

- A. Give your students math worksheets at mastery level. Have them role play how to complete a task on time. Set the timer.
- B. When the timer goes off, ask your students how they followed procedures. Give praise and stickers.

Helpful Hints: Use stickers for completing work on time. For contrast have your students waste time and not finish. Discuss their feelings. Give feedback.

Step 3: Transfer training:

- A. **School:** Use this as a class project for a popcorn party. Every completed assignment is a point. Count up the points on Friday.
- B. **Home/Community:** Have the parents set up a job at home with time limits and use the homework page to report back.
- C. **Peers:** Have your students set up a craft project at home and use steps 1 through 5 in completing the project.

Helpful Hints: This will also reinforce goal setting.

Comments: Discuss the consequences for not completing their work. (1) Failure, (2) punishment, (3) low grades, (4) adult rejection or anger.

Extended Activities: Class project for group party. Competitive game-divide your class into half, one group does more completed assignments and receives an award or whatever the group decides. Read the story on the next page. See *The Attention Deficit Disorders Intervention Manual* by S.B. McCarney for more interventions, pages 9-11. "Classroom Skills Award," page 18 and "Homework Gram," page 32.

Lesson 16: Starting a Conversation

Objective: Students will be able to start a conversation with people they do not know.

Materials Needed: Chalkboard, write “Think Aloud” strategies on the board or use a poster. Puppets. “Things to Try if You’re Shy” on the following page.

Establish the Need: Discuss with your students that some people are very shy, and in order to develop friends, they may need to start a conversation with someone else. Discuss how you feel when you want to start a conversation, but you are not sure what to say. Use puppets to show starting a conversation. Define shy (hesitant to approach new situations).

Procedures:

Step 1: Model the skill:

A. Select a student with whom to model.

B. Model the skill using “Think Aloud” strategies:

- (1) Decide to approach the other person.
- (2) What will I talk about?
- (3) Look at the person.
- (4) Is the other person ready to listen?
- (5) Begin talking.

Helpful Hints: Ideas for conversations: what you did last weekend, current popular TV show or movie, current sport activity, what they did at recess.

Step 2: Role play with feedback:

A. Have your students brainstorm topics of conversation and write on the board. Assign your students in pairs. Instruct them to take turns starting a conversation. Rotate among the students and give feedback and correction.

B. More practice starting a conversation using “Think Aloud” strategies.

Helpful Hints: Have your students role play with one other student an example of inappropriate starting (i.e., while other person is busy, looking away, or monopolizing conversation). Elicit feedback from your students.

Step 3: Transfer training:

A. **School:** Assign your students the task of starting a conversation with someone in the lunch room. Report back.

B. **Home/Community:** Assign your students the task of starting a conversation with someone at home. Report back.

C. **Peers:** Assign your students the task of starting a conversation with friends at a game. Report back.

Comments: Students often have difficulty discerning if the time is right for starting a conversation. They may need practice on not interrupting. (Lesson 12)

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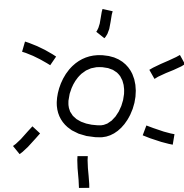
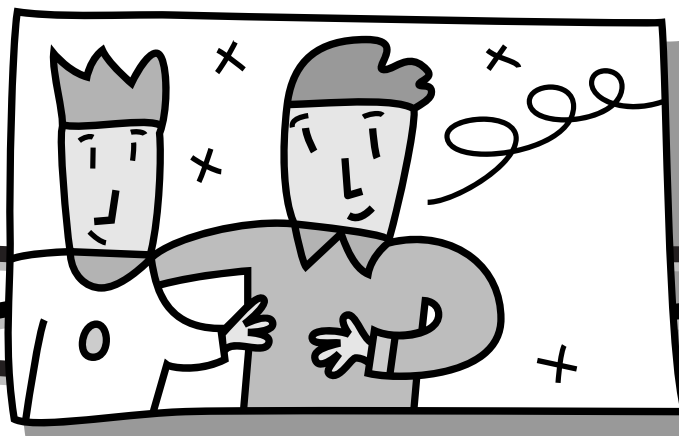
Lesson 16: Starting a Conversation

1. Decide to approach the other person.
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5. Begin talking.

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FRIENDSHIP SKILLS



Lesson 52: Accepting Responsibility Versus Blaming Others

Objective: Students will be able to accept responsibility for their actions without blaming others.

Materials Needed: 6 x 18 construction paper, chalkboard.

Establish the Need: Discuss doing something that someone talks you into (stealing, breaking a rule, disobeying parent) which gets you into trouble. Help your students see when it is one's own responsibility for fault. Discuss blaming others for our mistakes.

Procedures:

Step 1: Model the skill:

Model the skill using "Think Aloud" strategies:

- (1) Identify the problem (lost a library book).
- (2) Did I cause it?
- (3) Choose a response.
 - a) Apologize.
 - b) Replace it.
 - c) Tell the truth.

Step 2: Role play with feedback:

Have your students role play a common problem, decide who caused the problem, and select a correct response. Give feedback.

Helpful Hints: Example: You fail a math test and admit it because you did not study. You fail a math test and you tell your parents it is because the test was not fair.

Step 3: Transfer training:

- A. **School:** You forget homework and forget lunch money. Whose responsibility is it?
- B. **Home/Community:** You blame sister or brother for starting a fight.
- C. **Peers:** Your friend is always teasing you so you call him a name.

Comments: Talk about responsibility. **RESPONSIBILITY**—acknowledging one's own power to choose how to act.

Extended Activities: Give a piece of 6 x 18 construction paper per student and have them divide into four equal sections. Take a problem—a friend accuses you of tattling on him or her to the teacher. Put this in square 1. Square 2, who caused the problem. Square 3, illustrate 2 responses you could make. Square 4, tell which is best response.

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Lesson 52: Accepting Responsibility Versus Blaming Others

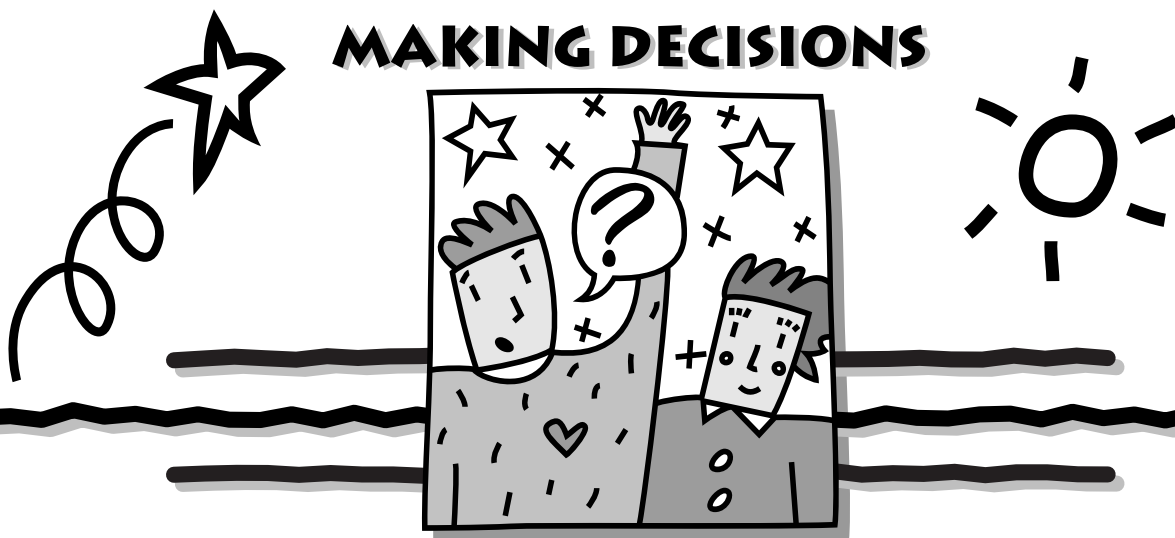
1. Identify the problem?
2. Did I cause it?
3. Choose a response.

a. Apologize.

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b. Replace it.

c. Tell the truth.



Lesson 73: It's Normal to Make Mistakes

Objective: Students learn that everyone makes mistakes and that is natural.

Materials Needed: Story on the following page.

Establish the Need: Read the story on the next page.

Procedures:

Step 1: Model the skill:

- A. Model by giving an example of a mistake you made and what you learned. Ask your students if they ever made a mistake. How did they feel about the mistake? Use self disclosure to discuss your own mistakes.
- B. "Think Aloud" strategies:
 - (1) Did I do something wrong? (2) Was it my fault? (3) What can I learn from the mistake?

Step 2: Role play with feedback:

- A. Have three volunteers try to juggle three tennis balls without making a mistake. Discuss.
- B. Discuss how we can learn by our mistakes.

Step 3: Transfer training:

- A. **School:** Alert the staff to the skill being taught and ask them to reinforce your students learning from mistakes.
- B. **Home/Community:** Write a letter to the parents explaining the lesson and ask them to reinforce your students learning from mistakes.
- C. **Peers:** Give examples to your class and ask for suggestions on what a child should do: (1) Jeff did wrong page for math assignment. (2) Susie left her bike out and it was taken. (3) Beth carried koolaid into the living room and spilled it on the carpet.

Comments: Students who have trouble mastering academic tasks are at particular risk for having good self-concepts. It is very important to help them set attainable goals and praise them for what they have accomplished.

Extended Activities: You might consider grading all papers in class by marking those right to demonstrate mistakes are okay and not the focus of the class.

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