

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS LESSON PLAN

SOCIAL SKILL: WAITING AND INTERRUPTING APPROPRIATELY
CASEL COMPETENCY: SELF-MANAGEMENT

BOOK INFORMATION

Book Title: *Lacey Walker, Nonstop Talker*

Author: Christianne Jones

Publisher: Picture Window Books

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ISBN #: 9781404867963

of pages: 28 pages

Reading Level: Kindergarten - 6th grade

BOOK SYNOPSIS

Lacey Walker loves to talk. She talks all day, and sometimes all night. But when she loses her voice, Lacey learns the importance of listening. When she gets her voice back, she understands when it's appropriate to talk and when it's better to listen.

LESSON OBJECTIVE

Teach the importance of good, active listening skills and show the drawbacks of interrupting and talking all of the time.

LESSON MATERIALS AND ADVANCED PREPARATION

The Describing Game

Materials: markers; paper; a drawing or picture

Preparation: None needed.

Simon Says Game

No materials or preparation needed.

KEY VOCABULARY AND CONCEPTS

Interrupting - saying something before the person you're talking with is done saying what they wanted to say

Active listening - not just hearing the words people say, trying to understand them and working hard to pay attention

Communicate - people listen to what you say and you listen back, so you both will understand each other

PRE-READING ACTIVITY

Introduce the concept of good listening skills known as "active listening." When we are being a good listener, we are hearing and understanding what other people are saying and we are not talking over top of what they are saying. If we interrupt and talk over people, we can't hear them.

READ THE BOOK

POST READING DISCUSSION

What good things happened when Lacey listened? (She learned her friend, Nadine, is funny; Lacey did well in school; and she had better communication with her family.)

Ask the children what they can do to be better listeners. If possible, make a “good listening web” on a whiteboard or large paper. Good listening is in the middle of the web and word bubbles with the skills are around it. See example on page 2. Suggest strategies children can use when they have something to say, but someone else is talking---- They might remember what they wanted to say and keep it for a later time; they might be patient and wait until the other person is done talking; and they might raise their hand and wait to be called on. In a class discussion, instead of talking, if a child agrees with what is being said, they could nod their head in agreement; they might pat their heart quietly with their hand; or they might give a “thumbs up” signal.

POST READING ACTIVITY

The Describing Game

For this activity, one student (the “describer”) is given a piece of paper with a picture on it. Find a picture that is not of any particular object, but something that is unusual and something the students would not easily recognize. The picture may involve shapes, letters, numbers, and various items. With the exception of the “student describer,” keep the picture hidden from the other students. The “student describer” gives a description of the picture while the rest of the class draw what is being described (without seeing the picture----they are drawing based on what they are hearing described). When the description is finished, the student who most accurately reproduced the picture takes a turn at being the next “student describer.”

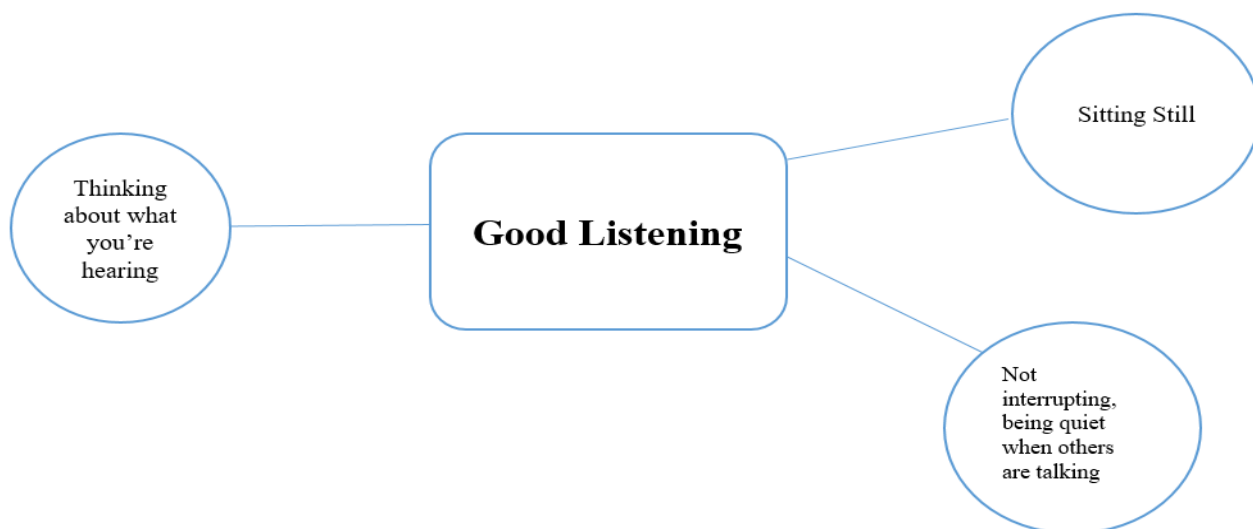
Simon Says Game

Explain that students will do better in this game if they use their good active listening skills.

CLOSURE

In the classroom, display the word web which describes good listening skills. Reiterate the importance of being a good listener and *not* interrupting. Hand the poster (provided) as well.

Example of a word web:



Review the social skill steps below.

Steps for how to be a good listener:

1. LOOK at the person who is talking.
2. LISTEN, and don't interrupt.
3. ASK questions to find out more.
4. NOD, or say something to show you understand.
5. REPEAT what you heard in your own words.

I do not interrupt

