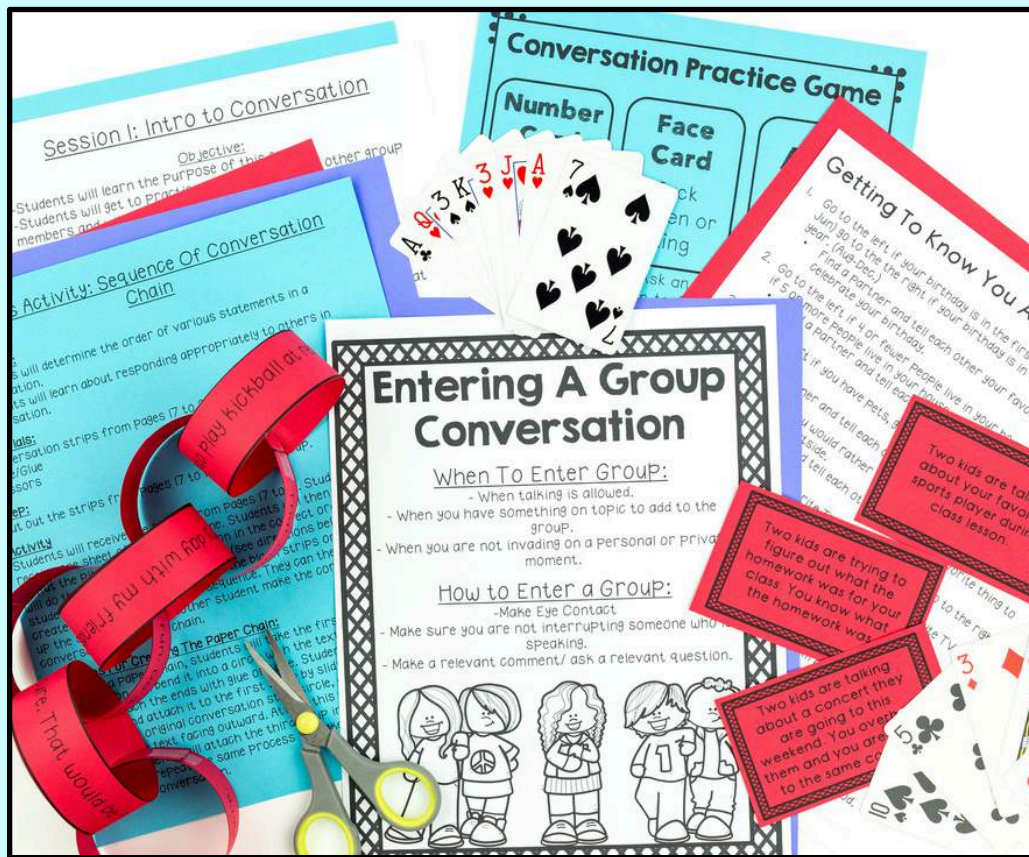


Use this small group plan to help your students learn about and practice conversation skills.



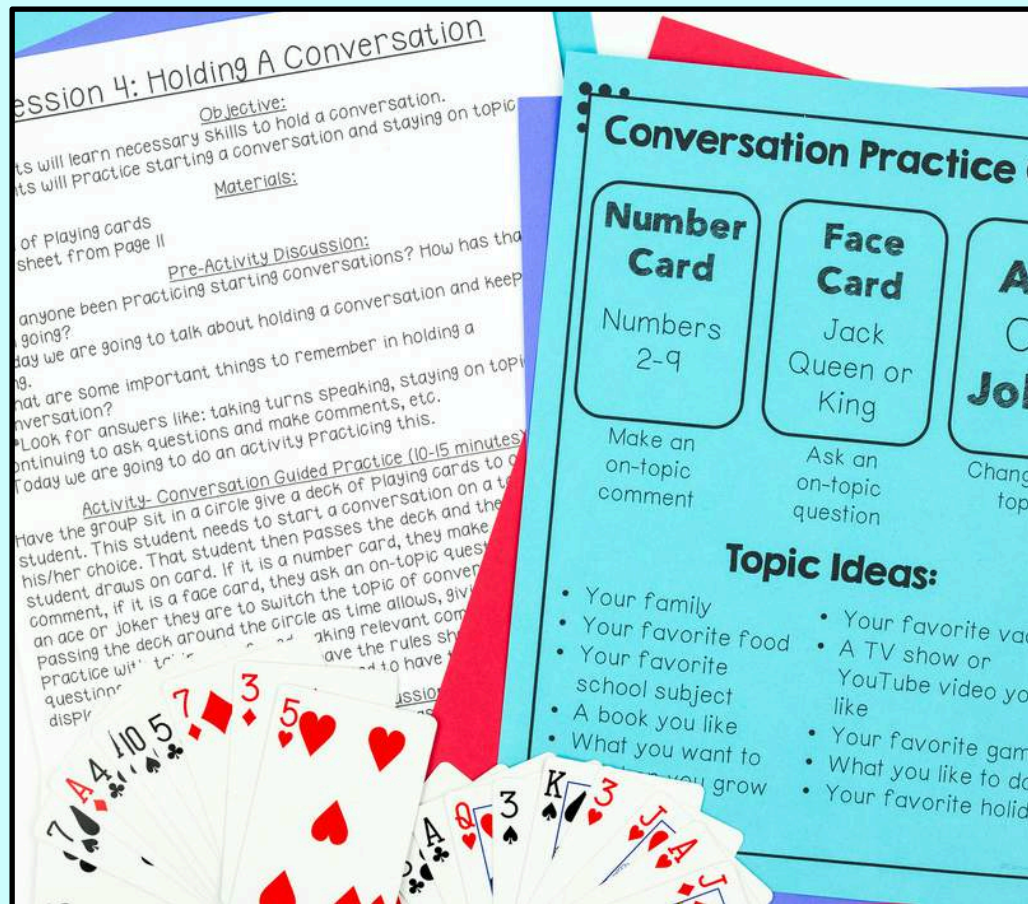
WHAT'S INCLUDED:

- 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



Lesson 1: Intro To Conversation

Getting To Know You Activity Prompts

1. Go to the left if your birthday is in the first half of the year (Jan-June) go to the right if your birthday is in the second half of the year (July-December).

- Finish the activity by having students share their answers with a partner.

Session 1: Intro to Conversation

Objectives:

- Students will learn the purpose of this group.
- Students will get to practice conversation with other group members and will get to know group members better.

Materials:

- "Get To Know You" Prompts from page 9

Pre-Activity Discussion:

- Hello! Welcome to our group. Before we get started with what we are going to talk about, let's get to know each other a little bit. I need everyone to share their name, their grade/teacher, and one thing that they like to do.
 - Go around and allow each student to introduce themselves.
- Thanks for introducing yourselves! Now, in our group, we are going to spend time talking about talking! We're going to be learning about conversation skills that will make it easier for you to interact with the people around you.
- Why do you think conversation skills are so important?
 - They help us to communicate what we want and need, and are the building blocks of friendships.

Activity - Get To Know You (10-15 minutes):

You will read each direction on the following page. Students will split based on how they answer. After each direction, read the conversation prompt and allow 30 seconds for the students in each group to talk about the prompt.

Post-Activity Discussion:

- Name one thing you learned about someone in the group.

*If you are using the self-assessment from page 7, have your students complete it during this session.

© Counselor Chelsey

THE OBJECTIVE:

- Students will learn the purpose of the group.
- Students will get to know group members.

THE ACTIVITY:

- The group will play a game that will help them get to know each other and practice talking about shared interests.

Lesson 2: Starting A Conversation

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in small group. The focus of our lesson was on being able to start a conversation with others. This can be scary for some students, because they don't know what to say. The purpose of today's lesson and activity was to help them learn and practice strategies they...

We talked about and asking a question. We practiced them and became more confident.

Help your child coming up with conversation in child initiate could say, and how it went.

Don't hesitate to...

Dear families,
I hope you are today in small group with others. This say. The purpose of today's lesson and activity was to help them learn and practice strategies they...

We talked about and asking a question. We practiced them and became more confident.

Help your child coming up with conversation in child initiate could say, and how it went.

Don't hesitate to...

Session 2: Starting A Conversation

Objective:

- Students will learn two ways to start a conversation.
- Students will practice this skill with multiple peers.

Materials:

- Dice

Pre-Activity Discussion:

- Today we are going to talk about starting a conversation.
- Why can it be difficult to start a conversation?
- We are also going to talk about 2 ways to start a conversation: making a comment and asking a question.
- Who can give an example of a comment? Of a question?
- These can be great ways to invite others into a conversation with you.

Activity – Conversation Dice Game (10 minutes):

Split the students up into groups of 2. Give each group a die. One person rolls the die. If it is an even number, he/she must ask a question about a topic of his/her choice. If it is an odd number, he/she must make a comment about a topic of his/her choice. Give the groups 30 seconds to hold conversation, and then stop them and instruct the other partner to roll the die. After 30 seconds, stop the conversations and have student's switch partners. Continue this multiple times or as time permits.

Post-Activity Discussion:

- What was easy about that activity? What was difficult?
- Did you like starting off with a comment or a question better?
- Was it easy or difficult to keep the discussion going?
- When would be a good time for you to practice this skill this week?

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THE OBJECTIVE:

- Students will learn and practice 2 ways to start a conversation.

THE ACTIVITY:

- Students will play a game that will help them practice asking questions and making comments.

Lesson 3: Giving And Receiving Compliments

Session 3: Giving and Receiving Compliments (Cont'd)

Activity- Compliment Circle (10-15 minutes):

Session 3: Giving and Receiving Compliments

Objective:

- Students will learn why it is important to give compliments.
- Students will learn multiple ways to compliment someone.
- Students will practice giving and receiving compliments.

Pre-Activity Discussion:

- What were the two ways we practiced starting conversations last week?
- Today we are going to practice giving compliments, which can be another way to start conversation.
- Does anyone know what a compliment is?
- Has anyone ever been given a compliment? How did it make you feel?
- Why do you think it is important to give other people compliments?
- What is something you can compliment someone on? You can compliment someone on their appearance, abilities or character (have students give examples of each).
- If someone gives you a compliment, what is an appropriate response?
- We are now going to practice giving and receiving compliments.

Post-Activity Discussion:

- Was it easy or difficult to give a compliment? Why?
- How did you feel when someone complimented you?
- Who is someone you can compliment this week and what might you say? How might this make them feel?

Activity directions included on the next page.

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THE OBJECTIVE:

- Students will practice giving and receiving compliments. They will also learn why this is important.

THE ACTIVITY:

- Students will practice giving compliments to other group members. They will also practice responding appropriately.

Lesson 4: Holding A Conversation

Conversation Practice Game

Session 4: Holding A Conversation

Objectives:

- Students will learn necessary skills to hold a conversation.
- Students will practice starting a conversation and staying on topic.

Materials:

- A deck of playing cards
- Rules sheet from page 18

Pre-Activity Discussion:

- Has anyone been practicing starting conversations? How has that been going?
- Today we are going to talk about holding a conversation and keeping it going.
- What are some important things to remember in holding a conversation?
 - Look for answers such as taking turns speaking, staying on topic, continuing to ask questions and making comments, etc.
 - Record the answers on the board, or on the sheet from page 17. Then, talk about why each thing is important to a conversation.
- We are now going to do an activity practicing this.

Activity- Conversation Guided Practice (10-15 minutes):

Have the group sit in a circle and give one playing card to each person. Choose a student to start a conversation on the topic of their choice. Then, go around the circle, and the students will have to continue the conversation based on the card they have. If they have a number card, they can make a comment. If they have a face card, they will ask a question, and if they have an ace or a joker, they can change the topic. If the student asks a question, the next person can respond to the question before performing the action from their card. Once the conversation has gone around the circle, you can repeat with a different topic and new cards.

- It may be helpful to have the directions sheet from page 18 displayed as a reminder of the rules and to have topic ideas available.

Post-Activity Discussion:

- What was difficult about that? What was easy about that?
- Why was it important to stay on topic?
- Why was it important to take turns?
- Where, when and with whom can you practice this skill this week?

THE OBJECTIVE:

- Students will learn about and practice starting a conversation and staying on topic.

THE ACTIVITY:

- Students will play a card game with prompts that will help them practice having a conversation with others. They will have to make comments, ask questions, and stay on topic.

Lesson 5: Entering A Group Conversation

Joining A Group Conversation
Session 5: Entering A Group Conversation

Objective:

- Students will learn effective strategies for joining a group conversation.

Materials:

- Poster from page 21
- Role play cards from page 22

Pre-Activity Discussion:

- Who can remember what we talked about last week? Did anyone use any of the skills this past week that we've been talking about?
- Today we are going to talk about joining a group of people who are already having a conversation.
- This can sometimes be scary, but is a great way to make new friends.
- Before doing so, there are several things to look for (you can pass out the handout on page 21, or write these on a white/chalk board if you have access to one).
- Why are each of these points important?
- Based on these criteria, when are some times when it would be good to enter a conversation, and when are some times when it would not be a good idea.

Activity- Joining Conversation Role Plays (10-15 minutes):

Split the group up into groups of 3. Hand each group one role play card from page 22 and have them act out in front of the class. In each group, 2 people will be part of the "group" and the other person will be the one who decides if he/she should try to join the conversation. Students will act out role play and then give an explanation of why they did or did not choose to enter the group.

Post-Activity Discussion:

- What did you learn today about when you should enter a conversation and when you should not?
- Why is this important?

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THE OBJECTIVE:

- Students will identify when it's okay to join a conversation.
- Students will learn and practice ways that they can join a conversation.

THE ACTIVITY:

- Students will do a role play activity where they decide whether or not they should join a conversation. They will also practice using questions and comments to enter into the conversation.

Lesson 6: Non-Verbal Communication

A teacher is yelling at a student about running in the hallway

A student is sad and is talking to a trusted friend

Session 6: Non-Verbal Communication

Objective:

- Students will learn the importance of non-verbal communication.

Materials:

- Role play cards from page 25

Pre-Activity Discussion:

- We have already talked about what we can say to start a conversation, keep a conversation going, or join a conversation. Today, we're going to talk about something besides talking that's important in a conversation. It's called non-verbal communication.
- Does anyone know what non-verbal communication means? Can anyone give any examples?
- Non-verbal communication are the things – other than our words – that help us communicate what we want to say. This can include our body language, *how* we are saying things, our facial expressions, etc.
- These things are very important in conversations because they send a message that is just as important as our words.
- We are going to see that in our activity today.

Activity:

Split the group into groups of 2. Have each small group take turns coming to the front. Hand them a prompt from the following page. The groups need to act out the scenario without using words. (They may make noises or use fake words like "da da da da" if they wish to include voice volume in their role play). When they are done, it is up to the large group to try to guess what the scenario was.

Post-Activity Discussion:

- Was that harder or easier than you thought?
- What are the biggest non-verbal cues? How can you use these to help you in conversation?
- How might non-verbal cues work against you in conversation?

*If you are using the self-assessment from page 7, have your students complete it during this session.

©Curriculum Outlets

THE OBJECTIVE:

- Students will learn the importance of non-verbal communication.

THE ACTIVITY:

- Students will practice acting out a scenario without using real words. The group will have the guess the scenario based on the student's body language, voice volume, and tone of voice.

2 BONUS ACTIVITIES

Bonus Activity #2: Conversation Skills Scoot Game

Objective:

- Students will

Materials:

- Pens/Pencil
- Answer Grid
- Task cards

Activity- Conve

Distribute one

- No-Prep Ve

- Read th

student

option

down f

- Low-Prep V

- Cut out

through

record

- After a

the stud

- Review

Answer

Bonus Activity #1: Sequence Of Conversation Chain

Objective:

- Students will determine the order of various statements in a conversation.
- Students will learn about responding appropriately to others in conversation.

Materials:

- Conversation strips from pages 28 to 31
- Tape/Glue
- Scissors

Prep:

- Cut out the strips from pages 28 to 31 and mix them up. If you are low on time, students can do this.

Activity

- Students will receive the strips from pages 28 to 31. Students should receive one sheet of strips at a time. Students will then need to work to put the pieces of the conversation in the correct order. Students will do this by creating a paper chain (see directions below).
- When students are finished, they can use the blank strips on page 31 to create their own conversation sequence. They can then cut out and mix up the strips and have another student make the correct conversation sequence chain.

Directions For Creating The Paper Chain:

To create a paper chain, students will take the first strip of the conversation and bend it into a circle with the text facing outward. They will attach the ends with glue or tape. Students will then take the next strip and attach it to the first strip by sliding it through the center of the original conversation strip circle, forming another circle with the text facing outward. Attach this circle by taping/gluing the ends. Students will attach the third strip in the same way. Students will repeat the same process to make the chain for the whole sequence of conversation.

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These activities will help your students further further explore the topic of conversation and to review the topics and skills your students have learned!

Activities Include:

- "Sequence Of Conversation Chain"
- "Conversation Skills Scoot Game"

2 ASSESSMENTS

Name: _____

Conversation Skills Self-Assessment

Please rate these questions based on to what

Child's Name: _____ Date: _____
Name and role of the person completing the form: _____

Conversation Skills Assessment

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. I enjoy ha
1 2 3 4 5

2. I am com
1 2 3 4 5

3. I know m
1 2 3 4 5

4. I usually k
1 2 3 4 5

5. I know wh
1 2 3 4 5

6. I am com
1 2 3 4 5

1. The child seems to enjoy interacting with others.
1 2 3 4 5

2. The child seems comfortable interacting with others.
1 2 3 4 5

3. The child knows how to start a conversation with others.
1 2 3 4 5

4. The child seems to know what to say in a conversation.
1 2 3 4 5

5. The child knows when it's okay to join into someone else's conversation.
1 2 3 4 5

6. The child knows how to join into someone else's conversation.
1 2 3 4 5

7. The child understands the impact of non-verbal communication.
1 2 3 4 5

Additional Comments: _____

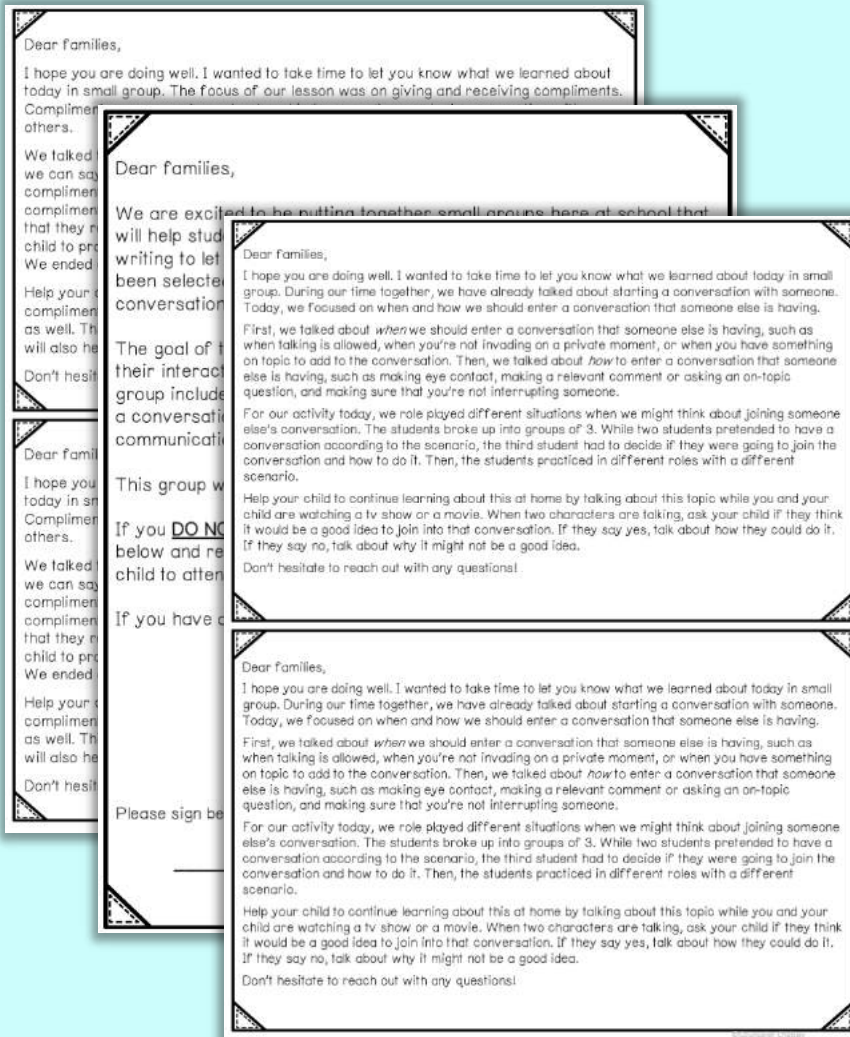
Total Score: _____

©Counselor Choice

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



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.

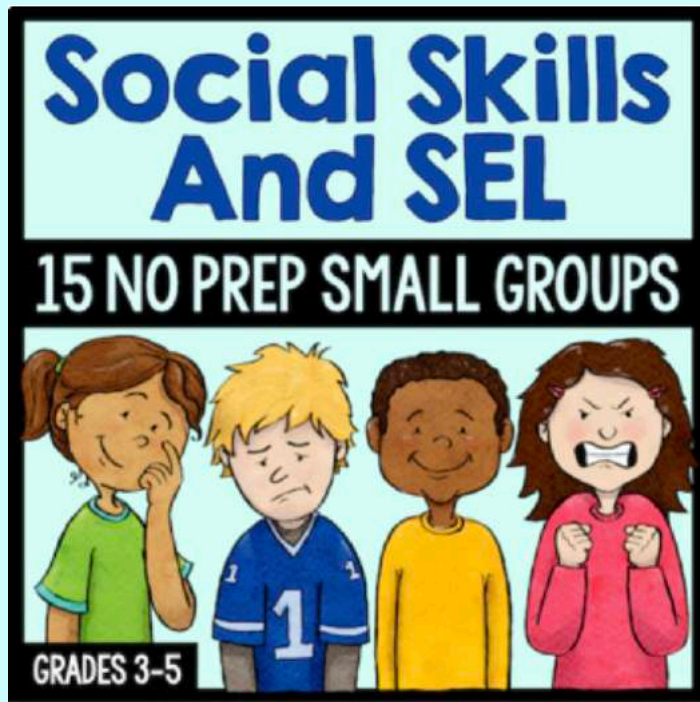
WHAT PEOPLE ARE SAYING...

“I used this for a social skills group. It was a great resource. I would highly recommend.”
– Karen K.

“This is a great resource for using in groups to develop conversation skills! Perfect for students with ADHD and Autism.”
– Kelly E.

“Great resource! I actually used the conversation starter cards with a 2nd grade boys group that is working on social skills. They were very helpful. I have used the rest of the lessons with a group of 4th grade students.”
– Jennifer B.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resource is included in a set of other NO-PREP small group plans. The bundle includes 3-5 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE