



What's Expected?

DATE:

OBJECTIVE: Students will become familiar with basic social vocabulary to help them function successfully in a group setting. Students will begin to understand that when we are with others, others are thinking about us and our behavior, and we are thinking about them and their behaviors. To be successful in a group, students need to understand the “WHY” of learning social skills: When we do what is socially expected, others around us feel calm and comfortable and want to continue interacting with us; when we act in ways that are socially unexpected, people around us feel uncomfortable, annoyed, or angry and will avoid being around us. If we think of others, we can adjust our behaviors to keep others thinking good things about us. They will want to work and play with us. And in the end, that will make us feel good about ourselves. Basic vocabulary for this lesson: expected behavior, unexpected behavior, thinking with your eyes, whole body listening, body in the group, brain in the group, and Don't Bump Words.

SET UP/MATERIALS: washable ink pad, paper, markers, pencils, foam ball, brads, construction paper, glue, small plastic trains, laminated train tracks, jewels, blue construction paper, several copies of Social Behavior Map® (Michelle Garcia Winner, Social Thinking at <http://www.socialthinking.com>), Go Fish

BOOKS: *Rainbow Fish* by Marcus Pfister; *How Do Dinosaurs Eat Their Food?* by Jane Yolen and Mark Teague; *Peace Week in Miss Fox's Class* by Eileen Spinelli; *Interrupting Chicken* by David Ezra Stein

ASCA NATIONAL STANDARDS: PS:A2.7

SOCIAL TIMES: “What's Up with Thinking About Thinking” Volume 1, Number 2

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

ACTIVITY 1: Make a Social Behavior Map® for the book read to show what characters think about expected and unexpected behaviors, how the behaviors make others feel, and the positive and negative consequences of the behaviors. Instructors will re-read the book and students will indicate with blue/red thought indicators when they see expected or unexpected behaviors in the story.

ACTIVITY 2: Play “Read My Mind.” Ask student to read your mind and guess what you are thinking about based on what you are looking at. Be explicit and explain that “looking at” means where your eyeballs are aimed, not just your head or face. The student who guesses correctly can be next to have others read his or her mind.

ACTIVITY 3: Play “Who Wants the Ball?” Sit in a circle with a soft ball, and tell the students you will roll the ball to a person who is thinking about you.



ACTIVITY 4: Create “Thumbbody” drawings using thumb prints so students can show others things about themselves or things they like. Students take turns sharing their drawings with the group while group members practice using expected behaviors. Students can use blue/red thought indicators when they notice expected and unexpected behaviors.

ACTIVITY 5: Play Go Fish. Explain what is expected: before each person takes a turn, he or she must look at another player to show he or she is thinking about them, say their name, and ask for a card to try to make a matching pair.

ACTIVITY 6: The instructors will talk to the students about classroom expectations. They will read Interrupting Chicken. Students were instructed to put their trains on the laminated tracks, showing at first how smoothly the trains ran on the track and then when crisscrossed they didn’t run smoothly.

ACTIVITY 7: Instructors will teach students the “Head and Shoulders, Knees and Toes” activity.

ACTIVITY 8: Students will make a “Just Right O’Meter” using the half circle pattern that is divided into the following 6 areas and glued onto a piece of construction paper folded in half: 1st level, “I can’t hear you”; 2nd level, “A little louder please”; 3rd level, “Just right”; 4th level, “Too loud”; 5th level, “Ouch”, 6th level, “.”

ACTIVITY 6: Teacher will draw fish shape on blue construction paper about 4x4 inches, then give children “jewels” to make the shiny scales on rainbow fish. Students will trade one with a friend and then glue them to the fish’s scales.

GAME: Friendships or Making Choices



Rainbow Fish

Processing Questions and Behavior Map

In the very beginning of the story, what did the other fish think about Rainbow Fish? What did they want to do with him?

What did Rainbow Fish do when the little blue fish wanted him to share a shiny scale? Was this expected or unexpected? Is it expected or unexpected to share with friends? What do you think the little blue fish thought about Rainbow Fish? How do you think the little blue fish was feeling? What did the little blue fish do right after that?

Why was Rainbow Fish lonely? He looked for help for a problem. What was his problem?

At the end of the story, what expected behavior did Rainbow Fish do?

How did this make the other fish feel?

What happened after Rainbow Fish shared? (What was the consequence?)

In the end, how did Rainbow Fish feel?

<u>EXPECTED</u> Behaviors of Rainbow Fish	How others feel	How others respond (consequences)	How Rainbow Fish Feels
Share with friends Acknowledge the fish when they asked to play Use kind words and kind tone of voice	Comfortable Happy Excited Accepted	The other fish play with the Rainbow Fish and like being around him.	Happy Excited Accepted Included
<u>UNEXPECTED</u> Behaviors of Rainbow Fish	How others feel	How others respond (consequences)	How Rainbow Fish feels
Ignore other fish Refuse to share Use mean words and tone of voice Swim away when the others want to play	Sad Angry Nervous Unsure Hurt Shocked	Tell other fish Stay away from Rainbow Fish Won't play with Rainbow Fish	Lonely Sad Excluded

ACTIVITY 8:

