

Sample Lessons Related to Student Focus
Social Decision Making/Social Problem Solving (SDM/SPS)

Grades K-1

Keep Calm
Friendship Skills
Listening Power
Think, Envision, and Select

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Grades 2-3

Following Directions
Identifying Feelings in Others
Be Your BEST
Looking for Signs of Different Feelings

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Topic 10

Keep Calm

OBJECTIVES

- To continue to help children identify Trigger Situations
- To teach children a strategy for keeping calm and using self-control when faced with Trigger Situations
- To provide opportunities to practice the skill of Keep Calm
- To establish *Keep Calm* as a prompt to elicit use of the strategy

MATERIALS

Whole-class display of Keep Calm Steps (Worksheet K.10.1)
Keep Calm Home Activity (Worksheet K.10.2)

INSTRUCTIONAL ACTIVITIES

1. Review concepts of Feelings Fingerprints and Trigger Situations.

Begin with a Sharing Circle and review of Feelings Fingerprints and Trigger Situations. You might wish to refer to the silhouettes created by students in the previous activity. It is important that students understand Feelings Fingerprints and Trigger Situations, so be sure to review these concepts, especially for students who may have missed the lesson. Helping each other with the review helps students learn more deeply. Be especially sure to take extra time with any students in your class who have special education classifications. Sometimes, these students take longer to grasp the concept of Feelings Fingerprints; for them, identifying the Trigger Situations that set them off becomes even more important.

2. Introduce the new skill of Keep Calm.

Ask students:

- Why is it important to know when you are upset and to notice your Feelings Fingerprints?
- What kind of things can happen when we have strong feelings?

- What can happen when we use Blaster behaviors? Shrinker behaviors? (Refer to examples of Blaster and Shrinker behaviors from Topic 5.)

Say:

Today we are going to learn what you can do before you do something that could get you into trouble or shrink away from standing up for yourself.

Explain to children that they are going to learn a very important skill called Keep Calm. By using Keep Calm, they will be able to have power over their own energy and use their energy to solve problems. It is a new skill, just like Speaker Power or Listening Position. When someone bothers them, when they are in a tough situation, or when they notice their Feelings Fingerprints, they can use Keep Calm to help them have more control. Say:

The key to keeping calm is to slow down your breathing. One of our Feelings Fingerprints might be breathing fast or having trouble taking a deep breath. Athletes, superheroes, doctors, astronauts, famous performers, actors, people in the martial arts, and others have used methods like Keep Calm to help them achieve their best under pressure (provide examples of people your students will relate to). We cannot think clearly when we are out of control. Keep Calm will help us with our control.

3. Introduce steps for using Keep Calm.

Display Worksheet K.10.1 as you describe the steps of Keep Calm. Ask students to watch you use Keep Calm before they try it. Model the skill by demonstrating the steps to the class while holding up the pictures illustrating the strategy.

1. Tell yourself to STOP!
2. Tell yourself to KEEP CALM.
3. Take a slow, deep breath in through your nose while you count to five. Then hold it while you count to two. Then breathe out to the count of five.
4. Repeat the steps until you are calm and relaxed.
5. Praise yourself for a job well done.

Explain that some people might have to repeat these steps a few times before they feel calm.

Then model what Keep Calm does *not* look like: Breathe with puffed-out cheeks, then hold your breath almost to the point of hyperventilating. A bit of silliness helps make the point in a memorable way.

4. Conduct a Keep Calm practice.

Conduct a first practice to assess a baseline for how well students can implement the strategy.

Have everyone try the procedure. Continue to use the Keep Calm illustrations and repeat the step-by-step instructions at a pace the group can follow. Count for the breathing at a pace that all can follow.

Some students may have difficulty conceptualizing the breathing technique. Using “Smell the Pizza” is helpful for these children. (For those who don’t know what pizza is or say they don’t like it, ask them to think about a food they like to eat that smells very, very good.) Ask students to pretend that they are holding an individual-sized pizza (or other favorite food). Have them breathe in to smell the hot, fresh pizza, then ask them to blow on the pizza to cool it down.

Repeat the practice, counting more slowly once students get the basics down and can breathe deeply.

Look for students who are doing the procedure correctly. After each practice, be specific in praising details that some students might have missed. For example, say, “Nice, smooth breathing.” If children need correction, state so positively, with information about what to do. For example, “Remember to slow down your breathing” rather than “Do not go so fast.” Tell the children that using Keep Calm does not need to be loud or obvious to others.

Depending on how well the children are able to follow, repeat the breathing activity one to three times. Then practice the first three steps of Keep Calm. Have children repeat the steps of Keep Calm after you read them. Then practice each step individually. For example:

1. Say, “Stop.” The children repeat, “Stop.”
2. Say, “Calm down.” The children repeat, “Calm down.”
3. Say, “Take a deep breath through your nose to the count of five.” The children repeat, “Take a deep breath through your nose to the count of five.” Then everyone takes a breath to the count of five, holds for the count of two, and breathes out to the count of five.

Repeat the same procedure but in a whisper. Have children repeat the steps in a whisper.

Next, tell the children that they are going to try to go through the steps by talking to themselves on the inside.

Tell them that when you say “Now!”, you will hold up the pictures to show what to do, but they should try to say each step to themselves and do it.

5. Present a reflective summary.

Ask students what they learned today. Ask them to look for a chance to use Keep Calm if they find themselves experiencing their Feelings Fingerprints.

Ask students for some examples of times when it would be a good idea to use Keep Calm. Write down those examples and make a poster of those times, including words and pictures, to display in the classroom as a reminder for students to use Keep Calm before situations go too far.

6. Follow up.

The following activities will give students a chance to continue working with the new concepts throughout the school day and at home.

Take-Home

Once children are able to demonstrate and practice the steps of Keep Calm and can respond to the prompt *Keep Calm* to stop and slow down their breathing, send home the Keep Calm Home Activity (Worksheet K.10.2). This worksheet provides parents and guardians with information about how they can review and encourage their child to use Keep Calm in home situations.

Promoting Transfer and Generalization of Skill

1. Have students practice their Keep Calm steps after coming in from recess or other times when moving from an active situation to one where they need to pay attention and focus, such as transitioning to a new subject or before a test.
2. Look for opportunities to prompt a child to practice the Keep Calm steps with you if he or she is experiencing frustration, upset, anxiety, sadness, or other feelings. Do this before engaging in problem solving.
3. Share with students when you recognize your own Feelings Fingerprints and Trigger Situations. Model using the Keep Calm steps and ask children to do it with you.

TIPS FOR TEACHERS

1. Depending on the maturity, developmental level, and other student characteristics and abilities, the progression from counting out loud, to whispering, to silently going through the steps may take several lessons. The point is to move children to an understanding of self-talk. At this young age, the self-talk concept can be introduced, but children will need help and external coaching before the skill is internalized to the point of

independent use. The goal is to be sure that children understand this is a skill that eventually they will learn to do on their own when they need to use self-control. Another goal is to introduce this important concept and skill prompt that will be at the core of emotional regulation in grade-level lessons to come.

2. Continued practice of Keep Calm, repeating the steps over and over, is the best way for kindergarten-age students to begin learning the Keep Calm skill. It is not realistic to expect young children to use the skill without prompting, though some may begin to do so toward the end of the school year if they have had a lot of experience with prompts throughout the school day from various educators.
3. Continue to remind children that their goal is to use Keep Calm when they start to experience their Feelings Fingerprints and before those feelings are brought on by a Trigger Situation.
4. Irumu Breau, a school counselor in Winslow Township, New Jersey, developed hand signals to help teach Keep Calm in the primary grades. These signals were used throughout the district and shared with parents.

Stop

What you say: “Tell yourself to STOP!”

Hand motion: Left hand palm up, while right hand touches the left with a karate-chop motion.

Keep Calm

What you say: “Tell yourself to KEEP CALM.”

Hand motion: With both palms facing the floor, push down twice.

Two Breaths

What you say: “Take two deep breaths.”

Hand motion: Make the peace sign in front of your heart; move it out and back two times.

Good Job

What you say: “Tell yourself ‘Good job!’”

Hand motion: Pat yourself on the back.

1. Tell yourself to STOP!



2. Tell yourself to KEEP CALM.



3. Take a slow, deep breath in through your nose while you count to five. Then hold it while you count to two. Then breathe out to the count of five.



4. Repeat the steps until you are calm and relaxed.



5. Praise yourself for a job well done.

Topic 20

Friendship Skills

OBJECTIVES

- To identify desirable characteristics in friends and teammates
- To identify undesirable characteristics in friends and teammates
- To increase children’s understanding about the importance of personal qualities
- To encourage children to use praise to acknowledge their peers for exhibiting good friendship and teammate behavior

MATERIALS

Whiteboard, easel pad, or other display surface for drawings and words that describe “good friendship” and “not good friendship” behaviors

Creole by Stephen Cosgrove (Price Stern Sloan, 1975, 2001)

A large outline of a person, drawn on a sheet of paper or whiteboard

Feelings Words Wall (created in Topic 8)

NOTE

This topic is most often presented in more than one session, depending on children’s ability to brainstorm behaviors.

INSTRUCTIONAL ACTIVITIES

I. Review the skill of Giving Praise.

Ask children what they remember about the skill of Giving Praise. Ask them to tell about a time when they praised someone at school or at home. Ask whether anyone received praise from someone at home or at school. Reinforce efforts to use and develop the skills they are learning in their life.

2. Introduce the concept of good friendship and team behavior.

Let the children know that they will be doing an activity to help them learn about other people. Inform students that an important rule of this activity is to describe what people do—and not to use any names. Emphasize and repeat: *No names!*

Ask students to close their eyes and think of a person they really like to be with—someone they look forward to spending time with . . . someone who feels good to be around.

Have students draw something that shows what the person does to make people like to be with him or her. To help students think about a person and what to draw, ask:

- What kinds of things does this person say?
- What does the person do that is nice or good for a person to do?

Make a list of the behaviors on the whiteboard or an easel pad. When a list has been generated, write Good Friendship Behaviors at the top of the list.

Next, ask the class, “What are some ways that friends show they care about each other?” (Suggested answers include helping, giving praise, and listening when someone is talking.) Write down the responses on the Good Friendship Behaviors list and save it for future reference.

Continue the discussion by asking, “Now that we all know how a good friend behaves, what are some behaviors that you do *not* like to be around? Are there things that a person might do that would make it not fun to be around him or her?”

Have the class generate a list of characteristics they do not like, and write down their responses. Label this list Not Good Friendship Behaviors and save it for future reference.

Review the list of Good Friendship Behaviors and explain to the children that one thing this list shows us is that the way we behave makes people want to be around us and be our friends. Ask children how many of them like it when people treat them in the ways described.

Then explain that the list of Not Good Friendship Behaviors helps us learn that the way we behave can also make people *not* want to be around us or be our friends. Review the list of Not Good Friendship Behaviors and ask children whether they would like to be treated in the ways described.

Next, explain that being a part of a classroom is like being part of a team. In a class, everyone works together to learn. The way we behave and treat each other can make people like being a part of our team—or the way we behave can make people feel not as good about being a part of our team.

Again review the list of items labeled Good Friendship Behaviors and ask who would like people on our classroom team to treat them these ways. Then

review the list of Not Good Friendship Behaviors and ask whether those behaviors would make people feel not as good about being a part of a team.

Explain to the children that you would like to offer them a challenge. The goal is to keep the good friendship and teammate behaviors in mind and set a goal to treat others these ways. The goal is also to avoid behaving in ways that make it *not* as good to be a part of our team. Ask children whether they are willing to take on this challenge. You can have children agree with a show of hands, by standing up, or by saying yes at the count of three.

3. Conduct a practice activity.

Read the following situations aloud and ask children to think about what they just learned about good friendship and teammate behavior.

- Alex is playing with a ball when his friend Rodney approaches him. Rodney says to Alex, “Let me have that ball. I want to play with it!”
 - What should Alex do, using Good Friendship Behavior?
 - Rather than demanding the ball, what could Rodney have done to show that he is a good friend?
- Shakia and Ramona are friends playing a game. Kimmara comes up and starts whispering to Ramona about Shakia. Ramona then tells Shakia that she does not want to play with her anymore and goes off to play with Kimmara.
 - What should Shakia do?
 - Is Ramona being a good friend?
 - What should Ramona do?
 - Could they have all played together?

Conclude the activity by generating ideas about what they should do when their friends demonstrate negative friendship behaviors.

4. Conduct language arts activity about what makes a good friend.

Refer to the lists of friendship/teammate behaviors and mention that it is important to everyone how their friends treat them.

Explain that sometimes people think it is important to look good or be smart or have nice things, but the way people treat each other is also very important.

Ask the group to remember what they learned about how it feels when people tease or bully. Is teasing or making fun of people a good friendship/teammate behavior? Let children know that they will be hearing a story about some animals that learned a very important lesson about what makes a good friend. The story is about a dragon named Creole who is made fun of because of the way she looks. Although she is a kind and loving dragon, the other

animals in the forest do not take the time to get to know her. They are afraid of her because she looks different. Creole is large; she has a big nose and very scaly skin. She tries hard to engage the other animals, but they run away in fear. Eventually, Creole meets an alligator who can relate to Creole. The alligator is shunned by the other animals because he stutters. Creole and the alligator get to know each other, and they realize they are both wonderful animals with kind and loving hearts. Eventually, they team up and approach the other animals and are able to convince them that it is what is on the inside that is important when judging someone.

Introduce the word *heart*. Tell the group that in the story, Creole is said to have a good heart. That means she is a very kind creature.

Ask the group to sit in a good Listening Position. Begin reading *Creole* aloud. While reading, hold the book up so that all children can see the text and pictures.

Stop reading at the point where the alligator is shunned by the other animals because he stutters. Ask the following questions to check for understanding:

- What does Creole look like? (She is big and fat, has warts, and has a big beak.)
- What is Creole like on the inside? (She has a wonderful heart and thinks wonderful thoughts.)
- Why is Creole having such a hard time finding friends? (All of the other animals are afraid of her because of the way she looks, and when she tries to talk to them they all run away.)

Continue reading the book. Stop reading at the point where Creole sobs, “The only thing I want in the whole world is just to have someone to tell my happy thoughts to!” Ask the group:

- Who did Creole meet? (An alligator.)
- How are Creole and the alligator alike? (The others animals don’t like them; they both want a friend.)
- Why don’t the animals like the alligator? (Because he talks funny.)

Continue reading until you complete the book, then ask students what happened at the end of the story. (The other animals took the time to get to know Creole. They discovered she had a wonderful, loving heart.)

5. Introduce the True Friend activity.

Remind the group that Creole wasn’t liked because of the way she looked. Once the animals got to know her, however, they learned that she was a good dragon on the inside.

Tell the group that just because someone isn’t good looking on the outside, or just because someone looks different, it doesn’t mean they aren’t a good person on the inside.

Point to the body outline you drew ahead of time on a large piece of paper or the whiteboard.

Ask the group what makes a good friend. List the qualities they suggest on the inside of the body outline. Explain that “qualities” mean things like brave, nice, funny, loving, honest, and fun.

Remind the group that we can’t tell whether people have these qualities just by looking at them. We need to get to know them.

Next, ask students to suggest some qualities that are *not* important when determining whether a person is a good person on the inside. Give an example to start the group out. For example, say, “Eye color is not important when deciding whether someone is a good friend.” Have the class generate other ideas, and write them outside the body outline.

Ask, “Can we tell just by looking at a person whether he or she is a good person on the inside?” (No—you would have to get to know the person to find out whether he or she is good on the inside.)

Have the group think about a time when they judged someone based on the way he or she looked. Ask:

- Have you ever treated someone meanly because of the way he or she looked?
- Did you take the time to get to know the person?
- If so, was the person different on the inside?

6. Present a reflective summary.

Ask students what they learned from today’s lesson. Reinforce any key themes, then go over any follow-up work.

7. Follow up.

The following activities will give students a chance to continue working with the new concepts throughout the school day and at home.

Promoting Transfer and Generalization of Skill

1. Leave the paper with the body outline in a location that is visible to all students. Over the upcoming week, have students add qualities to the “inside.” That is, have them identify additional traits that make someone a good person or a good friend.
2. Be on the lookout for Good Friendship Behaviors in student interactions in the classroom, schoolyard, and other school settings, and reinforce them with praise.

3. Have the class pick “secret friend” names. Each student must do one thing every day for a week that shows Good Friendship Behaviors toward his or her secret friend. Ask students to not tell anyone who their secret friend is. At the end of the week, have them discuss their experiences as giver and receiver of friendship acts.
4. Keep the list of Good Friendship and Not Good Friendship behaviors posted and visible. Refer to it whenever students have disputes with each other.

TIPS FOR TEACHERS

1. Particularly for students with social difficulties, the issue of making and keeping friends is crucial. Some children have difficulty making friends, or they frequently enter into friendships in which they are taken advantage of or influenced to do unsafe things. The activities for this topic provide youngsters with some valuable tools to help them select and keep praiseworthy and caring friends.
2. You can use the Good Friendship and Not Good Friendship lists as a way to monitor behavior in the classroom. When Good Friendship Behaviors are observed, the teacher makes a mark next to that behavior and rewards the group for exhibiting these skills. If Not Good Friendship Behaviors are observed, a mark is made as a way to promote awareness. If several marks are made after a particular Not Good Friendship Behavior (such as saying something to put someone down), you can call attention to the problem and develop a plan with the class to increase Good Friendship Behaviors and decrease Not Good Friendship Behaviors.
3. Some teachers have noted the overlap between the concept of kindness and SDM/SPS lessons targeting friendship behaviors and giving help. Reading the book *Kids’ Random Acts of Kindness* (Conari Press, 1994) to students can help expose them to concrete examples and models of kindness by children of all ages.
4. You might wish to collect examples of kind acts, friendship behaviors, and giving help by having students write them on “helping hands” posted around the room, or on decorations for the holidays or other visual displays. Additional classroom activities to promote acts of kindness are available at www.actsofkindness.org/classroom and in the free *Teachers’ Guide to Random Acts of Kindness* (send a request to Teachers’ Guide, Conari Press, 1144 65th Street, Suite B, Emeryville, CA 94608).

6

Following Directions

OBJECTIVES

- To review and practice good listening skills
- To practice using different memory strategies
- To learn to follow directions

MATERIALS

Copies of the "Ovals Exercise" (Worksheet 2.6.1)
 "Directions for Ovals Exercise" (Worksheet 2.6.2)

INSTRUCTIONAL ACTIVITIES

1. Review Topic 5.

Go over good listening skills and remind students of the importance of using Listening Position and Listening Power during this lesson.

Have the students discuss the various Strategies for Remembering that they discovered. Ask if anyone wants to tell about any time since the last lesson when they used a strategy for remembering, and how it went.

2. Discuss following directions.

Ask students what it means to follow directions. After a few answers, ask them to share some times when it is important for them to follow directions. Ask for examples that relate to school and home and extracurricular activities. Be sure to mention driving and safety issues. Elicit from students the consequences of not following directions.

3. Introduce the activity.

Tell the students that in order to follow directions they need to use their listening and remembering skills. Tell them they will be using strategies for following directions that are similar to the strategies they used for remembering.

4. Distribute the Ovals Exercise worksheet.

Give each student two copies of the worksheet. If students are unfamiliar with the terms *first*, *second*, *third*, and so on, take a moment to review ordinal numbers with them.

Read the directions from Worksheet 2.6.2 to the students, giving each direction only once, and then have the students fill in the worksheet. When the directions are complete, go over the answers with the students.

Refer to the list of Strategies for Remembering from Topic 5, and elicit from students which strategies they could apply to this activity. Ask students what other strategies they used for this activity and add them to the list.

5. Do the activity again with another set of blank ovals.

If all or most of the students were able to get the less difficult set of directions correct, use the more difficult list for the second set of ovals. If the students had difficulty, use the second set of directions geared to the lower level.

Again, have the students discuss the strategies that they used, adding any new ideas to the list.

6. Discuss uses of the technique.

Elicit examples from students of different situations in which they can use their new strategies for following directions. For example, they can use the strategies when they do classwork or homework, or during tests and activities.

7. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

8. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts throughout the school day and at home.

Take-Home

Recommend that parents or guardians help children with following directions by playing games and doing activities with them. For example, they can give a series of directions, ranging in difficulty from one to six different actions the child could take in the house. One example would be to go to the window, describe the weather outside, go to the closet and get a sweater or coat, then go stand by the front door. Another example could be a scavenger or treasure hunt in which the

child is told to go to various rooms in the house and do or get certain things.

Advise parents or guardians to praise and reward the child for being able to successfully follow the directions and to challenge the child to increase the level of difficulty by using strategies for remembering and following directions. Children can also follow directions by helping with a recipe and by following the directions to a friend or relative's home.

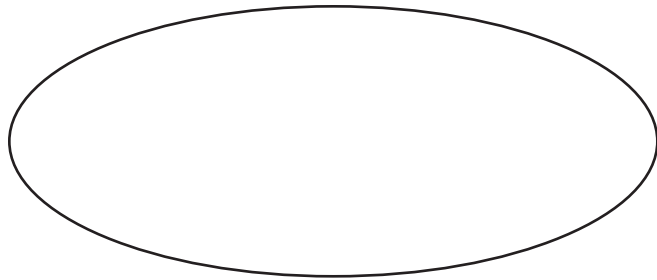
Plans to Promote Transfer and Generalization of Skill

Academic

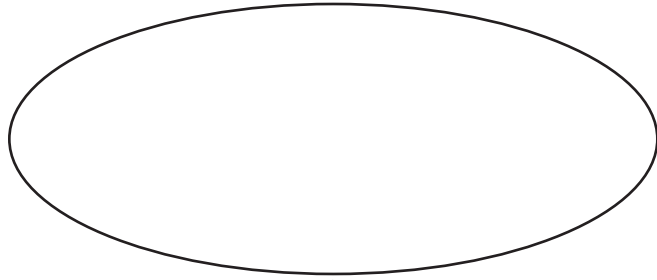
Replace the list of ovals directions with a list that reviews academic concepts such as spelling, math facts, or any other subject area. The ovals are a great activity for test review.

Social Practice

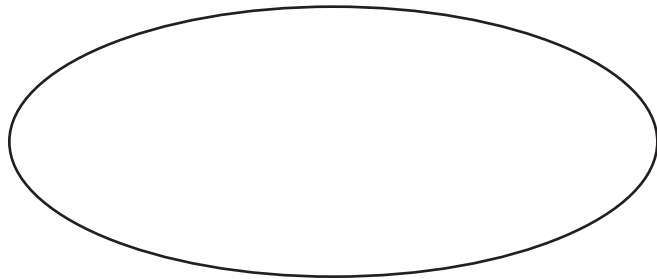
1. Games such as Simon Says can be used in physical education or during recess to practice following directions.
2. Use the prompts "What strategy will you use to remember [things needed for a field trip, homework, academic assignment, facts]?" and "What strategy will you use to remember and follow the directions?" as ongoing cues for students to apply skills from this Topic to actual life situations.



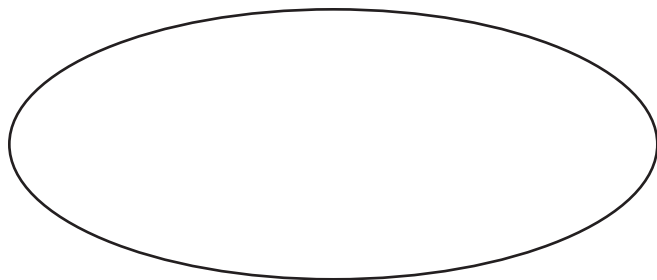
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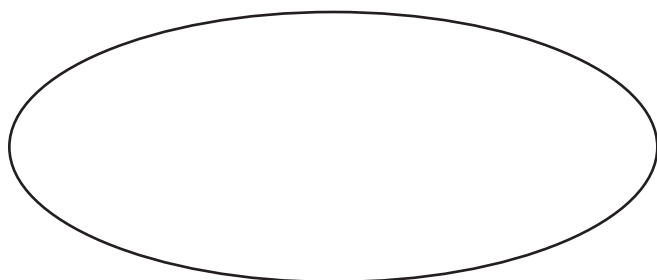
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3



4



5

<p style="text-align: center;">Less Difficult</p> <ol style="list-style-type: none"> 1. Color the first oval orange. 2. Write an <i>X</i> in the second oval. 3. Write a 3 in the third oval. 4. Draw a square in the fourth oval. 5. Write a 5 in the fifth oval. 	<p style="text-align: center;">Less Difficult</p> <ol style="list-style-type: none"> 1. Color the first oval red. 2. Write a 2 in the second oval. 3. Draw a triangle in the third oval. 4. Write an <i>X</i> in the fourth oval. 5. Color the fifth oval blue.
<p style="text-align: center;">More Difficult</p> <ol style="list-style-type: none"> 1. Make an orange <i>X</i> in the fifth oval. 2. Color the fourth oval brown. 3. Draw a tree in the first oval. 4. Write your initials in the second oval. 5. Write a 3 in the third oval. 	<p style="text-align: center;">More Difficult</p> <ol style="list-style-type: none"> 1. Make a blue <i>X</i> in the fifth oval. 2. Color the first oval purple. 3. Draw a house in the third oval. 4. Write your age in the second oval. 5. Write a 9 in the fourth oval.

17

Identifying Feelings in Others

- OBJECTIVES**
- To learn to recognize signs of feelings in others and demonstrate signs of different feelings in oneself
 - To learn that feelings can vary in their degree of intensity

- MATERIALS**
- Whole-class display or copies of "Feelings Can Be . . ." (Worksheet 2.17.1)
 - Copies of the "Feelings Faces" (Worksheets 2.16.2–2.16.6)
 - Crayons or markers

INSTRUCTIONAL ACTIVITIES

1. Begin with a Sharing Circle question about feelings.

An example of an On-Topic question is:

What is something you say or a noise you like to make when something happens that makes you feel great? How do you act when you say it?

Give one or two examples of something you do, such as say "Excellent!" or "Yahoo!" and use accompanying gestures.

2. Introduce the skill of looking for signs of different feelings.

Explain that good social decision makers and problem solvers learn to pay attention to the messages that other people send through the ways they look and act. People let you know how they are feeling in many more ways than just words.

Examples: Things people say, gestures, facial expressions, tone of voice, body posture, and so on. Be sure that the list includes aspects of nonverbal communication.

3. Conduct a practice activity.

Have students share their Feelings Find assignment (from Topic 16), in which they drew or found pictures of people showing their feelings.

Have students show a picture to the group, tell what feeling they think the person in the picture is having, and tell what they see that makes them think the person is feeling that way.

Depending on the maturity of the group, bring up the idea that in some pictures there might be more than one feeling word to describe what that person appears to be feeling. Ask the student and the rest of the group for any other feelings words that match what they see. Again, ask:

What do you see that makes you think that they are feeling that way?

4. Introduce the idea that sometimes feelings can be very strong and sometimes they are not as strong.

Show students the whole-class version of the worksheet titled "Feelings Can Be . . ." or give a copy to each student. Let students know that the worksheet is a meter that they can use to rate feelings from 1 (Mild) through 5 (Very Strong). Tell them that you are going to read some little stories to them, and then you would like them to show if they think the feeling would be 1, 2, 3, 4, or 5 by the number of fingers they hold up.

Read the following situations to the class one at a time, pausing after each situation to ask the questions listed after the first one. Notice if some children differ in how strongly they feel about something. Let them know that this is what usually happens—people often have different levels of feelings about the same events.

- Someone took Pat's new bike for a ride without asking permission.

How strong do you think the feelings would be on our rating scale or meter? Hold up your fingers to show the number you would rate the feeling.

What feelings would the person in the story be having? How would you feel if the situation happened to you?

Other situations:

- You've just been chosen for an important part in the school play.
- Your best friend just told you about plans to move far away.
- Someone just cheated in a game you were playing.
- The teacher just yelled at you for not paying attention.
- Your friends won't let you play on their team.

It is often useful to go through the situations again and ask how the *other* people in each situation might be feeling.

5. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

6. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts throughout the school day and at home.

Assignment

Ask students to pay attention to feelings they see when they watch television or movies, read a story, or work and play with teammates and friends in school and at home. They should note what people do to show their feelings.

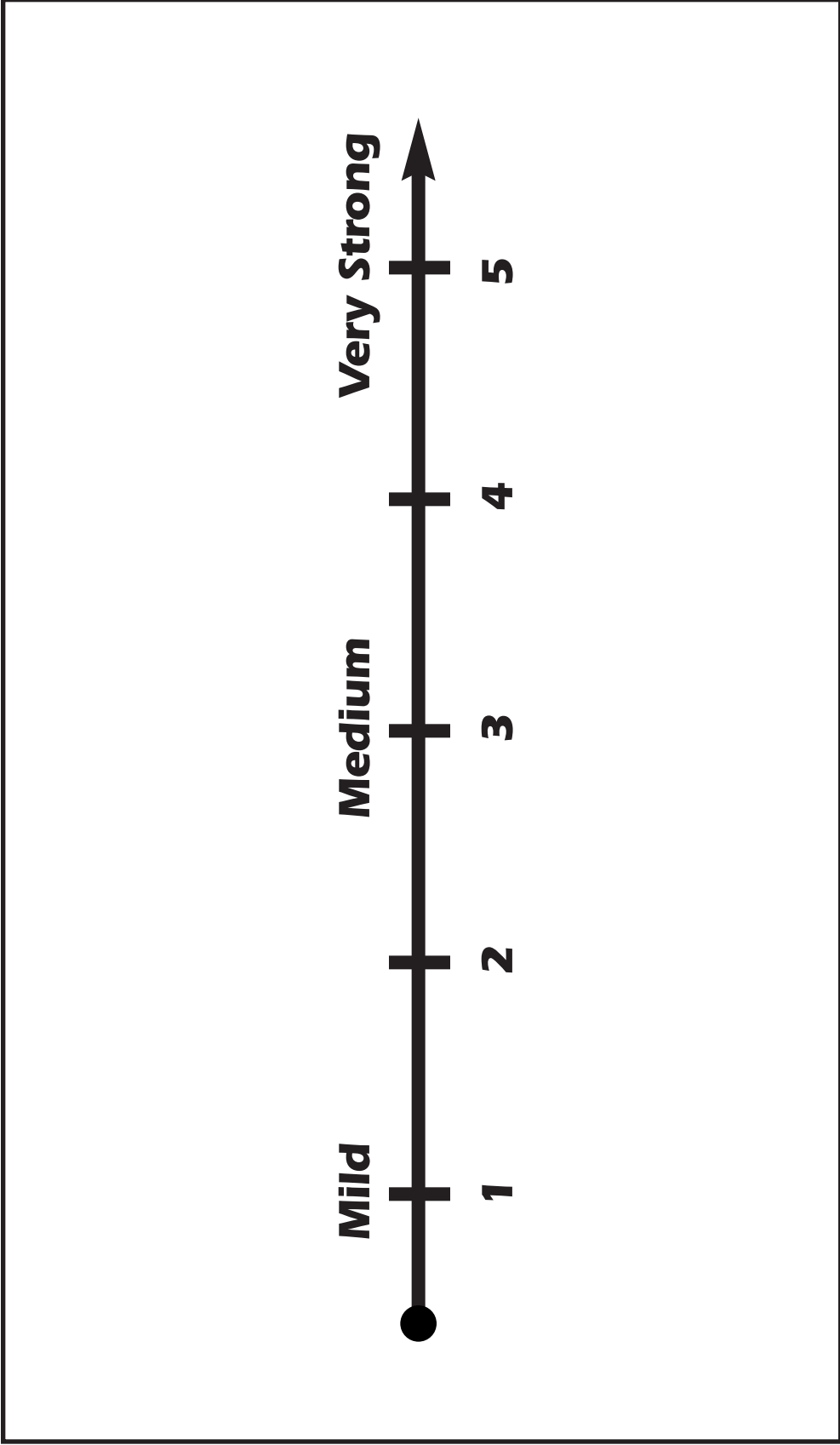
Pass out blank Feelings Faces (Worksheets 2.16.2–2.16.6) and ask the students to fill in the name of a person they saw, draw the expression they saw on the person's face, and write the word for the feeling the drawing shows.

Plans to Promote Transfer and Generalization of Skill

1. Keep an ongoing collection of feelings words and pictures and "Feelings Can Be . . ." ratings on display and use them to help children express both what they feel and how strong the feeling is. Use the More Feelings Words list (Worksheet 2.16.8), if you need examples of some other words that students could use to expand their vocabulary for feelings.
2. Language arts, social studies, and health texts and topics provide ongoing opportunities for infusing practice of the identification of personal feelings and the feelings of others. The same questions used in this topic area can also be used daily within academic areas and real-life situations. For example:
 - How do you think [fill in character or person] might be feeling?
 - How strongly do you feel (or do you think they might feel) about this situation? (Use the "Feelings Can Be . . ." meter.)
 - Are there other feelings words that could help us understand what people are or might be feeling?

TIPS FOR TEACHERS

1. Teachers should expect that second graders will need ongoing prompts for skills related to feelings:
 - Using new words for feelings
 - Increasing the expression of feelings in daily communication or in writing
 - Recognizing and labeling the feelings of other people
2. When first getting started with this program, some teachers find it helpful to keep a list of questions to prompt feelings identification in plain sight as a reminder to use them. Some teachers have used thick paper and folded it like a tent with a list of new skill prompt questions on both sides. This tent card serves as a visual reminder to themselves and students, who can see the skill prompt questions written out on the teacher's desk at all times.
3. Scan ahead for academic content areas addressed during the week that lend themselves to infusing practice identifying feelings. Writing this activity into lesson plans as one of the objectives is also a helpful reminder. Topic 19 goes into more detail on ways to include the identification of feelings in the study of a story and also serves as useful practice for teachers and students of methods that can then be used in an ongoing way.



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8

Be Your BEST

OBJECTIVES

- To teach students to distinguish between passive, aggressive, and confident (assertive) styles of behavior
- To model and provide students with practice using assertive (BEST) behaviors as shown by their body posture, eye contact, spoken words, and tone of voice
- To practice BEST behaviors in role-plays of simple teammate interactions such as greetings and saying good-bye

MATERIALS

Whole-class display of "Be Your BEST" (Worksheet 3.8.1)

Whole-class display and copies of the "Be Your BEST Grid" (Worksheet 3.8.2)

Copies of the "Be Your BEST" Take-Home (Worksheet 3.8.4)

NOTE

Worksheet 3.8.3 shows a BEST grid filled in with sample student responses.

PREPARATION

To prepare for this lesson it is important to practice several short and simple role-plays for use in Step 5. The goal is to model three different ways you can say the same thing. For Step 8, recruit an adult partner to work with you outside of class and develop a role-play that will unfold naturally in front of the group.

INSTRUCTIONAL ACTIVITIES

1. Review Topic 7.

Go over the role-playing topic and inform students that they will be using their role-playing skills during the next several meetings.

2. Conduct a Sharing Circle.

Begin by asking students if they know what "tone of voice" means. Common responses include how your voice sounds and how loud, happy, mad, sad, or normal a voice sounds; it is like a note of a musical instrument, only it is your voice and words.

Then go around the circle, using Speaker Power. Ask children to say hello using "an appropriate tone of voice for the classroom." If anyone wants to share the word *hello* in another language, that would be fun, too.

3. Review the idea of respect.

Explain that an important part of being a team is treating ourselves and each other with respect. Ask students what *respect* means. Refer back to Topic 1, when the group described how they like to be treated as a member of the team and note that many of those things could be summarized as "Respect each other in words and actions." Have students describe disrespectful behavior and how it affects the feelings of others.

4. Display the BEST Grid.

Explain that today's lesson will cover a very powerful new skill that will help the team be successful. A team is successful when all members of the team are their BEST. Point to each letter on the whole-class display and explain:

The way to Be your BEST shows in . . .

B for Body Posture

E for Eye Contact

S for Speech—Say Something Nice

T for Tone of Voice

Say:

An important part of being a team is respecting the rights of each person to say what they think and feel so everyone can participate and feel like a part of the group. The way we talk to each other is the most important part.

Give students a copy of the BEST Grid.

5. Role-play three ways of self-presentation.

Say:

I would like to go over three different ways a person could act when talking to another person or a group of people. Let's start at the beginning of our day. I am going to pretend that I am a third grader coming into the classroom. I am also going to pretend that one of my class teammates is standing right inside the door facing me and says hello to me. I want you to try to imagine how you would feel if you were that person.

Here is one way I could do it.

Proceed to demonstrate the aggressive approach:

- **Body posture:** Tense, tightened muscles, stiff back, lean forward, fists clenched, stomp.
- **Eye contact:** Glare, piercing stare.
- **Speech:** Strong, aggressive language (threats, put-downs, insults).
- **Tone of voice:** Harsh, loud, mean.

For example, you could say, "I hate this class" or "What are you looking at, you jerk?" or "You're an idiot; you're stupid!"

Ask students to describe what they observed. List their descriptions within the box on the grid designated for each of the four components in the "Aggressive" column. Then say:

Now I am going to pretend again and show you another way I could enter the classroom in the morning.

Proceed to demonstrate the passive approach:

- **Body posture:** Slouched, rounded shoulders, head down, feet shuffling.
- **Eye contact:** Look down, look away, make eye contact briefly and then look away.
- **Speech:** Use vague, indirect words (mumble something inaudible).
- **Tone of voice:** Low or squeaky, hesitant.

Ask students to describe what they observed. List their descriptions within the box on the grid designated for each of the four components in the "Passive" column.

Let students know that one final time you are going to role-play how someone could enter the classroom in the morning. Because there is no one way to Be your BEST, some teachers tell the students that this time you are going to Be your BEST and ask them for some suggestions for what you could say. Let them know that all of their appropriate suggestions would be good examples of BEST. Choose something to say from the group or use one of the following suggestions.

Proceed to demonstrate an assertive or BEST approach:

- **Body posture:** Walk tall, a slight bounce in your step, pause slightly as you pass to make authentic contact, face the other person with a relaxed stance, don't slump, keep a friendly and relaxed look on face.
- **Eye contact:** Direct gaze, friendly and happy eyes.
- **Speech:** Use nice, polite words: "Good morning. How are you today?" or "I hope you have a great day" as you continue into the room or "Hey, nice catch on the playground this morning." An alternative is to use a suggestion from the group or say whatever pleasant thing that seems most natural and comfortable to you.

- Tone of voice: Calm, even.

Ask students to describe what they observed. List their descriptions within the box on the grid designated for each of the four components in the "BEST" column.

6. Review examples of behavior recorded on the BEST Grid.

Ask students how each of the three ways of presenting yourself would make them feel. Ask students if they would rather have aggressive, passive, or BEST behaviors from teammates.

Which way of acting would make you feel good about the team and ready to do good work?

7. Conduct a practice activity.

Have students stand in a circle and ask them to think about what they would say as a morning greeting to a teammate. Ask them to remember to respect Speaker Power (without using the object) and take turns facing the person on their right and greeting them, using their BEST. Depending on the maturity of the group, students could pair up and each practice giving their partner a morning greeting.

Have students brainstorm ways that they could say good-bye to a teammate that would make the person feel good about being a part of the team. Give students time to pick something they would like to say and have them role-play saying good-bye by taking turns around a circle or in pairs.

8. Role-play a scene.

Perform an everyday interaction to show the class how the BEST Grid elements play out in real life. As noted in "Preparation," it's useful to practice with the other person away from the class, to ensure that the class is unaware of how the role-plays are going to look.

One suggestion is to pretend that you are the main character and you are inviting a friend over to your house to watch a new television show that you really enjoy. The other person in the role-play will pretend that they do not like the show and that they do not want to watch it. The focus of the role-plays will be on the main character; the other person should respond in a normal and appropriate way.

For the first role-play, the main character (you) will act aggressively. For example, when the other person says that they do not want to watch your new favorite show, you will react by standing up, getting into the person's face and space, glaring at them, and yelling at them using words that are mean, nasty put-downs. After the first role-play, have the students guess which type of communication style you used. Have them explain how they know this by reviewing the four components

of BEST and filling out their copy of the grid. Repeat the process using a passive communication style and then the BEST style.

9. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

10. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts.

Assignment

Encourage children to use BEST and tell about it next time. Provide children with positive feedback for acting their BEST during the day. Be sure to ask for changes in behavior—for example, say:

I can tell that you want to tell me something, but please start again and remember to use your BEST tone of voice.

Be sure to use thanks or praise to reinforce any positive behavior change.

Take-Home

If the opportunity arises, suggest that parents or guardians have a discussion with their child regarding the assertive, aggressive, and passive behaviors they see in the movies, videos, and television programs that they watch together. Also recommend that they discuss the impact of one character's assertive, aggressive, or passive behaviors on the other characters in the show.

Send the "BEST Take-Home" handout to parents or guardians and follow up as appropriate.

Plans to Promote Transfer and Generalization of Skill

1. Teachers can encourage students to use BEST and to help their teammates remember to use it, too. Having shared language and skill prompts can empower classmates to help each other when these situations occur. For example, one boy on a school bus told another (who was being teased) that his voice was not strong enough and that he was not standing tall.
2. This real-time coaching, teamwork, and camaraderie can be of significant help in giving youngsters the confidence and pride that

they need to function in school as well as in peer, family, and, ultimately, work situations.

3. Have children write, tell, or draw a story about a situation where they could have used BEST.
4. Find magazine pictures of people using aggressive, passive, and BEST behavior. Have children describe the behaviors that led to their decision. Using these pictures, categorize the three types of communication.

TIPS FOR TEACHERS

1. When students begin to role-play, they should only be working to be their BEST. We have found no real value in having students engage in role-playing anything but good teammate behaviors. The objective is to demonstrate behaviors to clarify the concept of BEST, focusing on what it is and not on what it is not.
2. Depending on the maturity of the group, you might want to repeat the role-play in Step 8 several times, asking that they observe only one or two of the behavioral components at a time.
3. It should be noted that various cultural and ethnic groups differ in what might be regarded as proper BEST behavior. For example, students from Latino backgrounds may be less likely to make eye contact with adult males, out of respect. This and other cultural differences of various groups may be open to misinterpretation. Teachers should keep in mind that behaviors in BEST areas strongly influence impressions in social interactions but that cultural differences exist in how and when certain of those behaviors should be displayed.
4. This lesson is meant as a simple introduction to this skill as a general guideline and prompt or good teammate behavior. This skill will be explored and practiced more extensively in the next lesson.
5. When you first demonstrate aggressive behavior, we recommend speaking to an empty chair, not addressing a particular student. For many students, seeing their teacher act in an aggressive way can help to illustrate that people do have choices in how they treat others, but they may lack the sophistication to understand that you don't really mean what you're saying if you seem to be speaking directly to them. Pretending to be talking to an imaginary person helps avoid upsetting a student in a role-play of aggressive behavior.
6. Students who took part in SDM/SPS activities in second grade may have learned the terms *mouse*, *monster*, and *ME* in association with passive, aggressive, and assertive behavior. They may also associate *shrink* with passive behavior, *blast* with aggressive behavior, and *BEST* with assertive behavior. You may wish to continue

using these terms, but the goal is to fade them and replace them with the positive corrective prompt "Be Your Best." This calls for the child to use the skill instead of placing the focus on what someone is doing wrong.

7. It has been helpful to explicitly state that everyone uses aggressive and passive behavior some of the time and there are times when these behaviors are a good decision. Ask children for examples: Possibilities include when someone is in danger or when someone uses bullying behaviors. It helps to emphasize that you are not talking about different types of people but about different styles of behaving.
8. Putting up posters of BEST (and other SDM/SPS skill prompts) in the classroom and elsewhere in the school and referring to them often is important in helping students internalize and generalize their skills.

Be Your BEST

B Body Posture

E Eye Contact

S Speech (Say something nice.)

T Tone of Voice

	AGGRESSIVE	ASSERTIVE (BEST)	PASSIVE
Body Posture			
Eye Contact			
Speech			
Tone of Voice			

	AGGRESSIVE	ASSERTIVE (BEST)	PASSIVE
Body Posture	Fists clenched "In your face" Tense Too close Grab, hit, slam Pound, push	Listening Position Relaxed Standing tall Straight	Slumping shoulders Shuffling feet Head down
Eye Contact	Glaring Staring	Direct Good eye contact	Looking down Looking away No eye contact
Speech	Insults Put-downs Bossy, bad words Mean words	Clear Nice words Polite	Unclear Muttering Mumbling
Tone of Voice	Yelling Screaming	Mostly calm Medium	Soft Low Whiny

Be Your BEST

Your child has been learning how important it is to show respect to others by using behaviors called **Be Your BEST**.

BEST refers to:

BEST

B - Body Posture

E - Eye Contact

S - Speech (Say something nice)

T - Tone of Voice



Is this girl being her **BEST**?

Be Your BEST at Home

- Help your child learn to monitor personal behavior. When you see your child forgetting to use Be Your BEST, ask what the child could have done differently, and help role-play the BEST way to handle the situation.
- Help your child think of ways to stick up for himself or herself, instead of going along with the crowd because it is easier. Initially, children should practice being assertive in simple situations. This builds skills for the times when tougher issues arise.

Your child may be asked in class to share what happened when you practiced this activity.

Thank you!

(Teacher signature)

(Date)

.....
(Please sign and return this bottom section.)

Be Your BEST 3.8.4

Student _____ **Date** _____

We tried Be Your BEST. Yes No

If you did, how did it go?

(Signature of parent or guardian)

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15

Looking for Signs of Different Feelings

- OBJECTIVE**
- To learn to recognize signs of feelings in others and demonstrate signs of different feelings in oneself
 - To learn that feelings can vary in their degree of intensity

- MATERIALS**
- Chalkboard or easel pad
 - Whole-group display of "Feelings Words" (Worksheet 3.15.1; *optional*)
 - Whole-class display or copies of "Feelings Can Be . . ." (Worksheet 3.15.2)
 - Copies of "Feelings Faces" from Topic 14
 - Copies of the "Feelings" Take-Home (Worksheet 3.15.3)

INSTRUCTIONAL ACTIVITIES

1. Begin with a Sharing Circle about feelings.

Use an On-Topic question such as the following:

What is something that you find scary? How do you show that you are feeling scared?

2. Introduce the skill of looking for signs of different feelings.

Explain that good social decision makers and problem solvers learn to pay attention to the messages that other people send through the way they look and act. People let you know how they are feeling in many more ways than just words.

Ask for examples, and write them down on the chalkboard or easel pad. Make sure the list includes things people say, gestures, facial expressions, tone of voice, body posture, eye contact, and so on—enough to make the point about the importance of nonverbal communication.

3. Conduct a practice activity.

Have students share their Feelings Find assignment from Topic 14—the one where they were asked to draw or find pictures of people showing feelings.

Invite them to show their pictures to the group and tell what feeling they think the person is having in the picture. Then ask them to tell what they see that makes them think the person is feeling that way. Refer students to the display of Feelings Words as needed.

Depending on the maturity of the group, bring up the idea that in some pictures there might be more than one feelings word to describe what that person appears to be feeling. Ask the student and the rest of the group for any other words that match what they see. Again, ask:

What do you see that makes you think that the person is feeling that way?

4. Conduct another practice activity.

Introduce the idea that sometimes feelings can be very strong and sometimes they are not as strong.

Show students a whole-class display of "Feelings Can Be . . ." or distribute a copy to each student. Let students know that the sheet is a meter that they can use to rate feelings from 1 (Mild) through 5 (Very Strong). Tell them that you are going to read some statements to them, and then you would like them to show if they think the feeling would be 1, 2, 3, 4, or 5 by the number of fingers they hold up.

Read the following situations to the class one at a time, pausing after each situation to ask the questions listed after the first one. Notice if children differ in how strongly they feel about something. Let them know that this is what usually happens—people often have different levels of feeling about the same events.

- Someone took Kim's new bike for a ride without asking permission.

How strong do you think the feelings would be on our rating scale or meter? Hold up your fingers to show the number you would rate the feeling.

What feelings would the person in the story be having? How would you feel if the situation happened to you?

Other sample situations:

- You just found out that you were not chosen for a part in your school play.
- Your best friend just told you about plans to move far away.
- You were playing a game with your friend, and you won.
- A coach just yelled at you for not following directions.

- You were not invited to your friend's birthday party.

It is often useful to go through the situations again and ask how the other people in each situation might be feeling.

5. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

6. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts.

Assignment

Ask students to pay attention to feelings when they watch television or movies, read a story, or work and play with teammates and friends in school and at home. They should note what people do to show their feelings.

Pass out blank Feelings Faces and ask the students to fill in the name of a person they saw, a drawing of the expression they saw on the person's face, and the word for the feeling it showed.

Tell students to bring at least one Feelings Face for the next meeting.

Take-Home

Send the "Feelings" Take-Home (Worksheet 3.15.3) to parents and guardians and follow up as desired.

Plans to Promote Transfer and Generalization of Skill

1. Keep an ongoing collection of feelings words and pictures and "Feelings Can Be . . ." ratings on display and use them to help children express both what they feel and how strong the feeling is.
2. Language arts, social studies, and health texts and topics provide ongoing opportunities for infusing practice of the identification of personal feelings and the feelings of others. The same questions used in this topic area can also be used daily within academic subjects and real-life situations:
 - How are you feeling?
 - How do you think (fill in character or person) might be feeling?
 - What other feelings words might help us understand how else someone might be feeling in that situation?

- How strongly do you feel (or do you think they might feel) about this situation? Use our "Feelings Can Be . . ." meter.

When students are writing, challenge them to avoid the words *mad*, *sad*, *happy*, and *scared*, unless no other word will work as well or better.

TIPS FOR TEACHERS

1. Expect that you will have to prompt students in an ongoing way for any of the following to happen:

- Using new words for feelings
- Increasing the expression of feelings in daily communication or in writing
- Recognizing and labeling the feelings of other people

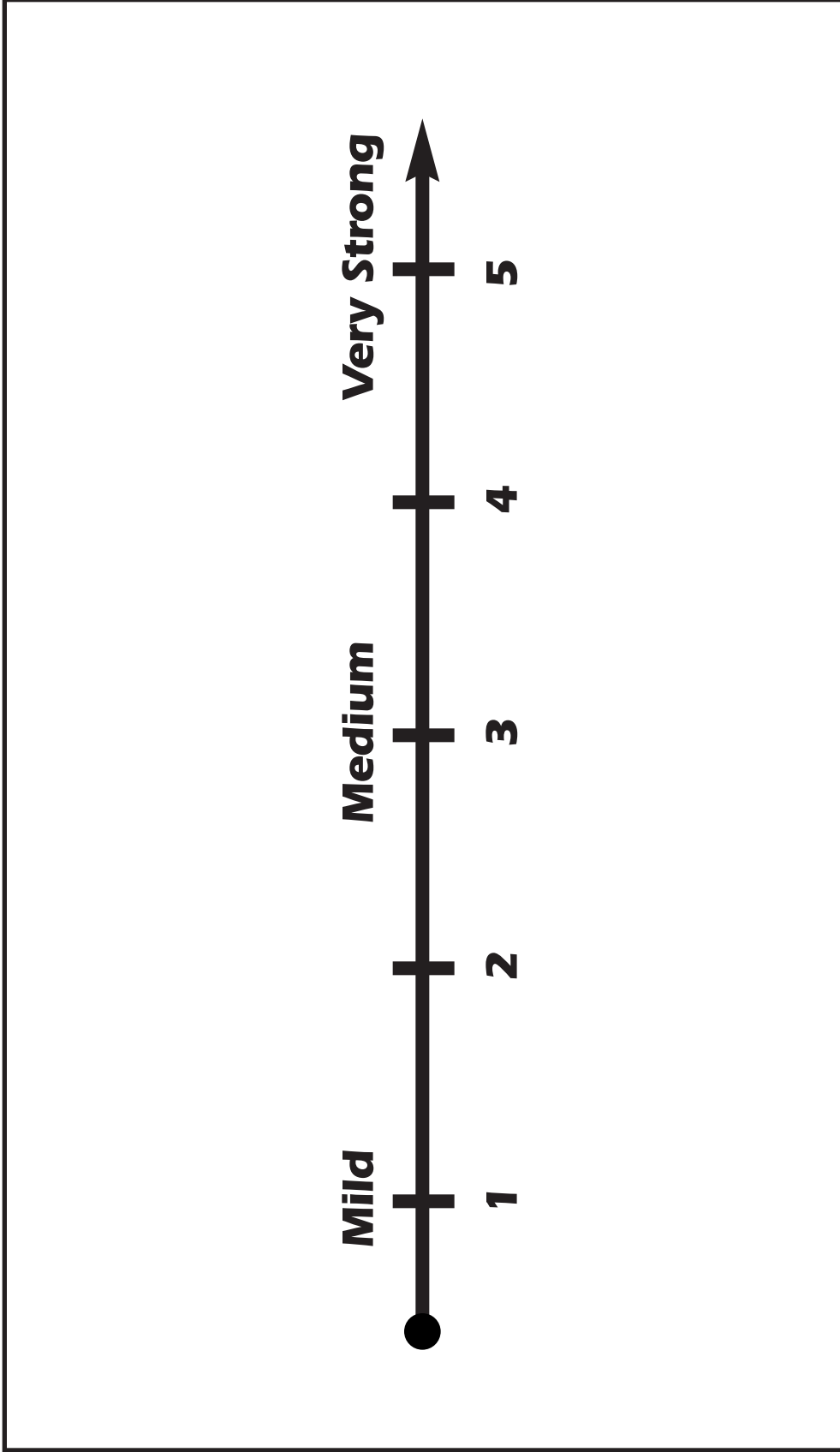
Some teachers find it helpful to keep a list of questions to prompt feelings identification in plain sight as a reminder to use them when first getting started with this program.

2. After students share their Feelings Find homework, the pictures or drawings can be used in a variety of ways:

- Made into (or added to) a bulletin board or other display of feelings.
- Arranged into groups that are the same or similar (for example, *happy*, *excited*, *joyful*, and *proud* might be in the same cluster).
- Made into a notebook or dictionary of feelings for the class to use as a reference.
- Saved in students' social decision making portfolios or notebooks.

3. Scan ahead for academic content areas addressed during the week that lend themselves to infusing practice identifying feelings. Writing this activity into lesson plans as one of the objectives is also a helpful reminder.

<u>SCARED</u>	<u>MAD</u>	<u>SAD</u>	<u>GLAD</u>
Alarmed	Angry	Worried	Happy
Anxious	Bothered	Unsure	Excited
Cautious	Annoyed	Disappointed	Cheerful
Concerned	Stressed	Hurt	Surprised
Fearful	Frustrated	Regretful	Joyful
Frightened	Outraged	Sympathetic	Ecstatic
Horrified	Enraged	Mixed Up	Lovestruck
Jittery	Disappointed	Depressed	Confident
Nervous	Disgusted	Lost	Hopeful
Panicky	Troubled	Confused	Encouraged
Shocked	Overwhelmed	Lonely	Enthusiastic
Shy	Upset	Helpless	Determined
Suspicious	Aggravated	Guilty	Proud
Terrified	Furious	Dismayed	Amazed
Threatened			Content
Timid			Delighted
Uneasy			
Weak			
Worried			



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Feelings

Your child has been learning to pay attention to personal feelings and the feelings of others. At this age, children can learn how behaviors change the way people feel. They can also start to learn that people can feel more than one feeling at a time. For example, someone can be feeling excited and frightened about being on stage or angry and hurt if someone makes fun of them or teases them. Children often use only a few words to describe how they feel. Having a broader vocabulary for feelings can help children understand themselves and others in a deeper way.

<u>Afraid</u>	<u>Mad</u>	<u>Sad</u>	<u>Happy</u>
<i>Frightened</i>	<i>Angry</i>	<i>Worried</i>	<i>Excited</i>
<i>Nervous</i>	<i>Annoyed</i>	<i>Unsure</i>	<i>Surprised</i>
<i>Shocked</i>	<i>Frustrated</i>	<i>Disappointed</i>	<i>Joyful</i>
<i>Shy</i>	<i>Outraged</i>	<i>Hurt</i>	<i>Confident</i>
<i>Terrified</i>	<i>Disappointed</i>	<i>Confused</i>	<i>Hopeful</i>
<i>Uneasy</i>	<i>Overwhelmed</i>	<i>Lonely</i>	<i>Enthusiastic</i>
<i>Worried</i>	<i>Upset</i>	<i>Helpless</i>	<i>Proud</i>
			<i>Amazed</i>

Feelings Flashback

For this family game, you will need a stack of index cards. On each card, write a feelings word. One person in the family picks a card and, for the feeling on it, shares a specific time or situation when he or she felt that way. One format is the question "Tell about a time when you felt _____." Everyone is permitted to ask a follow-up question. Be sure to ask your child, occasionally, how they knew they felt that way.

Your child may be asked in class to share what happened when you practiced this activity.

Thank you!

(Teacher signature)

(Date)

.....
(Please sign and return this bottom section.)

Feelings 3.15.3

Student _____ **Date** _____

We tried Feelings Flashback. Yes No

If you did, how did it go?

(Signature of parent or guardian)