

**Accepting Criticism
or a Consequence**

1. Look at the person.

2. Say "Okay".

3. Stay calm.

Classroom Survival Skill*Accepting Criticism or a Consequence*

Week of: ___/___/_____

<i>Day of the Week</i>	<i>Accepting Criticism or a Consequence Activity</i>
<i>Monday</i>	Accepting Criticism or a Consequence: This week we are going to talk about the steps for Accepting Criticism or a Consequence. Let's review the four steps all students must do when asked to <i>Accepting Criticism or a Consequence</i> : 1. Look at the person , 2. Say "Okay" , 3. Stay calm . We will be practicing these steps all week. When you use the steps to Accepting Criticism or a Consequence appropriately, you may learn how to do things better.
<i>Tuesday</i>	Accepting Criticism or a Consequence: Remember this week we are talking about <i>Accepting Criticism or a Consequence</i> . Let's review the steps for Accepting Criticism or a Consequence. Okay, today we are going to talk more about the first step. Step 1 is Look at the person. Who can show me how you look at someone? (Role-play examples/non-examples whole class)
<i>Wednesday</i>	Accepting Criticism or a Consequence: Remember this week we are talking about <i>Accepting Criticism or a Consequence</i> . Let's review the steps for Accepting Criticism or a Consequence. Okay, today we are going to talk more about the second step. Step 2 is Say "Okay." Who would like to role-play with me what it would look like to say, "Okay?" (Role-play examples/non-examples whole class)
<i>Thursday</i>	Accepting Criticism or a Consequence: Remember this week we are talking about <i>Accepting Criticism or a Consequence</i> . Let's review the steps for Accepting Criticism or a Consequence. Okay, today we are going to talk more about the third and fourth steps. Who can tell me what step 3 means. Step 3 is Stay calm. What are some ways that you can stay calm? Ask for examples and non-examples.
<i>Friday</i>	Accepting Criticism or a Consequence: This week we talked about the steps for Accepting Criticism or a Consequence. Today we are going to role-play all of the steps for <i>Accepting Criticism or a Consequence</i> . Who would like to be the first volunteer? We are going to review the Accepting Criticism or a Consequence PowerPoint.

**Accepting “No”
for an Answer**

1. Look at the person.
2. Say “Okay”.
3. Stay calm.
4. If you disagree, ask later.

Classroom Survival Skill

Accepting “No” for an Answer

Week of: ___/___/_____

<i>Day of the Week</i>	<i>Accepting “No” for an Answer Activity</i>
<i>Monday</i>	<p>Accepting “No” for an Answer: This week we are going to talk about the steps for Accepting “No” for an Answer. Let’s review the four steps all students must do when asked to <i>Accepting “No” for an Answer</i>: 1. Look at the person, 2. Say “Okay”, 3. Stay calm, 4. If you disagree, ask later. We will be practicing these steps all week. When you are able to Accept No for an Answer, you are more likely to get the answer you want next time.</p>
<i>Tuesday</i>	<p>Accepting “No” for an Answer: Remember this week we are talking about Accepting “No” for an Answer. Let’s review the steps for Accepting “No” for an Answer. Okay, today we are going to talk more about the first step. Step 1 is Look at the person. Who can show me how you look at someone? (Role-play examples/non-examples whole class)</p>
<i>Wednesday</i>	<p>Accepting “No” for an Answer: Remember this week we are talking about <i>Accepting “No” for an Answer</i>. Let’s review the steps for Accepting “No” for an Answer. Okay, today we are going to talk more about the second step. Step 2 is Say “Okay.” Who would like to role--play with me what it would look like to say, “Okay?” (Role-play examples/non-examples whole class)</p>
<i>Thursday</i>	<p>Accepting “No” for an Answer: Remember this week we are talking about <i>Accepting “No” for an Answer</i>. Let’s review the steps for Accepting “No” for an Answer. Okay, today we are going to talk more about the third and fourth steps. Who can tell me what step 3 means. Step 3 is Stay calm. What are some ways that you can stay calm? Step 4 is If you disagree, ask later. When do you think would be a good time to ask again? Ask for examples and non-examples.</p>
<i>Friday</i>	<p>Accepting “No” for an Answer: This week we talked about the steps for Accepting “No” for an Answer. Today we are going to role-play all of the steps for <i>Accepting “No” for an Answer</i>. Who would like to be the first volunteer?</p> <p>We are going to review the Accepting “No” for an Answer PowerPoint.</p>

Classroom Survival Skill

Asking for Help

Week of: ___/___/_____

Asking for Help

1. Look at the person.
2. Ask the person if they have time to help you.
3. Clearly explain the kind of help you need.
4. Thank the person for helping you.

<i>Day of the Week</i>	<i>Asking for Help Activity</i>
<i>Monday</i>	<p>Asking for Help: This week we are going to talk about the steps for Asking for Help. Let's review the four steps all students must do when asked to <i>Asking for Help</i>: 1. Look at the person, 2. Ask the person if they have time to help you, 3. Clearly explain the kind of help you need, 4. Thank the person for helping you. We will be practicing these steps all week. When you are able to Asking for Help, you have a better chance of getting your question answered and doing better on your assignment.</p>
<i>Tuesday</i>	<p>Asking for Help: Remember this week we are talking about Asking for Help. Let's review the steps for Asking for Help. Okay, today we are going to talk more about the first step. Step 1 is Look at the person. Who can show me how you look at someone? (Role-play examples/non-examples whole class)</p>
<i>Wednesday</i>	<p>Asking for Help: Remember this week we are talking about <i>Asking for Help</i>. Let's review the steps for Asking for Help. Okay, today we are going to talk more about the second step. Step 2 is Ask the person if they have time to help you. Who would like to role-play with me what it would sound like to ask if the person had time to help you? (Role-play examples/non-examples whole class)</p>
<i>Thursday</i>	<p>Asking for Help: Remember this week we are talking about <i>Asking for Help</i>. Let's review the steps for Asking for Help. Okay, today we are going to talk more about the third and fourth steps. Who can tell me what step 3 means. Step 3 is Clearly explain the kind of help you need. Who would like to give an example of what help you may need? Step 4 Thank the person for helping you. What would it sound like to thank the person? Ask for examples and non-examples.</p>
<i>Friday</i>	<p>Asking for Help: This week we talked about the steps for Asking for Help. Today we are going to role-play all of the steps for <i>Asking for Help</i>. Who would like to be the first volunteer?</p> <p>We are going to review the Asking for Help PowerPoint.</p>

Classroom Survival Skill

Asking Permission

Week of: ___/___/_____

Asking Permission

1. Look at the person.
2. Use a calm and pleasant voice.
3. Say, "May I..."
4. Accept the answer calmly.

<i>Day of the Week</i>	<i>Asking Permission Activity</i>
<i>Monday</i>	<p>Asking Permission: This week we are going to talk about the steps for <i>Asking Permission</i>. Can someone tell me when you might need to Ask Permission? When you require permission from someone else, it is important to remember the steps to <i>Asking Permission</i>: 1. Look at the person so that they know you are serious. 2. Wait for the person's response. 3. Clearly explain why you need to have their permission. 4. Remember to thank the person for giving you permission. When you Ask Permission in this way, people are more likely to give you the answer you want. We will be practicing these steps all week.</p>
<i>Tuesday</i>	<p>Asking Permission: Remember this week we are talking about <i>Asking Permission</i>. Let's review the steps for <i>Asking Permission</i>. Okay, today we are going to talk more about the first step. Step 1 is Look at the person. Who can show me how you should look at staff when you are asking them for permission? (Role-play examples/non-examples whole class)</p>
<i>Wednesday</i>	<p>Asking Permission: Remember this week we are talking about <i>Asking Permission</i>. Let's review the steps for <i>Asking Permission</i>. Okay, today we are going to talk more about the second step. Step 2 is Use a calm and pleasant voice. Who would like to role-play with me what it would sound like to say, "Okay" when a staff member gives you instructions. (Role-play examples/non-examples whole class).</p>
<i>Thursday</i>	<p>Asking Permission: Remember this week we are talking about <i>Asking Permission</i>. Let's review the steps for <i>Asking Permission</i>. Okay, today we are going to talk more about the third and fourth steps. Step 3 is Say, "May I..." Who can tell me what step 3 means? Ask for examples and non-examples. Good, lastly let's talk about the last step. Step 4 is Accept the answer calmly. Remember the answer might not always give us the answer that we want, but they are more likely to give us permission when we use the steps to Asking Permission.</p>
<i>Friday</i>	<p>Asking Permission: This week we talked about the steps for <i>Asking Permission</i>. Today we are going to role-play all of the steps for asking permission. Who would like to be the first volunteer?</p> <p>We are going to review the Asking Permission PowerPoint.</p>

Classroom Survival Skill

Disagreeing Appropriately

Week of: ___/___/_____

Disagreeing Appropriately

1. Look at the person.
2. Use a pleasant voice.
3. Say "I understand how you feel."
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

<i>Day of the Week</i>	<i>Disagreeing Appropriately Activity</i>
<i>Monday</i>	Disagreeing Appropriately: This week we are going to talk about the steps for Disagreeing Appropriately. Let's review the four steps all students must do when asked to <i>Disagreeing Appropriately</i> . 1. Look at the person, 2. Use a pleasant voice, 3. Say "I understand how you feel", 4. Tell why you feel differently, 5. Give a reason, 6. Listen to the other person. We will be practicing these steps all week. When you are able to Disagree Appropriately, you have a better chance of solving your problems peacefully and keeping your friends.
<i>Tuesday</i>	Disagreeing Appropriately: Remember this week we are talking about Disagreeing Appropriately. Let's review the steps for Disagreeing Appropriately. Okay, today we are going to talk more about the first and second steps. Step 1 is Look at the person. Who can show me how you look at someone? (Role-play examples/non-examples whole class) Step 2 is Use a pleasant voice. Turn to your partner and say "Hello" in a pleasant voice. Give examples and non-examples of pleasant voice tone.
<i>Wednesday</i>	Disagreeing Appropriately: Remember this week we are talking about <i>Disagreeing Appropriately</i> . Let's review the steps for Disagreeing Appropriately. Okay, today we are going to talk more about the third and fourth step. Step 3 is Say "I understand how you feel" . Who would like to role-play with me what it would sound like to tell the person that you understand how they feel? (Role-play examples/non-examples whole class) Step 4 is Tell why you feel differently. What are some reasons that you may have?
<i>Thursday</i>	Disagreeing Appropriately: Remember this week we are talking about <i>Disagreeing Appropriately</i> . Let's review the steps for Disagreeing Appropriately. Okay, today we are going to talk more about the fifth and sixth steps. Who can tell me what step 5 means. Step 5 is Give a reason. Who would like to give an example of what your reason may be? Step 6 is Listen to the other person. How do you show the other person your are listening to their side? Ask for examples and non-examples.
<i>Friday</i>	Disagreeing Appropriately: This week we talked about the steps for Disagreeing Appropriately. Today we are going to role-play all of the steps for <i>Disagreeing Appropriately</i> . Who would like to be the first volunteer? We are going to review the Disagreeing Appropriately PowerPoint.

Classroom Survival Skill

Following Instructions

Week of: ___/___/_____

Following Instructions

1. Look at the person.
2. Say "Okay".
3. Do what you have been asked right away.
4. Check back.

<i>Day of the Week</i>	<i>Following Instructions Activity</i>
<i>Monday</i>	<p>Following Instructions: This week we are going to talk about the steps for <i>Following Instructions</i>. Let's review the four steps all students must do when asked by staff to follow instructions: 1. Look at the person, 2. Say, "Okay", 3. Do what you have been asked right away, and 4. Check back. We will be practicing these steps all week. When you follow instructions right away, you have a better chance of</p>
<i>Tuesday</i>	<p>Following Instructions: Remember this week we are talking about <i>Following Instructions</i>. Let's review the steps for <i>Following Instructions</i>. Okay, today we are going to talk more about the first step. Step 1 is Look at the person. Who can show me how you should look at staff when they are giving you instructions. (Role-play examples/non-examples whole class)</p>
<i>Wednesday</i>	<p>Following Instructions: Remember this week we are talking about <i>Following Instructions</i>. Let's review the steps for <i>Following Instructions</i>. Okay, today we are going to talk more about the second step. Step 2 is Say "Ok..". Who would like to role-play with me what it would sound like to say, "Okay" when a staff member gives you instructions. (Role-play examples/non-examples whole class)</p>
<i>Thursday</i>	<p>Following Instructions: Remember this week we are talking about <i>Following Instructions</i>. Let's review the steps for <i>Following Instructions</i>. Okay, today we are going to talk more about the third and fourth steps. Who can tell me what step 3 means. Step 3 is Do what you are asked to do, right away. Ask for examples and non-examples. Good, lastly let's talk about what it means to "check back" . Step 4 is Check Back. Remember the reason we check back is to make sure we have followed all of the instructions that were given to us. What are some ways we could check back with staff?</p>
<i>Friday</i>	<p>Following Instructions: This week we talked about the steps for <i>Following Instructions</i>. Today we are going to role-play all of the steps for following instructions. Who would like to be the first volunteer?</p> <p>We are going to review the Following Instructions PowerPoint.</p>

Getting the Teacher's Attention

1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

Classroom Survival Skill

Getting the Teacher's Attention

Week of: ___/___/_____

<i>Day of the Week</i>	<i>Getting the Teacher's Attention Activity</i>
<i>Monday</i>	Getting the Teacher's Attention: This week we are going to talk about the steps for Getting the Teacher's Attention. Let's review the four steps all students must do when asked to <i>Getting the Teacher's Attention</i> . 1. Look at the teacher, 2. Raise your hand and stay calm, 3. Wait until the teacher says your name, 4. Ask your question. We will be practicing these steps all week. When you use the steps to Getting the Teacher's Attention appropriately, you have a better chance to get your question answered quickly.
<i>Tuesday</i>	Getting the Teacher's Attention: Remember this week we are talking about Getting the Teacher's Attention. Let's review the steps for <i>Getting the Teacher's Attention</i> . Okay, today we are going to talk more about the first step. Step 1 is Look at the person. Who can show me how you look at someone? (Role-play examples/non-examples whole class)
<i>Wednesday</i>	Getting the Teacher's Attention: Remember this week we are talking about <i>Getting the Teacher's Attention</i> . Let's review the steps for <i>Getting the Teacher's Attention</i> . Okay, today we are going to talk more about the second step. Step 2 is Raise your hand and stay calm. Who would like to role-play with me what it would look like to raise your hand and stay calm? (Role-play examples/non-examples whole class)
<i>Thursday</i>	Getting the Teacher's Attention: Remember this week we are talking about <i>Getting the Teacher's Attention</i> . Let's review the steps for <i>Getting the Teacher's Attention</i> . Okay, today we are going to talk more about the third and fourth steps. Who can tell me what step 3 means. Step 3 is Wait until the teacher says your name. Ask for examples and non-examples. Who can tell me what step 4 means? Step 4 is Ask your question. Ask for examples and non-examples.
<i>Friday</i>	Getting the Teacher's Attention: This week we talked about the steps for Getting the Teacher's Attention. Today we are going to role-play all of the steps for <i>Getting the Teacher's Attention</i> . Who would like to be the first volunteer? We are going to review the Getting the Teacher's Attention PowerPoint.

Classroom Survival Skill

Giving Criticism

Week of: ___/___/_____

Giving Criticism

1. Look at the person.
2. Stay calm and use a pleasant voice.
3. Say something positive or "I understand."
4. Describe exactly what you are criticizing.
5. Tell why this is a problem.
6. Listen to the person. Be polite.

<i>Day of the Week</i>	<i>Giving Criticism Activity</i>
<i>Monday</i>	<p>Giving Criticism: This week we are going to talk about the steps for <i>Giving Criticism</i>. Let's review the six steps all students must do when asked to <i>Give Criticism</i>: 1. Look at the person, 2. Stay calm and use a pleasant voice, 3. Say something positive or "I understand", 4. Describe exactly what you are criticizing, 5. Tell why this is a problem, 6. Listen to the person. Be polite. We will be practicing these steps all week. When you are able to Give Criticism appropriately you have a chance to help your friend build their skills.</p>
<i>Tuesday</i>	<p>Giving Criticism: Remember this week we are talking about <i>Giving Criticism</i>. Let's review the steps for <i>Giving Criticism</i>. Okay, today we are going to talk more about the first and second steps. Step 1 is Look at the person. Who can show me how you look at someone? (Role-play examples/non-examples whole class) Step 2 is Stay calm and use a pleasant voice. Turn to your partner and show what it looks like to stay calm and then say "Hello" in a pleasant voice. Give examples and non-examples of staying calm and using a pleasant voice tone.</p>
<i>Wednesday</i>	<p>Giving Criticism: Remember this week we are talking about <i>Giving Criticism</i>. Let's review the steps for <i>Giving Criticism</i>. Okay, today we are going to talk more about the third and fourth step. Step 3 is Say something positive or "I understand". Who would like to role--play with me what it would sound like to tell the person something positive or that you understand? (Role-play examples/non-examples whole class) Step 4 is Describe exactly what you are criticizing. What are some things you may give criticism for?</p>
<i>Thursday</i>	<p>Giving Criticism: Remember this week we are talking about <i>Giving Criticism</i>. Let's review the steps for <i>Giving Criticism</i>. Okay, today we are going to talk more about the fifth and sixth steps. Step 5 is Tell why this is a problem. Who would like to give an example of something that would be a problem and why it would be a problem? Step 6 is Listen to the other person. Be polite. How do you show the other person your are listening and being polite? Ask for examples and non-examples.</p>
<i>Friday</i>	<p>Giving Criticism: This week we talked about the steps for <i>Giving Criticism</i>. Today we are going to role-play all of the steps for <i>Giving Criticism</i>. Who would like to be the first set of volunteers?</p> <p>We are going to review the <i>Giving Criticism</i> PowerPoint.</p>

Classroom Survival Skill

Listening

Week of: ___/___/_____

Listening

1. Look at the person who is talking and remain quiet.
2. Wait until the other person is done talking before you speak.
3. Show you heard the person by nodding your head, saying "OK," "That's interesting," etc.

<i>Day of the Week</i>	<i>Listening Activity</i>
<i>Monday</i>	<p>Listening: This week we are going to talk about the steps for <i>Listening</i>. Let's review the three steps all students must do when <i>Listening</i>. 1. Look at the person who is talking and remain quiet, 2. Wait until the other person is done talking before you speak, 3. Show you heard the person by nodding your head, saying "OK," "That's interesting," etc. We will be practicing these steps all week. When you are able to demonstrate <i>Listening</i> appropriately you are more likely to understand the lesson and be able to complete your assignment.</p>
<i>Tuesday</i>	<p>Listening: Remember this week we are talking about <i>Listening</i>. Let's review the steps for <i>Listening</i>. Okay, today we are going to talk more about the first step. Step 1 is Look at the person who is talking and remain quiet. Who can show me how you look at the person who is talking and remain quiet? (Role-play examples/non-examples whole class). Turn to your partner and show what it looks like to look at the person who is talking and remain quiet. Give examples and non-examples of look at the person who is talking and remain quiet.</p>
<i>Wednesday</i>	<p>Listening: Remember this week we are talking about <i>Listening</i>. Let's review the steps for <i>Listening</i>. Okay, today we are going to talk more about the second step. Step 2 is Wait until the other person is done talking before you speak. Who would like to role-play with me what it would look like to wait until the other person is done talking before you speak? (Role-play examples/non-examples whole class). Why is it important to wait until the other person is done talking before you speak?</p>
<i>Thursday</i>	<p>Listening: Remember this week we are talking about <i>Listening</i>. Let's review the steps for <i>Listening</i>. Okay, today we are going to talk more about the third step. Step 3 is Show you heard the person by nodding your head, saying "OK," "That's interesting," etc. Who would like role-play with me what it would look like to show you heard the person by nodding your head, saying "OK," "That's interesting," etc.? Why is it important to show you heard the person by nodding your head, saying "OK," "That's interesting," etc.? What are some other things you may say or do to let the person know you are listening?</p>
<i>Friday</i>	<p>Listening: This week we talked about the steps for <i>Listening</i>. Today we are going to role-play all of the steps for <i>Listening</i>. Who would like to be the first volunteer?</p> <p>We are going to review the <i>Listening</i> PowerPoint.</p>

Classroom Survival Skill

Making an Apology

Week of: ___/___/_____

Making an Apology

1. Look at the person.
2. Use a serious, sincere voice.
3. Say "I'm sorry for..." or "I want to apologize..."
4. Explain how you plan to do better in the future.
5. Say "Thanks for listening."

<i>Day of the Week</i>	<i>Making an Apology Activity</i>
<i>Monday</i>	<p><i>Making an Apology:</i> This week we are going to talk about the steps for <i>Making an Apology</i>. Let's review the five steps all students must do when <i>Making an Apology</i>. 1. Look at the person, 2. Use a serious, sincere voice, 3. Say "I'm sorry for..." or "I want to apologize..." 4. Explain how you plan to do better in the future, 5. Say "Thanks for listening". We will be practicing these steps all week. When you are able to <i>Make an Apology</i> you show others you care.</p>
<i>Tuesday</i>	<p><i>Making an Apology:</i> Remember this week we are talking about <i>Making an Apology</i>. Let's review the steps for <i>Making an Apology</i>. Okay, today we are going to talk more about the first and second step. Step 1 is Look at the person. Who can show me how we look at someone (Role-play examples/non-examples whole class). Step 2 is Use a serious, sincere voice. What would a serious, sincere voice sound like? (Role-play examples/non-examples whole class). Why would we use a serious and sincere voice when making an apology? Turn to your partner and show what it looks like to look at the person and use a serious, sincere voice. Give examples and non-examples of look at the person and use a serious, sincere voice.</p>
<i>Wednesday</i>	<p><i>Making an Apology:</i> Remember this week we are talking about <i>Making an Apology</i>. Let's review the steps for <i>Making an Apology</i>. Okay, today we are going to talk more about the third step. Step 3 is Say "I'm sorry for..." or "I want to apologize...". Why is it important to say "I'm sorry for..." or "I want to apologize..."? Who would like to role-play with me what it would sound like to say "I'm sorry for..." or "I want to apologize..."? (Role-play examples/non-examples whole class). Turn to your partner and role play say "I'm sorry for..." or "I want to apologize...".</p>
<i>Thursday</i>	<p><i>Making an Apology:</i> Remember this week we are talking about <i>Making an Apology</i>. Let's review the steps for <i>Making an Apology</i>. Okay, today we are going to talk more about the fourth and fifth step. Step 4 is Explain how you plan to do better in the future. Step 5 is Say "Thanks for listening". Who would like role-play with me what it would look like to explain how you plan to do better in the future and say "Thanks for listening"? Why is it important to explain how you plan to do better in the future? Why would we say "Thanks for listening"?</p>
<i>Friday</i>	<p><i>Making an Apology:</i> This week we talked about the steps for <i>Making an Apology</i>. Today we are going to role-play all of the steps for <i>Making an Apology</i>. Who would like to be the first volunteer?</p> <p>We are going to review the <i>Making an Apology</i> PowerPoint.</p>

Classroom Survival Skill
Minding Your Own Business
 (M.Y.O.B.)

Week of: ___/___/____

MYOB
 (Mind Your Own Business)

1. Focus on your assignment or task.
2. Ignore all conversations, gestures and distractions that are someone else's business.
3. Keep working quietly until you receive further instructions.

<i>Day of the Week</i>	<i>MYOB Activity</i>
<i>Monday</i>	Minding Your Own Business: This week we are going to talk about the steps for Minding Your Own Business. Let's review the four steps all students must do when asked by staff to <i>MYOB</i> : 1. Focus on your assignment or task, 2. Ignore all gestures and distractions that are someone else's business, 3. Keep working quietly until you receive further instructions. We will be practicing these steps all week. When you <i>MYOB</i> you are more likely to stay out of trouble and you are more likely to complete your assignment.
<i>Tuesday</i>	Minding Your Own Business: Remember this week we are talking about Minding Your Own Business. Let's review the steps for <i>MYOB</i> . Okay, today we are going to talk more about the first step. Step 1 is Focus on your assignment or task, . Who can show me how you should look if you are focused on your task? (Role-play examples/non-examples whole class)
<i>Wednesday</i>	Minding Your Own Business: Remember this week we are talking about <i>Minding Your Own Business</i> . Let's review the steps for <i>MYOB</i> . Okay, today we are going to talk more about the second step. Step 2 is Ignore all gestures and distractions that are someone else's business . Who would like to role--play with me what it would look like to ignore distractions and gestures from others? (Role-play examples/non-examples whole class)
<i>Thursday</i>	Minding Your Own Business: Remember this week we are talking about Minding Your Own Business. Let's review the steps for <i>MYOB</i> . Okay, today we are going to talk more about the third step. Who can tell me what step 3 means. Step 3 is Keep working quietly until you receive further instructions. Ask for examples and non-examples. What other Survival Skill could we use to do this part? (Staying On Task) What happens if you are finished with the assignment or task?
<i>Friday</i>	Minding Your Own Business: This week we talked about the steps for Minding Your Own Business. Today we are going to role-play all of the steps for <i>MYOB</i> . Who would like to be the first volunteer? We are going to review the Minding Your Business PowerPoint.

Classroom Survival Skill

Resisting Peer Pressure

Week of: ___/___/_____

Resisting Peer Pressure

1. Look at the person.
2. Use a calm voice.
3. Say clearly you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue to say "No."
6. Leave the situation.

<i>Day of the Week</i>	<i>Resisting Peer Pressure Activity</i>
<i>Monday</i>	<p>Resisting Peer Pressure: This week we are going to talk about the steps for <i>Resisting Peer Pressure</i>. Let's review the six steps all students must do when <i>Resisting Peer Pressure</i>: 1. Look at the person, 2. Use a calm voice, 3. Say clearly you do not want to participate, Step 4. Suggest something else to do, Step 5. If necessary, continue to say "No." Step 6. Leave the situation. We will be practicing these steps all week. When you are able to demonstrate <i>Resisting Peer Pressure</i> appropriately you may be able to stay out of danger and/or trouble.</p>
<i>Tuesday</i>	<p>Resisting Peer Pressure: Remember this week we are talking about <i>Resisting Peer Pressure</i>. Let's review the steps for <i>Resisting Peer Pressure</i>. Okay, today we are going to talk more about the first and second step. Step 1 is Look at the person. Who can show me how you would look at the person? (Rose-play example/non-example whole class). Step 2 is Use a calm voice. Turn to your partner and say "Hello" in a calm voice. Give examples and non-examples of look at the person and use a calm voice.</p>
<i>Wednesday</i>	<p>Resisting Peer Pressure: Remember this week we are talking about <i>Resisting Peer Pressure</i>. Let's review the steps for <i>Resisting Peer Pressure</i>. Okay, today we are going to talk more about the third and fourth step. Step 3 is Say clearly you do not want to participate. Who would like to role-play with me what it would sound like to say clearly you do not want to participate? Step 4 is Suggest something else to do. What are some examples of something else to do? (Role-play examples/non-examples whole class). Why is it important to say clearly you do not want to participate and suggest something else to do?</p>
<i>Thursday</i>	<p>Resisting Peer Pressure: Remember this week we are talking about <i>Resisting Peer Pressure</i>. Let's review the steps for <i>Resisting Peer Pressure</i>. Okay, today we are going to talk more about the fifth and sixth step. Step 5 is If necessary, continue to say "No". Step 6 is Leave the situation. Who would like role-play with me what it would sound like to continue to say "No" and leave the situation? Why would it be important if necessary to continue to say no and leave the situation?</p>
<i>Friday</i>	<p>Resisting Peer Pressure: This week we talked about the steps for <i>Resisting Peer Pressure</i>. Today we are going to role-play all of the steps for <i>Resisting Peer Pressure</i>. Who would like to be the first volunteer?</p> <p>We are going to review the <i>Resisting Peer Pressure</i> PowerPoint.</p>

Classroom Survival Skill

Staying on Task

Week of: ___/___/_____

Staying on Task

1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on the task.
4. Stop working only when instructed.
5. Ignore distractions and interruptions.

<i>Day of the Week</i>	<i>Staying on Task Activity</i>
<i>Monday</i>	<p>Staying on Task: This week we are going to talk about the steps for <i>Staying on Task</i>. Let's review the five steps all students must do when <i>Staying on Task</i>: Step 1. Look at your task or assignment, Step 2. Think about the steps needed to complete the task, Step 3. Focus all of your attention on the task, Step 4. Stop working only when instructed, Step 5. Ignore distractions and interruptions. We will be practicing these steps all week. When you are able to demonstrate <i>Staying on Task</i> appropriately you have a better chance of completing your assignments on time.</p>
<i>Tuesday</i>	<p>Staying on Task: Remember this week we are talking about <i>Staying on Task</i>. Let's review the steps for <i>Staying on Task</i>. Okay, today we are going to talk more about the first and second step. Step 1 is Look at your task or assignment. Who can show me how you would look at your task or assignment? (Role-play example/non-example whole class). Step 2 is Think about the steps needed to complete the task. Why is it important to think about the steps needed to complete the task? Give examples and non-examples of look at your task or assignment and think about the steps needed to complete the task.</p>
<i>Wednesday</i>	<p>Staying on Task: Remember this week we are talking about <i>Staying on Task</i>. Let's review the steps for <i>Staying on Task</i>. Okay, today we are going to talk more about the third and fourth step. Step 3 is Focus all of your attention on the task. Who would like to role-play with me what it looks like to focus all of your attention on the task? Why would it be important to focus all of your attention on the task? Step 4 is Stop working only when instructed. Who would be instructing you to stop working? (Role-play examples/non-examples whole class). Why would it be important to stop working only when instructed?</p>
<i>Thursday</i>	<p>Staying on Task: Remember this week we are talking about <i>Staying on Task</i>. Let's review the steps for <i>Staying on Task</i>. Okay, today we are going to talk more about the fifth step. Step 5 is Ignore distractions and interruptions. Who would like role-play with me what it would look like to ignore distractions and interruptions? Now Role play with your partner ignoring distractions and interruptions. Why would it be important to ignore distractions and interruptions? What are some ways to ignore other's behavior?</p>
<i>Friday</i>	<p>Staying on Task: This week we talked about the steps for <i>Staying on Task</i>. Today we are going to role-play all of the steps for <i>Staying on Task</i>. Who would like to be the first volunteer?</p> <p>We are going to review the <i>Staying on Task</i> PowerPoint.</p>

Classroom Survival Skill

Using Appropriate Voice Tone

Week of: ___/___/_____

Using Appropriate Voice Tone

1. Identify the appropriate voice tone for the situation.
2. Change your voice to match.
3. Watch and listen for visual or verbal cues and adjust your voice, as needed.

<i>Day of the Week</i>	<i>Using Appropriate Voice Tone Activity</i>
<i>Monday</i>	<p>Using Appropriate Voice Tone: This week we are going to talk about the steps for <i>Using Appropriate Voice Tone</i>. Let's review the three steps all students must do when <i>Using Appropriate Voice Tone</i>: Step 1. Identify the appropriate voice tone for the situation, Step 2. Change your voice to match, Step 3. Watch and listen for visual or verbal cues and adjust your voice, as needed. We will be practicing these steps all week. When you are able to demonstrate <i>Using Appropriate Voice Tone</i> appropriately you may not disturb others.</p>
<i>Tuesday</i>	<p>Using Appropriate Voice Tone: Remember this week we are talking about <i>Using Appropriate Voice Tone</i>. Let's review the steps for <i>Using Appropriate Voice Tone</i>. Okay, today we are going to talk more about the first step. Step 1 is Identify the appropriate voice tone for the situation. Who can show me how you would identify the appropriate voice tone for the situation? (Rose-play example/non-example whole class). Why is it important to identify the appropriate voice tone for the situation? Give examples and non-examples of situations and tone of voice to use in different situations.</p>
<i>Wednesday</i>	<p>Using Appropriate Voice Tone: Remember this week we are talking about <i>Using Appropriate Voice Tone</i>. Let's review the steps for <i>Using Appropriate Voice Tone</i>. Okay, today we are going to talk more about the second step. Step 2 is Change your voice to match. Who would like to role-play with me what it looks like to change your voice to match? (Role-play examples/non-examples whole class). Why would it be important to change your voice to match?</p>
<i>Thursday</i>	<p>Using Appropriate Voice Tone: Remember this week we are talking about <i>Using Appropriate Voice Tone</i>. Let's review the steps for <i>Using Appropriate Voice Tone</i>. Okay, today we are going to talk more about the third step. Step 3 is Watch and listen for visual or verbal cues and adjust your voice, as needed. What are some examples of visual or verbal cues that would tell you to adjust your voice? Who would like to role play with me to watch and listen for visual or verbal cues and adjust your voice, as needed? Why would it be important to watch and listen for visual or verbal cues and adjust your voice, as needed?</p>
<i>Friday</i>	<p>Using Appropriate Voice Tone: This week we talked about the steps for <i>Using Appropriate Voice Tone</i>. Today we are going to role-play all of the steps for <i>Using Appropriate Voice Tone</i>. Who would like to be the first volunteer?</p> <p>We are going to review the <i>Using Appropriate Voice Tone</i> PowerPoint.</p>

Classroom Survival Skill

Waiting Your Turn

Week of: ___/___/_____

Waiting Your Turn

1. Sit or stand quietly.
2. Keep your arms and legs still.
3. Avoid begging, whining, or teeth sucking.
4. Engage in the activity when directed by an adult to do so.
5. Thank the person who gives you a turn.

<i>Day of the Week</i>	<i>Waiting Your Turn Activity</i>
<i>Monday</i>	<p>Waiting Your Turn: This week we are going to talk about the steps for <i>Waiting Your Turn</i>. Let's review the five steps all students must do when <i>Waiting Your Turn</i>. 1. Sit or stand quietly, 2. Keep your arms and legs still, 3. Avoid begging, whining, or teeth sucking, 4. Engage in the activity when directed by and adult to do so, 5. Thanks the person who gives you a turn. We will be practicing these steps all week. When you are able to demonstrate <i>Waiting Your Turn</i> everyone may have a chance to share their ideas.</p>
<i>Tuesday</i>	<p>Waiting Your Turn: Remember this week we are talking about <i>Waiting Your Turn</i>. Let's review the steps for <i>Waiting Your Turn</i>. Okay, today we are going to talk more about the first and second step. Step 1 is Sit or stand quietly. Step 2 is Keep your arms and legs still. Who can show me how you sit or stand quietly and keep your arms and legs still? (Role-play examples/non-examples whole class). Why is it important to sit and stand quietly and keep your arms and legs still?</p>
<i>Wednesday</i>	<p>Waiting Your Turn: Remember this week we are talking about <i>Waiting Your Turn</i>. Let's review the steps for <i>Waiting Your Turn</i>. Okay, today we are going to talk more about the third and fourth step. Step 3 is Avoid begging, whining, or teeth sucking. Why is it important to avoid begging, whining, or teeth sucking? Step 4 is Engage in the activity when directed by an adult to do so. (Role-play examples/non-examples whole class).</p>
<i>Thursday</i>	<p>Waiting Your Turn: Remember this week we are talking about <i>Waiting Your Turn</i>. Let's review the steps for <i>Waiting Your Turn</i>. Okay, today we are going to talk more about the fifth step. Step 5 is Thank the person who gives you a turn. Turn to your partner and role-play thank the person who gives you a turn. Why would it be important to thank the person who gives you a turn?</p>
<i>Friday</i>	<p>Waiting Your Turn: This week we talked about the steps for <i>Waiting Your Turn</i>. To-day we are going to role-play all of the steps for <i>Waiting Your Turn</i>. Who would like to be the first volunteer?</p> <p>We are going to review the <i>Waiting Your Turn</i> PowerPoint.</p>

Classroom Survival Skill

Working with Others

Week of: ___/___/_____

Working with Others

1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.
4. Work on tasks until completed.

<i>Day of the Week</i>	<i>Working with Others Activity</i>
<i>Monday</i>	<p>Working with Others: This week we are going to talk about the steps for Working with Others. Let's review the four steps all students must do when asked to <i>Working with Others</i>: 1. Identify the task to be completed, 2. Assign tasks to each person, 3. Discuss ideas in a calm, quiet voice and let everyone share their ideas, 4. Work on tasks until completed. We will be practicing these steps all week. When you are able to work with others in this way, you have a better chance to complete the assignment.</p>
<i>Tuesday</i>	<p>Working with Others: Remember this week we are talking about Working with Others. Let's review the steps for <i>Working with Others</i>. Okay, today we are going to talk more about the first step. Step 1 is Identify the task to be completed. Who can show me how you would identify the task? (Role-play examples/non-examples whole class)</p>
<i>Wednesday</i>	<p>Working with Others: Remember this week we are talking about <i>Working with Others</i>. Let's review the steps for <i>Working with Others</i>. Okay, today we are going to talk more about the second step. Step 2 is Assign tasks to each person. Who would like to role-play with me what it would look like to assign tasks to each group member? (Role-play examples/non-examples whole class)</p>
<i>Thursday</i>	<p>Working with Others: Remember this week we are talking about Working with Others. Let's review the steps for <i>Working with Others</i>. Okay, today we are going to talk more about the third and fourth steps. Who can tell me what step 3 means. Step 3 is Discuss ideas in a calm, quiet voice and let everyone share their ideas. Ask for examples and non-examples. Who can tell me what step 4 means? Step 4 is Work on tasks until completed. What other Survival Skill could we use to do this part? (Staying On Task) What happens if you are finished with the assignment or task?</p>
<i>Friday</i>	<p>Working with Others: This week we talked about the steps for Working with Others. Today we are going to role-play all of the steps for <i>Working with Others</i>. Who would like to be the first volunteer?</p> <p>We are going to review the Working with Others PowerPoint.</p>