



Respects Differing Cultural Norms

E1RDCN GRADE 1

TEACHER OBJECTIVE:

The teacher will teach students how to identify which various behaviors affect others.

STUDENT OBJECTIVE:

The student will be able to recognize how various behaviors affect others.

MATERIALS:

Session One

- *The Invisible Boy* by Trudy Ludwig
- *Vocabulary Poster* (E1RDCN)
- *Circle Map* (E1RDCN)

Session Two

- *Circle Map* (E1RDCN)
- *Social Cue Poster* (E1RDCN)
- *Vocabulary Poster* (E1RDCN)
- *Words and Phrases* (TR 51)

Session Three

- *Social Cue poster* (E1RDCN)
- *Impacting Behaviors* (TR 52)

- *Matching the Social Cues* (SJ 42)

SESSION ONE: *What Does Your Behavior Say?*

Hook

Let your students know that throughout this lesson they will discuss and explore ways to recognize how various behaviors affect others.

To activate student learning and build upon potential prior knowledge, read aloud *The Invisible Boy* by Trudy Ludwig. This book demonstrates how various student behaviors have an impact on several students and affect others.

Discuss the text with students by using recall questions such as:

- *How do some of the students' behaviors affect the classroom environment?*
- *What does Brian's body language tell us when he is not picked to play kickball?*
- *What does Brian's body language tell us when Justin invites him to be his partner for the class project and to eat lunch together?*

Introduction/Vocabulary

Use *Vocabulary Poster* (E1RDCN) to review the vocabulary words **behavior**, **aware**, **affect**, and **social cues**. Read the words aloud, and have students repeat each word in an "I do, we do, you do" format

- **I do:** Read the vocabulary word and definition.
- **We do:** Choral read the vocabulary word and definition.
- **You do:** Point to the vocabulary word and definition as the class choral reads without teacher assistance.

Student Practice

Explain to students that they are going to explore how various behaviors affect others through an activity called *Maître d'*. Ask several guiding questions such as: 

- *When you smile at a person, how will this make the person feel? What do you think the person's response will be?*
- *If you extend an invitation to a person to join in with you, how will the person feel? How do you know? Explain.*
- *How can you tell if a person is ignoring you? What types of behaviors does that person show you? How do you think this will make you feel?*

Reflection

Continue to explore various behaviors by completing a *Circle Map* (E1RDCN). List ways that their behavior can affect others.

Ask: 

- *If you are being polite, how does this make others feel?*
 - *If you are being impolite or rude, how does this make others feel?*
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SESSION TWO: *Calling All Social Cues*

Link

Review the *Circle Map* (E1RDCN) with the students.

Ask:

- *What types of behaviors did you display this morning at home, school, and on the playground?*
- *What type of effect did these behaviors have on others around you? How did you know?*


Allow a few students to share.

Teach/Model

Tell students that words are important and that sometimes we can express how we feel with our bodies by recognizing and understanding social cues. Explain to students that they are going to explore social cues and how those cues connect to the way that others might respond to a person's behavior. Point to the *Vocabulary Poster* (E1RDCN). Then introduce the different bodily expressions through the *Social Cue* poster (E1RDCN).

- *If I say the word no (say it angrily), what does my face look like?*
- *Look at my body language. What do you think my body is saying?*
- *Listen to the sound of my voice. How does my tone sound?*
- *Am I standing near you or far away?*

Student Practice

Have students participate in a *Mix and Mingle*. Tell students to find a partner, and then have students listen to *Words and Phrases* (TR 51). Ask students to practice saying the words and phrase with different social cues. Remind students to refer to the *Social Cue* poster (E1RDCN). 

Reflection

Monitor and clarify student understanding of expressing various social cues by asking: 

- *Was it easier to express yourself with a facial expression, body language, or tone of voice? Explain.*
 - *How did the social cues affect you or others?*
 - *What was the difference between an excited yes or a sarcastic yes?*
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SESSION THREE: *Cuing That Behavior*

Link

Review the *Social Cue* poster (E1RDCN) with students.

Ask:

- *Have you noticed your friends reacting to you with these social cues because of your behavior?*

Allow a few students to share with the class.


Teach/Model

Explain to students that they are going to continue to explore how to match different social cues to various behaviors through role-playing. Model for students how to express a social cue. Then choose several students to listen to a scenario from *Impacting Behaviors* (TR 52). Have each student model a social cue of their choice. Partners will take turns displaying social cues

Student Practice

Direct students to count off, "1, 2, 1, 2," to find a partner. Next, have them listen to scenarios from *Impacting Behaviors* (TR 52), and choose a way to respond to each scenario by expressing a social cue. Remind students to refer to the *Social Cue* poster (E1RDCN).

Reflection

Direct students to access Student Journal to complete the activity *Matching the Social Cues* (SJ 42). Have students match the correct social cue to the picture. Guide students as they work through this task by asking: 

- *Which social cue is this picture describing?*
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EXTENSION ONE: *Positive Behaviors vs. Negative Behaviors*

Materials:

- *Circle Map* (E1RDCN)
- *Positive and Negative Behaviors* (TR 53)
- *Social Cue Cards* (TR 54)

Teach/Model

Discuss with students how various behaviors affect others by use of a Circle Map (E1RDCN). Explain to your class that they will discuss positive and negative behaviors.

Ask:

- *If you were to come into the classroom with a negative attitude—stomping around, dropping your backpack on the floor, speaking in a loud tone to everyone—how would this behavior affect the class?*
- *If you were to come into the classroom with a positive attitude—smiling at everyone, saying good morning, preparing for your day—how would this behavior affect the class?*

Remind students of the social cues that they might see displayed by their classmates.

Ask:

- *What facial expression, body language or tone of voice might your classmates display toward you as you display various types of behaviors*

Student Practice

Tell students that they will connect a social cue to *Positive and Negative Behaviors* (TR 53) with an activity called Four Corners. Divide students into equal groups of 4. Direct students to listen to a scenario being read and choose a *Social Cue Card* (TR 54) by walking to that card's corner. Have students take turns acting it out within their groups. Complete at least 2 rotations of this activity.

Reflection

Monitor and clarify student understanding of connecting social cues to various behaviors by asking: 

- *Why did you choose to model that particular social cue for this behavior?*

Have students share their answers with an elbow partner.

EXTENSION TWO: *Parading That Social Cue*

Materials:

- Paper plates
- Plastic cups
- Tissue boxes
- Beads, bells, twist ties
- Wax paper
- Rubber bands
- Construction paper
- Scissors
- Pencils, markers, and crayons
- Social Cue poster (E1RDCN)
- *Instructions for Instruments* (TR 55)

Teach/Model

Explain to students that they are going to have a classroom parade to celebrate their accomplishment of recognizing how various behaviors can affect a classroom through social cues. They will do this by creating several musical instruments, such as a tambourine, fiddle, and maracas, while reciting the *Social Cue* poster (E1RDCN) as a chant.

Teacher will lead chant by saying, "When I say social cue you say facial expression!" Class repeats "facial expression" and plays instruments. The teacher says "When I say social cue you say body language!" Class repeats "body language!" and plays instruments and so on.."

Display the already-made instruments for students to have as a visual. Use *Instructions for Instruments* (TR 55).

Student Practice

Divide the class into 3 groups, naming each group after the musical instrument that they will create. Give the tambourine group one paper plate per student, the maracas group one plastic cup per student, and the fiddle group one tissue box. Students will have to decorate each piece by adding a picture using markers, or cutting out funny shapes from construction paper. Have students line up in rows of 3 as they march throughout the classroom imitating a community parade celebrating their awareness of how their behavior affects others.

Reflection

Monitor student understanding of celebration by asking:

- *How did you feel during this activity?*
- *Was this a fun celebration? Explain.*