

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS LESSON PLAN

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**SOCIAL SKILL: JOINING AND INVITING OTHERS TO JOIN**  
**CASEL COMPETENCY: RELATIONSHIP SKILLS**

### BOOK INFORMATION

Book Title: *The Invisible Boy*

Author: Trudy Ludwig

Publisher: Knopf Books for Young Readers

Year: 2013

ISBN Number: 1582464502

Number of Pages: 40

Reading Level: 3<sup>rd</sup> grade (but children of all ages would enjoy this story)

### BOOK SYNOPSIS

This book introduces a boy named Brian who is ignored by everyone. He feels alone and left out when the other kids don't pick him to be on their teams or invite him to their birthday parties. However, Brian's life changes when a new boy moves into his class. He discovers that someone notices him. The new boy includes Brian by talking to him and inviting him to join a group project. He also eats lunch with Brian.

### LESSON OBJECTIVE

Illustrate that we can help others feel important and loved when we reach out with kindness and include them.

### LESSON MATERIALS AND ADVANCE PREPARATION

#### **Pre-Reading Activity**

Materials: Lemon, bowl, blank piece of paper, Q-tip, lamp/lightbulb

Preparation: Write a message or draw a picture on a blank, white piece of paper by dipping the Q-tip into the lemon juice

#### **"What would you do?" Activity**

Materials: Whiteboard, dry erase marker, blank piece of paper (1 per child), pencils, and art supplies

Preparation: None

## “Find someone who...” Activity

Materials: Find someone who worksheets, pencils

Preparation: Print out worksheets

### KEY VOCABULARY AND CONCEPTS

**Joining and inviting to join-** advocating for yourself when you want to be a part of something and being kind by including those around you

**Feeling invisible-** feeling lonely and unnoticed by those around you, feeling like no one sees you

**Intergalactic-** existing in space

### PRE-READING ACTIVITY

Begin this pre-reading activity by holding up the white piece of paper with the dried lemon juice message or picture. Ask the class if they see anything? Ask specifically what they see? Then put this piece of paper close to a light bulb in order for the heat from the light to reveal the message or drawing that is on the paper. Show it to the class. Explain to the class that although it seemed invisible to us there really was a message or picture on the piece of paper. Explain that sometimes we don't notice those around us. We may tend to ignore some children and not invite them to do things with us. However, we can find ways to help everyone feel noticed and important.

<http://intheplayroom.co.uk/2015/03/09/big-hero-6-science-experiments-freds-super-hero-invisible-ink/>

### READ THE BOOK

### POST READING DISCUSSION

Ask the following questions:

- Brian felt left sad and unimportant when he wasn't picked for a kickball team. Have you ever felt sad when you weren't chosen to be a part of something?
- When Madison was talking about her party, how could Madison have been nicer to Brian?
- Have you ever felt invisible? How did it feel?
- How did Justin, the new boy, help Brian feel included?
- How can we be like Justin and include others around us who might feel lonely? What can we say and do to invite them to join us and to help them feel included?

Help the students understand that the way they treat others has a big impact on the happiness of those around them. When they invite others to join them, they help others feel included, important, and happy.

## POST READING ACTIVITY

### “What would you do?” Activity (grades K-2)

NOTE: For younger children, role play what might be said rather than have the students participate in the writing activity. For students who are able to write, give each student a blank piece of white paper. Write the beginnings of two “I” statements on the board: “I would...” and “I would feel...” Tell students that we are going to become a part of the story, *The Invisible Boy*, that we just finished reading. Have students imagine that they are in the book as one of the characters. Have them think to themselves whether they will act like Justin or whether they will act like the other classmates that weren’t nice to Brian. Instruct them to write what they would do to help Brian feel included by completing the first “I”-statement on their page. Then have the students finish the second “I”-statement by describing how they would feel about trying to invite and include Brian. Last of all, have each student draw a picture of themselves doing what they said they would do in their first “I”-statement. If there is time, ask students to share their “I” statements with a partner or with the class.

Other examples of I-statements:

<http://corneroncharacter.blogspot.com/2013/10/the-invisible-boy-by-trudy-ludwig.html>

### “Find someone who...” Activity (grades 3-6)

Give each student a “Find someone who” bingo sheet (created from the Internet link below). Instruct students that they will have to use their communication skills to join in conversation with other classmates about what they have done and if it matches things on the list. This activity is meant to help students become more comfortable interacting with others so that they can express themselves better and become better acquainted with their classmates. After about 10 minutes of the students doing this ask them to sit down. Talk about what they learned about one another. Have them share their experiences and see if anyone got a bingo. If someone got a bingo reward them with a treat or another incentive.

Bingo worksheet (see page 4 of this lesson plan) was obtained from:

<https://kidsministrythoughts.wordpress.com/2014/09/01/getting-to-know-you/>

## CLOSURE

Hang the poster (provided) in the room. The poster is included on page 5 of this lesson plan or can be downloaded from this internet link:

<https://drive.google.com/file/d/oBzcWmUGiz3VIVnRsMVpaZUVjTjg/view?usp=sharing>

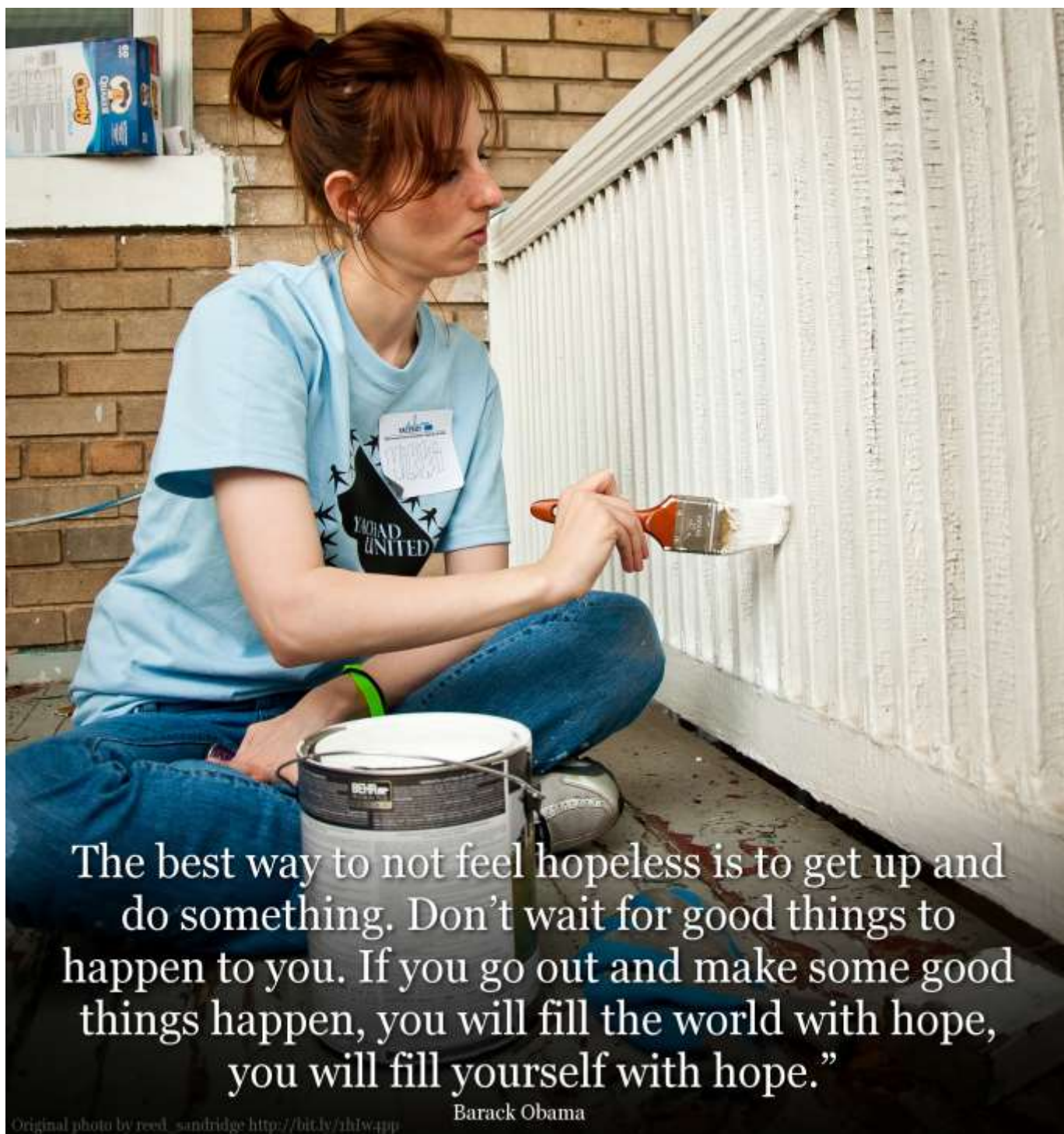
## Find someone who...

Has traveled out of the country.	Has been on a plane.	Has more than three siblings.	Has five or more pets.	Likes to eat pickles.
Plays basketball.	Has been to Disney World.	Likes to draw.	Is home schooled.	Knows how to surf.
Favorite color is orange.	Doesn't like the beach.	FREE SPACE	Is good at math.	Has no pets.
Doesn't like chocolate.	Is afraid of spiders.	Loves to bake cookies.	Plays an instrument.	Is allergic to cats or dogs.
Was born in September.	Loves to eat cheese.	Plays soccer.	Doesn't like pizza.	Loves to sing.

# B I N G O

Get 5 in a row—BINGO!

Each person can only initial your paper twice.



The best way to not feel hopeless is to get up and do something. Don't wait for good things to happen to you. If you go out and make some good things happen, you will fill the world with hope, you will fill yourself with hope.”

Barack Obama

Original photo by reed\_sandridge <http://bit.ly/1b1w4pp>