

Social Bridges® Tool Box: A Social Skills Curriculum



Middle School Sample

Targeted Grades – Sixth-Eighth

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Module Twelve

Overview

Skill Review

- ✓ Team Building
- ✓ Moving On

Module Skills

1. Seeing a situation from others' perspectives
2. Problem Solving

Terms

- Perspective
- Rigid
- Flexibility
- SODAS
- Disadvantage
- Advantage

Lesson Structure	
Skill Review: Team Building: "Whosh"	10
Skill 1: Seeing a situation from others' perspectives -flexibility <ul style="list-style-type: none"> • Skill Introduction: Optical Illusions • Skill Practice: Object Improvisation 	15
Skill 2: Problem Solving <ul style="list-style-type: none"> • Skill Introduction • Skill Practice: SODAS Worksheet 	15
Reflection: "One example of a time when I could use SODAS is _____. " <ul style="list-style-type: none"> • Summary Ball 	10

Materials Needed:

- Optical Illusions printed from manual
- Objects for improvisation activity, container
- Ball

Handouts:

- SODAS Problem-solving strategy (page Error! Bookmark not defined.)
- SODAS practice sheets (page Error! Bookmark not defined.)
- Optical Illusions pictures (page Error! Bookmark not defined.)

Skill Review: Moving on

Team Building Activity: “Whosh”

NOTE: The game is refereed by the wizard professor (see below).

Players are reminded to respond appropriately to the referee’s call (decision).

If you are out, you are out!

Use Calming Tools as needed to enjoy playing the game.

Directions:

1. Players are divided into circles of 10–12 people, each playing its own round.
2. Players stand in circle with the person being “It” (the wizarding professor) standing in the middle.
3. All players pretend to be wizards or witches holding a pretend wand.
4. The person who is “It” points his/her wand at a player and says, “Whosh” to turn him/her into a frog.
5. To be “safe” that player has to duck down to miss being “tagged.” If the player does not duck, they are “tagged” and are out. When out, a player leaves the circle and sits down to watch.
6. The players on either side of the player ducking, immediately enter into a wizard battle, where they point their pretend wand at one another and say, “Whosh”.
7. The last player to tag in the wizard battle is out. The wizard professor decides who is safe and who is out of the game.
8. When the last two players are left they stand back to back. Each time the wizard professor says a word, the players take one step forward. When they hear the word “frog”, the first player to squat down and use their body and voice to “become” a frog is the winner.

Skill 1: Flexibility, Perspective Taking: Optical Illusions

Facilitator:

1. Show students pictures of an optical illusion - duck/rabbit. If this picture is shown in the manual, a page reference should be provided here.
2. Asks first student what animal he/she sees. Then ask who sees a different animal. Have students raise their hand if they see a duck. Have students raise their hand if they see a rabbit.
- 🗣️ We are all looking at the same picture at the same time. Is there a right or a wrong answer? Is it only okay to see the rabbit? To see the duck?
3. Show students pictures of an optical illusion - old woman/young woman. Again provide a page reference.
4. Ask students who they see in the picture. Ask who sees someone different. Have students raise their hand if they see an old woman. Have students raise their hand if they see a young woman.

Skill Introduction

- 🗣️ We are all looking at the same picture at the same time. How can we see different pictures? Is there a right or a wrong answer?

Perspective



The way we look at something is called perspective. Just like we look at the same picture and see two different images, we can experience the same situation and see it differently.

Being able to compromise to accept someone else's perspective or way of doing things is being called being FLEXIBLE.

Being flexible helps us to be helpful friends, classmates, family/community members.

Being Rigid: Getting “Stuck”: Sometimes we find it hard to transition and move on to the next activity or conversation. This happens when we get a Red Light cue, but we ignore it and continue with what we were doing or saying at the time.

If we are not flexible when others have moved on, or if the situation calls for us to move on, and we are unable to, then we are no longer matching, and therefore take away from the group.

Moving on is a mental shift away from what is not working to be flexible. (Examples include finding something else to do when receiving Red Light cues, problem solving, using a Calming Tool, matching a new topic/activity, moving on to what others are doing etc.)

Conflict Resolution: Conflict often results from failing to see a situation from another person’s perspective.

Approaching a problem in only one way (the “right way”) is being rigid.

Willingness to consider other’s perspectives is being flexible. Once the other person’s perspective is understood, ask the following questions:

Is it a Tremor or an Earthquake? Do I need to use my Stay Calm Plan? Can I move on? How can I compromise?

Skill Practice: Flexibility, Perspective Taking

Object Improvisation

Directions:

The object of the game is to use one item in as many ways as possible.

1. Place assortment of objects* in a bag or pillowcase.
2. The first player selects an object and based on its size and shape pantomimes (acts out without words) using the object *other* than how it is intended.

For example a ball can be used as an apple, the moon, etc.

3. The object is then passed to the next player who uses it in a different way, and so on until everyone has a turn.

*Ideas for objects may include: an unsharpened pencil, a spoon, a piece of string, an eraser, a paper cup, a ruler, etc.

Variations:

Add words to the skit.

Include another player in the skit.

Give a theme – e.g. all skits must have something to do with Halloween

Discussion:

In order to play the game we needed to be able to see one object differently. That means we needed to be flexible.

1. Was there only one “right” way to see the object?
2. Is there only one way of looking at a situation?
3. When can it be helpful to look at someone else’s perspective?
4. What are some times in social situations that we need to be flexible?

Skill 2: Problem Solving: SODAS

Skill Introduction/Instruction:

Facilitator: As we have seen there is usually more than one way to solve a social problem. Sometimes thinking of more than one way to solve a problem helps prevent us from getting stuck and enables us to find many ways to move on.

SODAS is a problem solving tool.

SODAS is an acronym and stands for Situation, Options, Disadvantages, Advantages, Solution

S ituation - problem needing to be solved

O ptions – ideas for solving the problem

D isadvantages – cons for each option

A dvantages – pros for each option

S olution – plan for solving the problem

Skill Practice: Problem Solving Practice

Facilitator: Let's do an example of SODAS. (Facilitator writes responses on the board or chart paper)

Situation: Some of the girls in your class are talking in front of you about a sleepover they went on over the weekend, and you were not invited. You feel sad. What can you do?

Option 1 Get upset and say, "Why wasn't I invited? Aren't I supposed to be your friend?"

- **Disadvantage 1** – The other girls will get angry or become defensive
- **Advantage 1** – Sharing my feelings

Option 2 – Leave and find other girls to hang out with

- **Disadvantage 2** – Won't let the girls know they have hurt my feelings
- **Advantage 2** – I will be away from the situation

Option 3 – Tell the girls using Bug and a Wish. "It bugs me when you talk about the fun you all had when I was not invited. It hurts my feelings. I wish you would not talk about things when I am not included."

- **Disadvantage 3** – NONE
- **Advantage 3:** Lets girls know how I feel in appropriate way

SOLUTION: Use Bug and a Wish

Note: Options can be role played to help determine what the best solution might be. At times a plan can be formed, placing different options in order of preference. Sometimes poor choices are included. This is useful in teaching how the options would not work.

- Facilitator can then take an actual example of a social challenge that has occurred in school and complete SODAS with the class for practice.

Skill Practice

Preparation: Facilitator writes on dry erase board or chart paper:

Facilitator can then take an actual example of a social challenge that has occurred in school and complete SODAS with the class for practice.

S ituation - problem needing to be solved

O ptions – ideas for solving the problem

D isadvantages – cons for each option

A dvantages – pros for each option

S olution – plan for solving the problem

Situation:

O1

D1

A1

O2

D2

A2

O3

D3

A3

O4

D4

A4



Reflection: Self Awareness

Activity:

Summary Ball:

Summary Ball reviews one of the skills learned and practiced.

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

The student then responds to the reflection prompt: **“One example of when I could use SODAS is ...”**

(Example: A friend hurt my feelings and I am not sure what to do about it.)

The student then hands the ball to the student to his/her left using eye contact and name until all of the students have their turn.

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

Bridges to Home

Middle School: Module Twelve

Dear Families,

Today in Social Bridges[®] we learned and practiced the following social skills:

(1) Perspective taking/flexibility and (2) Problem Solving

Perspective Taking



There are typically many different ways of viewing a social situation from different perspectives. There is seldom a right or a wrong perspective. When we can only view a situation in one way - that is being rigid. When I am rigid, I can't see other people's point of view, and it makes it difficult for me to cooperate and work together.

Being Rigid: Getting 'Stuck': If we are not flexible when others have moved on, or the situation calls for us to move on, we are no longer matching and therefore take away from the group.

Conflict Resolution: Conflict often results from failing to see a situation from another person's perspective. Approaching a problem in only one way (the "right way") is being rigid.

Willingness to consider others' perspectives is being flexible. Once the other person's perspective is understood, ask yourself the following questions: Is it a Tremor or an Earthquake? Do I need to use my Stay Calm Plan? Can I move on? How can I compromise?

Moving on is a mental shift away from what is not working to be **flexible**. This often involves seeing a situation from another perspective. (Examples include: finding something else to do when receiving Red Light cues, problem solving, using a Calming Tool, matching a new topic/activity, moving on to what others are doing etc.)

Coach:

"How can you be flexible?"

"What can you do to move on?"

"How do you think ____ saw the situation?"

Visual Cue: Start with both hands facing downward. As you say, "Move" turn your left hand so the palm is facing upward. As you say, "On," turn your right hand so the palm is facing upward. I LIKE THIS DESCRIPTION BETTER THAN THE ONE I SAW IN THE R&R. I WOULD CHANGE ALL DESCRIPTIONS OF THIS VISUAL CUE TO MY WORDING HERE

Reinforce:

“Great job of compromising.”

“Way to move on.”

“Way to be flexible/see another point of view.”

(2) Problem Solving

There is usually more than one way to solve a social problem. Sometimes thinking of more than one solution helps prevent us from getting stuck and enables us to find many ways to move on.

SODAS, a problem solving tool, stands for **Situation, Options, Disadvantages, Advantages, Solution**

Situation - problem needing to be solved

Options - ideas for solving the problem

Disadvantages - cons for each option

Advantages - pros for each option

Solution - plan for solving the problem

Coach:

Walk through the steps for coming up with options for solving the problem, the disadvantages and advantages of each, coming up with a solution. The solution can be a plan of more than one option (in case it does not work).

Reinforce:

“Good problem solver.”

“What a creative option for solving the problem.”

“I like how you are thinking this through.”

Practice:

- Practice seeing other perspectives for characters in stories and on TV.
- When you child has a disagreement with a friend ask him/her, “How do you think ____ saw the situation?”
- Practice SODAS with fun examples such as what restaurant to go to, what video game to play, etc. See attached practice worksheet.

ATTACHMENT: SODAS PRACTICE WORKSHEET