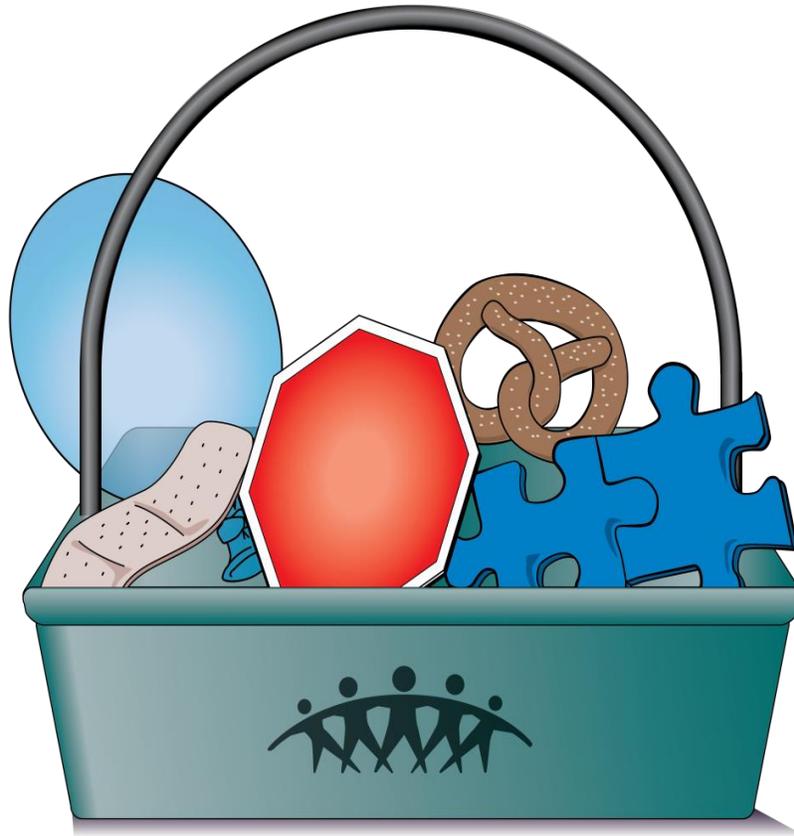


Social Bridges[®] Tool Box: A Social Skills Curriculum



Sample

Targeted Grades – Third -Fifth

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Module Eight

Overview

Skill Review

- ✓ Using your Stay Calm Plan

Module Skills

1. Passive-Assertive-Aggressive
2. Assertiveness Tools

Terms

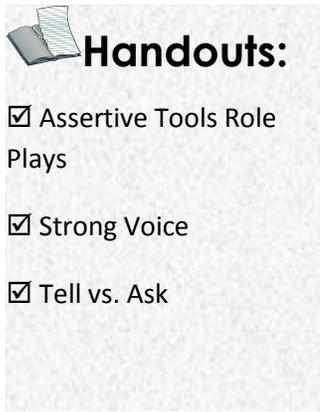
- Assertive
- Strong Voice
- Bug and a Wish
- Passive
- Aggressive

Lesson Structure	
Skill Review: Using your Stay Calm Plan <ul style="list-style-type: none"> • Life in the Wright Family 	10
Skill 1: Passive-Assertive-Aggressive <ul style="list-style-type: none"> • Skill Introduction: • Skill Practice 	20
Skill 2: Assertiveness Tools <ul style="list-style-type: none"> • Instruction/Practice • Assertiveness Role Plays 	20
Reflection: "One way I can be assertive is _____." <ul style="list-style-type: none"> • Summary Ball 	5



Materials Needed:

- Assertiveness Tools Poster
- Dry Erase Markers
- Ball



Handouts:

- Assertive Tools Role Plays
- Strong Voice
- Tell vs. Ask

Skill Review: Use of Stay Calm Plan

Stay Calm Plan Review:

- Each student picks a calming tool his/her Stay Calm Plan that he or she can use in the situation so that they can stay in the game.
- “Life with the Wright Family” : Rules of the game are explained- See below
- Good sportsmanship – be a Bucket Filler by using your plan to stay in the game if you get frustrated.

Life with the Wright Family

Directions:

1. Students stand in a circle, each holding one object (e.g. block)
2. Teacher reviews the directions of right and left by asking students to hold up their right hand and then their left hand.
3. The teacher reads a story.
4. When the students hear “right” they pass the object to the person on their right. When the students hear “left,” they pass the object to their left.

(Facilitator reads aloud)

“The Wright Family”

One day the Wright Family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright Family Car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately, yelling “It will be a right cold day before I return!”

The Wright Family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got into the car and left. Unfortunately, as they turned out of the driveway, someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so

they could get going. Tommy Wright took so long they almost left him in the street.

Once the Wright Family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry as he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Tommy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car too. Father Wright was left with Tommy who was playing a game in the back seat.

With all of this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home he turned left into the driveway and said "I wish the Wright Family had never left the house today!"

Post activity discussion:

- 🔗 What did we do to work together? What helped? What took away?
- 🔗 Did you need to use a calming tool from your stay calm plan? What did you do if it did not work?

Skill 1: Passive-Assertive-Aggressive Continuum

Facilitator writes the following on the board:



Passive means sharing thoughts or opinions but not sharing them like you really believe in them (using a strong voice) or not sharing at all.

Assertive means expressing thoughts or opinions in an **appropriate** way that is clear and direct, not physically or emotionally hurtful to others.

Aggressive means expressing thoughts or opinions in an inappropriate way that is physically or emotionally harmful to others.

Skill Practice: Differentiating between Passive, Assertive, Aggressive

Directions (written on board):

Students are directed to listen to the social scenarios and vote by:

- Remaining seated if passive
- Standing if assertive
- Standing and making a fist if aggressive

Scenarios:

1. Saying nothing when someone takes the ball from you without asking. (Passive)
2. Letting someone know you did not like it when they took the ball and to give it back. (Assertive)
3. After the soccer game someone says to you – “Way to miss the shot. You are such a loser.” (Aggressive)
4. You are sitting at lunch and get up to get a drink of water, someone takes your seat. You say, “I was sitting there. I’d like my seat back.” (Assertive)
5. Some kids are hanging out at recess. You watch and want to join in but you do not say or do anything to make that happen. (Passive)
6. Pushing to the front of the line to use the monkey bars at recess (Aggressive)

7. You see some kids playing tag at recess. You want to join in. You ask to play by looking at the ground, using a soft voice and saying “What are you playing?” (Passive)

Skill 2: Assertiveness Tools

Using a Strong Voice



Skill Introduction/Instruction:

Facilitator:

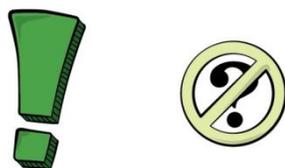
Being Assertive means using a strong voice so others can hear us and know what we want or need in a way that is respectful (*doesn't hurt their feelings or body*).

Using a strong voice helps us to feel “Just Right” and helps other people know what we want or need.

I can tell someone I want to play by saying in a strong voice:

- (Use name) “____, can I play?”
- (Use name) “____, I want a turn.”

Assertiveness Tool: Tell Vs. Ask



TELL vs. ask...

Skill Introduction/Instruction:

Facilitator:

Sometimes a person can be a bucket dipper by not including everyone in play, using mean words or an angry tone. This can hurt feelings.

Sometimes a person can be a bucket dipper by popping my space bubble and hurting my body (*hitting, pushing, kicking*).

When someone hurts my feelings or my body, I can tell them that I don't like it and to stop.

I can tell someone to stop by:

- Using eye contact
- Using a strong voice
- Telling (vs. asking to stop) "Stop kicking my chair"

Facilitator:

If you ask "Can you stop kicking my chair?" The other person can say "no."

Facial expression/body needs to be serious vs. smiling to give a Red Light Cue.

Skill Practice: Assertiveness

Facilitator:

The following scenario is shared:

You are on the playground and a person keeps bumping into you while you are waiting in line for the swings.

Each student has a turn saying to the person seated to their right “Stop It” using their assertiveness tools: eye contact, strong voice/face/body, told vs. asked.

❓ After each time the Facilitator asks if the person did the following; *observers vote by giving a thumbs up or down*

- Used eye contact
- Used strong voice
- Told (vs. asked to stop)
- Facial and body matched – serious vs. smiling to give a Red Light Cue

Assertiveness Tool: Bug and a Wish



Skill Introduction: Bug and a Wish

Facilitator:

Bug is another word for annoys, irritates, upsets, frustrates.

When something bugs me, **I can** let others know what I want or need by being a bug catcher:

- Using my calming tools
- Walking away
- Moving on
- Telling the person to stop (using eye contact, a strong voice/words)
- Using a Bug and a Wish

Bug and a Wish Script:

This is how you can be assertive and ask someone to stop what is bugging you:

“When you ___ it bugs me.”

“I wish you would ____.”

Facilitator gives examples:

Example 1:

- “When you take my chips during lunch it bugs me.”
- “I wish you would ask.”

Example 2:

- “When don’t include me in 4 square it bugs me.”
- “I wish you would let me play.”

Reinforcement Activity: Appropriately Assertive Role Play

Preparation:

Facilitator writes on board:

- Assertiveness Tools
- Ask to Join, Bug and a Wish, Tell vs. Ask, Eye Contact, Strong Voice

Directions:

1. Student picks a slip of paper with a social challenge (see below).
2. The student either reads the challenge aloud or gives it to the facilitator to read aloud.
3. Student then practices being assertive by asking to join, using Bug and a Wish, Telling vs. Asking to stop, making eye contact and using a strong voice.

After each role play, the observers vote on whether the students used their Assertiveness Tools (thumbs up) or need more practice (thumbs down)

Role Play Scenarios:

(See Handouts section)

1. The boys are playing soccer at recess. I want to join in. I can _____.
2. I am trying to do my math problems and the girl sitting next to me is humming. I can _____.
3. I am the line leader and Evan cuts in front of me. I can _____.
4. I am sitting with friends and lunch. I get up to get a drink of water. When I get back someone has moved my lunch to another place. I can _____.
5. The teacher has explained what to do for the project but I am still confused. I can _____.
6. At recess everyone wants to play soccer. I would rather play tag. I can _____.
7. I am playing with the boys. My friend Connor always has to decide the rules and go first in the game. I feel annoyed that he is always bossy. I would also like to go first. I can _____.
8. Emily and I are building together with Legos. She keeps taking apart what I have built without asking me and I am feeling annoyed. I can _____.
9. My friend Charlie uses a really loud voice when he gets excited. He talks so loud that it hurts my ears. I can _____.
10. The girls are hanging out. I try to join in but they are not looking at me or talking to me. I can _____.



Reflection: Being Assertive

Summary Ball

Summary Ball reviews one of the skills learned and practiced.

The first student makes eye contact, uses a name and hands the ball to the classmate to his or her left.

The student then responds to the reflection prompt: **“One way I can be assertive is _____.” (Tell to stop, bug and a wish, use strong voice)**

The student then hands the ball to the student to his or her left using eye contact and name and sits down to complete his or her turn.

If someone is not matching he or she can have a “do over” (another turn with coaching to be successful).

Bridges to Home

Grades 3 -5 - Module Eight

Dear Families,

Today in Social Bridges® the children learned and practiced the following social skills:

(1) Being Assertive and (2) Assertiveness Tools

(1) Being Assertive

Being assertive means using a strong voice so others can hear us and know what we want or need in a way that is respectful (doesn't hurt their feelings or body).

(2) Assertiveness Tools

Strong Voice –



Using a firm voice that can be heard by others to let others know my ideas or what I want/need.

Tell Vs. Ask –



If you ask the other person can say "no." Tell what you want or need in a strong voice and use eye contact. Body, face and words should all match (e.g. "Stop kicking my chair." vs. "Can you please stop kicking my chair?")

Bug and a Wish –



This is how you can be assertive and ask someone to stop what is bugging (bothering) you:

"When you ___ it bugs me."

"I wish you would ____."

Coach:

"If someone is hurting your feelings or your body you can tell them to stop."

“Show me how your words, face and body can match.”

Reinforce:

“Good job telling to stop.”

“Nice job using Bug and a Wish.”

“Way to move on.”

“Your words, face and body matched when you told ____ to stop.”

Practice at Home:

- Take examples from books or TV shows where a character had his/her feelings hurt. Could they have said or done anything differently?

Create or review actual scenarios of when Bug and a Wish could have been used.

