

M3 H school

## 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 isles 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 the 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

### "Hallway Behavior"

<b>Introduce Skill</b>	What is appropriate hallway behavior?
What?	On what side of the hallway are we supposed to walk? Why?
When?	When do we follow appropriate hallway behavior?
Who?	Who should follow appropriate hallway behavior?
<b>Describe Skill Steps</b>	<ol style="list-style-type: none"> <li>1. Walk on the right side of the hallway.</li> <li>2. Keep your hands and feet to yourself.</li> <li>3. Use a quiet talking voice.</li> <li>4. Watch for individuals with disabilities or with disabling conditions. (e.g., crutches, wheel chair, walker, etc.)</li> <li>5. Allow extra space when walking around corners.</li> </ol>
<b>Rationale</b>	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.
Benefit	
Neg. Consequence	
Concern	
<b>Request for Acknowledgment</b>	Repeat the steps. Does this make sense?
<b>Practice</b>	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.
<b>Feedback</b>	You did a great job of practicing "Hallway Behavior!" (Praise specific steps followed and give specific feed back for areas of improvement.)
<b>Positive Consequence</b>	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.)
<b>Follow-Up Practice</b>	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

### "Greeting Others"

<b>Introduce Skill</b>	What does it mean to greet others?
What?	What is a greeting?
When?	When do you greet people? How do you think they feel?
Who?	Who are some people you need to greet properly?
	How does it make you feel when you are greeted appropriately?
 <b>Describe Skill Steps</b>	
	1. Look at the person.
	2. Use a pleasant voice.
	3. Say "Hi" or "Hello."
 <b>Rationale</b>	
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.
 <b>Request for Acknowledgment</b>	Repeat the steps. Does this make sense?
 <b>Practice</b>	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.
 <b>Feedback</b>	You did a great job of practicing "Greeting Others!" (Praise specific steps followed and give specific feed back for areas of improvement.)
 <b>Positive Consequence</b>	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.)
 <b>Follow-Up Practice</b>	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.



M3 H school

## Planned Teaching

### Boys Town Social Skill Lesson Plan

#### "Talking with Others"

<b>Introduce Skill</b>	What does it mean to "talk with others?"
What?	Why should we learn how to talk to others?
When?	When is it important or necessary to be able to talk with others?
Who?	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?
<b>Describe Skill Steps</b>	<ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a pleasant voice.</li> <li>3. Ask questions.</li> <li>4. Don't interrupt.</li> </ol>
<b>Rationale</b>	When you are able to talk with others, you are more likely to
Benefit	make and keep friends. Good conversation skills may help you
Neg. Consequence	feel more comfortable with people you have just met. OR Your
Concern	ability to talk comfortably with others may help in a job
	interview, especially if that job involves contact with the public.
<b>Request for Acknowledgment</b>	Repeat the steps. Does this make sense?
<b>Practice</b>	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.
<b>Feedback</b>	You did a great job of practicing "Talking with Others!" (Praise specific steps followed and give specific feed back for areas of improvement.)
<b>Positive Consequence</b>	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.)
<b>Follow-Up Practice</b>	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.



## Planned Teaching

### Boys Town Social Skill Lesson Plan

### "Introducing Yourself"

<b>Introduce Skill</b>	What is an introduction?
What?	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?
<b>Describe Skill Steps</b>	<ol style="list-style-type: none"> <li>1. Look at the person. Smile.</li> <li>2. Use a pleasant voice.</li> <li>3. Offer a greeting. Say "Hi, my name is...."</li> <li>4. Shake the person's hand.</li> <li>5. When you leave say, "It was nice to meet you."</li> </ol>
<b>Rationale</b>	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.
Benefit	
Neg. Consequence	
Concern	
<b>Request for Acknowledgment</b>	Repeat the steps. Does this make sense?
<b>Practice</b>	Practice introductions using the skill steps. Also, practice hand-shaking. Hand shakes should be firm: not too soft or too hard.
<b>Feedback</b>	You did a great job of practicing "Introducing Yourself!" (Praise specific steps followed and give specific feed back for areas of improvement.)
<b>Positive Consequence</b>	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.)
<b>Follow-Up Practice</b>	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.



## 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  
Skill*

1. Enter the arena quietly and promptly.
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.

Page 1

**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

### "Getting the Teacher's Attention"

<b>Introduce Skill</b>	What does it mean to get someone's attention?
What?	What does it mean to get the teacher's attention?
When?	When is the best time to get the teacher's attention?
Who?	Who else's attention might we need to get?
	Why do we have a plan to get the teacher's attention?
 <b>Describe Skill Steps</b>	
	1. Look at the teacher.
	2. Raise you hand. Stay calm.
	3. Wait until the teacher says your name.
	4. Wait your turn.
 <b>Rationale</b>	
Benefit	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.
Neg. Consequence	
Concern	
 <b>Request for Acknowledgment</b>	Repeat the steps. Does this make sense?
 <b>Practice</b>	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.
 <b>Feedback</b>	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.)
 <b>Positive Consequence</b>	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.)
 <b>Follow-Up Practice</b>	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.



## Planned Teaching

### Boys Town Social Skill Lesson Plan

#### "Responding to Grief or Loss"

<b>Introduce Skill</b>	Have you or someone you know ever experienced grief or loss?
What?	It may have been through death of someone loved, a divorce,
When?	a move, a change in life or family circumstances, a change in
Who?	friendship, or a medical illness. What do you say? When should you say something?
<b>Describe Skill Steps</b>	<ol style="list-style-type: none"> <li>1. Look at the person.</li> <li>2. Use a calm, pleasant voice.</li> <li>3. Say "I'm sorry...(about your mom/dad, the accident, the divorce, you're moving, etc.)"</li> <li>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 you home?" etc.</li> </ol>
<b>Rationale</b>	When you can respond to loss or grief appropriately, others will
Benefit	see you as caring, respectful, and mature. OR When you can
Neg. Consequence	respond to loss or grief appropriately, it opens communication
Concern	and offers assistance positively.
<b>Request for Acknowledgment</b>	Repeat the steps. Does this make sense?
<b>Practice</b>	Role-play some hypothetical situations. Write the skill steps on the board and have the students use them in the role-plays.
<b>Feedback</b>	You did a great job of practicing "Responding to Grief or Loss!" (Praise specific steps followed and give specific feed back for areas of improvement.)
<b>Positive Consequence</b>	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.)
<b>Follow-Up Practice</b>	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.