

EVERYONE IS INCLUDED

A SOCIAL-SKILLS CURRICULUM FOR GRADES 4-6

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Froggy and Friends I

(Grades K-3)

Lessons on:

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INTRODUCTION

EVERYONE IS INCLUDED

Everyone Is Included is a social-skills curriculum that may be used in either a classroom or small-group setting. The curriculum focuses on identifying interests students share, building classroom cohesion, teaching basic conversational skills, practicing inclusion skills, and role-playing common friendship problems.

Students are introduced to the material through a variety of activities such as science experiments, group activities, optical illusions, quizzes, activity sheets, interviews, role-plays, and class discussions.

The purpose of the *Everyone Is Included* program is to help students recognize the interests and talents of their classmates. Once they take the time to get to know one another, students often learn that they have many things in common with others. Students interview each other to discover shared interests, then use this knowledge to build and maintain lasting friendships.

Students learn to empathize with and relate to one another through the common experiences of being included in and excluded from different social settings. Students recognize when others are being excluded and think of ways to include everyone.

Students practice basic conversational skills to help keep their relationships strong. Students become familiar with conversational leads that can be used in any social context.

Role-plays illustrating common childhood friendship problems are enacted. The solutions are open-ended and students resolve each situation with a suggestion selected from a prepared sheet.

Classroom discussions play an important role in each lesson. The discussions link what is learned in the classroom or group to real-life encounters students experience.

The program is divided into six units. The units can be subdivided into small lessons, as there is enough material to cover 12 lessons. Each lesson is approximately 30-45 minutes in length. The program is organized so the leader may stop and start at any point within each unit. However, the program is most effective when the units are presented in sequential order.

Everyone Is Included has been written for use with a puppet. Although the puppet is an important part of each lesson, the program can be presented without it. If you choose to use a puppet, follow the directions given in the lessons. If you choose not to include the puppet presentation, you may do one of two things:

- Adapt the puppet script by rewording it and presenting its concepts as something you would tell the students.
- Present the lesson as it is written, eliminating all references to the puppet.



UNIT 1

DISCOVERING COMMON INTERESTS

Materials Needed:

For The Leader:

- ☐ Chalkboard, colored chalk, and eraser or dry-erase board and colored markers
- ☐ Dog stick-puppet pattern (pages 24-25)
- ☐ Commercial dog puppet (optional)

For Each Student:

- ☐ Copy of *Friendship Interview* for homework (page 23)
- ☐ Copy of *Friendship Book* (pages 26-27)
- ☐ Colored paper strips to make paper friendship chains
- ☐ Copy of *Optical Illusion: Broken Bridge* (page 28)
- ☐ Pencil

Pre-Lesson Preparation:

Reproduce a two-sided copy of the *Friendship Book* for each student. Fold the paper in half along the dotted line, forming a booklet.

Reproduce a copy of *Optical Illusion: Broken Bridge* for each student.

If you are using a commercial dog puppet, make one dog stick puppet from the provided pattern to leave in the classroom. If you are *not* using a commercial dog puppet, make two dog stick puppets from the provided pattern. Leave one in the classroom and take the other with you at the end of the lesson.



FRIENDSHIP INTERVIEW

Name _____

Person Interviewed _____

Do you have a friend you have had for many years?

☐ YES ☐ NO

What is your friend's name? _____

How many years have you been friends? _____

How did you meet your friend?

What interests, hobbies, or activities do you have in common with your friend?

What do you do to keep your friendship going?

WHAT I NOTICE

POP QUIZ

NAME _____



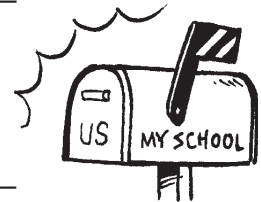
1. Where is the fire alarm closest to this room? _____



2. How many windows are in the school library? _____

3. What color is the floor in the cafeteria? _____

4. What is the school's mailing address? _____



5. Where is the clock in the gym? _____



6. Who is usually the last person to enter the classroom in the morning? _____



7. Who is the quietest person in the class? _____

8. Who is the student in the class who laughs the most? _____

9. Who is the most helpful person in the class? _____

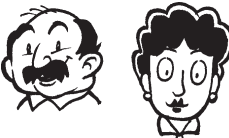
10. Which person in this class asks the most questions? _____



THE TYPES OF FRIENDSHIPS I HAVE

Name _____

Directions: Check all the different types of friendships you have.

1. _____ A friend who is a grown-up 
2. _____ A friend who is not the same gender as you
3. _____ A friend who is a teenager 
4. _____ A friend who is younger than you
5. _____ A friend who is a relative 
6. _____ A friend who is an animal 
7. _____ A friend who can speak a different language
8. _____ A friend who lives in another state 
9. _____ A friend who is not in this class
10. _____ A friend who lives in another country
11. _____ A friend who is disabled 
12. _____ A friend of a different race

UNIT 5
COMMUNICATION

Materials Needed:

For The Leader:

- ☐ Copy of *Four Rules Of Communication* mini-posters (pages 81-84)
- ☐ Crayons or markers
- ☐ Small ball
- ☐ Copy of *Conversation Cards* (pages 87-88)
- ☐ Commercial dog puppet or handmade dog puppet from Lesson 1

For Each Student:

- ☐ Copy of *Let's Talk About It* (pages 85-86)
- ☐ Pencil

Pre-Lesson Preparation:

Reproduce the *Four Rules Of Communication* mini-posters and color them.

Reproduce a copy of *Let's Talk About It* for each student.

Reproduce, cut apart, and laminate (optional) the *Conversation Cards* for the *Ball-Toss Activity*.

FOUR RULES OF COMMUNICATION

~RULE 1~

TAKE TURNS

... and Then The space monster ate The entire front end of The spaceship and The warning sirens were blaring and The whole ship was shaking and This real Loud, scary music was playing and all The people in The Theater were cussing Like They were going To get hit by flying parts of the spaceship and Then The ship started To fall apart



ROLE-PLAY 2

3 STUDENTS

SCENE: SPREADING RUMORS

A rumor spreads among friends.

- A. I hear you were holding hands with (NAME SOMEONE OF THE OPPOSITE GENDER) on the bus yesterday.
- B. What? That is a big fat lie! Who told you that?
- A. I heard it from (NAME OF C). It's all over school. Everyone is talking about it.
- B. (*walks over to C*) Why are you telling lies about me?
- C. I'm not!
- B. Yes, you are! You are telling everyone I was holding hands on the bus!
- C. I never said a thing about you! Who told you I said that?
- B. (NAME OF A) told me!
- C. Well, (NAME OF A) is the one who is lying, not me!

Pick a solution from the *No Problem! Top 10 List* and act it out now.