

You Bug Me!

DATE:

SOCIAL SKILL OBJECTIVE: Students often do things that “bug” their peers without even knowing it. On the other hand, it is important to respond to “bugging” behaviors appropriately. Instructors will use one or more of the following activities.

MATERIALS: acrylic craft paints, small paint brushes, tacky glue, small wiggle eyes, gesso, paint pens, smooth oval rocks, paper towels, paper plates, permanent markers

BOOKS: *The Worst Best Friend* by Alexis O'Neill; *Milton the Early Riser* by Robert Kraus

ASCA NATIONAL STANDARDS: A:A3.1, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A2.8, PS:B1.2

SOCIAL TIMES: “Tone of Voice” (Something to Talk About) Volume 1, Number 4, p. 8 / “Fixing Social Bloopers” (Something to Talk About) Volume 1, 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: It is important for the students to recognize behaviors that may have a negative impact in social relationships. It is also important to educate others if perceived “bugging” behaviors are symptoms of their neurological disorders. We will discuss both scenarios.

ACTIVITY 2: We will take “You bug me!” one step further and make it positive. Showing kindness, understanding, and cooperation helps us have successful social interactions. When we turn our negative comments into positive ones, we tell others we are trying to improve behaviors that bug them. The students will discuss situations where they have experienced “being bugged” by another person or when they knew they were “bugging” someone else.

ACTIVITY 3: The students will make two “You Bug Me” ladybugs—one to keep for themselves and one to give to a friend, promising to not “Bug” friends. Before the activity, instructors will prepare each rock with gesso to make painting easier for students.



GAME: You Bug Me!