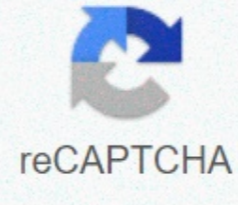




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Stop and think social skills worksheets

In order to continue enjoying our site, we ask you to verify your identity as a person. Thank you very much for your cooperation. Standard Met: McREL Behavioral Studies Standard 3 (Understands that interactions between learning, legacy, and physical development affect human behavior) What you need: Three spreadsheets: Introvert or Extrovert, Optimist or Pessimist, X-Y Diagram What to do: Ask students what attitude means. While they probably think it's a good or bad attitude, define attitude as readiness to act or react in a certain way. Invite students to describe how they act or react in different situations. Will their attitude change from situation to situation? Share introvert or extrovert and optimist or pessimistic spreadsheets with students to find out how they rank. Then let them determine their attitude in the third worksheet (X-Y diagram). Students describe their introversion/extrovert score on the horizontal axis and the points of optimism/pessimism on the vertical axis to land on one of the four quadrants. You can symbolize each quadrant with fictional characters in a book or movie. (I've used Shrek's badges. For example, you are a donkey if you are an extrovert optimist.) This gives students some idea of how they relate to other people and how they could harness their energies in the most socially beneficial way. Brain Freezers Standard Met: McREL Behavioral Studies Standard 3 (Understands that interactions between learning, inheritance and physical development affect human behavior) What do you need: Spreadsheet and answer key What to do: How often do your students think about their own thinking? Share the Brain Freezers worksheet. Students must work individually or in small groups to respond to all myties as quickly as possible. (You can set a time limit, such as 10 or 15 minutes.) When students are ready, ask them which riddles were difficult and which were easy. (They probably say the riddle in the first column was easier.) Invite students to share their answers. When they do, write the most common answers on the board. After checking the answers and explanations with the answer key provided, ask students if they have changed their minds about which riddles were easy. It made the mystery of the first column seem easy, but in fact they should have made them stop and think. Their wrong answers were the result of quick thinking. On the other hand, the riddle of the second column seemed to require a lot of thought when the solutions were actually simple; Slow thinking probably jammed them. Use this activity as an opportunity to talk that quick thinking or slow thinking got them into trouble: Quick thinking can make you jump to conclusions, while slow thinking can You're overthinking problems. Setting limits Standard Met: McREL Behavioral Studies Standard 2 (Understands the different meanings of a social group, the general effects of group membership, and different group policies) What you need: A Boundary Spreadsheet What to Do: For most students, boundaries are drawn between states or nations. Explain that borders also apply to relationships – rules that tell us what we can and cannot do. Talk about the limits that apply in families, schools and society. Next, share the Borders worksheet and talk about the types of rules– rigid (hard and fast), clear (firm but appropriate) and blurry (inconsistent or non-existent). Students must work in small groups to estimate the limits listed in the spreadsheet to determine the type of limit described in each section. Look at the answers as a category and discuss what life would be like without borders. Are they frustrating, but important? Create a list of classroom boundaries with students, according to physical (respect each other's condition), behavior (listen respectfully) and academic (shift work on time). What's the matter with you? Standard Met: McREL Behavioral Studies Standard 4 (Understands conflicts, collaboration and interdependence between individuals, groups and institutions) What do you need: What triggers you? Spreadsheet What to do: Managing emotional reactions is difficult for many young people who continue to develop neurologically – emotional centers in the brain develop faster than executive centers. Hand over what triggers you? Worksheet. Let the students remember the time when they got angry and then just write the facts about the case. Students must separate three different experiences from the spreadsheet. Then challenge them to look for models of what triggers them. Have they been angered at least twice by the same situation or by the same person? This may reveal that certain people or behaviors (e.g. bullying) act as a trigger for them. Similarly, it helps identify danger zones for confrontations (for example, a dressing room). When reporting students' experiences, focus on the suggestion Don't React! Answer. Discuss the difference (the reaction is knee-to-knee, while the answer is something you do after careful consideration) and how the response may have mitigated the encounter. Resolving conflicts Standard Met: McREL Behavioral Studies Standard 4 (Understands conflicts, collaboration and interdependence between individuals, groups and institutions) What do you need: Two spreadsheets: What is their attitude? Part I and PART II What to do: Get to know students in four communication styles: confident (defending themselves and respecting others), passive (doing anything to avoid conflict), aggressive (defending yourself care who gets hurt) and and (secretly angry). Examples of these styles by using characters from a book you recently read in a category. Share the first worksheet, what's their attitude? Part I, learn how these different styles come true in conflicts. Then create a fictional disagreement, inviting volunteer students to a role-playing game. Cut the conflict by identifying who was involved, what each wanted, how individuals communicated what they wanted and whether it was resolved, including who won. Talk about the different communication styles that each actor introduced. To quit, ask students at the bottom of the spreadsheet and in another worksheet (What is their attitude? Part II) anticipates how best to act during the conflict. Return to these win-win solutions the next time a disagreement occurs in class. ___ Click here to subscribe to Scholastic Teacher Magazine Magazine

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