

Planned Teaching

Boys Town Social Skill Lesson Plan

"Attendance at W.M.S. Dance"

Introduce Skill Discuss the *privilege of* attending dances at the Middle School, the importance of following the steps, when the skill will be used, and who needs to follow these steps. Also, a dance is another school function; behavior should follow similar school guidelines and expectations.

What?
When?
Who!

Describe Skill Steps

1. Follow W.M.S. dress code and school rules*
2. Dance appropriately*
3. Use appropriate inside voice volume
4. Sit on chairs or bleachers that are pulled out for use
5. Use only school equipment meant for the dance*
6. Eat or drink in the cafeteria*

Further Discussion/Students may come up with these comments.

*1. Discuss inappropriate dress; spaghetti straps, shirts or pants that do not cover entire body, underwear showing, etc. Also discuss that glow sticks or other toys pose safety concerns and are not allowed. Hats are allowed as long as they do not pose a safety concern. *2. Discuss dancing appropriately. There are safety concerns with "mosh" dancing. There are also social norms that deem "grinding" as inappropriate at school functions. *5. Discuss that PE equipment is not to be used because it is not part of the dance. *6. Discuss that food or drink is not to be taken out of the cafeteria. Also, failure to follow these skill steps may result in the student being asked to leave. Once a student leaves the dance they are not able to return that evening.

Rationale When you follow these steps when attending dances you may have more opportunities to attend future dances. OR When you follow these steps, everyone will be safer and enjoy the dance.

Benefit
Neg. Conseq.
Concern

Request for Acknowledgement Repeat the steps. Does this make sense?

Practice Role-play a W.M.S. dance. Have students discuss how the steps will relate to the next dance.

Feedback	You did a great job of practicing "Attending a W.M.S. Dance!"
Positive Consequence	Because you practiced so well, you have earned 10 minutes of extra free time. (Praise the steps followed and give feedback for improvement.)
FollowUp Practice	Let the class know that you, or another teacher, will be watching them at future dances to "catch them" using the "Attending a W.M.S. Dance" skills.

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"Following Instructions"

Introduce Skill	What does it mean to follow instructions?
What?	What is the importance of following Instructions?
When?	When should we follow instructions?
Who?	Who might give us instructions?
Describe Skill Steps	<ol style="list-style-type: none"> 1. Look at the person. 2. Say "Okay." 3. Do what you have been asked right away. 4. Check back.
Rationale	When you follow instructions properly, you may have more time for other things, and you may get extra privileges.
Benefit	
Neg. Consequence	

Concern

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

In small groups, role play a situation in which someone needs to follow instructions. Then have each group write the skill steps on a large piece of paper. Allow 15 minutes for this activity. Present the steps to the class.

Feedback

You did a great job of practicing "Following Instructions!" (Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Tomorrow we'll play "Simon Says." You'll have the chance to demonstrate that you know the skill steps of "How to Follow Instructions."

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"Accepting Criticism or a Consequence"

Introduce Skill
What?

What does criticism mean? What are consequences?
What is the purpose of giving criticism or a consequence?

When?
Who?

When should criticism or consequences be given?
Who should give criticism or consequences?

Describe Skill Steps

1. Look at the person.
2. Say "Okay."
3. Don't argue.

Rationale

Benefit

Neg. Consequence

Concern

When you accept criticism, people will see you as wanting to improve yourself. You will be thought of as mature, and others may want to work with you. OR If you can accept criticism, you may learn from your mistakes. Others may want to work with you in the future.

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Put the class in groups. Give each group an envelope containing several slips of paper that have specific criticisms or consequences written on them. Have students take turns accepting their situation. Monitor and help as needed. Ask the groups for someone to model for the class.

Feedback

You did a great job of practicing "Accepting Criticism or a Consequence!" (Praise specific steps followed and give specific feed back for areas of improvement.)

Positive

Consequence

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Accepting Criticism or a Consequence." Continue to praise correct use of the skill and re-teach as needed.

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"Accepting 'No' for an Answer"

Introduce Skill

What?

When?

Who?

Why do people sometimes need to say "no" to your requests?

Explain what we mean by "accepting 'no' for an answer."

Tell a time when you were told "no". What did you do?

Who says "no" to you? How did you feel?

Describe Skill Steps

1. Look at the person.

2. Say "Okay."

3. Stay calm.

4. If you disagree, ask later.

Rationale

Benefit

Neg. Consequence

Concern

When you accept "no" gracefully, the person may be more willing to listen to your disagreement(s) this time or next time.

When you don't accept "no" in a calm manner, people may not listen to you at all. OR Often, people cannot have everything they want.

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Role play that the class has lost a certain privilege because of inappropriate behavior during the lesson. Talk about and role play the specific steps to accept "no". Include specific steps on how to discuss the matter later if they disagree.

Feedback

You did a great job of practicing "Accepting 'No' for an answer!" (Praise specific steps followed and give specific feed back for

areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Accepting "No" for an Answer." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Greeting Others"

Introduce Skill

What?

What does it mean to greet others?

When?

What is a greeting?

Who?

When do you greet people? How do you think they feel?

Who are some people you need to greet properly?

How does it make you feel when you are greeted appropriately?

Describe Skill Steps

1. Look at the person.

2. Use a pleasant voice.

3. Say "Hi" or "Hello."

Rationale

Benefit

When you greet someone appropriately, it makes the person you are greeting feel good. You may make a new friend. You may

Neg. Consequence

make someone who is feeling sad feel better. When you smile

Concern

and greet someone, you are taking a positive step.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Have students pair up and greet each other in another language. (Sheets attached)
Have aides or other staff that are not usually in the room come in and have the students practice with them.

Feedback

You did a great job of practicing "Greeting Others!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Greeting Others." Continue to praise correct use of the skill and re-teach as needed.

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"Getting the Teacher's Attention"

Introduce Skill

What?

What does it mean to get someone's attention?

When?

What does it mean to get the teacher's attention?

Who?

When is the best time to get the teacher's attention?

Who else's attention might we need to get?

Why do we have a plan to get the teacher's attention?

Describe Skill Steps

1. Look at the teacher.
2. Raise you hand. Stay calm.
3. Wait until the teacher says your name.
4. Wait your turn.

Rationale

Benefit

Neg. Consequence

Concern

When you get the teacher's attention in the correct way, you are more likely to have your question answered. This allows the teacher to hear your question without distraction. Also, getting the teacher's full attention will allow other students with the same question or concern to hear the teacher's response.

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Place students in groups of three for role playing. Each group should chose a teacher and two students. One student will use the social skill properly, one will not. As the class listens, the group will take turns role playing. The other class members will decide who is using the skill correctly.

Feedback

You did a great job of practicing "Getting the Teacher's Attention!" (Praise specific steps followed and give specific feed back for areas of improvement.)

Positive**Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Getting the Teacher's Attention." Continue to praise correct use of the skill and re-teach as needed.

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"Making a Request"

Introduce Skill

What?

When?

Who?

What is a request?

What kinds of things do we request?

When do we make requests? What was your last request?

From whom do we request things?

Describe Skill Steps

1. Look at the person.
2. Use a clear, pleasant voice.
3. Explain exactly what you are asking for. Say "please."
4. If the answer is "Yes," say "Thank you."
5. If not, remember to accept "No" for an answer.

Rationale

Benefit

Neg. Consequence

Concern

When you make a request, following these five steps may encourage the person you asked to say 'yes' to your request. He/She may trust that you can handle yourself in an appropriate manner when asking for something.

Request for Acknowledgment

Repeat the steps. Does this make sense?

Practice

Role play incorrect ways of making a request. Brainstorm/discuss what needs to be changed in the role play. Role play correct ways of making a request, use the suggestions from the class.

Feedback

You did a great job of practicing "Making a Request!"
(Praise specific steps followed and give specific feed back for

areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Making a Request." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Disagreeing Appropriately"

Introduce Skill

What?

What is a disagreement? Is an argument or a fight a disagreement? How do you feel after a fight or argument?

When?

When might people disagree?

Who?

Who are some of the people with whom we might disagree?

Describe Skill Steps

1. Look at the person.
2. Use a pleasant voice.
3. Say "I understand how you feel."
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

Rationale

Benefit

When you disagree appropriately, you are more likely to get your way and less likely to need an adult to help. Others won't

Neg. Consequence
Concern

want to talk to you and you might lose friends if you disagree inappropriately. Others will consider your opinions if you present them calmly; others will give you the respect you deserve.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Role play a P.E. situation, game, or sport. Practice body language (how to stand, hand position, proximity). The teacher should demonstrate a variety of voice tones. Students practice correctly ("We can talk about this later.").

Feedback

You did a great job of practicing "Disagreeing Appropriately!" (Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Disagreeing Appropriately." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Giving Criticism"

Introduce Skill
What?

Discuss why we give criticism. Brainstorm and record responses.
What is Criticism?

When?
Who?

When might criticism be given?
Who might give criticism?

Describe Skill Steps

1. Look at the person.
2. Stay calm, use a pleasant voice.
3. Say something positive or "I understand."
4. Describe exactly what you are criticizing.
5. Tell why this is a problem.
6. Listen to the person. Be polite.

Rationale

Benefit
Neg. Consequence
Concern

When you give criticism appropriately, the person may be more willing to listen to your criticism and take action to correct the problem. OR When you give criticism appropriately, people will see you as mature and responsible. They may be more likely to want to work with you or be your friend.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Divide students into pairs or groups and have them role play giving criticism appropriately. Monitor and help as needed. Make sure to use effective praise. Ask for group volunteers to model for the class.

Feedback

You did a great job of practicing "Giving Criticism!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Giving Criticism." Continue to praise correct use of the skill and re-teach as needed.

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"Resisting Peer Pressure"

Introduce Skill

What?

What is peer pressure? Positive and negative? Who does it?

When?

When was a time when you were peer pressured?

Who?

Who might help you when you are experiencing peer pressure?

Describe Skill Steps

1. Look at the person.
2. Use a calm voice.
3. Say clearly that you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say "No."
6. Leave the situation.

Rationale

Benefit

By resisting peer pressure, a student will prove to be an individual that is capable of making positive choices.

Neg. Consequence

Concern

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Have an open forum, allowing the students to talk about peer pressure occurrences and how they handled them. Help them come up with some "tricks" to get out of bad situations.

Feedback

You did a great job of practicing "Resisting Peer Pressure!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Resisting Peer Pressure." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Making an Apology"

Introduce Skill

What?

When?

Who?

What is an apology? Brainstorm and record types of apologies.

What are some benefits to giving an apology?

When are some times you have given or received an apology?

Who might give/get an apology?

Describe Skill Steps

1. Look at the person
2. Use a serious, sincere voice.
3. Say "I'm sorry for..." or "I want to apologize for..."
4. Don't make excuses.
5. Explain how you plan to do better in the future.
6. Say "Thanks for listening."

Rationale

Benefit

Neg. Consequence

Concern

As human beings, we are not perfect and we make mistakes. By recognizing our mistakes and making an apology, the other person will realize that you are indeed sorry for what has been done and may be more willing to understand your mistake.

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice

In a group, discuss how people know if an apology is sincere or fake. Stress body language, voice tone, and eye contact. OR In small groups, role-play making an apology, concentrating on making a sincere apology. OR Complete attached skill sheet.

Feedback

You did a great job of practicing "Making an Apology!" (Praise specific steps followed and give specific feed back for areas of improvement.)

Positive**Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Making an Apology." Continue to praise correct use of the skill and re-teach as needed.

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Boys Town Social Skill Lesson Plan
"Talking with Others"

Introduce Skill

What?

When?

Who?

What does it mean to "talk with others?"

Why should we learn how to talk to others?

When is it important or necessary to be able to talk with others?

Who might be some people you need to be able to talk with?

What might be able if you aren't able to talk with others?

Describe Skill Steps

1. Look at the person.

2. Use a pleasant voice.

3. Ask questions.

4. Don't interrupt.

Rationale

Benefit

Neg. Consequence

Concern

When you are able to talk with others, you are more likely to

make and keep friends. Good conversation skills may help you

feel more comfortable with people you have just met. OR Your

ability to talk comfortably with others may help in a job

interview, especially if that job involves contact with the public.

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Practice talking with others in small groups or pairs. Change

partners frequently, keeping a conversation going with whom-

ever is their partner. Role play meeting someone for the first

time, and practice making conversation.

Feedback

You did a great job of practicing "Talking with Others!"

(Praise specific steps followed and give specific feed back for areas of improvement.)

Positive**Consequence**

Because you practiced so well, you have earned 10 minutes of

extra free time. (or other positive consequences that are

appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Talking with Others." Continue to praise correct use of the skill and re-teach as needed.

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Boys Town Social Skill Lesson Plan

"Giving Compliments"

Introduce Skill

What?

When?

Who?

What is a compliment? Why are compliments important?

What might happen if you give compliments appropriately?

When is it appropriate to give compliments?

To whom should you give a compliment? How might they feel?

Describe Skill Steps

1. Look at the person.
2. Smile.
3. Speak clearly and enthusiastically.
4. Tell the person exactly what you like.

Rationale

Benefit

Neg. Consequence

Concern

Giving compliments is a critical skill for maintaining friendships or other relationships. OR Giving compliments may make others feel good about themselves and may increase the likelihood that they will compliment you in the future. OR Improper compliments will make others think you are making fun of them, hurting your relationship with them

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice	In a group, practice giving compliments to each other. Be sincere. Give compliments that are more than "I like your shirt." or "That's a cool binder." Make the compliment worthwhile by saying, "You did a nice job on the science project last week."
Feedback	You did a great job of practicing "Giving Compliments!" (Praise specific steps followed and give specific feed back for areas of improvement.)
Positive Consequence	Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)
Follow-Up Practice	Let the class know that you will be observing the class to "catch them" using the skill "Giving Compliments." Continue to praise correct use of the skill and re-teach as needed.

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Boys Town Social Skill Lesson Plan

"Accepting Compliments"

Introduce Skill What? When? Who?	What is a compliment? Why are compliments important? When did you receive your last compliment? What was the compliment? How did you accept the compliment? How did you feel after you received the compliment? What might happen if you accept compliments appropriately?
Describe Skill Steps	<ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice.

3. Say "Thank you."
4. Don't look away, mumble, or deny the compliment.
5. Do not disagree with the compliment.

Rationale

Benefit

Neg. Consequence

Concern

By accepting a compliment, you show the person that you appreciate being noticed for the good things about you. OR People are more likely to continue recognizing your accomplishments when you accept compliments by just saying "Thank you."

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Practice accepting compliments from each other. Be sure not to turn away or shrug off the compliment. Appropriately accept each compliment you receive.

Feedback

You did a great job of practicing "Accepting Compliments!" (Praise specific steps followed and give specific feed back for areas of improvement.)

Positive**Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Accepting Compliments." Continue to praise correct use of the skill and re-teach as needed.

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Boys Town Social Skill Lesson Plan

"Volunteering"

Introduce Skill

What?

When?

Who?

What is a volunteer? Why are volunteers important?

What are some things volunteers might do? What sorts of volunteer work have you done? Have you received help from a volunteer? Do you know where volunteers are needed in society?

Describe Skill Steps

1. Look at the person.
2. Use a pleasant, enthusiastic voice.
3. Ask if you can help. Describe the activity or task you are offering to do.
4. Thank the person.
5. Check back when you have finished.

Rationale

Benefit

Neg. Consequence

Concern

By volunteering, others may be more willing to help you in the future. Volunteering to help others may help them accomplish the task more quickly and it's more fun to work with someone instead of working alone.

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Generate a list of ways to volunteer at school, home, or community. Come up with a volunteer plan that the class could accomplish for the school/community in the near future.

Feedback

You did a great job of practicing "Volunteering!"

(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Volunteering." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Reporting Other Youth's Behavior"

Introduce Skill

What?

What does it mean to report someone's behavior?

When?

When would report someone's behavior? Discuss the behavior.

Who?

Who's behavior should your report? Who do you report to?

Describe Skill Steps

1. Look at the teacher or adult.
2. Use a calm voice. Ask to talk to him or her privately.
3. Describe the inappropriate behavior you are reporting.
4. Explain why you are making the report.
5. Answer any questions the adult has.
6. Thank the adult for listening.

Rationale

Benefit

When you report inappropriate behavior, you show that you can recognize the harmful behavior and are responsible for seeking assistance. People will be your friend when they trust you and they know you will watch out for their well-being. OR You may help to save someone's life or property when you report

Neg. Consequence

Concern

inappropriate behavior.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Discuss times when someone has had to make a report to an adult. Discuss to whom the report was made. Were the steps followed? Discuss many current scenarios that students may encounter and need to report.

Feedback

You did a great job of practicing "Reporting Youth's Behavior!" (Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Reporting Youths Behavior." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Introducing Yourself"

Introduce Skill

What?

What is an introduction?

What is included in an introduction?

When?

When is an introduction appropriate?

Who?

Who needs to be able to introduce them self? Why would you

need to be able to introduce yourself?

Describe Skill Steps

1. Look at the person. Smile.
2. Use a pleasant voice.
3. Offer a greeting. Say "Hi, my name is...."
4. Shake the person's hand.
5. When you leave say, "It was nice to meet you."

Rationale

Benefit

Neg. Consequence

Concern

By introducing yourself, others will think you are friendly, mature, and self-confident. OR If you are new to a group or place, introducing yourself will let others know who you are so they can call you by name. OR Introducing yourself will make a new person feel more welcome.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Practice introductions using the skill steps. Also, practice hand-shaking. Hand shakes should be firm: not too soft or too hard.

Feedback

You did a great job of practicing "Introducing Yourself!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Introducing Yourself." Continue to praise correct use of the skill and re-teach as needed.

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Boys Town Social Skill Lesson Plan

"Appropriate Classroom Behavior"

Introduce Skill

What?

What is appropriate classroom behavior? Brainstorm ideas.

When?

When should we use appropriate classroom behavior?

Who?

Who needs to follow appropriate classroom behavior?

Describe Skill Steps

1. Be in your seat and ready to begin class when the bell rings.
2. Bring all materials needed for the entire class period.
3. Use the restroom before the bell rings.
4. Look at the teacher during instruction time.
5. Remain quiet unless directed by the teacher to talk.
6. Remain seated until dismissed by the teacher.

Rationale

Benefit

When you display appropriate classroom behavior, more things can be learned in class. This helps to prevent confusion on homework. OR Classes without disruptions may have more time to finish work in class instead of having homework.

Neg. Consequence

Concern

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Place students in groups of three-six for role plays. Each group chooses a teacher. One student does not follow the skill steps. Class members not in the group discuss the behavior and offers ways for improvement through the skill steps.

Feedback	You did a great job of practicing " Appropriate Classroom Behavior!" (Praise specific steps followed and give specific feedback for areas of improvement.)
Positive Consequence	Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)
Follow-Up Practice	Let the class know that you will be observing the class to "catch them" using the skill "Appropriate Classroom Behavior." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching

Boys Town Social Skill Lesson Plan

"Appropriate Behavior for Guest Speakers"

Introduce Skill	Why do we have guest speakers?
What?	What does the guest speakers expect from the audience?
When?	When should we follow the skill steps for guest speakers?
Who?	Who needs to follow the skill steps for guest speakers?
Describe Skill Steps	<ol style="list-style-type: none"> 1. Assemble quietly in designated area by following the teachers directions. 2. Remain seated during the presentation. 3. Face the speaker and maintain eye contact. 4. Remain silent, unless asking a question or requesting to speak. 5. Applaud when the presentation is finished. 6. Exit the designated area quietly by following directions provided.

Rationale

Benefit

Neg. Consequence

Concern

Following these steps will make it possible for us to have other guest speakers in the future. OR Following these steps will show that we are mature and responsible. OR Following these steps will allow us to enjoy the speaker.

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Get a list of upcoming speakers. Have students discuss how the steps will help with enjoying the event. Have students use the skill steps to do a "mental walk-through" for the next speaker.

Feedback

You did a great job of practicing "Appropriate Behavior for Guest Speakers!" (Praise specific steps followed and give specific feed back for areas of improvement.)

Positive**Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Appropriate Behavior for Guest Speakers." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching
Boys Town Social Skill Lesson Plan
"Attendance at a WMS Dance"

GO TO MS WORD FOR COMPLETE SKILL SHEET!

Introduce Skill

What?

When?

Who?

Describe Skill

Steps

1. Follow WMS dress code and school rules.*
2. Dance appropriately.*
3. Use appropriate inside voice volume.
4. Sit on chairs or bleachers that are pulled out for use.
5. Use only school equipment meant for the dance.*
6. Eat or drink in the cafeteria.*

Rationale

Benefit

Neg. Consequence

Concern

Request for Acknowledgment

Repeat the steps. Does this make sense?

Practice

Feedback

You did a great job of practicing "!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

Positive Consequence

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch

them" using the skill "." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching

Boys Town Social Skill Lesson Plan

"Attending Sporting Events"

National Anthem and Game Time Skills

Introduce Skill

What?

When?

Who?

What types of sporting events do we attend in Watertown?

What happens when we follow the rules at sporting events?

Why is it important to follow the rules? What if we don't?

Who should follow the rules at sporting events?

Describe Skill Steps

National Anthem Skill

1. Stand up and face the flag.
2. Remove your hat or cap.
3. Put your right hand on your heart.
4. Recite the National Anthem or observe a moment of silence.
5. Return to your seat.

Game Time Skill

1. Follow National Anthem Skill.
2. Find your assigned seat keeping the aisles clear.
3. Follow all school rules.
4. Follow the "Respect Skill."
5. Put litter in trash cans. Don't throw items on the field or court.

Rationale

Benefit

Neg. Consequence

Concern

When you willingly follow the rules at sporting events, everyone will be safe, the entire audience will be able to see and hear the event, and your behavior will positively represent the W.M.S.
OR Failure to follow the rules may prohibit you from attending future sporting events.

Practice

In a group, have the students make a list of positive and

negative behaviors that they have seen as sporting events. Have them compare the behavior to the skill steps. Would the game have been better if the people would have followed the rules? What could they have done differently.

Feedback

You did a great job of practicing "Attending a Sports Event!" (Praise the steps followed and give feed back for improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Attending a Sports Event." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching
Boys Town Social Skill Lesson Plan
"Attending Events at D.D. Miller Auditorium
" or the Civic Arena"

Introduce Skill

What?

When?

Who?

Discuss the privilege of attending events at the High School.

What types of events are held at D.D. Miller and the Arena?

When do the events take place? When do we follow the rules?

Who attends the events? Who should follow the rules?

Describe Skill Steps

1. Return all materials to locker. (Follow Hallway Behavior skill.)
2. Go to your advisory or other designated meeting area.
3. Leave the building with your advisor.

4. Walk with your advisor to the presentation site.
5. Follow the skill for Appropriate Behavior for a Guest Speaker during the entire presentation.
6. Return to the Middle School With your advisor.

Rationale

Benefit

Neg. Consequence

Concern

When you follow these steps when attending events at the Arena or D.D. Miller, you may have more time to visit with other people. OR When rules are not followed, people may get hurt or lose the privilege of going to events.

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Role play trips to either location. Have the students talk through the whole process from leaving the M.S. to returning to the M.S. Write the steps on the board for student review.

Feedback

You did a great job of practicing "Attending Events at...!" (Praise specific steps followed and give specific feed back for areas of improvement.)

Positive

Consequence

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing at the next event to "catch them" using the skill "Attending Events at...." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching

Boys Town Social Skill Lesson Plan

"Field Trips"

Introduce Skill

What?

When?

Who?

Why do you think that it is important to follow rules on a field trip?

What might happen if we follow the rules on a field trip?

When should we follow the rules?

Who should follow the rules while on a field trip?

Describe Skill Steps

1. Remain with your advisory/group at all times.
2. Follow the instructions of the chaperone, teacher, or guide.
3. Use a quiet voice when talking unless asking or answering a question.
4. Follow all school rules while on the trip.

Rationale

Benefit

Neg. Consequence

Concern

When you willingly follow school rules and regulations, everyone will be safe and enjoy the field trip. OR When you follow the rules on a field trip, more trips may be offered to your class. OR Someone might get hurt when the rules are not followed.

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Take a field trip to the library or other place in the building. Have the students recite the steps before the trip and practice the steps while on the trip. Use effective praise and re-teach as needed.

Feedback

You did a great job of practicing "Field Trips steps!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

Positive

Because you practiced so well, you have earned 10 minutes of

Consequence

extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Field Trips." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Hallway Behavior"

Introduce Skill

What?

What is appropriate hallway behavior?

When?

On what side of the hallway are we supposed to walk? Why?

Who?

When do we follow appropriate hallway behavior?

Who should follow appropriate hallway behavior?

Describe Skill Steps

1. Walk on the right side of the hallway.
2. Keep your hands and feet to yourself.
3. Use a quiet talking voice.
4. Watch for individuals with disabilities or with disabling conditions. (e.g., crutches, wheel chair, walker, etc.)
5. Allow extra space when walking around corners.

Rationale

Benefit

Neg. Consequence

Concern

When there is proper behavior in the hallway, there will be less congestion. OR When students show appropriate hallway behavior, there will be less students late to class. OR When students show appropriate hallway, we will have less accidents from people falling or being tripped.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Students can be taken out in to the hallway so they can practice the skill steps. Monitor their actions and use effective praise for the students that correctly perform the skills.

Feedback

You did a great job of practicing "Hallway Behavior!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Hallway Behavior." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching

Boys Town Social Skill Lesson Plan

"Homecoming Week Activities"

Introduce Skill

What?

When?

Who?

Why do you think that it is important to follow school rules during Homecoming? What are some things that might happen when we follow the rules? When do we follow school rules? Who should follow Homecoming rules?

Describe Skill Steps

Homecoming Legend

1. Enter the arena quietly and promptly.

Skill

2. Sit in designated bleacher area and remain seated.
3. Remain quiet and attentive to observe the legend.
4. Applaud appropriately when directed.
5. Sing school song appropriately as directed.
6. Follow all school rules.
7. Follow "Respect Skill."

Parade Skill

1. Remain on the sidewalk/side of the road of the parade route.
2. Cheer and applaud at appropriate times.
3. Follow litter laws. (e.g. throwing/spraying objects on the street or throwing/spraying things at people, etc.)
4. Follow all school rules.

*Burning of the "W"
Skill*

1. Enter stadium gates calmly and promptly.
2. Find a place to sit and remain seated. (It is preferred that you sit with your parents.)
3. Follow litter laws. (e.g. throwing/spraying objects on the field, fire, or other people, etc.)
4. Stay a safe distance from the fire.
5. Applaud and cheer at appropriate times.
6. Listen to speakers quietly while they are talking.
7. Follow "Respect Skill."
8. Follow all school rules.

Game Time Skill

1. Follow National Anthem Skill.
2. Find your assigned seat keeping the isles clear.
3. Follow all school rules.
4. Follow "Respect Skill."
5. Put litter in trash cans. Don't throw items on the field.

Rationale

Benefit

Neg. Consequence

Concern

By following all the skills for Homecoming Week, you will have a safe and enjoyable experience. OR By not following using the skill steps you might not be able to participate in the events.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Review and practice the week before Homecoming Week. Have them brainstorm how the skills can make the events safe and fun for everyone. Discuss positive and negative behavior.

Feedback

You did a great job of practicing "Homecoming Week Activities!" (Praise specific steps followed and give specific feedback for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

If time permits, allow students to discuss the skill steps and practice them following up to the Homecoming Week events. Have them brainstorm how the skills can make the events safe and fun for everyone.

Planned Teaching
Boys Town Social Skill Lesson Plan
"Responding to Grief or Loss"

Introduce Skill

What?
When?
Who?

Have you or someone you know ever experienced grief or loss? It may have been through death of someone loved, a divorce, a move, a change in life or family circumstances, a change in friendship, or a medical illness. What do you say? When should you say something?

Describe Skill Steps

1. Look at the person.
2. Use a calm, pleasant voice.
3. Say "I'm sorry...(about your mom/dad, the accident, the divorce, you're moving, etc.)"
4. Follow up by saying..."Is there anything I can do to help?" OR "Would you like me to come over?" OR "Could I bring something over for you?" OR "Would you like me to call you daily at your home?" etc.

Rationale

Benefit

Neg. Consequence

Concern

When you can respond to loss or grief appropriately, others will see you as caring, respectful, and mature. OR When you can respond to loss or grief appropriately, it opens communication and offers assistance positively.

Request for**Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Role-play some hypothetical situations. Write the skill steps on the board and have the students use them in the role-plays.

Feedback

You did a great job of practicing "Responding to Grief or Loss!" (Praise specific steps followed and give specific feedback for areas of improvement.)

Positive**Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Responding to Grief or Loss." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching

Boys Town Social Skill Lesson Plan

"Riding in a Bus"

Introduce Skill

What?

When?

Who?

Why is it important to follow the rules on the bus?

What are things that may happen when we follow the rules?

When do we start following the rules on the bus?

Who should follow the rules on the bus?

Describe Skill Steps

1. Listen to and follow all of the bus driver's instructions.

2. Remain seated during the entire bus ride.

3. Use a quiet talking voice during the ride.

4. Keep hands, feet, and other objects to yourself and in the bus.

5. Hair spray or perfume should not be used on the bus.

6. Place all garbage in the garbage cans as you exit the bus.

7. Follow all school rules and regulations while on the bus.

Rationale

Benefit

Neg. Consequence

Concern

When you willingly follow the bus rules and regulations, everyone will be safe and can enjoy the bus ride. If you do not follow the rules and regulations, you may lose the privilege to ride on the bus with other students.

Request for

Acknowledgment

Repeat the steps. Does this make sense?

Practice

Arrange the desks to make a bus. Have a student be the bus driver and repeat the skill steps to all the passengers on the bus. Provide situations that will test the bus driver and the passengers. Use effective praise and re-teach as needed.

Feedback

You did a great job of practicing "Riding in a Bus!"

(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Riding in a Bus." Continue to praise correct use of the skill and re-teach as needed.

Planned Teaching Boys Town Social Skill Lesson Plan "Showing Respect"

Introduce Skill

What?

When?

Who?

What is respect? Is showing respect a good thing?

What are some things you can do to show respect?

When are some times you have seen respect being shown?

Who might give you respect? Who should you respect?

Describe Skill Steps

1. Accept "No" for an answer.
2. Dress appropriately for the situation.
3. Allow people to have privacy.
4. Ask permission to borrow someone's things.
5. Treat others as you would want to be treated. (Refrain from harming or threatening to harm a person's body, feelings, or possessions.)
6. Be patient in school or public situations.

Rationale

Benefit

Neg. Consequence

Concern

By showing respect, a student will prove to be an individual that is capable of making positive choices. OR By showing respect, people will see you as mature and responsible. People may be more likely to want to be your friends or work with you.

**Request for
Acknowledgment**

Repeat the steps. Does this make sense?

Practice

Brainstorm ways to show respect (i.e., by word or action). Role-play situations that may occur on a daily basis, making sure to use effective praise. Ask for group volunteers to model for the class.

Feedback

You did a great job of practicing "Showing Respect!"
(Praise specific steps followed and give specific feed back for areas of improvement.)

**Positive
Consequence**

Because you practiced so well, you have earned 10 minutes of extra free time. (or other positive consequences that are appropriate for the time like penny candy or playing a game.)

Follow-Up Practice

Let the class know that you will be observing the class to "catch them" using the skill "Showing Respect." Continue to praise correct use of the skill and re-teach as needed.