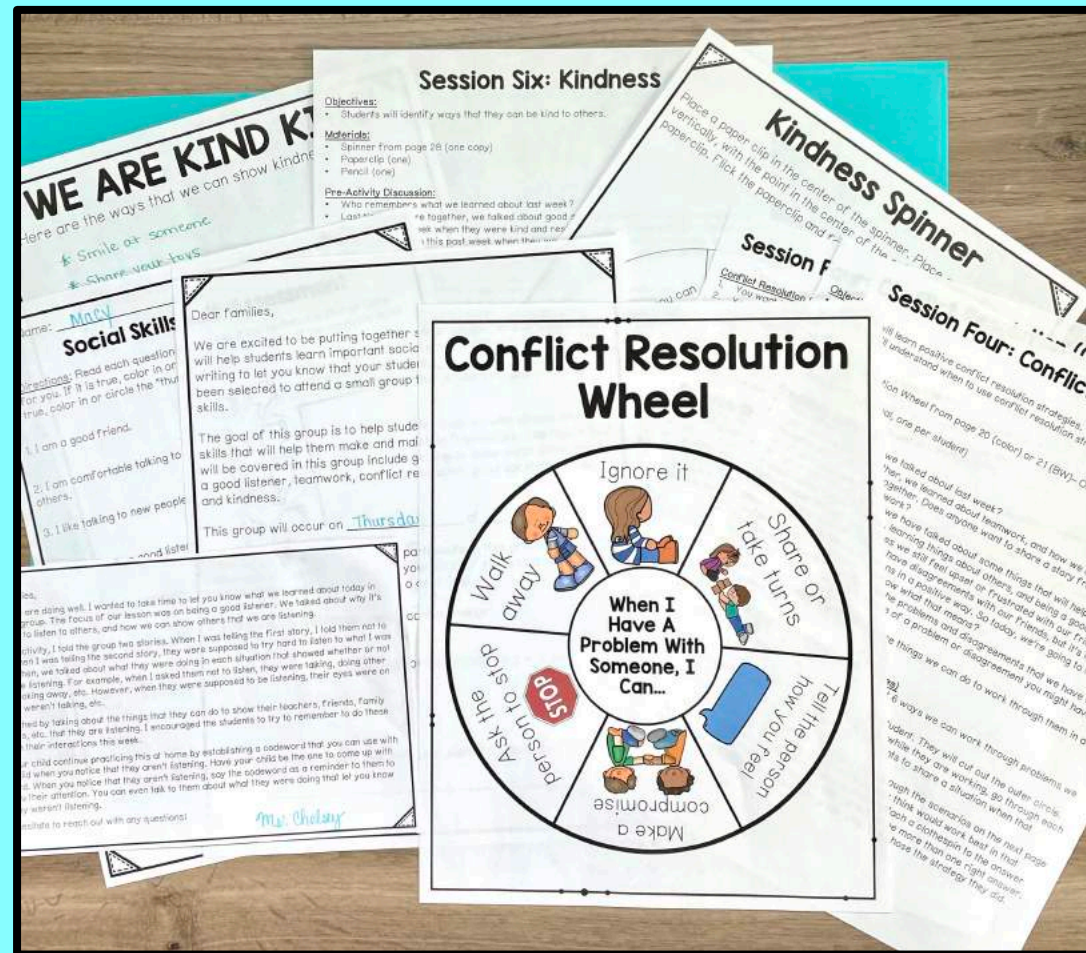


# Use this no-prep small group plan to help your students learn about and practice important social skills.



## WHAT'S INCLUDED:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

# 6 NO-PREP LESSONS

## Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families
- A poster/visual aid
- A read aloud recommendation

**Session Four: Conflict Resolution (Cont'd)**

**Conflict Resolution Scenarios**

1. You won the last cupcake, but so does your friend.
2. Your friend calls you a mean name.
3. Someone cuts you in line.
4. You are playing kickball and someone keeps cheating.
5. You are doing your work and the person next to you is talking.
6. You want to play hide and seek, but your friend doesn't want to.
7. You got up to throw something away and someone else did it for you.
8. Someone accidentally knocked over the table.

**Post-Activity Discussion**

- Have you experienced any of those situations?
- Have you ever tried any of the strategies?
- Solving problems in a peaceful way can be difficult. I want you to take your wheel home and use it. That will make it easier for you to solve an issue with a friend.

There is also a poster version of the wheel on page 20 (color) or 21 (BW) - One copy per student.

**Session Four: Conflict Resolution**

**Objectives:**

- Students will learn positive conflict resolution strategies.
- Students will understand when to use conflict resolution strategies.

**Materials:**

- Conflict Resolution Wheel (page 20 (color) or 21 (BW) - One copy per student)

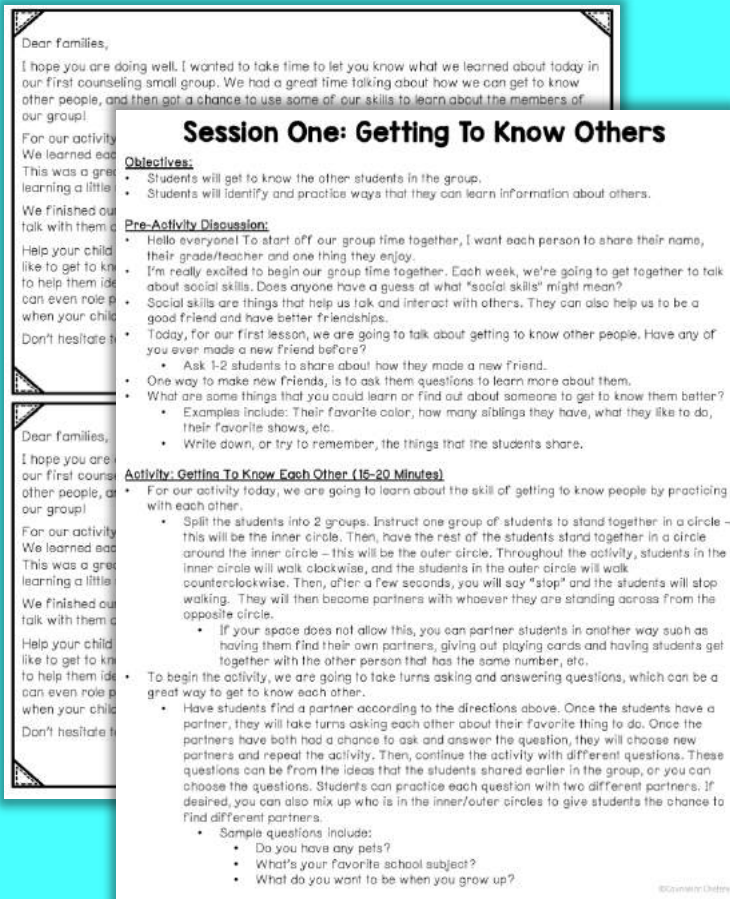
**Conflict Resolution Wheel**

**When I Have A Problem With Someone, I Can...**

- Ignore it
- Share or take turns
- Tell the person how you feel
- Make a compromise
- Ask the person to stop
- Walk away

**STOP**

# Lesson 1: Getting To Know Others



## THE OBJECTIVE:

- Students will identify and practice ways that they can learn about others.

## THE ACTIVITY:

- Students will do an interactive activity to help them get to know each other through asking and answering questions.



# Lesson 2: Being A Good Listener

Name: \_\_\_\_\_

## I Can Be A Good Listener!

It's important to be a good listener because that's how we can learn from others, and about what you see in pictures in each other's pictures.

### Session Two: Being A Good Listener

**Objectives:**

- Students will understand the importance of listening.
- Students will identify ways that they can show others that they are listening.

**Materials:**

- Worksheet from page \_\_\_\_
- Coloring/writing utensils

**Pre-Activity Discussion:**

- Who remembers what we talked about last week?
- Last time we were together, we talked about how we can get to know people, and then we practiced with each other. Was anyone able to practice this skill this week? How did it go?
- Today, we're going to talk about something else that will help us be a good friend and interact with others – being a good listener.
- Why do you think it's important to be a good listener?
  - Examples include: You can hear directions, you can learn from other people, other people feel valued and important, etc.
- When you are being a good listener, how do you think other people feel?
- When you are not being a good listener, how do you think other people feel?
- Now that we know why listening is important, we're going to talk about *how* we can be good listeners.
- How can you tell if someone is listening to you?
  - They are looking at you, they aren't doing anything else, they are responding to what you're saying, etc.
- How can you tell if someone isn't listening to you?
  - They are talking, they aren't responding to what you're saying, they are doing something else, etc.

**Activity: What Listening Looks Like (5-10 Minutes)**

- For our activity today, I'm going to talk to you guys, and first you'll have to pretend like you're not listening to me.
  - Tell the kids a story about your day, etc. and encourage them to *not* listen. For added fun, tell them something special – like that they can watch a video, play a game, etc. and see if they hear it.
- Now, I'm going to talk to you guys, and I want you to do your best to listen.
  - Tell the kids another story and encourage them to do their best to listen. For added fun, tell them something special – like that they can watch a video, play a game, etc. and see if they hear it.

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## THE OBJECTIVE:

- Students will learn how to be an active listener, and why it's important.

## THE ACTIVITY:

- Students will do an activity as they show what active listening looks like and doesn't look like. Then, they will complete a worksheet about being a good listener.

# Lesson 3: Teamwork And Cooperation

## THE OBJECTIVE:

- Students will learn why it's important to work together and will practice collaborating.

## THE ACTIVITY:

- Students will do two activities to demonstrate the benefits of working together. Kids will also practice being a good teammate.

Dear Families,  
I hope you are doing well. I wanted to take time to let you know what we learned about today in our small group. The focus of our lesson was on teamwork and cooperation. We talked about why it's important to work together, and how we can work well with others.

We did a few activities today that gave us a chance to practice teamwork. For our first activity, we learned about how they worked on it and they worked together. This was the one we did.

Then, we talked about ideas, thinking about doing playing a game in the middle, and get untangle the circle goal.

Continue this conversation to collaborate with about why it's important of the group.  
Don't hesitate to

### Session Three: Teamwork & Cooperation

**Objectives:**

- Students will understand the importance of working together.
- Students will practice collaborating with other group members.

**Materials:**

- Building toys (blocks, Legos, Lincoln Logs, etc.)

**Pre-Activity Discussion:**

- Who remembers what we talked about last week?
- Last time we were together, we talked about being good listeners. Can anyone share a time from this past week when you were a good listener? What did you do to show the other person that you were listening to them?

**Activity #1: Tallest Tower (10-15 Minutes)**

Dear Families,  
I hope you are doing well. I wanted to take time to let you know what we learned about today in our small group. The focus of our lesson was on teamwork and cooperation. We talked about why it's important to work together, and how we can work well with others.

We did a few activities today that gave us a chance to practice teamwork. For our first activity, we learned about how they worked on it and they worked together. This was the one we did.

Then, we talked about ideas, thinking about doing playing a game in the middle, and get untangle the circle goal.

Continue this conversation to collaborate with about why it's important of the group.  
Don't hesitate to

Before we start talking today, we are going to play a little game. I am going to give each of you some blocks, and we are going to see who can build the tallest tower in one minute.

- Give the same amount of blocks/Legos/etc to each student. Set the time for one minute, and let them build the tallest tower they can.
- Wow, you guys built some tall towers. But... I think we can build even TALLER towers. To do this, we're going to get together in pairs and work together to build.
  - Split the group into pairs, and give them 2 minutes to combine their materials and build a tower. Once they are finished, determine who had the tallest tower.
- Now, we're going to try one more time to see if we can make even taller towers. This time, we are going to work together and use ALL of our materials.
  - Allow the students to work together using all of their materials. Give them 5 minutes, or until they are finished and have used all of their materials.
  - When students are finished, collect the building materials and have them return to their seats.
- When were you able to build the tallest tower? By yourself, with a partner, or as a group?
- Today, we're going to be talking about teamwork, because as you saw, when we work together we can achieve even more!
- Do you like working together with others, or do you prefer to work on your own? Why?
- Can anyone share a time when you've worked with another group or person to get something done? How'd it go?
- What are some things that can make it easier to work with others?
  - Ideas include listening to each others ideas, helping each other, everyone doing their part, having a positive attitude, etc.

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# Lesson 4: Conflict Resolution

## Conflict Resolution Wheel Color

### Session Four: Conflict Resolution

#### Objectives:

- Students will learn positive conflict resolution strategies.
- Students will understand when to use conflict resolution strategies.

#### Materials:

- Conflict Resolution Wheel from page \_\_\_ (color) or \_\_\_ (BW)– One copy per student
- Scissors
- Clothespin (Optional, one copy per student)

#### Pre-Activity Discussion:

- Who remembers what we talked about last week?
- Last time we were together, we learned about teamwork, and how we can accomplish bigger goals if we work together. Does anyone want to share a story from this past week about when you used teamwork?
- So far in our time together, we have talked about some things that will help you be a good friend – being a good listener, learning things about others, and being a good team player. Unfortunately though, sometimes we still feel upset or frustrated with our friends. It's okay to feel this way, and it's okay to have disagreements with our friends, but it's important to know how to handle these situations in a positive way. So today, we're going to talk about conflict resolution. Does anyone know what that means?
- Conflict resolution is how we solve the problems and disagreements that we have with our friends. Can anyone share an example of a problem or disagreement you might have with a friend?
- When we have issues like these, there are things we can do to work through them in a peaceful way.

#### Activity: Conflict Resolution Wheel (15-20 minutes)

- For today's activity, we are going to talk about 6 ways we can work through problems we might have with our friends.
  - Give a wheel from page \_\_\_ or \_\_\_ to each student. They will cut out the outer circle. After students have cut out their wheels, or while they are working, go through each strategy and explain what it means. Ask students to share a situation when that specific strategy might be helpful.
  - Once you have reviewed each strategy, read through the scenarios on the next page and ask the students to decide which strategy they think would work best in that situation. They can point to their answers, or can attach a clothespin to the answer and hold it up. Remind your students that there may be more than one right answer. After each scenario, ask students to share why they chose the strategy they did.

## THE OBJECTIVE:

- Students will identify conflict resolution strategies and will understand when they could be helpful.

## THE ACTIVITY:

- Students will read through different scenarios and decide which conflict resolution strategy would be best in that situation.

# Lesson 5: Good Sportsmanship

## THE OBJECTIVE:

- Students will learn and practice appropriate responses to winning and losing.

## THE ACTIVITY:

- Students will play games together to practice being a good winner and a good loser.

Dear families,

I hope you are doing well. I wanted to take time to let you know what we learned about today in our small group. The focus of our lesson was on being a good sport, which means being kind and respectful whether you win or you lose.

First, the student they win, as well playing a game who rolled the hit could practice last skills, even when

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Don't hesitate to

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Like any other sk However, it's imp can get better at with your child at as well as model

Don't hesitate to

### Session Five: Good Sportsmanship

**Objectives:**

- Students will learn appropriate responses to winning and losing.
- Students will practice sportsmanship when they lose and when they win.

**Materials:**

- Dice (One per student)

**Pre-Activity Discussion:**

- Who remembers what we learned about last week?
- Last time we were together, we talked about ways that we can peacefully work through the conflicts or problems that we have with others. Can anyone share a time from this past week when they used one of the strategies we talked about? How did it go?
- This week, we're going to talk about another skill that will help us in our friendships and interactions with others – good sportsmanship. Does anyone know what this means?
- Being a good sport is being kind and respectful whether you win or lose.
- To help us understand the concept even more, we're going to get together in groups to talk about what good sportsmanship looks like.
  - Split the group into 4 smaller group. Give each group one of the following prompts to discuss. Give them 3-5 minutes to share ideas. Once the time is up, allow each group to share their responses with the whole group. If time permits, you can ask the other group members if they have anything to add to the topic.
    - Prompt 1: What would a good sport do if they won?
    - Prompt 2: What would a good sport do if they lost?
    - Prompt 3: What would a good sport say if they won?
    - Prompt 4: What would a good sport say if they lost?
  - Thank you all for sharing. Is it easy or hard for you to be respectful and kind when you win? Why? Is it easy or hard for you to be respectful and kind when you lose? Why?
  - What can you remind yourself of when you win a game and you want to brag about it?
  - What can you remind yourself of when you are frustrated that you've lost a game?

**Activity: Dice Game (5-10 minutes)**

- For today's activity, we are going to practice winning and losing.
  - Give each student a die. Then, split the group into pairs of 2. Students will roll the dice, and the person with the highest number wins. If it is the same – they can just re-roll. The pairs will roll 7 times. The people who won the most will then move on to form new partnerships and play each other. If there is an odd number of students, you can have a group of 3. Then, those players will play 7 times, and the winners will advance to play each other. Continue this until there is one winner. If time permits, you can play again.

**Post-Activity Discussion**

- Was that hard or easy for you?
- Was it more difficult to be a good sport when you won or when you lost?
- Share a time when you think you'll be able to practice sportsmanship this week.

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# Lesson 6: Kindness

## Kindness Spinner

Place a paper clip in the center of the spinner. Place a pencil vertically, with the point in the center of the spinner, within the paperclip. Flip

### Session Six: Kindness

#### Objectives:

- Students will identify ways that they can be kind to others.

#### Materials:

- Spinner from page \_\_\_ (one copy)
- Paperclip (one)
- Pencil (one)

#### Pre-Activity Discussion:

- Who remembers what we learned about last week?
- Last time we were together, we talked about good sportsmanship. Can anyone share a time from this past week when they were kind and respectful when they won? Can anyone share a time from this past week when they were kind and respectful when they lost?
- This is our last lesson together, and we are going to talk about a skill that we can use every day in all parts of our lives – kindness!
- Why do you think kindness is important?
- Tell me about a time when someone was kind to you. How did it make you feel?
- The thing about kindness is that there are SO many ways that you can show it. Let's work together to make a list of ways that we can be kind to others.
  - Record the students' answers on the sheet from page \_\_\_, or on the board.

#### Activity: Kindness Spinner (10-15 minutes)

- For today's activity, we are going to play a game that will help us learn even more about what it means to be kind, why it's important, and how we can show kindness to others.
  - Divide the group up into two teams.
  - Select one student at a time (alternating teams) to come up and spin the spinner from page \_\_\_. To do this, place the paperclip in the center of the wheel, and then place the pencil vertically in the center of the wheel so the tip of the pencil is in the paperclip. Then, flick the paperclip so it spins.
  - The student must perform the task that he/she landed on, and may not give a repeat answer. If he/she is able to do so, his/her team is awarded the points. If that student cannot complete the task, a student from the other team may "steal." The team with the most points at the end of the activity wins.

#### Post-Activity Discussion

- When can it be difficult to be kind?
- What is one thing you will do to show kindness today?
  - Ask every student to answer this question.
- What is one thing we learned about during our time together that you'll remember?

\*If you are using the self-assessment, have students complete the form at the end of this session.

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## THE OBJECTIVE:

- Students will identify ways that they can be kind to others.

## THE ACTIVITY:

- Students will play a game that will help us learn even more about what it means to be kind, why it's important, and how we can show kindness to others.



# 2 BONUS ACTIVITIES

**Bonus Activity #1:  
Social Skills Review Booklet**

**Objective:**

- Students will create a social skills review booklet for the group lesson.

**Materials:**

- Booklet pages from the Social Skills Review Booklet
- Scissors
- Coloring/writing materials

**Directions:**

- Students will draw and color the booklet pages. They will write on the pages and write the names of the struggling writers on the pages. They will cut out each booklet page from page 10.

**Bonus Activity #2:  
Which Voice Level?**

**Objective:**

- Students will consider which voice level they should use in various situations.

**Materials:**

- Visual aid from page \_\_\_ (Color) or page \_\_\_ (BW)

**Directions:**

- Review the voice levels from page \_\_\_ with your students. Then, read through the scenarios below. Ask your students to decide which voice level they think would be appropriate in that situations. Students can answer by holding up the number of fingers that correspond with their answers. If they don't think they should talk at all, they can hold up a fist to show the number 0. Ask 1-2 students to share why they chose the answer that they did. There may be more than one right answer.
- If time permits, you can allow students to come up with their own scenarios and have the rest of the students in the group respond.

**Scenarios:**

1. Your class is in the library and the librarian is talking.
2. You and your friends are eating lunch in the cafeteria.
3. You are walking in the hallway and want to say sorry for stepping on the shoe of the person in front of you.
4. You are playing outside with your friends.
5. You are playing a game in the living room. Your mom is also in the living room and she's on the phone.
6. You are answering a question that your teacher asked during the class lesson.
7. Your teacher says good morning when you walk into the classroom. You are saying good morning back to her.
8. You fell at recess. You hurt your ankle and can't stand up.
9. You are upstairs and your grandma yells up to ask what you're doing. You yell back down to tell her that you're reading a book.
10. You are doing silent reading in class, but you need to ask the teacher if you can get a drink.

These activities will help your students further explore social skills and review the topics and skills your students have learned!

Activities Include:

- "Social Skills Roll & Respond"
- "All About Social Skills Review Booklet"

# 2 ASSESSMENTS

The image shows two overlapping forms. The top form is titled 'Social Skills Self-Assessment' and includes a 'Name:' field and 'Directions' for a true/false assessment. The bottom form is titled 'Social Skills Assessment' and includes fields for 'Child's Name:' and 'Date:'. It features a legend for a 5-point rating scale and a list of 7 statements to be rated. A 'Total Score:' field and 'Additional Comments:' section are at the bottom.

**Social Skills Self-Assessment**

Name: \_\_\_\_\_

**Social Skills Assessment**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name and role of the person completing the form: \_\_\_\_\_

Please rate these questions based on to what extent they are true or false:

**1- Always False**  
**2- Mostly False**  
**3- Not Sure**  
**4- Mostly True**  
**5- Always True**

1. The child seems confident when interacting with others.  
1 2 3 4 5
2. The child is a good friend.  
1 2 3 4 5
3. The child feels comfortable meeting new people.  
1 2 3 4 5
4. The child is a good listener.  
1 2 3 4 5
5. The child works well with others.  
1 2 3 4 5
6. The child is kind and respectful whether they win or lose.  
1 2 3 4 5
7. The child is usually kind to others.  
1 2 3 4 5

Total Score: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

# NOTES TO FAMILIES

Dear families,  
I hope you are doing well. I wanted to take time to let you know what we learned about today in our small group. The focus of our lesson was on being a good sport, which means being kind and respectful whether you win or you lose.

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For our activity, I told the group two stories. When I was telling the first story, I told them not to listen. When I was telling the second story, they were supposed to try hard to listen to what I was saying. Then, we talked about what they were doing in each situation that showed whether or not they were listening. For example, when I asked them not to listen, they were talking doing other things, looking away, etc. However, when they were supposed to be listening, their eyes were on me, they weren't talking, etc.

We finished by talking about the things that they can do to show their teachers, friends, family members, etc. that they are listening. I encouraged the students to try to remember to do these things in their interactions this week.

Help your child continue practicing this at home by establishing a codeword that you can use with your child when you notice that they aren't listening. Have your child be the one to come up with the word. When you notice that they aren't listening, say the codeword as a reminder to them to give you their attention. You can even talk to them about what they were doing that let you know that they weren't listening.

Don't hesitate to reach out with any questions!

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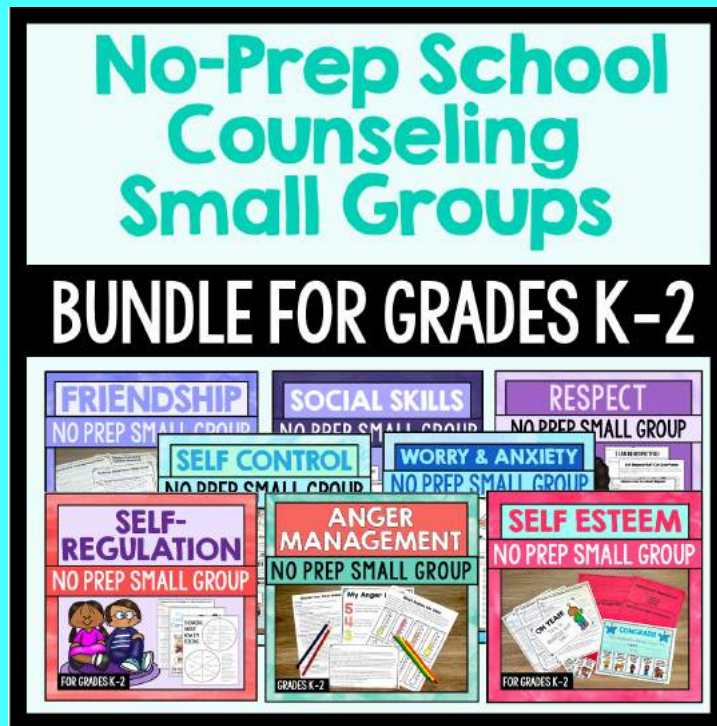
Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.



# NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Respect
- Self-Regulation
- Social Skills
- Worry & Anxiety

## SEE THE BUNDLE HERE