



## Bored at School

### DATE:

**SOCIAL SKILLS OBJECTIVE:** Students will learn that life isn't always fun, that everyone gets bored occasionally and we all have to do things that we'd rather not, but there is always a way to work through it. Instructors will read the book and do one of the following activities.

**MATERIALS:** 8" or 9" circles cut from green cardstock, turtle pattern pieces printed on green cardstock, brads, glue sticks, glue-on eyes, scissors, markers, pencils, clear plastic jars

**BOOKS:** *I'm Bored* by Christine Schneider / *Beatrice Doesn't Want to* by Laura Numeroff

**ASCA NATIONAL STANDARDS:** A:A1.2, A:A1.3, A:A1.5, A:A2.2, A:A2.3, A:A3.2, A:B1.1, A:C1.5

**SOCIAL TIMES:** "Respect for Teachers - Class is Boring - Your Own Interests" (Something to Talk About) Volume 2, Number 7, p.8 by Kari Dunn Buron

**SOCIAL SKILLS EXPECTATIONS:** When discussing specific behaviors that impact relationships, ask: Who, What, Where, When, Why, and How in relation to behaviors.

**ACTIVITY 1:** Students will discuss several situations where they might express boredom. What is expected in the following situations? What are some solutions?

- when told to do something you don't want to do
- when you think you should not have to do something
- when you don't want to be embarrassed when you have difficulty with something
- when you have difficulty getting started
- when you really don't understand what is being asked of you

**ACTIVITY 2:** A kindergartner said it best defining boredom when asked: "What does bored mean to you?" The child responded, "It means having to do what *you* want me to do rather than what *I* want to do." (*The Survival Guide for Parents of Gifted Kids* by Sally Yahnke Walker and Susan K. Perry) Students will become Turtle Thinkers. Just like turtles, when students are uncomfortable with what is required of them they retreat and pull their heads into their shells. When students are excited about a challenge, they hold their head up high, looking for direction. Students will discuss situations where they might retreat into their shell or they might hold their head up high for direction. Students will create a turtle whose head can retreat (using brads) or be held up high to remind them to tackle difficult situations, to believe in themselves.



The basic steps of Turtle Thinker are:



- Recognize that you are uncomfortable with what is required of you.
- Go into your shell and think about the situation and possible solutions, asking: What is expected of me? Take 3 deep breaths.
- Come out of your shell and calmly ask for help or do the task saying either, “I can do this. I know what to do.” or “I will ask someone to help me.”

**ACTIVITY 3:** Students will use a Social Behavior Map® (Social Thinking, Michelle Garcia Winner) to problem solve the following classroom situations: What’s Expected / Unexpected

- when I refuse to do something I don’t want to?
- when I don’t understand how to do something so act out because I don’t know how to ask for help?
- from all students in a class?

**ACTIVITY 4:** Students will make a “When I’m Bored at School Tips” jar. Reviewing these “Words of Wisdom” will help them remember ideas when they do not want to do what is asked of them at school.

**ACTIVITY 5:** Motivation Chart – What are these activities preparing me to do in my life? How does eating a good breakfast and getting exercise impact your ability to be successful at conquering boredom? Students will complete the Motivation Chart.

- Having a good attitude
- Learning math
- Participating in PE
- Learning creative writing
- Quietly working on class assignments
- Following directions
- Being prepared
- Respecting teachers and students
- Doing my best

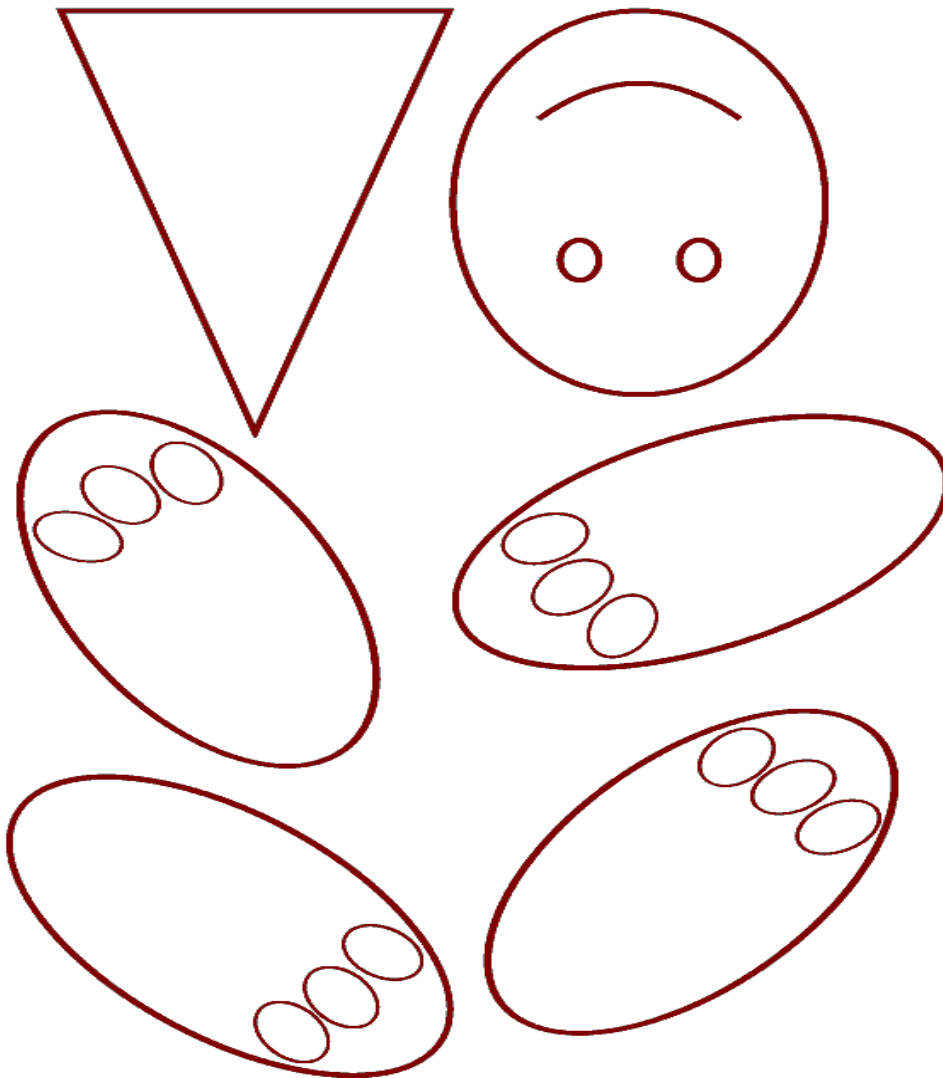
**ACTIVITY 6:** Some reasons kids complain of being bored at school are because they are under-challenged, under-motivated, feel unconnected or are lacking specific skills. Students will discuss if any of the following pertain to them and the instructors will discuss the perspective of teachers when trying to help students.

- I don’t like what we’re doing in school.
- I don’t want to do what the teacher is asking me to do.
- I don’t understand how to do my work.
- The assignment doesn’t make sense to me.
- I don’t have the skills needed to keep up with the rest of the class.
- I’m depressed or anxious.
- I feel like the teacher doesn’t like/understand/listen to me.

**GAME:** Organization Station, Perspective Detective

**ACTIVITY 2:**

**Turtle Pattern**





**ACTIVITY 3:**

## Map Template

| <b>EXPECTED<br/>Behaviors</b>   | <b>How others feel</b> | <b>How others respond<br/>(consequences)</b> | <b>How you feel</b> |
|---------------------------------|------------------------|--|---------------------|
|                                 |                        |  |                     |
| <b>UNEXPECTED<br/>Behaviors</b> | <b>How others feel</b> | <b>How others respond<br/>(consequences)</b> | <b>How you feel</b> |
|                                 |                        |  |                     |



#### ACTIVITY 4:

### I'm Bored at School Tips Jar

|   |
|---|
| <b>Keep calm. If you're struggling, ask for help.</b>   |
| <b>Do your homework, no matter how stupid it seems.</b>   |
| <b>Complaining about assignments will take more effort than actually doing it.</b>  |
| <b>Ask questions if you do not understand something.</b>  |
| <b>Don't bring your cell phone to class if it is against the class rules. The last thing that you want is to have your phone confiscated.</b> |
| <b>Don't slouch or you will end up day dreaming. Sit upright in your chair.</b>   |
| <b>Don't look at the clock every few minutes. It'll seem like time is going slow.</b>   |
| <b>If you are sleepy, wiggle your toes.</b>   |
| <b>Do not bring anything from home that might distract you.</b>   |
| <b>Set a goal. For example: I will finish this worksheet before I look at the clock.</b>  |
| <b>Change your thoughts. Your thoughts affect your behavior, mood attitude.</b>   |
| <b>Be active! Go for a walk or do something physically outrageous.</b>  |
| <b>Make a list of things you want to learn or do and do one every week.</b>   |



## ACTIVITY 5:

# Motivation Chart

| <b>School Expectations</b>                      | <b>How will this help me<br/>right now future?</b> | <b>How will this help me in<br/>the future?</b> |
|---|--|---|
| <b>Having a good attitude</b>                   |  |   |
| <b>Learning math</b>                            |  |   |
| <b>Participating in PE</b>                      |  |   |
| <b>Learning creative writing</b>                |  |   |
| <b>Quietly working on class<br/>assignments</b> |  |   |
| <b>Following directions</b>                     |  |   |
| <b>Being prepared</b>                           |  |   |
| <b>Respecting teachers and<br/>students</b>     |  |   |
| <b>Doing my best</b>                            |  |   |