



Witness

DATE:

SOCIAL SKILL OBJECTIVE: Students will understand the impact that inappropriate behaviors in public have on others. Instructors will use one or more of the following activities.

MATERIALS: 11.5” x 18” white construction paper, markers, miniature suitcases, small sticky-back foam pieces

BOOKS: *Stromple and the Super-Huge Temper Tantrum* by Stacey Geist; *When I Feel Angry* by Nancy Cote; *When Sophia Gets Angry-Really-Really Angry* by Molly Bang

ASCA NATIONAL STANDARDS: PS:A1.3, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A2.1, PS:A2.2, PS:A2.6, PS:A2.7, PS:A2.8, PS:B1.2, PS:B1.3, PS:B1.4, PS:C1.11

SOCIAL TIMES: “Positive Self-Talk” (Something to Talk About) Volume 2, Number 5, 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 identify what a meltdown looks and feels like. How did they feel afterward? What can they do physically to calm down?

ACTIVITY 2: Students will make their “Splat Stanley” (themselves during a meltdown) on one half of a piece of construction paper. On the other half the students will list ways of handling difficult situations so they can prevent a meltdown.

ACTIVITY 3: Students will share what is difficult about going to malls, grocery and clothing stores, restaurants, fairs, etc. What does sensory overload mean in these places?

ACTIVITY 4: Students will fill their “suitcases” with the ‘baggage’ that cause them to reach a meltdown (my way/no way attitude, sensory overload, anger, fatigue, hunger, obsessions, etc.).

GAME: Witness



ACTIVITY 1:

Things that cause me to feel frustrated	Places where I have meltdowns	How I could handle it differently

