One Goal Summer Conference 2015

Be Nice!
Teaching Social Skills through Stories and Activities
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Select Content from PowerPoint Slides

(Note: You can obtain the activity sheets from 101 Ways to Teach Children Social Skills. The link for that is in the reference list.)

Being a Friend

Complete Activity Sheet #55

1. Draw a picture of your friend

2. List three things that you really like about him/her.

Impact of One’s Behavior on Others

Activity Sheet #46

Pair up and discuss each example of one person’s behavior, decide whether that would have a positive or negative effect on the 2nd person, and then create two other examples.

Share with the group.

Strategies to Promote Social/Emotional Development

- Plan time for children to interact with each other: play, group activities, center time
- Role play
- Use positive reinforcement
- Discuss photos of children with different facial expressions---how do you think they feel? What do you think happened to make them feel that way?
- Share stories that discuss social situations and expressing and dealing with emotions
- Talk about emotions: how we express how we feel in an “appropriate” way, what facial expressions tell us;
- Discuss the benefits of discussing feelings and the importance of caregiver responsiveness with parents.
From *Strong Start:*

**Understanding Facial Expressions:**
- Make a set of facial expression pictures
- Have them say or write the emotion word that goes with each one.
- Give them a miniature set of the pictures, tell them a brief story, and have them show which emotion the person in the scenario is feeling.
- Have them use the miniature set to show how each of them would feel if they were in the story.

**Strategy for Dealing with Anger and Frustration**

“Stop, Count, In, Out”:
- **“Stop”**
- **“Count”** to 10
- **“In”** – take a deep breath in.
- **“Out”** – breathe out

From Teaching Resources:

**Steps in Teaching Social Skills**
- Teach one skill at a time
- Model exactly what students need to do to accomplish the skill
- Let students say what the skill sounds like/looks like
- Remember that students had a great amount of time to practice inappropriate skills
- In order to improve students’ social skills, they need to know why those skills are important.
- Children who engage in inappropriate behaviors when interacting with their peers, will have a more difficult time changing to appropriate behavior.
- They should have ample time to practice the skill
- Changing a habit does not come easily

**Let’s Change a Habit**
- Cross your arms.
- Uncross and cross your arms again.
- Notice which arm is in front?
- Is one hand or are both hands visible?
• Now try crossing your arms the opposite way. How hard was it to try to do it differently?

**Working Together Skills**

Each student needs to understand what each social skill looks like and what it sounds like (T-table).

Example: What does “listening” look like and sound like?

**Listening**

Activity Sheet #71

• Circle the examples of good listening.
• Discuss the reasons why those are good examples of listening.
• Have them create their own examples.

**Kindness**

• How can we model “kindness”?
• What are some examples of acts of kindness that you have seen young children initiate?
• How can you encourage and reinforce children’s acts of kindness in your classroom?
• (See Activity Sheets #51 & 52)

**References**


Constructive Playthings. “I Don’t Bully” book set: *I am caring; I am respectful; I am trustworthy; I am responsible; I am fair; I am a good citizen.*


Note: This is the source of the activity sheets that were shared in the session.

