

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS LESSON PLAN

### CASEL COMPETENCY: SELF-AWARENESS

### SOCIAL SKILL: RECOGNIZING STRENGTHS

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#### BOOK INFORMATION

Book title: The Girl Who Thought In Pictures

Author: Julia Finley Mosca

Illustrator: Daniel Rieley

Publisher and date of publication: Innovation Press

Number of pages: 30

ISBN: 9781943147304

Reading level or interest level: K-6

#### BOOK SYNOPSIS

This tells the story of Temple Grandin who struggled with communicating what she needed as a child. She was diagnosed with Autism and had many things in common with kids, and many things not in common. She imagined the world in pictures instead of words. At school she was teased for being different so she went to live with her aunt at a farm. She found that she loved the animals and thought that the cows think in pictures like herself. She had a science teacher who encouraged her and Temple built a machine that was similar to ones animals used. She used that to let her body be hugged by boards instead of arms and this helped her calm down when she was stressed. She realized she was good at attention to details and she went on to earn her PhD. Some people still did not take her seriously but her research was beneficial to many farmers. Though she used to not speak at all, she now travels the world to speak to others.

The book could be used to help students understand that they can do more than what others may expect from this. This book could be used to help students who are teasing others.

This book could be used to supplement a lesson on animal sciences or disability awareness.

#### LESSON OBJECTIVE

The goal of this book is for students to understand that every person has strengths. Students should recognize their strengths and the strengths of others.

#### LESSON MATERIALS AND ADVANCE PREPARATION

Advance Preparation:

- K-2: Have ideas of different movements and strengths that would be appropriate for your class's needs
- 3-6:
  - o Prepare pairs of students you want working together.

- Write interview questions either on the board or type them on a worksheet to give each student to answer

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### 3-6 Materials

- A paper for each child to brainstorm on
- A paper for each child to write down answers to interview questions
- A paper for each child for each child to write a paragraph summarizing the answers

## KEY VOCABULARY AND CONCEPTS

Autism: A developmental disability that is caused by a brain abnormality.

Empathy: The ability to understand and share the feelings of another.

Doubt: To believe that something may not be true or is unlikely.

## PRE-READING ACTIVITY

Show the students the cover of the book. Ask them what they think it may be about. Explain that it is a story of a girl that many people doubted, but ultimately she proved them wrong.

## READ THE BOOK

## POST READING DISCUSSION

Ask the class what it probably felt like to not be able to tell others how you feel. What would you do to show it?

Ask the class why the doctor and the kids who made fun of Temple were wrong. Ask the students how it feels when someone teases them. Ask them to think about who they tease for being different. How might that make that person feel?

Temple learned what she was good with and went with it. What kind of things are you good at? How does that help you feel motivated to work hard?

Temple eventually becomes a professional speaker when she used to not talk at all. What kind of things are you getting better at that you used to not be able to do?

## POST READING ACTIVITY

K-2: Have the class stand in a circle. Explain that everyone has strengths though they may be different than others' strengths. Explain that you are going to ask them to do a certain activity if a certain characteristic fits them. For example, say "Stand on one foot if you are improving in writing" or "Jump three times if you are kind to your friends." Choose different body movements to keep the students active. Choose strengths that you see students improving on. Make sure students with the lowest self-esteem can recognize their strengths through both choosing something you know they know how to do and through your encouragement.

3-6: First, have students brainstorm what they are good at in school, sports, music, or friendship. Make sure to glance at the students' lists so that all have recognized their abilities. When they

have a few ideas, assign students to interview each other in pairs. Each person should ask the other the following questions: What are you good at in school, sports, music, or in friendships? How do you work on continuing to be better at this? What do you like about it? How did you find out you were good at this? Students should then write up the answers in paragraph form and share with the class what they learned about the other person.

## CLOSURE

Remind the class that every person has strengths. Explain that if everyone had the same strength, life would be boring. Ask students to pay attention during the next week to where they are getting stronger. Ask them to notice their classmates' strengths. Encourage students to point out each others' strengths instead of weaknesses



"Being different might just be what makes you so neat! Don't let doubt hold you back, not for one minute more. Stand tall, and like Temple, march right through that door."

- Julia Finley Mosca