**Topic:** Listening

**Learning Intentions:** We will be able to:

1. Look
2. Stay still
3. Think
4. Say to ourselves, “Eyes watching, mouth quiet, body still, brain thinking, ears listening.”

**Success Criteria:** We know we’re successful when we can look with our eyes, keep our mouths quiet and our bodies still, think with our brain, and listen with our ears.

**Materials for Activity:** None

**Standard Circle Setup:**

- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**

- Welcome and names. Explanation of circle process (talking piece, center piece, etc.).
- Create shared agreements as a group (refer to your school PBIS expectations).
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Identify topic: LISTENING
  
  **Today we are going to learn a really valuable skill. It’s called listening.**

- Opening circle question/prompt: **What’s one thing you do with your ears? Who thinks it is easy to listen? Who thinks it’s hard to listen?**
- Explain need for skill (connect with PBIS when appropriate):
  - **Listening is one way we show respect to other people. Being a good listener helps us get along well with others and make friends. It can also help us follow directions and know what to do.**
- Teach learning intentions:
  - **Look.** Discuss the importance of looking at the person who is talking. Point out that sometimes someone might think you’re not listening even though you really are. **Looking at the person who is talking helps to show them you are really listening.**
  - **Stay still.** Remind the children that staying still means keeping hands and feet still and not talking with friends.
  - **Think.** Encourage the children to think about what the person is saying, and be sure they understand if the person is asking them to do something.
  - **Say to yourself, “Eyes watching, mouth quiet, body still, brain thinking, ears listening.”**
Success Criteria: We know we’re successful when we can look with our eyes, keep our mouths quiet and our bodies still, think with our brain, and listen with our ears.

A. Model examples and non-examples of good listening skills:
   a. Have a child tell you about what they like to do at recess. Model the listening skills.
   b. Ask students: What did you notice about how I listened? Make sure they mention all the steps.
   c. Have another child tell you about what they like to do at recess. Model poor listening behaviors.
   d. Ask students: What did you notice about how I listened? Show me how I could have done better.

B. Provide students with examples and non-examples of good listening, such as:
   a. At calendar time you are looking at me, sitting crisscrossed, and your mouth is quiet.
   b. Your friend is trying to ask you what game to play at recess, and you walk away and put your coat on.
   c. The teacher asks a question. Timmy is called on. You look at Timmy while he is talking, keep your mouth quiet, your body still, and think about his answer.

C. Practice/Role Play 3x: Have each student describe a situation in which they might want to use this skill. Role play these situations, or use the examples below. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)
   a. Do a few circle go ‘rounds (What is your favorite color, TV show, game, cartoon, etc.). Remind students that when they have the talking piece, it’s their turn to talk, and when they don’t have the talking piece, it’s their chance to practice good listening skills.

Activity to Practice Skill:
Simon Says

Have students stand in a line. Tell students: I will give you some directions, but you may do them only if you hear me first say, "Simon says . . . " For example, if you hear me say, "Simon says, touch your nose," you should touch your nose. If you hear me say, "Clap your hands," you should not clap your hands. I will be watching and listening to see and hear who is listening very carefully for the words, "Simon says."
Remember: brain thinking, eyes watching, ears listening, mouth quiet, body still.

Examples:
Simon says, pat your head. Touch your nose.
Simon says, touch your knee. Clap your hands.
Simon says, jump one time. Touch your ear.
Simon says, give yourself a hug for being a good listener.

Closing Circle Question: Who will you practice listening to this week?

• Optional: Conclude with a mindful practice using "Menu of Mindful Practices."
Topic: Asking a Question in Class

Learning Intentions: We will be able to:

1. Think of a question
2. Ask ourselves, “Is this the right time to ask a question?”
3. If it is a good time, raise our hand and wait quietly to be called on
4. Ask our question

Success Criteria: We will know that we’re successful when we can think of a question, decide if it’s the right time to ask it, raise our hands and wait quietly to be called on, and ask our question using a friendly voice.

Materials for Activity: Brown paper bag and an assortment of small objects to put into it

Standard Circle Setup:
Chairs in a circle
Center piece
2–3 talking pieces (to allow selection)
Shared agreements (refer to your school PBIS expectations)

Teaching Procedure:

• Welcome and names. Review of circle process (talking piece, center piece, etc.).
• Review shared agreements as a group.
• Begin with a mindful practice (see “Menu of Mindful Practices”).
• Review of previous lesson topic:
  o Ask student(s) for example of how they applied previous skill.
• Identify topic: ASKING A QUESTION IN CLASS
  Today we are going to learn a really valuable skill. It’s called asking a question in class.
• Opening circle question/prompt: Show students the “mystery bag” and have each student ask a question about what’s in the bag.
• Explain need for skill:
  o Asking a question at the right time and using kind words shows respect and helps you find out what you need to know.
• Teach learning intentions:
  o Think of a question. Remind students to ask themselves if their question has to do with what the class is talking about right now. If not, they should wait until later to ask.
  o Ask yourself, “Is this the right time to ask a question?” Talk about how to choose a good time to ask (i.e., when the other person isn’t busy).
If it is a good time to ask your question, raise your hand and wait quietly to be called on.

Ask your question. Stress the importance of using kind words, friendly tone of voice, and friendly look.

Success Criteria: We know we are successful when we can think of a question, decide if it’s the right time to ask it, raise our hands and wait quietly to be called on, and ask our question using a friendly voice.

A. Model examples and non-examples of asking a question in class:
   a. Repeat mystery object activity, but have a student select the item. As the facilitator, model asking questions appropriately.
   b. Ask students: What did you notice about the questions I asked or how I asked the questions?
   c. Repeat mystery object activity again, having another student select the item. This time, model poor questioning behavior (e.g., make statements, ask questions that are off topic, ask questions without raising your hand).
   d. Ask students: What did you notice about how I asked questions? How could I have done better?

B. Provide students with examples and non-examples of asking a question in class, such as:
   a. At reading time, a student raises her hand and asks what's for lunch.
   b. You are working quietly at your desk and need help. You raise your hand and wait quietly for the teacher to come to your desk. You ask him your question.
   c. The teacher is giving directions. In the middle of the directions, you ask a question without raising your hand.

C. Practice/Role Play 3x: Have each student describe a situation in which they might want to use this skill. Role play these situations, or use the examples below. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)
   a. Pretend that you cannot find your red crayon. What question could you ask?
   b. Your teacher is talking to another adult or student, and you need your teacher’s help. What do you do?
   c. You want to tell your teacher about your birthday party during math time. What should you do?

Activity to Practice Skill:

Get to Know You Circle
Select a student to stand in the middle of the circle, and give that student a talking piece.

Explain: Now we are all going to have a chance to ask student X a question about themselves. If you have a question for student X, please raise your hand, and student X will call on people by giving them the talking piece. If you do not hold the talking piece, it is not a good time to ask a question.

Let student X give the talking piece to someone who is raising their hand and waiting quietly. Once a question has been asked, student X takes back the talking piece and answers the question. Let student
X hand the talking piece to another student and repeat the process. After two questions, give another student a chance to be in the middle. Repeat as desired.

**Closing Circle Question:** Who will you practice asking questions with this week?

- Optional: Conclude with a mindful practice using "Menu of Mindful Practices."
Classroom Survival Skills K4–K5

**Topic:** Asking for Help

**Learning Intentions:** We will be able to:

1. Try it first
2. Say to ourselves, “I need help.”
3. Decide who to ask
4. Use kind words to ask

**Success Criteria:** We know we’re successful when we try it first, decide if we need help, decide who to ask for help, and use our kind words to ask.

**Materials for Activity:** A shoe to tie, a 12-piece puzzle or 3 playground (or similar) balls, copies of “Asking for Help” for each student

**Standard Circle Setup:**

- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**

- Welcome and names. Review of circle process (talking piece, center piece, etc.).
- Review shared agreements as a group.
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Review of previous lesson topic:
  - Ask student(s) for example of how they applied previous skill.
- Identify topic: ASKING FOR HELP

  **Today we are going to learn a really valuable skill. It’s called asking for help.**

- Opening circle question/prompt: What is something you need help to do? –or– When was a time you had to ask for help?
- Explain need for skill:
  - When something is hard, it is important to try it first. If you can’t do it after you’ve tried, the responsible thing to do is to ask for help in a respectful way.
- Teach learning intentions:
  - **Try it first.** Explain that you won’t know if you can do it until you try.
  - **Say to yourself, “I need help.”** Everyone has things that are hard for them and that they need help figuring out.
o **Decide who to ask.** Think about whether or not a friend can help you or if you need to ask a teacher.

o **Use kind words to ask.** Explain that people are more willing to help us if we ask in a kind way.

o **Success Criteria:** We know we are successful when we try it first, decide if we need help, decide who to ask for help, and use our kind words to ask.

A. Model examples and non-examples of asking for help:
   a. Pretend to work on a paper. Think aloud: **This work looks really hard. But the responsible thing to do is to try it. OK. I got the first one, but I need help on the second one.**
      - Ask the students: **Is it time to ask for help? How can you tell?**
   b. Pretend to work on a paper. Think aloud in a whiny voice: **This is too hard. I can’t do this. Someone needs to help me.**
      - Ask the students: **Is it time to ask for help? How can you tell?**

B. Practice/Role Play 3x: Have each student describe a situation in which they might want to use this skill. Role play these situations, or use the examples below. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)
   a. **You are in the cafeteria and you try to open your milk, but you can’t. You decide to ask a friend for help and you use kind words to ask.**
   b. **Bring in a tennis shoe to the group. Ask a student to tie the shoe.**
   c. **Have the students try to complete a twelve-piece puzzle. Before giving them the puzzle, remove one piece so that there are only eleven. This will necessitate someone asking for help. If no one asks, prompt them to do so.**

**Activity to Practice Skill:**

**Playground Ball Help**

One student is chosen to go first. Student is asked to carry all three balls from a starting line to a finish line. Direct the student that she or he may go to the finish line only one time and must have all three balls with them. Ask the student, “What can you do to solve this problem?” (Answer: Use nice words to ask for help!) When all students have had a chance to cross the line (after asking for help), have the students do a group cheer.

**Closing Circle Questions:** When might you need help this week? Who is one person you can ask when you need help?

- Optional: Conclude with a mindful practice using "Menu of Mindful Practices."
Classroom Survival Skills K4–K5

**Topic:** Ignoring

**Learning Intentions:** We will be able to:
1. Look away
2. Close our ears
3. Be quiet

**Success Criteria:** We will know we are successful when we can look away, close our ears to the silliness or what is being said, and not respond to the person who is trying to distract or annoy us.

**Materials for Activity:** Picture/library books for activity or some other task (coloring pages) that students can work on during the practice of skill; Yes/No cards for use during scenarios

**Standard Circle Setup:**
- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**
- Welcome and names. Review of circle process (talking piece, center piece, etc.).
- Review shared agreements as a group.
- Begin with a mindful listening practice (see “Menu of Mindful Practices”).
- Review of previous lesson topic:
  - Ask student(s) for example of how they applied previous skill.
- Identify topic: IGNORING
  **Today we are going to learn a very valuable skill. It’s called ignoring.**
- Opening circle question/prompt: **What would you do if another student was twirling around and making noises during story time?**
- Explain need for skill:
  - There are times when other students will try to act silly to get attention or do things that distract us. It’s hard to focus when that happens. A good way to teach that person not to act silly is to avoid giving them any attention at all when they are not doing the right thing. Ignoring them can be a safe and respectful skill to use.
- Teach learning intentions:
  - **Look away.** Encourage students not to look at the person they are trying to ignore. Share ideas for what they can do instead. (Turn their head away from the person. Look at the teacher. Look at a friend. Pick up a book or toy to look at. Say to themselves, “I won’t look.”)
Close your ears. Encourage students not to listen to what the person they are trying to ignore is saying. If students are supposed to be listening to someone else (the teacher or facilitator), they can listen to that person using a mindful practice.

Be quiet. Encourage students not to say anything back to the person they are trying to ignore.

Success Criteria: We will know we are successful when we can look away, close our ears to the silliness or what is being said, and not respond to the person who is trying to distract or annoy us.

A. Model examples and non-examples of ignoring:
   a) A student in class is laughing during story time on the carpet. You use self-talk and say, “I won’t look, listen, or talk to them. I will listen to the teacher and enjoy the story.”
      • Ask students: What did I do to demonstrate ignoring?
   b) A student in class is laughing during story time on the carpet. You think they are funny and begin laughing with them.
      • Ask students: What did you notice this time? What could I have done better?
   c) A student is laughing during story time on the carpet. You turn your body more toward the teacher and listen to the story.
      • Ask student: What did you notice this time? What skills did I use?

B. Provide students with examples and non-examples of ignoring.
   Give each student a Yes/No card. Read the examples below. Have students hold up their cards with their finger over their answer when you say, “Show me.”
   a) One of your classmates is humming during station time. You turn your body away from them and keep working on coloring your picture. Did you practice ignoring? Show me.
   b) One of your classmates is crawling under the desk at breakfast time. This looks like fun, so you crawl under your desk, too. Did you practice ignoring? Show me.

C. Practice/Role Play 3x: Have each student describe a situation when they might want to use this skill. Role play these situations, or use the scenarios below. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)
   a) One of your classmates is whining and crying because they can’t be line leader. The teacher instructs the class to line up for lunch. Role play what you will do.
   b) On the playground, a classmate keeps trying to interfere with a game you are playing. Role play what you will do.
Activity to Practice Skill:

Ignoring Game

- Have students sit in a chair in a circle. Give each student a picture book they can quietly look at.
- Tell students: We are going to play a game where I am going to try to distract you. The objective of the game is to practice the steps of ignoring. Begin walking around the circle, and try to distract students by doing the following: laugh out loud, make a noise, tug on their sleeve, tap them on the shoulder, ask them a question, etc.
- If a student looks up and responds, say: Boy this is a hard skill. I’m looking for someone who can pretend I’m not even here. Move on to another person. When someone ignores the distraction, say: Wow, ________ just ignored me, and they are looking at their book. Good job.

Closing Circle Question: What is something that distracts you that you will practice ignoring this week?

- Optional: Conclude with a mindful practice using "Menu of Mindful Practices."
Classroom Survival Skills K4–K5

**Topic:** Following Directions

**Learning Intentions:** We will be able to:

1. Listen
2. Think about it
3. Ask if needed
4. Do it

**Success Criteria:** We know we’re successful when we can listen carefully, think about what is being said, ask questions if needed, and then do what is asked.

**Materials for Activity:** Book or special object, crayon and paper, possible PBJ sandwich fixings, Picture Alphabet A worksheet (at [http://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/SAIG-Curriculum/5PictureAlphabetAWorksheet.pdf](http://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/SAIG-Curriculum/5PictureAlphabetAWorksheet.pdf))

**Standard Circle Setup:**

- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**

- Welcome and names.
- Reminder: shared agreements (refer to your school PBIS expectations).
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Identify topic: FOLLOWING DIRECTIONS
- Opening circle question/prompt: **What is one direction that adults must follow every day?** or **What is one direction that you must follow every day? Why is that important?**
- **Explain need for skill:**
  - Following directions helps you stay safe in everyday situations and emergencies.
  - Following directions will help you to learn new skills, like making your favorite sandwich or learning how to write your name.
- **Teach learning intentions:**
  - **Listen** (eyes watching, mouth quiet, body still, brain thinking, and ears listening). Discuss the importance of having children show that they are listening.
  - **Think about it.** Remind students to think about what is being said.
  - **Ask if needed.** Encourage children to ask questions about anything they don’t understand. Talk about what to ask, whom to ask, and when to ask.
  - **Do it.**
Success Criteria: We will know we are successful when we can listen carefully and think about what is being said, ask questions if needed, and do what is asked.

A. Model examples and non-examples of following directions:
   a. Have a student place a book or object in the room and direct the teacher on how to retrieve it. Model good listening and following directions skills. Make sure to model asking a clarifying question for demonstration purposes.
   b. Ask students: What did you notice about how I listened and followed the directions given?
   c. Have a student place a book or object in the room and direct the teacher on how to retrieve it. Model poor listening and following directions skills.
   d. Ask students: What did you notice about how I listened and followed the directions given? How could I have done better?

B. Provide students with examples and non-examples of following directions, such as:
   a. Allow all students to practice following directions by having them retrieve items in the room that you have pre-selected. They will have to listen and ask questions to know if they have found the right object.
   b. Practice procedures for fire drill.

C. Practice/Role Play 3x: Have each student describe a situation in which they might want to use this skill. Role play these situations, or use the examples below. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)
   a. Have students follow your directions in completing a simple puzzle or stacking activity.
   b. Provide students with a crayon and a small piece of paper. Give directions to students to draw a simple design on the paper.

Activity to Practice Skill:

PB&J
Have students follow your directions to make a simple peanut butter and jelly sandwich.

Find the Letter
Complete the Picture Alphabet A worksheet. Have students find the letters A, a in the picture. Find words that start with the letters A, a. Color the picture.

Closing Circle Questions: Who will give you directions this week, and how will you practice following those directions? (Listen. Think about it. Ask if needed. Do it!)
**Topic:** Trying When It Is Hard

**Learning Intentions:** We will be able to:

1. Stop and say to ourselves, “This is hard. I feel frustrated.”
2. Say, “It’s hard, but I’ll try anyway.”
3. Try it and say to ourselves, “I feel proud for trying.”
4. Give ourselves a smile or a pat on the back for being responsible and trying!

**Success Criteria:** We will know we’re successful when we notice we feel frustrated, name it (“I feel frustrated”), keep trying anyway, and congratulate ourselves for trying.

**Materials for Activity:** Ricochet ball if you have it or Gator Skin or other softer ball, kicking/tossing target (like a garbage can or hat or bucket)

**Standard Circle Setup:**

- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**

- Welcome and names. Review of circle process (talking piece, center piece, etc.).
- Review shared agreements as a group.
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Review of previous lesson topic:
  - Ask student(s) for example of how they applied previous skill.
- Identify topic: TRYING WHEN IT IS HARD
  - *Today we are going to learn a really valuable skill. It’s called trying when it’s hard.*
- Opening circle question/prompt: Explain that frustration is the feeling we have when we are trying to do something and it is not working out how we want it to. Then ask: *When have you felt frustrated?*
- Explain need for skill (connect with PBIS when appropriate):
  - When something is hard and not going our way, we start to feel frustrated. It is responsible to learn to name our frustration (without hurting anyone around us) and then try anyway. You can feel proud when you keep trying even when it is hard.
- Teach learning intentions:
  - Stop and say to yourself, “This is hard. I feel frustrated.” We all feel frustrated when we are trying to do something but it is not working out the way we want it to. Everyone feels frustrated sometimes.
- Say, “It’s hard, but I’ll try anyway.” Talk about feeling proud when something is hard but you try it anyway. Trying is the responsible thing to do. Also stress that it is OK to fail.
- Try it. Then say to yourself, “I feel proud for trying.” Point out that a person might need to try more than once.
- Give yourself a smile or a pat on the back for being responsible and trying!
- Success Criteria: We know we are successful when we notice we feel frustrated, name it (“I feel frustrated”), keep trying anyway, and congratulate ourselves for trying.

A. Model examples and non-examples of trying when it’s hard:
   a. Model trying to write the numbers 11–20 but failing. This time, just look angry, crumple up the paper, and then pout.
      - Ask the students: Was my work hard for me? What did I do? Was I being responsible? How could I have done better?
   b. Model trying to write the numbers 1–10 and failing. Think aloud: This is really hard. I feel frustrated! Take a deep breath and say, “It is hard, but I’m going to try anyway.” Try again, then pat yourself on your back for trying.
      - Ask the students: Was my work hard for me? What did I do? Was I being responsible?

B. Provide students with examples and non-examples of trying when it’s hard, such as:
   a. A student is trying to tie his shoe and tries 10 times before getting it done right.
   b. The teacher says to be very careful when cutting out the square, but you think it’s too hard. So you just cut way outside the line.

C. Have each student describe a situation in which they have used this skill. Role play these situations, or use the examples below. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)
   a. Have the student stand about 5 feet away from you. Toss them a ball to catch. Take a step back with each catch until it is hard for the student to catch the ball. Encourage them to use their new skill.
   b. Have the students gently kick a ball into a target (say, a wastepaper basket on its side). Encourage them to use their new skill.
**Choose an Activity to Practice Skill:**

Ricochet:
(Ricochet ball and game book—available at Training-Wheels.com; game by Chris Cavert)
Using a ricochet ball, toss the ball toward a student. Let it bounce. (It will bounce crazy!) Have the student try to catch it after two bounces . . . very challenging! On unsuccessful attempts, prompt the students to use their new skill. After successful attempts, prompt students to pat themselves on the back/congratulate themselves (bonus points if students also congratulate each other!).

Play telephone until students get it right, increasing difficulty as needed. On unsuccessful attempts, prompt the students to use their new skill. After successful attempts, prompt students to pat themselves on the back/congratulate themselves (bonus points if students also congratulate each other!).

**Closing Circle Question: When will you practice trying even when it is hard?**

- Optional: Conclude with a mindful practice using "Menu of Mindful Practices."
**Topic:** Interrupting

**Learning Intentions:** We will be able to:

1. Decide if we need to interrupt
2. Walk over to the person
3. Wait
4. Say, “Excuse me”

**Success Criteria:** We will know we’re successful when we can decide if we need to interrupt. And if we do need to interrupt, we can walk over to the person, wait, and say, “Excuse me.”

**Materials for Activity:** None

**Standard Circle Setup:**
- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**
- Welcome and names. Review of circle process (talking piece, center piece, etc.).
- Review shared agreements as a group.
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Review of previous lesson topic:
  - Ask student(s) for example of how they applied previous skill.
- Identify topic: INTERRUPTING
  - Today we are going to learn a very helpful skill. It’s called interrupting.
- Opening circle question/prompt: What would you do if you needed to ask for permission to go to the bathroom and your teacher was talking to another adult?
- Explain need for skill (connect with PBIS when appropriate):
  - Sometimes it’s OK to interrupt someone to tell them something. Other times it’s better to wait. Knowing when it’s OK to interrupt and how to interrupt politely is a way to be respectful and responsible.
- Teach learning intentions:
  - Decide whether you need to interrupt. Discuss when it is appropriate to interrupt (e.g., when you need help, but the person you want to talk to isn’t looking at you).
  - Walk over to the person.
  - Wait. Emphasize the importance of waiting without talking or tapping on the person. Tell students to wait until the person stops talking and looks at them.
  - Say, “Excuse me.” Discuss how to know the person is ready to hear you (i.e., the person looks at you). The students can then say or ask what they need to.
Success Criteria: We know we are successful when we can decide whether we need to interrupt. And if we do need to interrupt, we can walk over to the person, wait, and say, “Excuse me.”

A. Model examples and non-examples of times when to interrupt someone:
   a. Have two students pretend to be a teacher and a parent talking to each other. You pretend to be a student who needs help with an activity. Decide [think aloud] whether or not you should interrupt. If you feel you have to interrupt, walk over to the teacher, wait, and then say, “Excuse me.”
   b. Ask students: What skills did you see me use? Do you think it was OK for me to interrupt?
   c. Have a student pretend to be the teacher working with another student. You pretend to be a student who has to use the bathroom right now and you are not able to wait. Decide [think aloud] whether or not you should interrupt. If you feel you have to interrupt, you walk over to the “teacher,” wait, and then say, “Excuse me.”
   d. Ask students: What skills did you see me use? Do you think it was OK for me to interrupt?
   e. Have two students pretend to be your friends who are playing a ball game during recess. You want to ask whether you can join them to play, too. You decide [think aloud] that you should interrupt. So you grab the ball and say, “I want to play, too.”
   f. Ask students: What skills did you see me use? Do you think it was OK for me to interrupt?

B. Provide students with examples and non-examples of respectful interrupting:
   a. The teacher is reading a book to the class, and you find a red crayon on the floor that you would like to put in the crayon bucket. You think about whether or not you need to interrupt the teacher while she is reading to the class. You decide this is not a good time to interrupt. You wait until the teacher is finished reading to ask if you can put the crayon in the bucket.
   b. You are not feeling well and you want to ask to see the school nurse, but your teacher is busy writing at his desk. You think about whether or not you need to interrupt the teacher. You decide this is an emergency, so you walk over to your teacher, wait until he looks at you and then say, “Excuse me.”
   c. The lead on your pencil broke and you need to sharpen it, but the teacher is helping another student with a puzzle. You walk over to your teacher and pull her arm so she looks at you. Then you ask if you can sharpen your pencil.

C. Practice/Role Play 3x: Choose any of the scenarios from above to role play. (For a detailed model of how to use role play and give feedback, see Skillstreaming.)

Closing Circle Question: What will you do if you need to interrupt a teacher while they are talking to another person?
   o Optional: Conclude with a mindful practice using “Menu of Mindful Practices.”
Topic: Waiting Your Turn

Learning Intentions: We will be able to:

1. Say, “It’s hard to wait, but I can do it.”
2. Choose a way to wait quietly and patiently. Tell ourselves, “I am doing a good job waiting.”
3. Do it.

Success Criteria: We know we’re successful when we can say to ourselves, “It’s hard to wait, but I can do it,” choose to wait quietly or do something else, and do it.

Materials for Activity: Talking piece and various materials for a group project (collage or art project, puzzle, banner making, card making)

Standard Circle Setup:

- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

Procedure:

- Welcome and names. Review of circle process (talking piece, center piece, etc.).
- Review shared agreements as a group.
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Review of previous lesson topic:
  - Ask student(s) for example of how they applied previous skill.
- Identify topic: WAITING YOUR TURN
- Opening circle question/prompt: When is a time that it was hard to wait your turn? Why was it so hard for you?
- Explain need for skill (connect with PBIS when appropriate):
  - Being able to wait for your turn is a way to show respect to your teacher and other students who may also want or need a turn. It also helps you participate in class in a positive way.
- Teach learning intentions:
  - Say, “It’s hard to wait, but I can do it.” Discuss how children feel when they have to wait.
  - Choose:
    - Wait quietly and patiently. Tell yourself, “I’m doing a good job waiting.” Talk about what things children could do while waiting patiently (deep breathing, self-talk).
  - Do it. Children should make one of these choices.
- **Success Criteria:** We know we are successful when we can say to ourselves, “It’s hard to wait, but I can do it,” choose to wait quietly or do something else, and do it.

A. Model examples and non-examples of waiting your turn:
   a. Have students sit in a group or at desks. Select a student to be the “teacher.” Pretend you are a student who wants a turn to go to the board. Use “think aloud” strategies to model good skills for waiting your turn. Raise your hand and wait for the “teacher” to call on you. Then ask if you can have a turn at the board.
   b. Ask students: What did you notice about how I waited for my turn? What skills did I use?
   c. Have students sit in a group or at desks. Select a student to be the “teacher.” Pretend you are a student who wants a turn to sharpen your pencil. Model poor skills for waiting your turn. Shout out and go sharpen your pencil.
   d. Ask students: What did you notice about how I waited for my turn? Show me how I could have done it better.

B. Provide students with examples and non-examples of waiting your turn, such as:
   a. **You would like to come to the front of class to practice the school calendar.** Many students raise their hand, too. When someone else is called on, you get very upset. You start yelling at the teacher that you never get a turn.
   b. **You need to use the restroom.** You raise your hand and are called on and asked to wait until two students return from the bathroom. You quietly wait for the students to return and then take your turn.
   c. **You know the answer to the teacher’s question.** You raise your hand and are very excited to share with the class. Someone else is called on so you put your hand down and wait to share until next time.

C. Practice/Role Play 3x: Have each student describe a situation in which they might want to use this skill. Role play these situations, or use the example below. (For a detailed model of how to use role play and give feedback, see *Skillstreaming*.)
   a. Have students use a talking piece and each take a turn talking about a designated topic. Make sure each student is waiting their turn appropriately (talks only with talking piece). Discuss what this looks like. What do those waiting patiently look like? What do those not waiting patiently look like?
**Activity to Practice Skill:**

**Small-Group Project**
Have students complete an activity in a small group, making a collage or other art project, completing a puzzle, or making a card, banner, thank you. Have groups complete activity simultaneously. Remind students to use the steps for waiting their turn when they need materials that another student is using.

**Wave Stretch (Ropes & Challenges Education Curriculum Guide)**
Have the students stand in a circle. Ask a volunteer to show the group a stretch. Have the student begin leading the stretch and ask the other students to each complete the stretch—one after the other, like a wave at a Badger game. Remind students to wait until the wave comes to them. Have students congratulate each other for waiting well!

**Closing Circle Question: When will you practice waiting your turn this week?**

- Optional: Conclude with a mindful practice from "Menu of Mindfulness."
**Topic:** Dealing with Mistakes

**Learning Intentions:** We will be able to:

1. Say, “It’s OK to make mistakes. Everybody makes mistakes.”
2. Plan for next time.

**Success Criteria:** We know we’re successful when we can say, “It’s OK to make mistakes. Everybody makes mistakes” and then plan for next time.

**Materials for Activity:** Two simple pictures to cut out, scissors

**Standard Circle Setup:**

- Chairs in a circle
- Center piece
- 2–3 talking pieces (to allow selection)
- Shared agreements (refer to your school PBIS expectations)

**Teaching Procedure:**

- Welcome and names. Review of circle process (talking piece, center piece, etc.).
- Review shared agreements as a group.
- Begin with a mindful practice (see “Menu of Mindful Practices”).
- Review of previous lesson topic:
  - Ask student(s) for example of how they applied previous skill.
- Identify topic: DEALING WITH MISTAKES
- Opening circle question/prompt: How do you feel when you make a mistake?
- Explain need for skill (connect with PBIS when appropriate):
  - Learning to deal with our mistakes is a way to be more responsible. Being responsible when we make a mistake helps us get along better with other people. And it helps us to be kind to ourselves.
- Teach learning intentions:
  - **Say, “It’s OK to make mistakes. Everybody makes mistakes.”** Discuss mistakes you have made. Encourage children to talk about mistakes they have made. Use humor if appropriate.
  - **Plan for next time.** Have children plan how they might avoid making the same mistakes.
  - **Success Criteria:** We know we are successful when we can say, “It’s OK to make mistakes. Everybody makes mistakes” and then plan for next time.
A. Model examples and non-examples of dealing with mistakes:
   a. Using the drawing you brought with you, cut out the picture poorly by cutting off part of it. Then loudly say, “I am so stupid. I can’t believe I messed that up. I hate this.”
      • Ask the students: What did you notice about how I dealt with my mistake? Show me how I could have done it better.
   b. Using the second drawing you brought, cut out the picture poorly. Then say, “It’s OK to make mistakes. Everybody makes mistakes. Next time I’ll slow down and look at my paper when it gets tricky.”
      • Ask the students: What did you notice about how I dealt with my mistake? What skills did I use?

B. Provide students with examples and non-examples of dealing with mistakes, such as:
   a. At calendar time, I say today’s date is May 2, but it is really May 22. The teacher corrects me. And I say, “Oh shoot, that was so dumb. I don’t care anyway.”
   b. When James is playing kickball at recess he gets the ball and throws it to the wrong base. He says to himself, “It’s OK to make mistakes. Everyone makes mistakes. Next time I’ll check the bases before the kicker kicks the ball so I know which base to throw it to.”
   c. Your class is playing bingo during math. You yell, “BINGO.” But when your teacher checks your card, you find out you covered up B-7, but the teacher never called it. You say, “It’s OK to make mistakes. Everybody makes mistakes. I will listen more carefully next time, and if I am not sure of what was said, I’ll ask the teacher to please repeat it.”

C. Practice/Role Play 3x: Have the students try one of the following tongue twisters. Remind them to use their new skill if they mess up.
   a. How much wood could a woodchuck chuck if a woodchuck could chuck wood?
   b. Penny’s pretty pink piggy bank
   c. Purple Paper People, Purple Paper People, Purple Paper People
   d. Toy boat, toy boat, toy boat

**Activity to Practice Skill:**
**Simon Says**

Have students stand in a line. Tell students: I will give you some directions, but you may do them only if you hear me first say, "Simon says . . . " For example, if you hear me say, "Simon says, touch your nose," you should touch your nose. If you hear me say, "Clap your hands," you should not clap your hands. I will be watching and listening to see and hear who is listening very carefully for the words "Simon says."

Remember: brain thinking, eyes watching, ears listening, mouth quiet, body still.

Examples:
Simon says, pat your head. Touch your nose.
Simon says, touch your knee. Clap your hands.
Simon says, jump one time. Touch your ear
Simon says, give yourself a hug for being a good listener.
**Closing Circle Question:** When will you practice dealing with mistakes this week?

- Optional: Conclude with mindful practice from "Menu of Mindfulness."