

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Curriculum



ACTIVE LISTENING

"I was supposed to work on a group project with Billy today but at the last minute he said he could not do it." (Looks down to the floor and frowns).

- Listening **EARS** tell me these details:
- Listening **EYES** see these details:
- Listening **HEART** tells me she feels:

"I heard the best joke at lunch today, it had me laughing so hard that I cried" (Laughing, tears in eyes)

- Listening **EARS** tell me these details:
- Listening **EYES** see these details:
- Listening **HEART** tells me he feels:

"I studied so hard for the test and ended up getting a bad grade. My mom is going to be upset, I'm crying with tears, should I give up?"

- Listening **EARS** tell me these details:
- Listening **EYES** see these details:
- Listening **HEART** tells me she feels:

Includes
GOOGLE
SLIDES

SOCIAL EMOTIONAL LEARNING

Relationship Skills

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Hi, I'm Lucas.
My superpower is
Relationship Skills.

That means I have the ability to
create and maintain healthy
relationships with a variety of
people.



Relationship
Skills include:

- ★ Communication
- ★ Social
Engagement
- ★ Relationship
Building
- ★ Teamwork

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Communication

Session Objective:

*Students will identify effective communication strategies.

Materials:

- *Pencils
- *Handouts

Guiding Questions:

- *Why is it important to communicate clearly?
- *How can having good communication skills help build relationships?

Session Details

*Say "I would like to introduce you to Lucas, he is a social-emotional learning superhero. His superpower is relationship skills. That means he can create and maintain healthy relationships with a variety of people. He also understands how to communicate with others effectively. We are going to explore with Lucas the four parts of relationship building which are communication, social engagement, relationship building, and teamwork.

*Say "We are going to be talking about one of Lucas' superpowers today, his ability to communicate successfully. Communication means to exchange ideas, feelings, or information with others. How we communicate our ideas, thoughts, and feelings to others can impact all areas of our life. Whether at school, the workplace, or with friends and family, we need to be able to express ourselves clearly while being mindful of how what we are saying is being understood. Communication is not a one-way street, we must not only be good speakers but also good listeners. We will start by discussing what communication is and is not. (Review the accompanying handout). Now let's learn about active listening and practice our listening skills which are vital to communication. (Review active listening handout). Let's do some active listening with these superheroes, we will do the first one together. "I was supposed to work on a group project with Billy today but at the last minute he said he could not do it." (Looks down to the floor and frowns). Listening with my ears tells me that she was supposed to do something that is now not happening, listening with my eyes tells me she was looking at the floor and frowning, listening with my heart tells me she feels disappointed and sad. (Complete the rest of the active listening handouts) Even the best communicator can make mistakes, Let's practice recognizing good and bad communication skills. (Complete the Wonders/Blunders handouts).

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M I)
- *Behavior: Social Skills: Use effective oral and written communication skills and listening skills (B-SS I)

SEL Competencies:

- *Relationship Skills: Communication.

COMMUNICATION

To exchange ideas, feelings, or information with others.

Communication is...



We listen, respond, and pay attention to the speaker.



Speak clearly and assertively.



Take turns speaking so everyone can be heard.



Communication is not...



Interrupting and disregarding the other speaker.



Mumbling, speaking too fast, not pausing to allow the other person to speak.



Making assumptions about the other person.

ACTIVE



LISTENING

Listening with my EARS



- I pay attention to the speaker.
- I listen to what the speaker is saying instead of thinking about how I am going to respond.
- I listen for details of what is being said.
- I listen for tone and voice level.

Listening with my EYES



- I look at gestures. (a movement of the hand, arms, or other body part that is intended to indicate or emphasize something)
- I look for social cues. (including facial expressions, mood, direction of gaze, body posture, proximity)
- I make proper eye contact.

Listening with my HEART



- I empathize with what the speaker is saying.
- I show interest in what the speaker is saying by nodding my head, asking questions, using verbal acknowledgments like "uh huh", waiting till they finish speaking, keeping my body facing towards them, and not doing other things while they are speaking.

ACTIVE LISTENING



"I was supposed to work on a group project with Billy today but at the last minute he said he could not do it."
(Looks down to the floor and frowns).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

"I heard the best joke at lunch today, it had me laughing so hard that I cried."
(Laughing, tears in eyes)



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:



"I studied so hard for this test and I ended up getting a bad grade anyways, my mom is going to be upset" (Eyes are watering with tears, shoulders slumped over).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

ACTIVE LISTENING



"While I was on my way to the lunch line, I tripped and fell in front of everyone." (Looks down to the floor and face is all red).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

"I practiced all week for the performance in the play today, I hope I do not mess up my lines." (Bites nails and looks sweaty)



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:



"Tomorrow is my birthday party and I get to open my presents and eat cake! I can't wait!" (Jumping up and down and smiling).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

ACTIVE LISTENING



"My Brother and I watched a scary movie and now I can't stop thinking about it. (Eyes wide, sweaty)

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

"I won the race at recess, I can't believe it! I never win and now I have, I am so pumped!" (Smiling, fist pumping the air)



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:



"I can't wait to do the 4 hours of homework I have tonight, there's nothing I would rather do." (rolls eyes and frowns).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

ACTIVE LISTENING



"She says she is my friend but I heard her saying not nice things behind my back." (trembling lip, shoulders slumped over).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

"I have the big state test tomorrow and I don't know if I am ready for it or not" (wringing hands, body stiff).



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:



"I have been trying to get this right for hours and I still cannot get it! (stomping feet, furrowed brow)

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

ACTIVE LISTENING



"I was upset at first, but now I understand why it happened" (calm voice, relaxed posture).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

"I messed up the reading passage out loud in front of everyone." (biting lip, hands over face).



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:



"This movie is not my favorite, the plot is kind of predictable." (yawns, looks at watch.)

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

COMMUNICATION

WONDERS

- ★ Speak Clearly.
- ★ Active Listening.
- ★ Asking and answering questions.
- ★ Taking turns to speak.
- ★ Make related comments to the conversation topic.
- ★ Show you are interested in what is being said.

BLUNDERS

- ✗ Mumbling, speaking too fast or too low.
- ✗ Not responding.
- ✗ Interrupting
- ✗ Making off topic comments or questions.
- ✗ Looking bored.
- ✗ Not allowing others a chance to speak.

COMMUNICATION WONDER or BLUNDER

Tommy: I am so excited for the weekend.

George: You sound excited, what's going on this weekend?

Tommy: I am going on a fishing trip with my dad.

George: I love fishing, I like to fish at the...

Tommy: and we are going to visit my favorite ice cream place.

George: That sounds like a great...

Tommy: Man I am so pumped and cannot wait to go!

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

Trisha: I read the best book last night.

Cassie: Uh huh.

Trisha: It was about a princess and a frog.

Cassie: ok (yawns).

Trisha: Have you read any good books lately?

Cassie: Uh! Look at Tommy he is getting into my stuff again. He is so annoying!

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

Byron: I am really upset that Mrs. Mitchell did not call on me during the math lesson.

Kiera: Do you think she saw your hand raised?

Byron: Yes, but she called on everyone else instead!!

Kiera: I can see how that would upset you.

Byron: Uhh I just am so (mumbles in a low tone).

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

Catherine: Did you hear about that party Josh is having on Saturday?

Luis: (daydreaming, staring at something in the distance).

Catherine: Uh, Luis did you hear me?

Luis: What? No, sorry I was distracted.

Catherine: I said did you hear about Josh's party?

Luis: (looks at watch) No.

Catherine: Well, it sounds like a lot of people are going.

Luis: (Shrugs).

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

David: I think we should split the work up, I will handle the researching and you can...

Alex: Why do you get to handle that part?

David: Well, I just thought...

Alex: Who made you the boss?

David: No one, I just thought...

Alex: You thought wrong.

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Social Engagement

Session Objective:

*Students will identify appropriate conversation skills.

Materials:

- *Pencils.
- *Social engagement handouts.

Guiding Questions:

- *Why is it important to be able to have conversations with others?
- *How can positive conversations help build relationships?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Use effective oral and written communication skills and listening skills (B-SS 1)

SEL Competencies:

- *Relationship skills: Social Engagement.

Session Details

*Say "We are going to be talking about another one of Lucas' superpowers today, his ability to successfully socially engage. This means he can participate and interact in a conversation appropriately. This is a very helpful skill because often we can make some mistakes in conversations that prevent us from continuing the conversation and building that friendship, sometimes we do not even know we are doing it. Let's start by discussing what Social Engagement is and is not. (Review the accompanying handout). When Lucas is having a conversation with someone he uses the SLANT technique. This acronym helps him remember to stay engaged in the conversation with the speaker and to be a good listener. (Review the SLANT handouts). Let's practice the SLANT technique by getting into groups of three or more. One person will be the speaker, one the listener, and the others are observers. We will rotate these roles for each conversation topic. The observers will check the box if they see the listener using the SLANT techniques. (Have students complete the SLANT activity). Here are some helpful talk tips to keep in mind to have the best social engagement. (review talk tips handout). The more we understand what causes a conversation to end, the more we can prevent making conversation mistakes. (review the Conversation continuers/enders handout). Let's read some conversations and identify what helped continue or end each one.

SOCIAL ENGAGEMENT

The ability to participate and interact in a conversation appropriately.

Social Engagement is...



Active listening and paying attention to nonverbal cues.



Taking turns to speak.



Making appropriate responses to encourage the conversation to continue.



Social Engagement is not...



Making off topic comments.



Interrupting or not allowing the other person to speak.



Looking bored or not interested in the conversation.

SIT UP

LEAN FORWARD

ASK & ANSWER QUESTIONS

NOD YOUR HEAD

TRACK THE SPEAKER

S.L.A.N.T.

SIT UP

Sit with your back against the seat, feet flat on the floor, hands on the table. If standing, keep your back straight.

LEAN FORWARD

Face toward the speaker and lean toward them slightly to indicate interest in what is being said and to keep your attention on them.

ASK & ANSWER QUESTIONS

Engage in the conversation by answering any questions asked and ask questions of your own that are on topic.

NOD YOUR HEAD

Nodding is a nonverbal way to indicate you are listening and for the speaker to continue.

TRACK THE SPEAKER

Keep track of the speaker with your eyes, pay attention to their gestures and nonverbal communication.

S.L.A.N.T. PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Talk about the most recent movie you watched.

Talk about your favorite holiday.

Talk about somewhere you have traveled to.

Did the listener...

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

S.L.A.N.T. PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Talk about your favorite celebrity.

Did the listener...

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about a place you want to visit one day.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about a hobby or something you like to do.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

S.L.A.N.T. PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Did the listener...

Talk about your favorite game to play.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about what you want to be when you grow up.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about a fun time you recently had.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

S.L.A.N.T. PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Did the listener...

Talk about your favorite T.V. Show.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about your favorite thing about School.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about a happy memory you have.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

S.L.A.N.T. PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Talk about your favorite singer or band.

Talk about your plans for the weekend.

Talk about your favorite thing to do at home.

Did the listener...

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

TALK TIPS



LISTEN



THINK



RESPOND

TALK TIPS



Actively listen to what the speaker is saying. Use nonverbal cues to encourage the speaker to continue.



Think about what you want to say, before you say it. Think about your tone and how you are coming across. Think if it will help continue the conversation.



Speak clearly. Support the speaker by asking questions or making on topic comments. Propose compromises if problems arise.

CONVERSATION

CONTINUERS

ENDERS

LISTENING

Actively listening and responding to what is being said.

INTERRUPTING

Stopping someone in the middle of what they are saying or cutting them off.

SUPPORTING

Encouraging the conversation to continue by asking and answering questions and appropriate comments.

IGNORING

Not acknowledging or recognizing what was said.

COMPROMISE

Solving problems that arise and resolving conflicts peacefully by finding a fair resolution where both people are heard.

DISRESPECT

Being rude to the speaker by making mean or not polite comments, gestures, or actions.

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

We should do this as a team,
each teammate can take on a
different task.

I hear your suggestion and
I think teamwork sounds
like a great idea!

CONVERSATION
CONTINUER

We should do this as a team,
each teammate can...

I don't think that will work.

CONVERSATION
ENDER

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

Maybe we could try to do it the way that Lucas suggested.

I'm willing to try Lucas' way if we use some of my ideas too.

CONVERSATION
CONTINUER

Maybe we could try to do it the way that Lucas suggested.

No, his idea was stupid and mine is better.

CONVERSATION
ENDER

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

I really like that new movie that came out about superheroes.

Sounds interesting, who are the superheroes that star in it?

CONVERSATION
CONTINUER



I really like that new movie that came out about superheroes.

It's your turn to use the water fountain.

CONVERSATION
ENDER



CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

I see that you like drawing pictures and sketching, I like that too.

Cool, what type of sketching do you do?

CONVERSATION
CONTINUER

I see that you like drawing pictures and sketching, I like that too.

Good for you.

CONVERSATION
ENDER

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

Yesterday my dog did the funniest thing, he jumped up on his two legs like he was dancing.

That is funny! My dog does funny stuff like that too. What's your dog's name?

CONVERSATION
CONTINUER



Yesterday my dog did the funniest thing, he jumped up on his two legs like he was dancing.

I have to go, I need to finish what I was doing.

CONVERSATION
ENDER



SOCIAL EMOTIONAL LEARNING

Relationship Skills

Relationship Building

Session Objective:

- *Students will identify peaceful ways to resolve conflicts.
- *Students will recognize how certain behaviors come across to others.

Materials:

- *Pencils.
- *Relationship building handouts.

Guiding Questions:

- *Why is it important to understand how we are coming across to others?
- *How can resolving conflicts peacefully help to build relationships?

Session Details

*Say "Let's continue to discover more about Lucas' superpowers, today we will learn about his ability to build relationships. This involves understanding personal characteristics and behaviors that help in making and keeping friends. There are certain things we can do and say that help us not only make friends but to keep them as well. Let's start by discussing what relationship building is and is not. (Review the accompanying handout). Now let's help the superheroes rescue some friendships that are having conflicts. Here are a few ways to help resolve conflicts peacefully (review friendship rescue handout, then complete the rescue activity pages). Another common concern with building relationships is how we come across to others. Sometimes it's not about what we say but HOW we say it. Our nonverbal behavior and our overall demeanor towards others. This can sometimes put others off, and cause them to not want to build a friendship. If you are being too hot, angry looking, or irritable then people tend to not want to be around that type of attitude. The same goes for being too cold, acting like you don't care or indifferent is also not a friendship builder. You want to come across as warm, friendly, and open to others (Review the Demeanor meter handout). Let's practice identifying how certain comments and actions might come across to others, shade in the thermometer all the way to the top if you think they are coming across as too hot, in the middle if you think they are being warm, and keep it low to the bottom filled in if you think they are being cold. (complete the demeanor meter handouts.)

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)

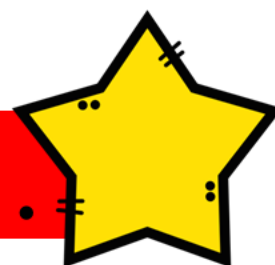
SEL Competencies:

- *Relationship skills: Relationship building.

RELATIONSHIP BUILDING

Understanding personal characteristics and behaviors that help in making and keeping friends.

Relationship Building is...



Being mindful of how we come across to others.



Valuing and respecting similarities and differences.



Trying to resolve conflicts peacefully.



Relationship Building is not...



Giving up on a friendship because you have a disagreement.



Allowing another person to mistreat you.




Excluding those who are not similar to you.

FRIENDSHIP RESCUE


Ways to help save a friendship during a conflict:




Apologize



Agree to
Disagree or
let it go.



Think about your
response carefully.
Don't say anything
you will regret.



Step away from
the conflict, give
yourself time to
cool off.

FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Violet is mad because Xavier got paint on her desk during art.

How can these friends resolve their conflict peacefully?

Marcus is mad because Emma did not play with him at Recess.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Rachel is upset because Johanna said she did not like her shirt.

How can these friends resolve their conflict peacefully?

Taylor is hurt because Kailey borrowed her pencil and did not return it.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

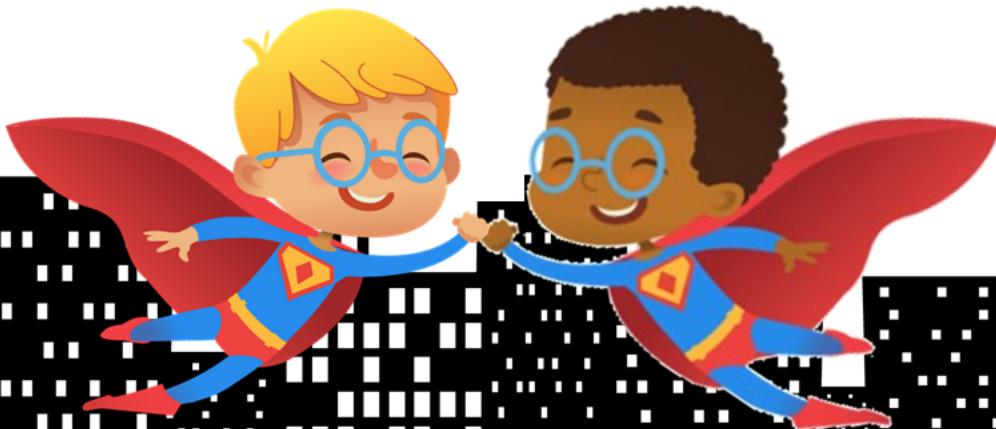
HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Amber said something mean to Sadie and now she is sad.

How can these friends resolve their conflict peacefully?

Nicole is upset that Anthony is playing with Jason and not her.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Michelle is mad because Juliet will not play the game that she wants to play.

How can these friends resolve their conflict peacefully?

Jameson is angry because Willy got to be Team Captain and he wanted to be it.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Francine sees Andy talking to Henry and is upset because she does not like Henry.

How can these friends resolve their conflict peacefully?

James is playing on the computer and Joyce wants to use it and he will not share.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Michael and Brian are working together on a project, they disagree on who gets to be the presenter.

How can these friends resolve their conflict peacefully?

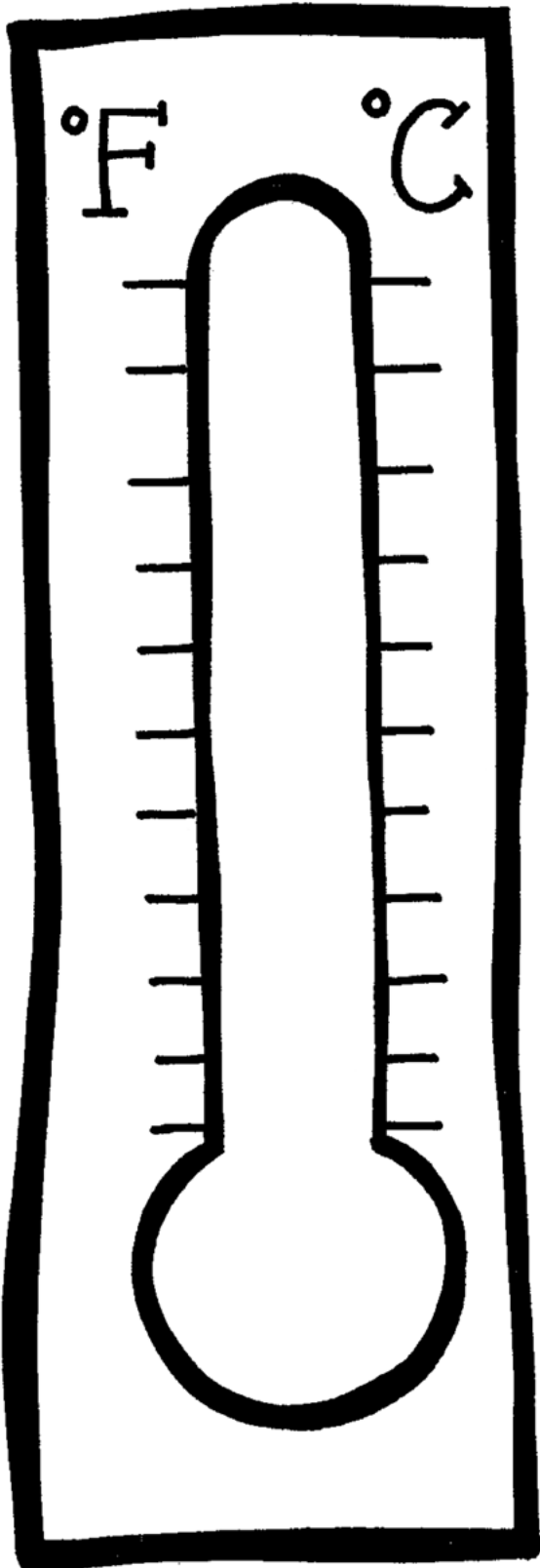
Someone was being mean and laughing at Janie and Chris laughed along with them.

How can these friends resolve their conflict peacefully?



DEMEANOR METER

How are you coming across to others?



HOT 

Easily angered or annoyed.

Scowl on face.

Defensive.

Rolling eyes.

WARM 

Welcoming smile.

Friendly eye contact.

Approachable relaxed posture.

Open to listening.

COLD 

Looking into the distance.

Indifferent attitude.

Frowning.

Not making eye contact.



HOT

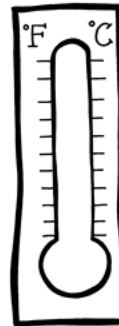
WARM

COLD

DEMEANOR METER

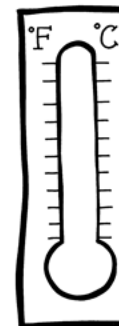
Fill the thermometer to the level that you think this person came across at.

Why do I always have to be last?
(loud voice)



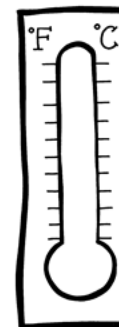
HOT
WARM
COLD

I have an idea, you can help with
the graphing, how does that
sound? (friendly smile)



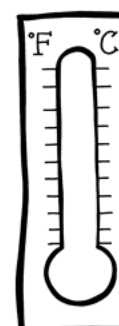
HOT
WARM
COLD

I can help you with that if you
want. (calm tone)



HOT
WARM
COLD

Ugh! You always get to go first!
(hands up in frustration)



HOT
WARM
COLD



HOT

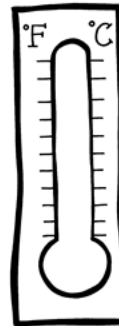
WARM

COLD

DEMEANOR METER

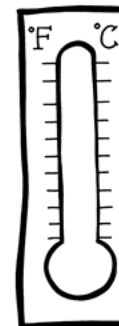
Fill the thermometer to the level that you think this person came across at.

Do you want to borrow my pencil?
(smiling)



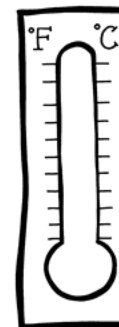
HOT
WARM
COLD

You never wait your turn, you are
so unfair! (pointing at the other
person with an angered look)



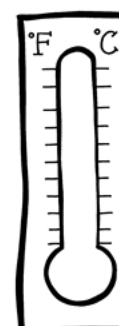
HOT
WARM
COLD

You are no fun to hang out with.
(indifferent look)



HOT
WARM
COLD

I guess we could do that (shrugs).



HOT
WARM
COLD



HOT

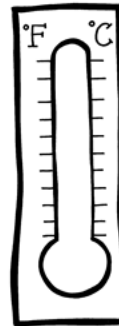
WARM

COLD

DEMEANOR METER

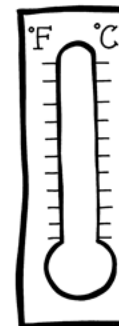
Fill the thermometer to the level that you think this person came across at.

You are such a liar! (yelling)



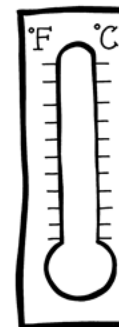
HOT
WARM
COLD

You can go first, I don't mind.
(smiling)



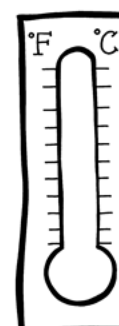
HOT
WARM
COLD

I have so many better things I
could be doing right now (looking
at watch).



HOT
WARM
COLD

I can compromise if you are
willing to as well (leaning
forward, making eye contact).



HOT
WARM
COLD



HOT

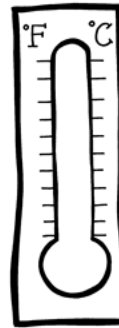
WARM

COLD

DEMEANOR METER

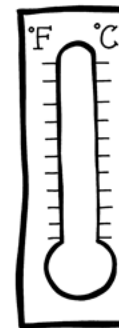
Fill the thermometer to the level that you think this person came across at.

I don't really care if you do that or not. (rolls eyes)



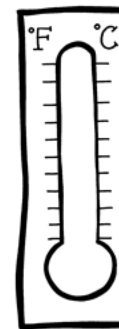
HOT
WARM
COLD

Do what you want to do (no eye contact, looking off in the distance).



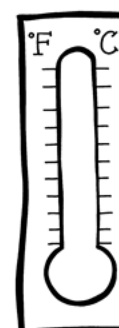
HOT
WARM
COLD

Why don't you get it yourself?
(loud voice with attitude)



HOT
WARM
COLD

That hurt my feelings but I understand your side of it. (calm tone).



HOT
WARM
COLD



HOT

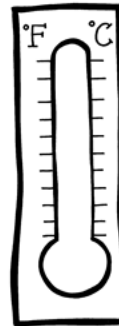
WARM

COLD

DEMEANOR METER

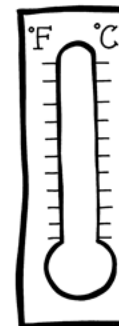
Fill the thermometer to the level that you think this person came across at.

You look really nice today, I like your new shoes. (smiling)



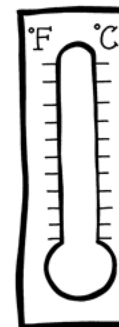
HOT
WARM
COLD

I just can't wait to do all the chores my mom is making me do (rolls eyes).



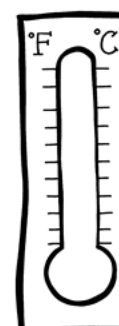
HOT
WARM
COLD

This is so boring! (frowning)



HOT
WARM
COLD

I'm sorry for doing that, I did not mean to upset you. (relaxed posture).



HOT
WARM
COLD

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Teamwork

Session Objective:

- *Students will identify qualities wanted in a team member.
- *Students will recognize ways to compromise in conflict situations.

Materials:

- *Pencils, scissors, glue/tape.
- *Teamwork handouts

Guiding Questions:

- *Why is it important to be able to work on a team?
- *How can compromising help resolve a conflict?

Session Details

*Say "The last aspect of relationship skills is teamwork. This means making a collaborative effort as a group to achieve a goal or task. Teamwork is not just part of friendships, but also a critical part of school and the workplace. We even use teamwork in our own families, helping out with chores, and everyone in the family contributing in some way to help the family. Being able to work as a team is an important life skill, after all, we cannot always do all the work by ourselves. We need to work with others to be successful. Let's review what Teamwork is/is not (Review the accompanying handout). Let's create our superhero team to determine what traits or qualities we value in a team member. Go through the traits and color in the star of the traits you would want on your team. Then, pick your top five qualities you want on your team, cut them out, and paste them to the superhero shield. Share with the group why you chose those five traits. Do you think you have those traits? (complete shield handout). Now let's learn about how to make teams work successfully and that's being able to compromise. Compromise means you agree to settle a conflict by both changing or giving up some of your demands. Both people in the conflict must make this change to make it a compromise. Let's practice making compromises with some conflict scenarios (complete find a compromise handouts).

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Use effective collaboration and cooperation skills (B-SS 6)

SEL Competencies:

- *Relationship skills: Teamwork.

TEAMWORK

The collaborative effort of a group to achieve a goal or task.

Teamwork is...



Listening and considering the ideas and suggestions of others.



Communicating to everyone in the group.



Being respectful and finding compromises when necessary.



Teamwork is not...



Working towards different goals.



One person doing all the work.



One person making all the decisions and not taking any input.

BUILD YOUR SUPERHERO TEAM

Fill in the star of the qualities you want in a team member



**HARD
WORKER**



LOYAL



FORGETFUL



**INCLUDES
EVERYONE**



LAZY



**CLOSED
MINDED**



ENCOURAGING



RESPECTFUL



**TRUST-
WORTHY**



FRIENDLY



**OPEN TO
OTHERS
IDEAS**



KIND

BUILD YOUR SUPERHERO TEAM

Fill in the star of the qualities you want in a team member



**PAYS
ATTENTION
TO DETAIL**



COOPERATES



**THERE
WHEN YOU
NEED THEM**



SLOPPY



ORGANIZED



LEADER



**GOOD
LISTENER**



**ALWAYS
WANTS THEIR
OWN WAY**



**GOOD
PROBLEM
SOLVER**



**CONSIDERS
OTHERS
FEELINGS**



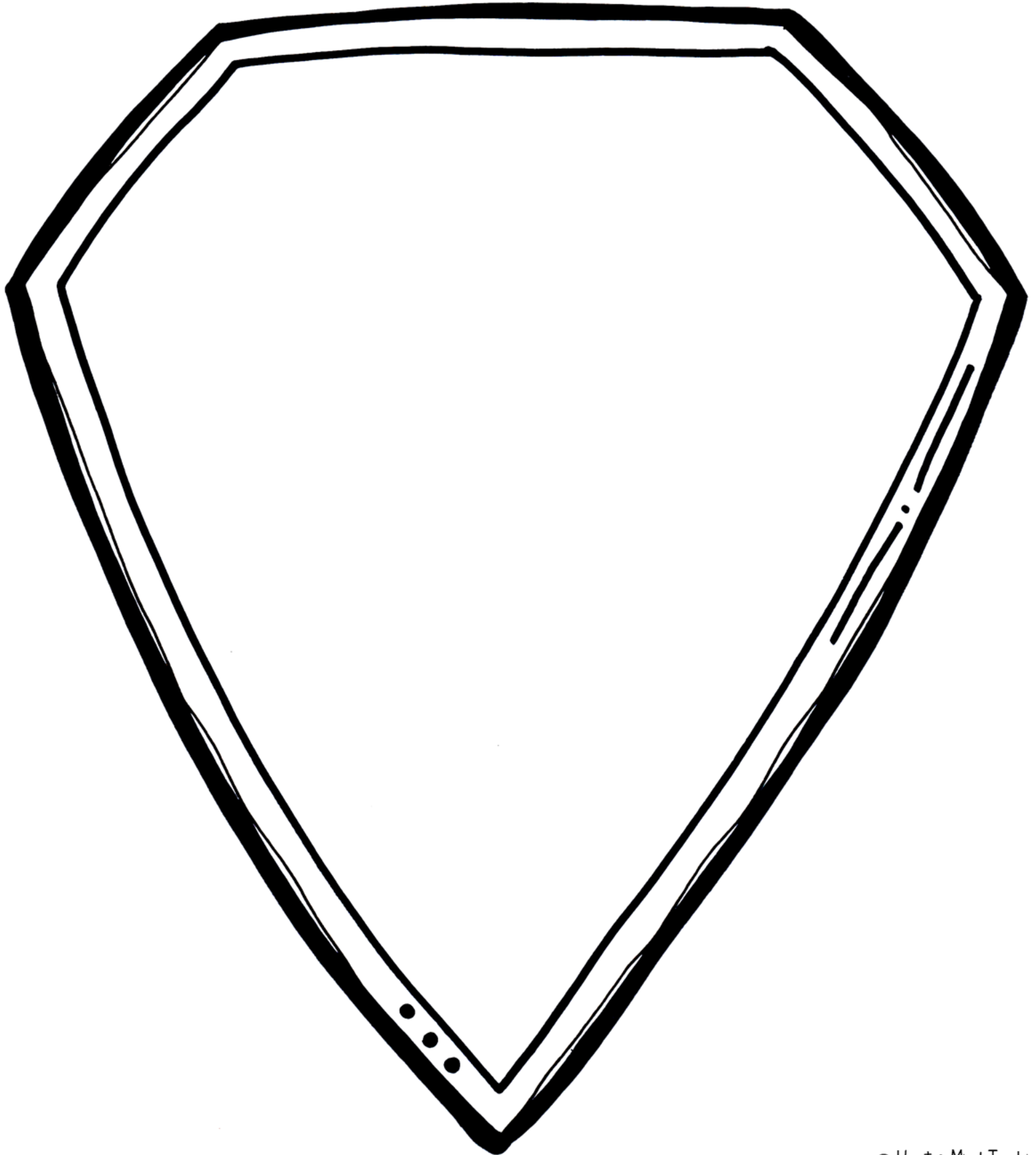
**EXPECTS YOU
TO DO MOST
OF THE WORK**



THOUGHTFUL

BUILD YOUR SUPERHERO TEAM

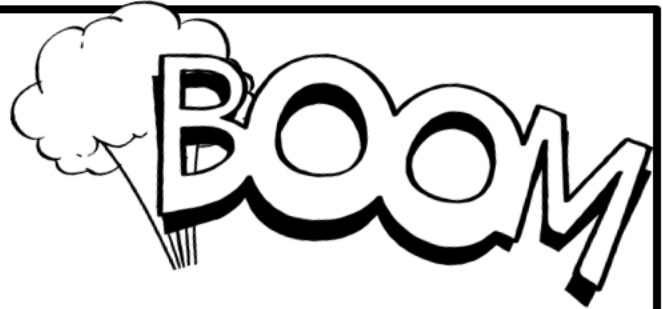
Cut out your top 5 team member qualities and paste them onto this shield.



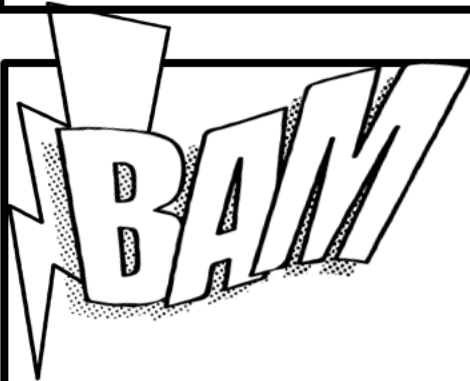
FIND A COMPROMISE

Scenarios practicing finding a compromise.

In art class, Caleb and Rachel both want to paint their picture blue but there is only one blue paint container at their table.



How can they compromise?



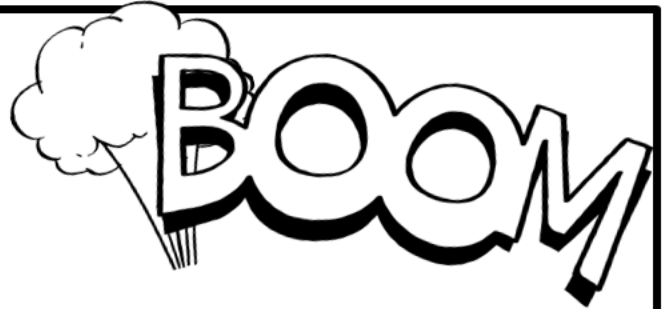
Josh and Sadie are both class helpers this week and both of them want to be in charge of the class pet.

How can they compromise?

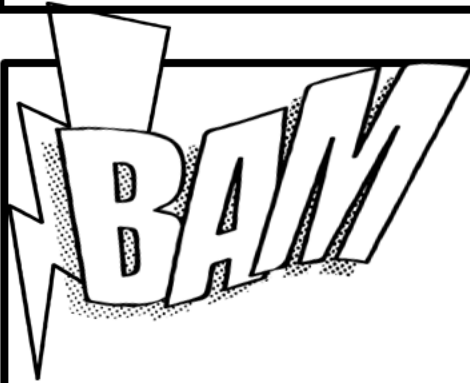
FIND A COMPROMISE

Scenarios practicing finding a compromise.

In music class, John and Asher both want to use the same instrument but there is only one left.



How can they compromise?



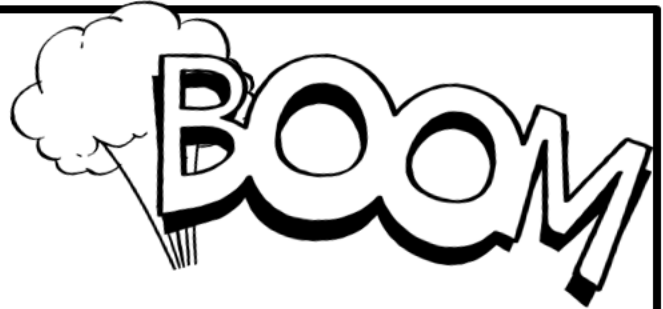
Tommy and Maria want to play at recess, but one wants to play dodgeball and the other wants to play basketball.

How can they compromise?

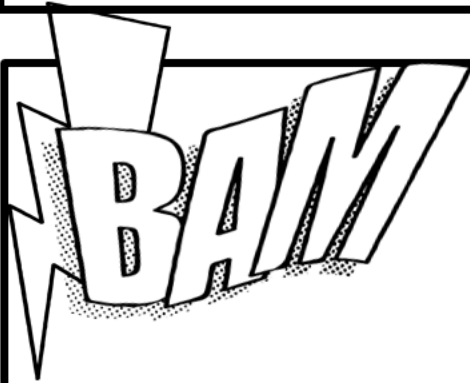
FIND A COMPROMISE

Scenarios practicing finding a compromise.

Christian and Samantha have both been waiting for a new book to arrive to the library. It's finally come in and there is only one copy, and they both want to check it out.



How can they compromise?



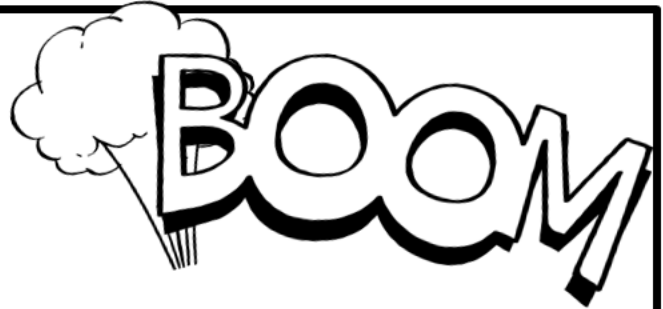
During computer centers, Jace and David both want to use the computer, but one of the computers is broken so there is only one computer that can be used.

How can they compromise?

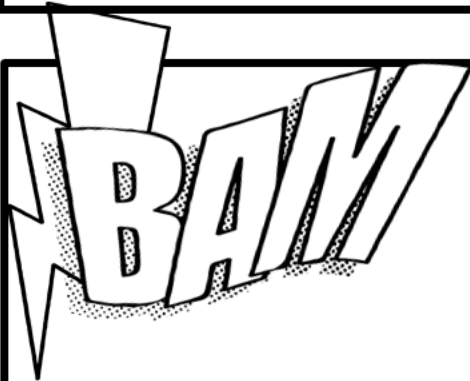
FIND A COMPROMISE

Scenarios practicing finding a compromise.

Jameson and Kaley both want to play their favorite video game, they only have one console and they both have different ones they want to play.



How can they compromise?



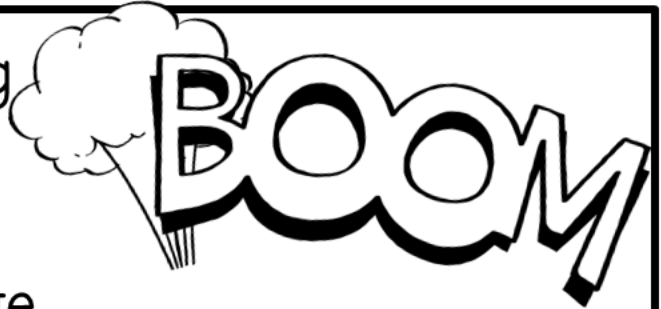
Tammy and Krista both want to play with the same toy. Krista had the toy first, but Tammy has been waiting to play with it for a while.

How can they compromise?

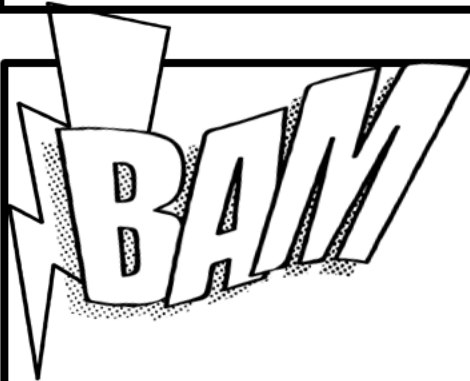
FIND A COMPROMISE

Scenarios practicing finding a compromise.

Danielle and Kassy are working on a group project together, they need one person to research and the other to write their findings. Both of them want to do the research part.



How can they compromise?



Gerald and Paul were asked by their mom to take out the trash and push the trash can to the curb, neither of them want to do it.

How can they compromise?

SOCIAL EMOTIONAL LEARNING

Relationship Skills

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Hi, I'm Lucas.
My superpower is
Relationship Skills.

That means I have the ability to
create and maintain healthy
relationships with a variety of
people.

Relationship
Skills include:

- ☆ Communication
- ☆ Social
Engagement
- ☆ Relationship
Building
- ☆ Teamwork

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Communication

Session Objective:

*Students will identify effective communication strategies.

Materials:

- *Pencils
- *Handouts

Guiding Questions:

- *Why is it important to communicate clearly?
- *How can having good communication skills help build relationships?

Session Details

*Say "I would like to introduce you to Lucas, he is a social-emotional learning superhero. His superpower is relationship skills. That means he can create and maintain healthy relationships with a variety of people. He also understands how to communicate with others effectively. We are going to explore with Lucas the four parts of relationship building which are communication, social engagement, relationship building, and teamwork.

*Say "We are going to be talking about one of Lucas' superpowers today, his ability to communicate successfully. Communication means to exchange ideas, feelings, or information with others. How we communicate our ideas, thoughts, and feelings to others can impact all areas of our life. Whether at school, the workplace, or with friends and family, we need to be able to express ourselves clearly while being mindful of how what we are saying is being understood. Communication is not a one-way street, we must not only be good speakers but also good listeners. We will start by discussing what communication is and is not. (Review the accompanying handout). Now let's learn about active listening and practice our listening skills which are vital to communication. (Review active listening handout). Let's do some active listening with these superheroes, we will do the first one together. "I was supposed to work on a group project with Billy today but at the last minute he said he could not do it." (Looks down to the floor and frowns). Listening with my ears tells me that she was supposed to do something that is now not happening, listening with my eyes tells me she was looking at the floor and frowning, listening with my heart tells me she feels disappointed and sad. (Complete the rest of the active listening handouts) Even the best communicator can make mistakes, Let's practice recognizing good and bad communication skills. (Complete the Wonders/Blunders handouts).

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M I)
- *Behavior: Social Skills: Use effective oral and written communication skills and listening skills (B-SS I)

SEL Competencies:

- *Relationship Skills: Communication.

COMMUNICATION

To exchange ideas, feelings, or information with others.

Communication is...



We listen, respond, and pay attention to the speaker.



Speak clearly and assertively.



Take turns speaking so everyone can be heard.



Communication is not...



Interrupting and disregarding the other speaker.



Mumbling, speaking too fast, not pausing to allow the other person to speak.



Making assumptions about the other person.

ACTIVE



LISTENING

Listening with my EARS



- I pay attention to the speaker.
- I listen to what the speaker is saying instead of thinking about how I am going to respond.
- I listen for details of what is being said.
- I listen for tone and voice level.

Listening with my EYES



- I look at gestures. (a movement of the hand, arms, or other body part that is intended to indicate or emphasize something)
- I look for social cues. (including facial expressions, mood, direction of gaze, body posture, proximity)
- I make proper eye contact.

Listening with my HEART



- I empathize with what the speaker is saying.
- I show interest in what the speaker is saying by nodding my head, asking questions, using verbal acknowledgments like "uh huh", waiting till they finish speaking, keeping my body facing towards them, and not doing other things while they are speaking.

ACTIVE LISTENING



"I was supposed to work on a group project with Billy today but at the last minute he said he could not do it."
(Looks down to the floor and frowns).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

"I heard the best joke at lunch today, it had me laughing so hard that I cried."
(Laughing, tears in eyes)



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:



"I studied so hard for this test and I ended up getting a bad grade anyways, my mom is going to be upset" (Eyes are watering with tears, shoulders slumped over).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

ACTIVE LISTENING



"While I was on my way to the lunch line, I tripped and fell in front of everyone." (Looks down to the floor and face is all red).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

"I practiced all week for the performance in the play today, I hope I do not mess up my lines." (Bites nails and looks sweaty)



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:



"Tomorrow is my birthday party and I get to open my presents and eat cake! I can't wait!" (Jumping up and down and smiling).

 Listening **EARS** tell me these details:


 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:

ACTIVE LISTENING



"My Brother and I watched a scary movie and now I can't stop thinking about it. (Eyes wide, sweaty)

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

"I won the race at recess, I can't believe it! I never win and now I have, I am so pumped!" (Smiling, fist pumping the air)



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:



"I can't wait to do the 4 hours of homework I have tonight, there's nothing I would rather do." (rolls eyes and frowns).

 Listening **EARS** tell me these details:


 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

ACTIVE LISTENING



"She says she is my friend but I heard her saying not nice things behind my back." (trembling lip, shoulders slumped over).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

"I have the big state test tomorrow and I don't know if I am ready for it or not" (wringing hands, body stiff).



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:



"I have been trying to get this right for hours and I still cannot get it! (stomping feet, furrowed brow)

 Listening **EARS** tell me these details:


 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

ACTIVE LISTENING



"I was upset at first, but now I understand why it happened" (calm voice, relaxed posture).

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

"I messed up the reading passage out loud in front of everyone." (biting lip, hands over face).



 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me she feels:



"This movie is not my favorite, the plot is kind of predictable." (yawns, looks at watch.)

 Listening **EARS** tell me these details:

 Listening **EYES** see these details:

 Listening **HEART** tells me he feels:

COMMUNICATION

WONDERS

- ☆ Speak Clearly.
- ☆ Active Listening.
- ☆ Asking and answering questions.
- ☆ Taking turns to speak.
- ☆ Make related comments to the conversation topic.
- ☆ Show you are interested in what is being said.

BLUNDERS

- ✗ Mumbling, speaking too fast or too low.
- ✗ Not responding.
- ✗ Interrupting
- ✗ Making off topic comments or questions.
- ✗ Looking bored.
- ✗ Not allowing others a chance to speak.

COMMUNICATION WONDER or BLUNDER

Tommy: I am so excited for the weekend.

George: You sound excited, what's going on this weekend?

Tommy: I am going on a fishing trip with my dad.

George: I love fishing, I like to fish at the...

Tommy: and we are going to visit my favorite ice cream place.

George: That sounds like a great...

Tommy: Man I am so pumped and cannot wait to go!

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

Trisha: I read the best book last night.

Cassie: Uh huh.

Trisha: It was about a princess and a frog.

Cassie: ok (yawns).

Trisha: Have you read any good books lately?

Cassie: Uh! Look at Tommy he is getting into my stuff again. He is so annoying!

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

Byron: I am really upset that Mrs. Mitchell did not call on me during the math lesson.

Kiera: Do you think she saw your hand raised?

Byron: Yes, but she called on everyone else instead!!

Kiera: I can see how that would upset you.

Byron: Uhh I just am so (mumbles in a low tone).

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

Catherine: Did you hear about that party Josh is having on Saturday?

Luis: (daydreaming, staring at something in the distance).

Catherine: Uh, Luis did you hear me?

Luis: What? No, sorry I was distracted.

Catherine: I said did you hear about Josh's party?

Luis: (looks at watch) No.

Catherine: Well, it sounds like a lot of people are going.

Luis: (Shrugs).

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

COMMUNICATION WONDER or BLUNDER

David: I think we should split the work up, I will handle the researching and you can...

Alex: Why do you get to handle that part?

David: Well, I just thought...

Alex: Who made you the boss?

David: No one, I just thought...

Alex: You thought wrong.

What **WONDERS** did you spot?

- Speak Clearly.
- Active Listening.
- Asking and answering questions.
- Taking turns to speak.
- Making related comments to the conversation topic.
- Show you are interested in what is being said.

What **BLUNDERS** did you spot?

- Mumbling, speaking too fast or too low.
- Not responding.
- Interrupting
- Making off topic comments or questions.
- Looking bored.
- Not allowing others a chance to speak.

How could you change the **BLUNDERS**?

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Social Engagement

Session Objective:

*Students will identify appropriate conversation skills.

Materials:

*Pencils.

*Social engagement handouts.

Guiding Questions:

*Why is it important to be able to have conversations with others?

*How can positive conversations help build relationships?

ASCA Standards Alignment:

*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M I)

*Behavior: Social Skills: Use effective oral and written communication skills and listening skills (B-SS I)

SEL Competencies:

*Relationship skills: Social Engagement.

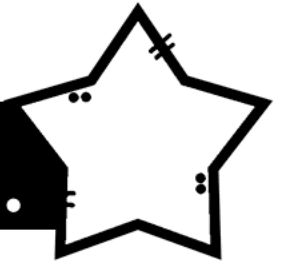
Session Details

*Say "We are going to be talking about another one of Lucas' superpowers today, his ability to successfully socially engage. This means he can participate and interact in a conversation appropriately. This is a very helpful skill because often we can make some mistakes in conversations that prevent us from continuing the conversation and building that friendship, sometimes we do not even know we are doing it. Let's start by discussing what Social Engagement is and is not. (Review the accompanying handout). When Lucas is having a conversation with someone he uses the SLANT technique. This acronym helps him remember to stay engaged in the conversation with the speaker and to be a good listener. (Review the SLANT handouts). Let's practice the SLANT technique by getting into groups of three or more. One person will be the speaker, one the listener, and the others are observers. We will rotate these roles for each conversation topic. The observers will check the box if they see the listener using the SLANT techniques. (Have students complete the SLANT activity). Here are some helpful talk tips to keep in mind to have the best social engagement. (review talk tips handout). The more we understand what causes a conversation to end, the more we can prevent making conversation mistakes. (review the Conversation continuers/enders handout). Let's read some conversations and identify what helped continue or end each one.

SOCIAL ENGAGEMENT

The ability to participate and interact in a conversation appropriately.

Social Engagement is...



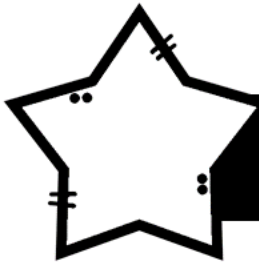
Active listening and paying attention to nonverbal cues.



Taking turns to speak.



Making appropriate responses to encourage the conversation to continue.



Social Engagement is not...



Making off topic comments.



Interrupting or not allowing the other person to speak.



Looking bored or not interested in the conversation.

SIT UP

LEAN FORWARD

ASK & ANSWER QUESTIONS

NOD YOUR HEAD

TRACK THE SPEAKER

S.L.A.N.T.

SIT UP

Sit with your back against the seat, feet flat on the floor, hands on the table. If standing, keep your back straight.

LEAN FORWARD

Face toward the speaker and lean toward them slightly to indicate interest in what is being said and to keep your attention on them.

ASK & ANSWER QUESTIONS

Engage in the conversation by answering any questions asked and ask questions of your own that are on topic.

NOD YOUR HEAD

Nodding is a nonverbal way to indicate you are listening and for the speaker to continue.

TRACK THE SPEAKER

Keep track of the speaker with your eyes, pay attention to their gestures and nonverbal communication.

SLANT PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Talk about the most recent movie you watched.

Talk about your favorite holiday.

Talk about somewhere you have traveled to.

Did the listener...

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

SLANT PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Talk about your favorite celebrity.

Did the listener...

- SIT UP**
- LEAN FORWARD**
- ASK & ANSWER QUESTIONS**
- NOD YOUR HEAD**
- TRACK THE SPEAKER**

Talk about a place you want to visit one day.

- SIT UP**
- LEAN FORWARD**
- ASK & ANSWER QUESTIONS**
- NOD YOUR HEAD**
- TRACK THE SPEAKER**

Talk about a hobby or something you like to do.

- SIT UP**
- LEAN FORWARD**
- ASK & ANSWER QUESTIONS**
- NOD YOUR HEAD**
- TRACK THE SPEAKER**

SLANT.PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Did the listener...

Talk about your favorite game to play.

- SIT UP**
- LEAN FORWARD**
- ASK & ANSWER QUESTIONS**
- NOD YOUR HEAD**
- TRACK THE SPEAKER**

Talk about what you want to be when you grow up.

- SIT UP**
- LEAN FORWARD**
- ASK & ANSWER QUESTIONS**
- NOD YOUR HEAD**
- TRACK THE SPEAKER**

Talk about a fun time you recently had.

- SIT UP**
- LEAN FORWARD**
- ASK & ANSWER QUESTIONS**
- NOD YOUR HEAD**
- TRACK THE SPEAKER**

SLANT.PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Did the listener...

Talk about your favorite T.V. Show.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about your favorite thing about School.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

Talk about a happy memory you have.

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

SLANT PRACTICE

Form groups of three or more. One person is the talker, one is the listener, the others are observers (rotate these roles for each conversation topic). Observers will check the box if they see the listener using the SLANT strategy.

Conversation Topic:

Talk about your favorite singer or band.

Talk about your plans for the weekend.

Talk about your favorite thing to do at home.

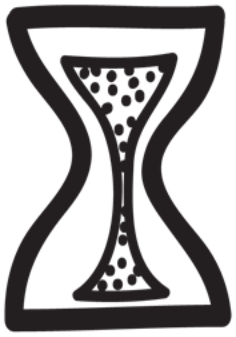
Did the listener...

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

- S**IT UP
- L**EAN FORWARD
- A**SK & ANSWER QUESTIONS
- N**OD YOUR HEAD
- T**RACK THE SPEAKER

TALK TIPS



LISTEN



THINK

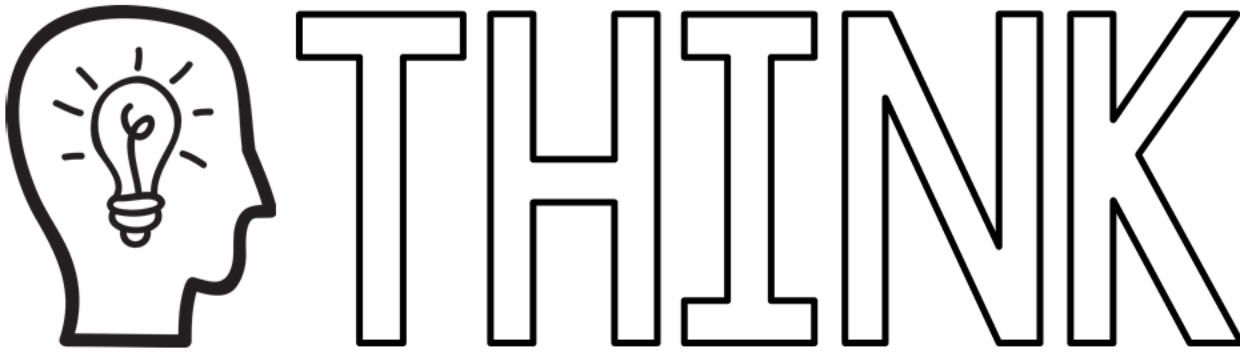


RESPOND

TALK TIPS



Actively listen to what the speaker is saying. Use nonverbal cues to encourage the speaker to continue.



Think about what you want to say, before you say it. Think about your tone and how you are coming across. Think if it will help continue the conversation.



Speak clearly. Support the speaker by asking questions or making on topic comments. Propose compromises if problems arise.

CONVERSATION

CONTINUERS

ENDERS

LISTENING

Actively listening and responding to what is being said.

INTERRUPTING

Stopping someone in the middle of what they are saying or cutting them off.

SUPPORTING

Encouraging the conversation to continue by asking and answering questions and appropriate comments.

IGNORING

Not acknowledging or recognizing what was said.

COMPROMISE

Solving problems that arise and resolving conflicts peacefully by finding a fair resolution where both people are heard.

DISRESPECT

Being rude to the speaker by making mean or not polite comments, gestures, or actions.

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

We should do this as a team,
each teammate can take on a
different task.

I hear your suggestion and
I think teamwork sounds
like a great idea!


**CONVERSATION
CONTINUER**



We should do this as a team,
each teammate can...

I don't think that will work.

**CONVERSATION
ENDER**



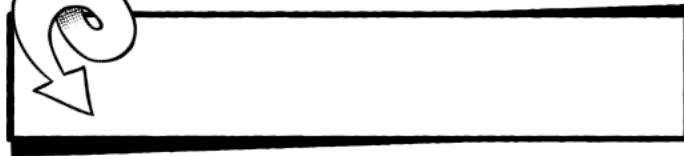
CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

Maybe we could try to do it the way that Lucas suggested.

I'm willing to try Lucas' way if we use some of my ideas too.

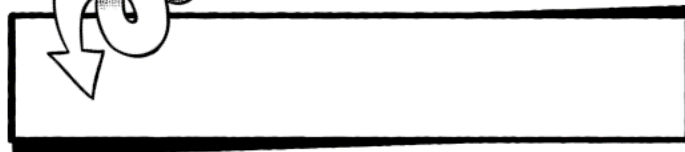
**CONVERSATION
CONTINUER**



Maybe we could try to do it the way that Lucas suggested.

No, his idea was stupid and mine is better.

**CONVERSATION
ENDER**



CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

I really like that new movie that came out about superheroes.

Sounds interesting, who are the superheroes that star in it?

**CONVERSATION
CONTINUER**

I really like that new movie that came out about superheroes.

It's your turn to use the water fountain.

**CONVERSATION
ENDER**

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

I see that you like drawing pictures and sketching, I like that too.

Cool, what type of sketching do you do?

**CONVERSATION
CONTINUER**

I see that you like drawing pictures and sketching, I like that too.

Good for you.

**CONVERSATION
ENDER**

CONVERSATIONS WITH SUPERHEROES

Identify what helped continue or end the conversation.

Yesterday my dog did the funniest thing, he jumped up on his two legs like he was dancing.

That is funny! My dog does funny stuff like that too. What's your dog's name?

**CONVERSATION
CONTINUER**

Yesterday my dog did the funniest thing, he jumped up on his two legs like he was dancing.

I have to go, I need to finish what I was doing.

**CONVERSATION
ENDER**

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Relationship Building

Session Objective:

- *Students will identify peaceful ways to resolve conflicts.
- *Students will recognize how certain behaviors come across to others.

Materials:

- *Pencils.
- *Relationship building handouts.

Guiding Questions:

- *Why is it important to understand how we are coming across to others?
- *How can resolving conflicts peacefully help to build relationships?

Session Details

*Say "Let's continue to discover more about Lucas' superpowers, today we will learn about his ability to build relationships. This involves understanding personal characteristics and behaviors that help in making and keeping friends. There are certain things we can do and say that help us not only make friends but to keep them as well. Let's start by discussing what relationship building is and is not. (Review the accompanying handout). Now let's help the superheroes rescue some friendships that are having conflicts. Here are a few ways to help resolve conflicts peacefully (review friendship rescue handout, then complete the rescue activity pages). Another common concern with building relationships is how we come across to others. Sometimes it's not about what we say but HOW we say it. Our nonverbal behavior and our overall demeanor towards others. This can sometimes put others off, and cause them to not want to build a friendship. If you are being too hot, angry looking, or irritable then people tend to not want to be around that type of attitude. The same goes for being too cold, acting like you don't care or indifferent is also not a friendship builder. You want to come across as warm, friendly, and open to others (Review the Demeanor meter handout). Let's practice identifying how certain comments and actions might come across to others, shade in the thermometer all the way to the top if you think they are coming across as too hot, in the middle if you think they are being warm, and keep it low to the bottom filled in if you think they are being cold. (complete the demeanor meter handouts.)

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)

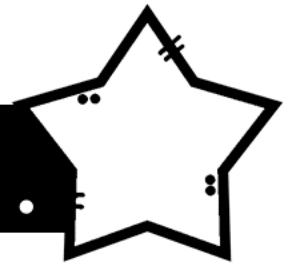
SEL Competencies:

- *Relationship skills: Relationship building.

RELATIONSHIP BUILDING

Understanding personal characteristics and behaviors that help in making and keeping friends.

Relationship Building is...



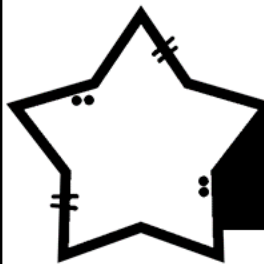
Being mindful of how we come across to others.



Valuing and respecting similarities and differences.



Trying to resolve conflicts peacefully.



Relationship Building is not...



Giving up on a friendship because you have a disagreement.



Allowing another person to mistreat you.




Excluding those who are not similar to you.

FRIENDSHIP RESCUE


Ways to help save a friendship during a conflict:




Apologize



Agree to
Disagree or
let it go.



Think about your
response carefully.
Don't say anything
you will regret.



Step away from
the conflict, give
yourself time to
cool off.

FRIENDSHIP RESCUE

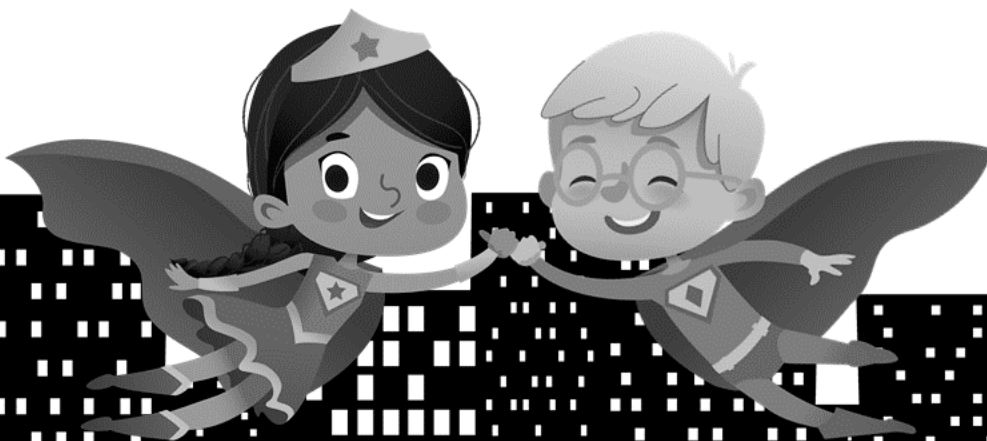
HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Violet is mad because Xavier got paint on her desk during art.

How can these friends resolve their conflict peacefully?

Marcus is mad because Emma did not play with him at Recess.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

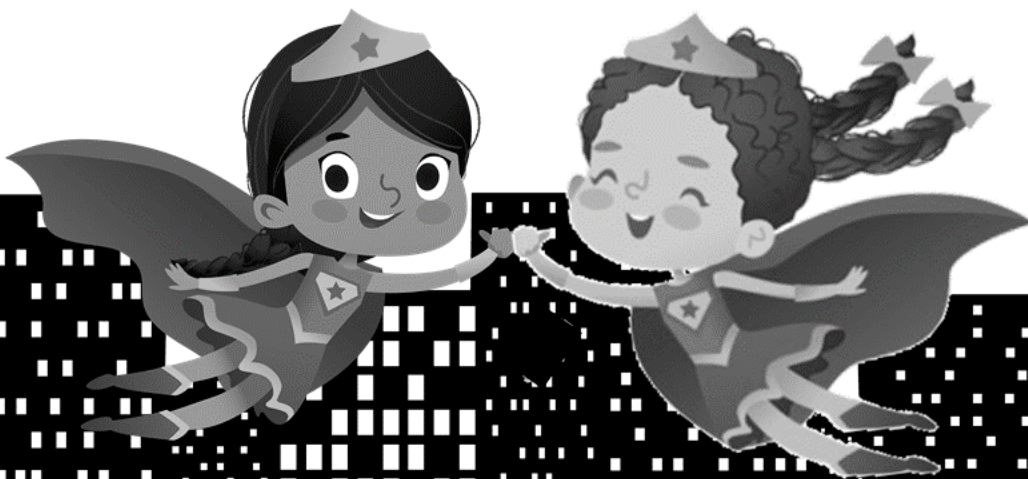
HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Rachel is upset because Johanna said she did not like her shirt.

How can these friends resolve their conflict peacefully?

Taylor is hurt because Kailey borrowed her pencil and did not return it.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

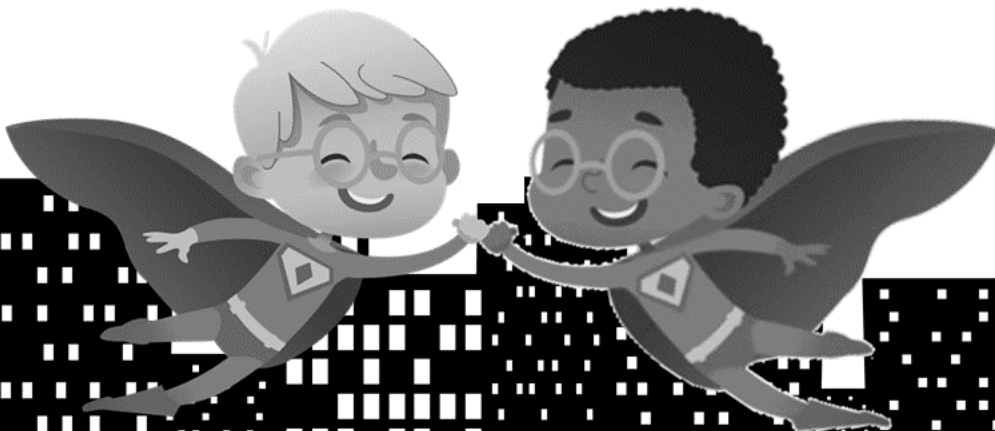
HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Amber said something mean to Sadie and now she is sad.

How can these friends resolve their conflict peacefully?

Nicole is upset that Anthony is playing with Jason and not her.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Michelle is mad because Juliet will not play the game that she wants to play.

How can these friends resolve their conflict peacefully?

Jameson is angry because Willy got to be Team Captain and he wanted to be it.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Francine sees Andy talking to Henry and is upset because she does not like Henry.

How can these friends resolve their conflict peacefully?

James is playing on the computer and Joyce wants to use it and he will not share.

How can these friends resolve their conflict peacefully?



FRIENDSHIP RESCUE

HELP! These friendships need rescuing. The two friends are having a conflict and need help finding a peaceful solution.

Michael and Brian are working together on a project, they disagree on who gets to be the presenter.

How can these friends resolve their conflict peacefully?

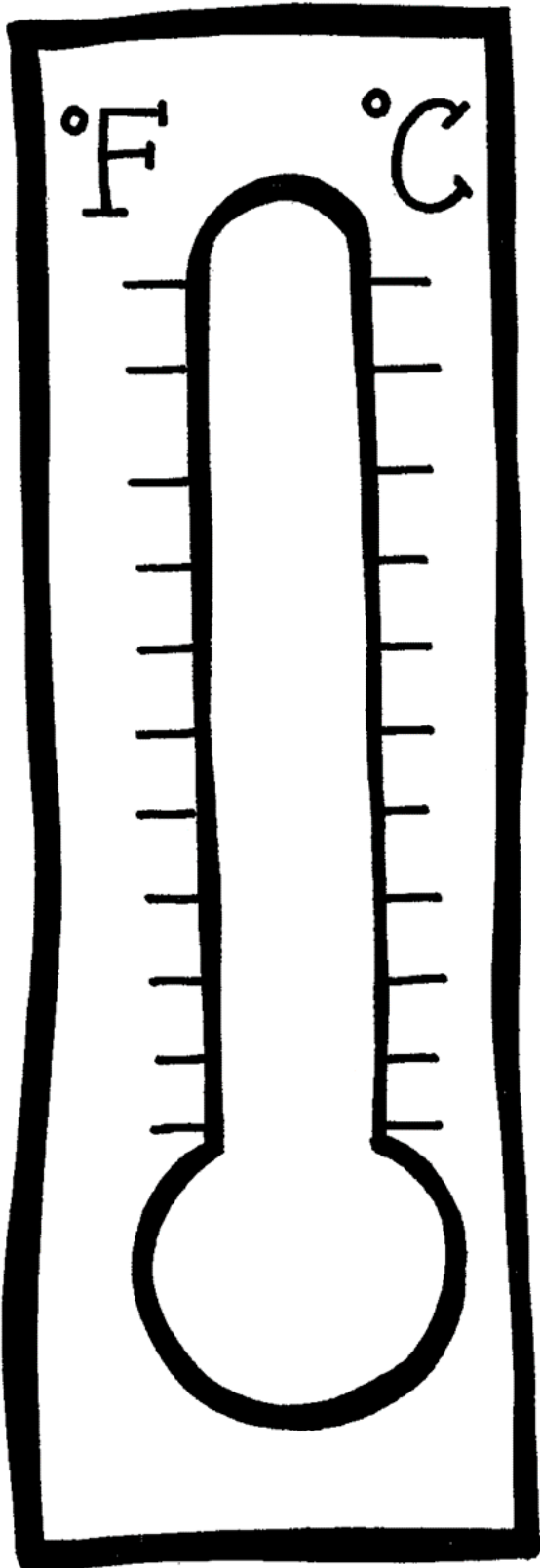
Someone was being mean and laughing at Janie and Chris laughed along with them.


How can these friends resolve their conflict peacefully?



DEMEANOR METER

How are you coming across to others?



HOT 

Easily angered or annoyed.

Scowl on face.

Defensive.

Rolling eyes.

WARM 

Welcoming smile.

Friendly eye contact.

Approachable relaxed posture.

Open to listening.

COLD 

Looking into the distance.

Indifferent attitude.

Frowning.

Not making eye contact.



HOT

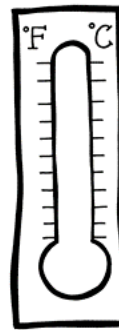
WARM

COLD

DEMEANOR METER

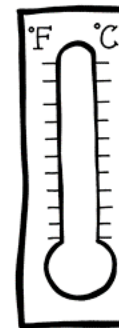
Fill the thermometer to the level that you think this person came across at.

Why do I always have to be last?
(loud voice)



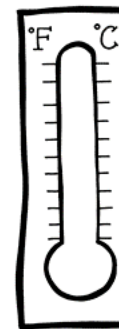
HOT
WARM
COLD

I have an idea, you can help with
the graphing, how does that
sound? (friendly smile)



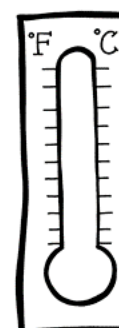
HOT
WARM
COLD

I can help you with that if you
want. (calm tone)



HOT
WARM
COLD

Ugh! You always get to go first!
(hands up in frustration)



HOT
WARM
COLD



HOT

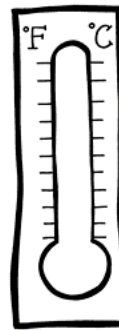
WARM

COLD

DEMEANOR METER

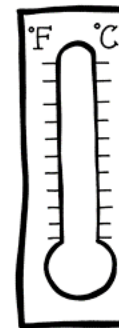
Fill the thermometer to the level that you think this person came across at.

Do you want to borrow my pencil?
(smiling)



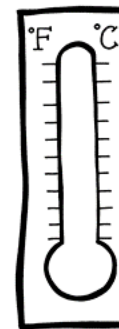
HOT
WARM
COLD

You never wait your turn, you are
so unfair! (pointing at the other
person with an angered look)



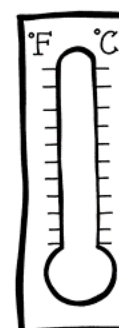
HOT
WARM
COLD

You are no fun to hang out with.
(indifferent look)



HOT
WARM
COLD

I guess we could do that (shrugs).



HOT
WARM
COLD



HOT

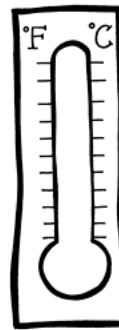
WARM

COLD

DEMEANOR METER

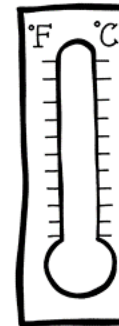
Fill the thermometer to the level that you think this person came across at.

You are such a liar! (yelling)



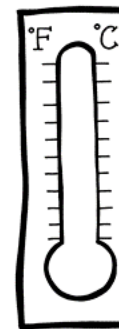
HOT
WARM
COLD

You can go first, I don't mind.
(smiling)



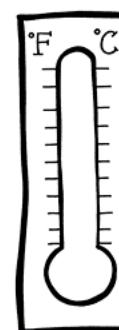
HOT
WARM
COLD

I have so many better things I
could be doing right now (looking
at watch).



HOT
WARM
COLD

I can compromise if you are
willing to as well (leaning
forward, making eye contact).



HOT
WARM
COLD



HOT

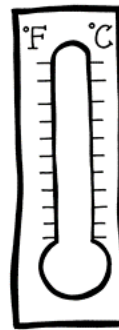
WARM

COLD

DEMEANOR METER

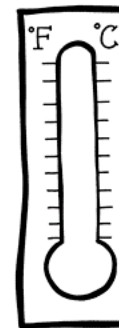
Fill the thermometer to the level that you think this person came across at.

I don't really care if you do that or not. (rolls eyes)



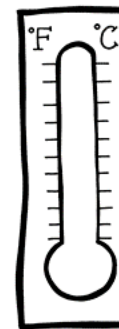
HOT
WARM
COLD

Do what you want to do (no eye contact, looking off in the distance).



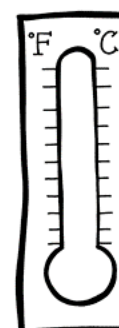
HOT
WARM
COLD

Why don't you get it yourself? (loud voice with attitude)



HOT
WARM
COLD

That hurt my feelings but I understand your side of it. (calm tone).



HOT
WARM
COLD



HOT

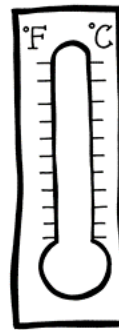
WARM

COLD

DEMEANOR METER

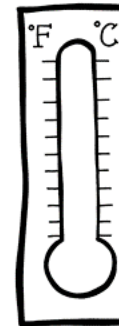
Fill the thermometer to the level that you think this person came across at.

You look really nice today, I like your new shoes. (smiling)



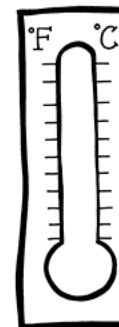
HOT
WARM
COLD

I just can't wait to do all the chores my mom is making me do (rolls eyes).



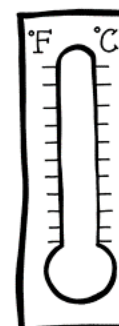
HOT
WARM
COLD

This is so boring! (frowning)



HOT
WARM
COLD

I'm sorry for doing that, I did not mean to upset you. (relaxed posture).



HOT
WARM
COLD

SOCIAL EMOTIONAL LEARNING

Relationship Skills

Teamwork

Session Objective:

- *Students will identify qualities wanted in a team member.
- *Students will recognize ways to compromise in conflict situations.

Materials:

- *Pencils, scissors, glue/tape.
- *Teamwork handouts

Guiding Questions:

- *Why is it important to be able to work on a team?
- *How can compromising help resolve a conflict?

Session Details

*Say "The last aspect of relationship skills is teamwork. This means making a collaborative effort as a group to achieve a goal or task. Teamwork is not just part of friendships, but also a critical part of school and the workplace. We even use teamwork in our own families, helping out with chores, and everyone in the family contributing in some way to help the family. Being able to work as a team is an important life skill, after all, we cannot always do all the work by ourselves. We need to work with others to be successful. Let's review what Teamwork is/is not (Review the accompanying handout). Let's create our superhero team to determine what traits or qualities we value in a team member. Go through the traits and color in the star of the traits you would want on your team. Then, pick your top five qualities you want on your team, cut them out, and paste them to the superhero shield. Share with the group why you chose those five traits. Do you think you have those traits? (complete shield handout). Now let's learn about how to make teams work successfully and that's being able to compromise. Compromise means you agree to settle a conflict by both changing or giving up some of your demands. Both people in the conflict must make this change to make it a compromise. Let's practice making compromises with some conflict scenarios (complete find a compromise handouts).

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Use effective collaboration and cooperation skills (B-SS 6)

SEL Competencies:

- *Relationship skills: Teamwork.

TEAMWORK

The collaborative effort of a group to achieve a goal or task.

Teamwork is...



Listening and considering the ideas and suggestions of others.



Communicating to everyone in the group.



Being respectful and finding compromises when necessary.



Teamwork is not...



Working towards different goals.



One person doing all the work.



One person making all the decisions and not taking any input.

BUILD YOUR SUPERHERO TEAM

Fill in the star of the qualities you want in a team member



**HARD
WORKER**



LOYAL



FORGETFUL



**INCLUDES
EVERYONE**



LAZY



**CLOSED
MINDED**



ENCOURAGING



RESPECTFUL



**TRUST-
WORTHY**



FRIENDLY



**OPEN TO
OTHERS
IDEAS**



KIND

BUILD YOUR SUPERHERO TEAM

Fill in the star of the qualities you want in a team member



**PAYS
ATTENTION
TO DETAIL**



COOPERATES



**THERE
WHEN YOU
NEED THEM**



SLOPPY



ORGANIZED



LEADER



**GOOD
LISTENER**



**ALWAYS
WANTS THEIR
OWN WAY**



**GOOD
PROBLEM
SOLVER**



**CONSIDERS
OTHERS
FEELINGS**



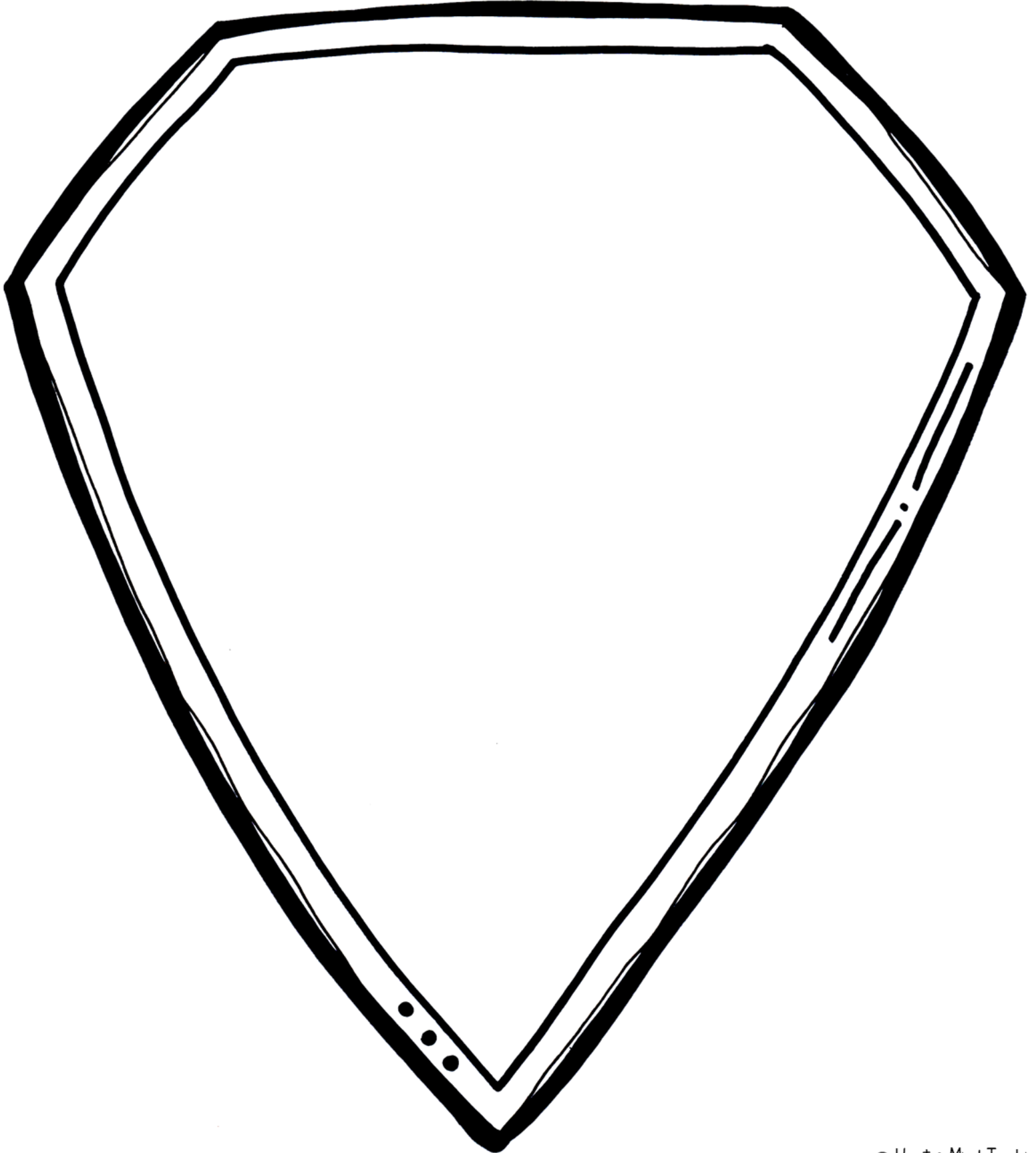
**EXPECTS YOU
TO DO MOST
OF THE WORK**



THOUGHTFUL

BUILD YOUR SUPERHERO TEAM

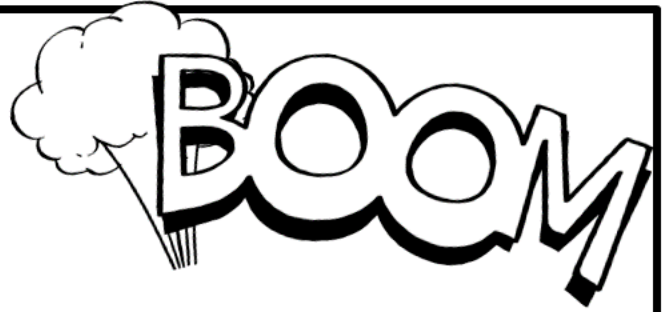
Cut out your top 5 team member qualities and
paste them onto this shield.



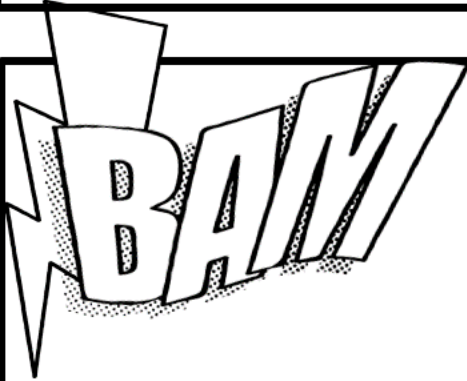
FIND A COMPROMISE

Scenarios practicing finding a compromise.

In art class, Caleb and Rachel both want to paint their picture blue but there is only one blue paint container at their table.



How can they compromise?



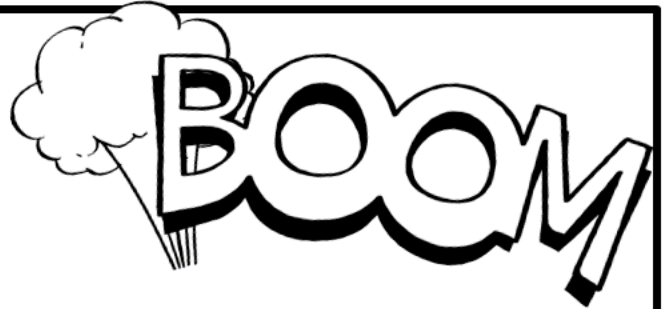
Josh and Sadie are both class helpers this week and both of them want to be in charge of the class pet.

How can they compromise?

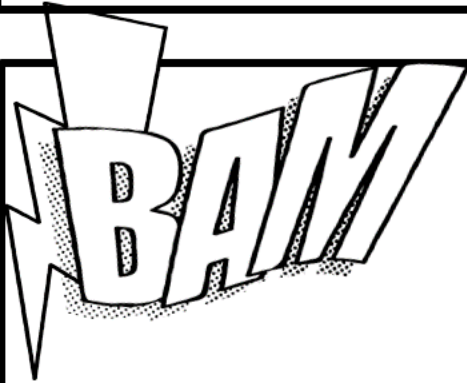
FIND A COMPROMISE

Scenarios practicing finding a compromise.

In music class, John and Asher both want to use the same instrument but there is only one left.



How can they compromise?



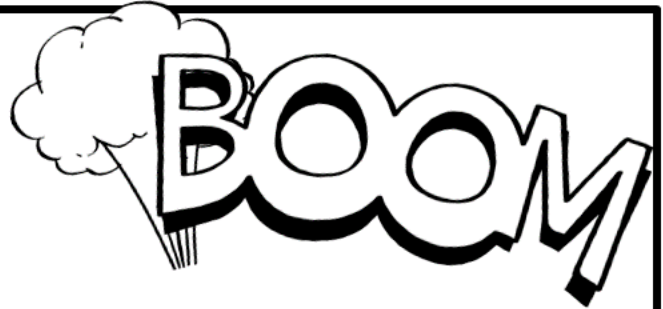
Tommy and Maria want to play at recess, but one wants to play dodgeball and the other wants to play basketball.

How can they compromise?

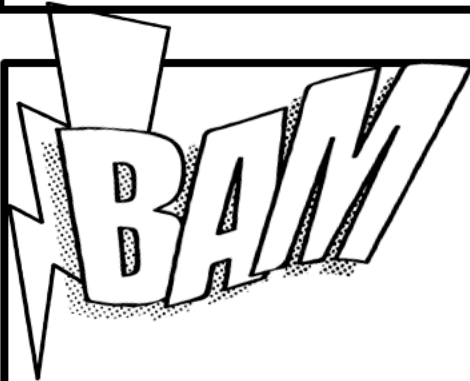
FIND A COMPROMISE

Scenarios practicing finding a compromise.

Christian and Samantha have both been waiting for a new book to arrive to the library. It's finally come in and there is only one copy, and they both want to check it out.



How can they compromise?



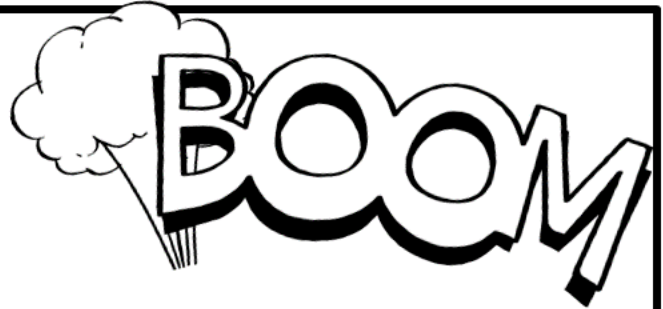
During computer centers, Jace and David both want to use the computer, but one of the computers is broken so there is only one computer that can be used.

How can they compromise?

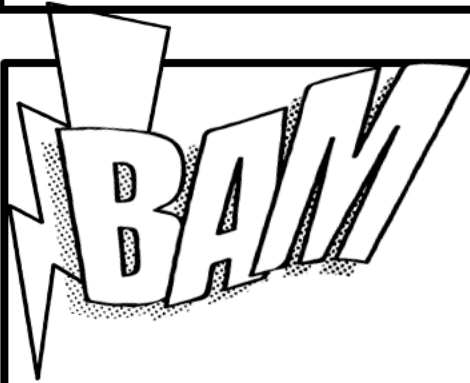
FIND A COMPROMISE

Scenarios practicing finding a compromise.

Jameson and Kaley both want to play their favorite video game, they only have one console and they both have different ones they want to play.



How can they compromise?



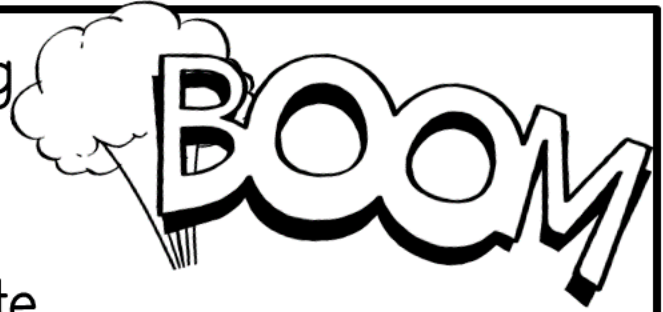
Tammy and Krista both want to play with the same toy. Krista had the toy first, but Tammy has been waiting to play with it for a while.

How can they compromise?

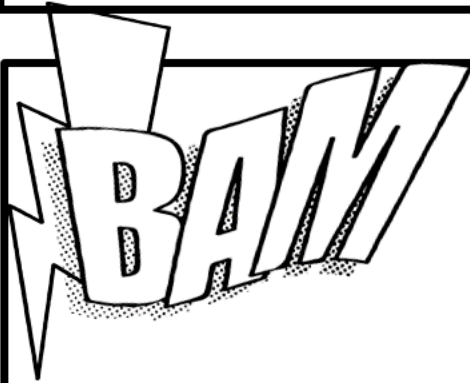
FIND A COMPROMISE

Scenarios practicing finding a compromise.

Danielle and Kassy are working on a group project together, they need one person to research and the other to write their findings. Both of them want to do the research part.



How can they compromise?



Gerald and Paul were asked by their mom to take out the trash and push the trash can to the curb, neither of them want to do it.

How can they compromise?

GOOGLE CLASSROOM

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource into your Google Drive.

1 Click here  [SEL Relationship Skills](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says "Make a copy" and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says "Students can view file." Click the grey box. A dropdown menu should appear. Select, "Make a copy for each student."

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click "Assign" in the top right corner if you're ready to post!

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

ABOUT THE AUTHOR

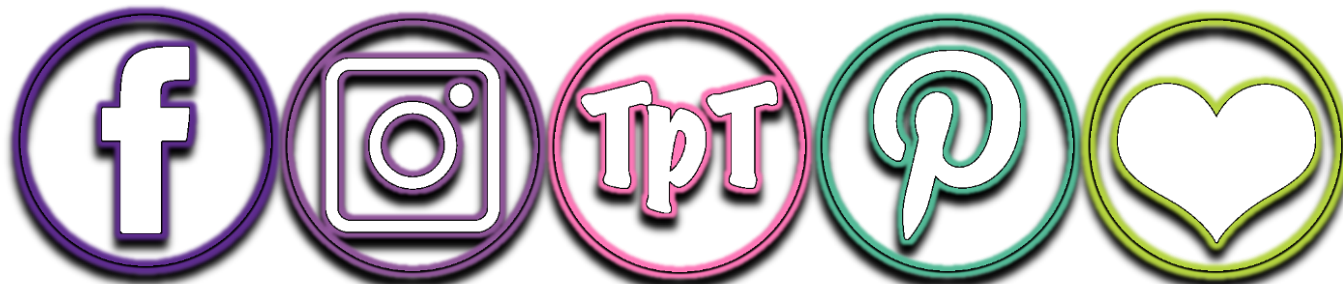


I'M ASHLEY

an Elementary School Counselor.

I have a B.A. in Psychology and an M.A. in School Counseling. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning. I am a wife, and mother to 2 young boys. Thank you for supporting my little shop.

Click the icons to connect with me



All of my Tpt resources are 50% off for the first 24 hrs posted. Make sure to follow me so you do not miss a deal.

RECOMMENDED RESOURCES

SOCIAL EMOTIONAL LEARNING

Social Awareness Curriculum

HEART-MIND TEACHING

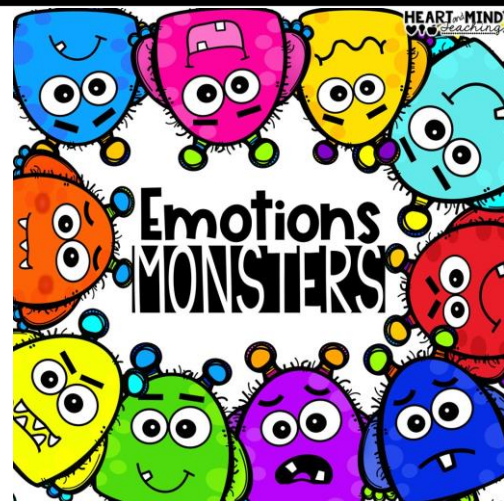


Includes GOOGLE SLIDES

Check out more SEL Curriculums



Click the pictures to get a closer look.



HEART-MIND TEACHING

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