**SAMPLE SOCIAL SKILLS LESSON FOR WEEK #5**

**This sample Social Skill Lesson for Week #5 – *“Coping Strategies”* will need to be adjusted to fit the needs of your students at your school. If you have any ideas, resources, materials, please feel free to share!**

**Unique Skills – “Coping Strategies”**

**Essential Standards and Learning Targets:**

**SP.PK12.US.19.2a**- Identify personal strengths and areas of need.

* List personal strengths and areas of needs.
* Draw a picture representative of their personal strengths and areas of need.
* Identify triggers that cause negative emotions.

**SP.PK12.US.19.3-** Express a range of personal emotions and feelings in a socially acceptable manner.

* Identify personal emotions for certain social situations.
* Identify and categorize a range of feelings for certain social situations.
* Apply the appropriate emotion and feelings for certain social situations through role play.

**SP.PK12.US.19.4-** Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.

* Identify strong personal feelings such as excitement, joy, frustration, fear, and anger.
* Within context identify strong personal feelings, such as excitement, joy, frustration, fear, and anger in certain social situations.
* Apply the appropriate strong personal feelings, such as excitement, joy, frustration, fear, and anger through role play.

**Learning Goals:**

**4 - Student evidence should show that they can:**

* Evaluate their personal strengths and areas of need when presented with a project or a social situation. **(SP.PK12.US.19.2a)**
* Analyze and apply the appropriate emotion and feelings for certain social situations when role playing. **(SP.PK12.US.19.4)**
* Apply the appropriate strong personal feelings, such as excitement, joy, frustration, fear, and anger when given an example of a social situation in role playing. **(SP.PK12.US.19.4)**

**3 Learning Target - Student evidence should show that they can:**

* Identify personal strengths and areas of need**. (SP.PK12.US.19.2a)**
* Express a range of personal emotions and feelings in a socially acceptable manner. **(SP.PK12.US.19.3)**
* Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. **(SP.PK12.US.19.4)**

**2 - Student evidence should show that they can:**

* Draw a picture that represents their personal strengths and areas of need. **(SP.PK12.US.19.2a)**
* Identify a range of feelings and emotions for certain social situations when provided examples. **(SP.PK12.US.19.3)**
* Within context identify strong personal feelings, such as excitement, joy, frustration, fear, and anger when given examples of certain social situations. **(SP.PK12.US.19.4)**

**1 - Student evidence should show that they can:**

* List personal strengths and area of needs when asked. **(SP.PK12.US.19.2a)**
* Label the emotions and feelings when provided pictures of examples. **(SP.PK12.US.19.3)**
* Identify strong personal feelings such as excitement, joy, frustration, fear, and anger when provided pictures of examples. **(SP.PK12.US.19.4)**

**LESSON OVERVIEW**

**Preparations: (the vocabulary list can be cut down, and/or words can be added that you may feel are appropriate for your students)**

**Vocabulary**

Frustrated

Calming

Brainstorm

Relaxation

Annoyed

Compromise

Triggers

Anxious

Choices

Feeling

Conversation

Communication

Sad

Conflict

Happy

Relationship

**Hot Questions**

* What did you learn from this lesson?
* Identify two things you have learned from this lesson?
* What information is presented in this lesson?
* What strategies will you use in these situations?

**Materials & Resources**

 Zuppardi, Sam. *Jack’s Worry*

Spelman, Cornelia Maude. *The Way I feel books series*

Sosin, Deborah. *Charlotte and the Quiet Place.*

Lite, Lori. *Angry Octopus.*

Alderfer, Lauren. *Mindful Monkey, Happy Panda.*

Kuypers, Leah. *Zones of Regulation Boo*k-a framework to foster Self-Regulation and Emotional Self-Control. (2011, Social Thinking Publishing. Inc.)

Jensen, Audra. *I Get It!* - *Building Social Thinking and Reading Comprehension through Book Chats.* (2011, Social Thinking Publishing. Inc.)

Winner, Michelle Garcia. *Think Social! A Social Thinking Curriculum for School Age Students.* (2008 Think Social Publishing, INC.)

Winner, Michelle Garcia. *You are a Social Detective* (2008, Social Thinking Publishing. Inc.)

Winner, Michelle Garcia. *Social Behavior Mapping: Connecting Behavior, Emotions and Consequences across the Day.* (2007, Social Thinking Publishing Inc.

**Links to Literary Text:**

* Search [Readworks](http://www.readworks.org/) for passages and novel units that fit the lexile levels and interests of your students.
* Search [Teaching Books](https://www.teachingbooks.net/) for passages that fit the lexile levels and interests of your students.
* Search [Open eBooks](http://openebooks.net/index.html) for passages that fit the lexile levels and interests of your students.

**Sample Daily Instruction/Activities**

**DAY #1**

**I Do:**

**Introduce**:

* Targeted vocabulary and definitions
* Give examples of what they may look like and/or feel like.

**We Do:**

* Each student will be given 2-4 vocabulary words
* Students will explain what the vocabulary words assigned look like and feel like

**You Do:**

**Classwork**:

* Student will present his/her vocabulary words on their assigned vocabulary word to the adult to teach and reinforce their peers

**DAY #2**

**Review:**

* Review targeted vocabulary and definitions
* Review the examples of what they may look like and/or feel like

**We Do:**

* Watch Video of “In My Heart” by Joe Witek (you can watch the video on youtube)
* Teacher discuss the story with students, get thoughts and feedback on feelings
* Answer HOT questions

**You Do:**

**Classwork**:

* Have students discuss answers to HOT Questions

**DAY #3**

**I Do:**

**Review:**

* Review targeted vocabulary and definitions.

**We Do:**

* Kids will use magazines and newspapers & other print media to pull images of social interactions.
* Once images have been collected they will sort each image into one of two categories.
* Positive Impact or Negative impact or use curriculum (Zones of Regulation, Second Step, Smart Kids etc.), to identify personal emotions and feelings and their impact on physical and mental well-being.
* Answer HOT questions.

**You Do:**

**Classwork**:

* Students will create/ finalize a visual sorting of images in correct categories to be displayed.

**DAY #4**

**I Do:**

**Review:**

* Targeted Vocabulary and definitions.
* Reflect on previous daily activity.

**We Do:**

* Create a T chart to draw  pictures that represent their personal strengths and areas of need (things they may struggle with on a daily basis), or use curriculum (Zones of Regulation, Second Step, Smart Kids etc.), to draw  pictures that represent their personal strengths and areas of need.
* Answer HOT questions.

**You Do:**

**Classwork**:

Exit Slip: Identify my area of need makes me feel-

1. Hopeful
2. Worried
3. Embarrassed
4. Motivated
5. Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DAY #5**

**I Do:**

**Quiz:**

* Choose 5 – 10 words from the targeted vocabulary list, and give short quiz on them either verbally or paper

**We Do:**

**Review:**

* Teacher will review weekly vocabulary words and activities
* Teacher will have students independently create a picture collage of feelings and students will describe what the pictures mean to them through written expression, and how they can appropriately handle certain feelings
* Students will answer HOT Questions independently

**You Do:**

**Classwork:**

* Students will present their picture collage and discuss what they pictures mean in their own words. The picture collage can be kept and students can use it to express their emotions and how they can appropriately handle their feelings