

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

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SOCIAL SKILL: SHOWING RESPECT
CASEL COMPETENCY: SOCIAL AWARENESS

BOOK INFORMATION

Book Title: *If You Give a Mouse a Cookie*

Author: Laura Joffe Numeroff

Publisher: HarperCollins Publishers

Year: 1985

ISBN Number: 0-06-024586-7

Number of Pages: 40

Reading Level: Pre-K – 6th grade

BOOK SYNOPSIS

A boy gives a mouse a cookie and soon the mouse wants more and more things. The boy is more than happy to help, but he soon becomes exhausted as he tries to keep up with the mouse's demands.

LESSON OBJECTIVE

Help children understand the importance of respecting boundaries and trying to understand and be respectful of others' feelings.

LESSON MATERIALS AND ADVANCED PREPARATION

Materials: one poster board (or a chalkboard/whiteboard) and 3x5 notecards or strips of paper; pencil for each student (grades 3-6)

Preparation:

- For grades K – 2, prepare a deck of 3x5 phrase cards or word strips (see activity); clip-art, drawings, or pictures from magazines of objects that the mouse could potentially ask for (fruit, pillow, crayon, cup of hot chocolate, credit card, shoes, smart phone, wallet, etc.) Also make another stack of something more extravagant, above and beyond the initial request (fruit salad or pie made from the fruit, a bed, an art easel and artist's workshop, a cow, a lot of things the mouse could buy with the credit card, a shoe rack filled with shoes or a closet full of shoes, a secretary to take the calls from the smart phone, and pair of pants with a pocket to put the wallet into, etc.)
- For grades 3 – 6, prepare a stack of 3x5 notecards (2 per student) & a pencil for each student

KEY VOCABULARY AND CONCEPTS

Boundary - a line that marks the limits of an area; a dividing line; a life skill of setting a limit for protecting against having personal values compromised or violated

Respect – honoring and taking into consideration the feelings, wishes, rights, or traditions of (another); to avoid harming or interfering with (something or someone)

Selfless - concerned more with the needs and wishes of others than with one's own needs and wishes

Tact - skill and sensitivity in dealing with others or with difficult issues; taking care not to offend

Sensitive - having or displaying a quick and delicate appreciation of others' feelings.

PRE-READING ACTIVITY

State that you want a cookie and ask if anyone has one? Ask for milk too? Also, ask for a straw and a napkin? Ask how they would feel if after they gave you all that, you made a big mess and left them to clean it up? Give a brief explanation of what it means to set and respect boundaries and then begin reading the book.

READ THE BOOK

POST READING DISCUSSION

Ask the following questions:

- Why did the boy give the mouse a cookie? If he had known everything the mouse would do and everything the mouse would ask for, do you think he would still have given the mouse the cookie?
- How do you think the boy felt every time the mouse asked for something new? How would you feel?
- Why do you think the mouse asked for all those things? Was it bad? Could the mouse have done anything different to show respect for the boy?
- How are we sometimes like the mouse?
- How are we sometimes like the boy?
- What could the boy have done differently to prevent the mouse from taking things to such an extreme?
- What can we do to communicate our boundaries?
- What can we do to show respect to others'?

POST READING ACTIVITY

Grades K -2: Fill-In-The-Blank

On a single line across the top of a the poster board or the whiteboard piece of chart paper write, "If you give a mouse ____ ." Leave space to the right of this and then print, "then he'll want ____ ." Leave another space after this phrase. Invite one student to pick a phrase card you have created to fill the blank in the first part of the sentence. Ask a different student to choose the card that correctly completes the sentence. The class can then read the sentence to see if it makes sense. Help the children match the demands so the second demand is related to the first and is bigger and greater than the first demand/request. For example cup of hot chocolate would be the first demand and a cow (you get milk from a cow to make hot chocolate) would be the second demand.

For each sentence that is made, have one student ask for the item that the mouse will want in a way that respects the boundaries of the other ---such as "May I please have.....You might have them add the following phrase, "...if this would not be too much trouble for you?" In response, have the other student reply by giving the item or by declining to give the requested item in a way that sets his or her boundaries but is respectful of the other person. For example, "At this time I am not able to give you what you want. If this is something that you really need, you might want to check with another family member or a friend."

Repeat this process until all students have had a chance to use their cards and then briefly discuss which ways of asking and declining were most effective and respectful.

Grades 3 – 6: Fill-In-Your-Own-Phrase

Do the same activity as grades K-2, but with the following changes:

At the beginning of the activity, ask the students to make two phrase cards. Explain that the first request is small and the second response is related to the first but much bigger or much more demanding. Prior to sharing the phrases, check to ensure the phrases are appropriate and not disruptive. You may include a few of your own examples to help the students understand what is expected of them.

CLOSURE

Hang the poster (provided) in the room.

"Honoring your own boundaries is the clearest message to others to honor them, too." — Gina Greenlee

<https://drive.google.com/file/d/oBzcWmUGiz3VIYWUtc2d3WnBzZEE/view?usp=sharing>



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