



Respects Differing Cultural Norms

E4RDCN GRADE 4

TEACHER OBJECTIVE:

The teacher will explain social cues and facilitate student exploration of how to alter behavior in response to social cues.

STUDENT OBJECTIVE:

The student will be able to alter their behavior based on social cues.

MATERIALS:

Session One

- Markers
- Chart paper
- PowerPoint (E4RDCN)

Session Two

- Red and green response cards
- *Imani's Day* (SJ 103) (TR 88)
- *My Day* (SJ 104)
- Chart from Session One

Session Three

- Markers
- Chart paper
- *Location Chart Example* (TR 89)
- *Location Cues* (SJ 105-106)
- PowerPoint (E4RDCN)

SESSION ONE: *What's a Cue?*

Hook

Explain to students that social cues happen around them all the time, and they vary from place to place and person to person. Tell students that social cues are apparent in people's tone of voice, eye contact, body language, and personal space to name a few.

Inform students that in this session, they will explore social cues and understand how to respond to them appropriately.

Ask:

- *What social cues do you use or do you think you may have seen when interacting with others?*

Introduction/Vocabulary

Display PPT slides 3–6: **awareness**, **imply (implied)**, **stated**, and **social cue**.

Student Practice

Display PPT slide 6 to further explain social cues. Tell students that they will explore examples of social cues. Inform students that they will also discuss how to respond to social cues. Tell students that they will carry out these discussions through a **Maître D'**. You will call out a table for a certain number of people like a maître d' at a restaurant. Then, students will gather in groups of that number to discuss one example of a social cue. ❄️

Tell students they will have 2–3 minutes to discuss each question with their group. Display PPT slide 7, call out a number, and have groups discuss the first question. Then, repeat with questions 2–4.

Reflection

Have students reflect on today's conversations.

Ask: ✎

- *What other examples of social cues could you encounter in interactions with others?*

Have students share their answers with the whole class while you record their responses on a chart. Save the chart for Session Two.

SESSION TWO: *Personal Responses*

Link

Review vocabulary on PPT slides 3-6.

Ask students:

- *What do you remember from the last session about social cues?*

Have students talk about their responses with a partner.

Explain to students that some social cues are visual—they show us what we should do without using words. Other social cues are stated. They tell us exactly what we are supposed to do. Each individual responds differently, choosing the ways in which they will alter their behavior. Tell students that today they will have a chance to reflect on and prepare how they will personally alter their behavior based on social cues.


Teach/Model

Direct students to access their Student Journals and turn to *Imani's Day* (SJ 103) (TR 88) and have students follow along as you read aloud. Explain that, as you read, they will hold up a red or green card to indicate if they agree or disagree with Imani's choices. Green cards indicate Imani received the cue and responded in an appropriate way. Red cards indicate that she did not receive the cue and failed to alter her behavior. Model how students will hold up these cards as you read to Imani's choices. Pause periodically to give students time to think about Imani's actions (or lack of action).

Ask students: 

- *What did you notice about the social cues Imani noticed or missed?*

Student Practice

Have students turn to *My Day* (SJ 104) to fill in the blanks about their behaviors in response to social cues. Remind students to refer to the chart of social cues the class created during Session One for ideas to complete their *My Day* (SJ 104) activity sheet. When the stories are complete, have students share their stories with one another by participating in [Concentric Circles](#). 

Reflection

For the last rotation, have students answer the question: 

- *How did your behaviors differ from those of your classmates?*

Encourage students to continue working on their awareness of social cues and to be mindful of their responses when they notice cues within their social environments.

SESSION THREE: *Cues All Around*

Link

Remind students that social cues exist anywhere we interact with other people. Ask students to recall vocabulary by showing PPT slides 3–6. Inform students that today they will explore social cues in settings besides school and consider their behavior in those settings. Explain that social cues can be expressed and encountered in many locations within communities. They are present in public places, private homes, and interpersonal interactions.

Teach/Model

Explain to students that they must be aware of social cues when they are interacting with different people within their community. People communicate using social cues with their eye contact, tone of voice (how loud or quiet they are), body language, and personal space. Ask students to brainstorm what each of the example social cues may mean. For example, what type of social cue may come from eye contact?

Display PPT slide 8 for a list of locations. Inform students that in each of the locations, there are certain rules that are stated and implied. Have them refer to the list of locations and offer suggestions of other locations where they read and interpret social cues. Then, have 2 or 3 students share stated and implied social cues for 1 or 2 of the locations.

Display PPT slide 9, and review the definitions of stated and implied. Role-play being in a grocery store and point out cues, both stated and implied. Use chart paper to model how to list cues and responses for going to the grocery store. Refer to *Location Chart Example* (TR 89) as needed. Remind students that they may see social cues all of the time even if they don't realize it

Student Practice

Inform students that their task for today is to contribute to several Location Charts. Divide the class into 4 groups. Designate one student as the scribe and distribute different colored markers to the scribe for each group. Direct students to access their Student Journals and turn to the *Location Cues* (SJ 105–106). Instruct students to read the cues listed and discuss with their group members appropriate responses to each social cue. Tell students they will rotate using *Carousel*. At each chart location, they will write responses to the cues. Instruct the scribes to fill out each chart for their group. Circulate around the room, providing assistance as needed. 🌟

Reflection

Have students reflect on the following questions and discuss them with their group: ✎

- *What could you do to be aware of and respond to stated and implied social cues?*
- *Why is it important to alter your behavior based on social cues?*

Keep the charts from the activity for Extension One.

EXTENSION ONE: *Comic Cues*

Materials:

- Markers and crayons
- *Example Comic Strip* (TR 90)
- *Comic Strip Ideas* (TR 91)
- *Blank Comic Strip Outline* (SJ 107)
- Charts from Session Three

Teach/Model

Inform students that they will be creating their own comics, illustrating kids' actions and words as they respond to different social cues. Display and read aloud the *Example Comic Strip* (TR 90). Explain to students how the example models one way a person could behave after interpreting a social cue. They will choose from the *Comic Strip Ideas* (TR 91) and illustrate a response to the social cue.

Student Practice

Inform students that they will complete their comics on their own. Display *Comic Strip Ideas* (TR 91). Remind students that they will choose one of the comic strip ideas to write their own comic. Tell students to access their Student Journals and turn to the *Blank Comic Strip Outline* (SJ 107) to illustrate a social cue for their chosen comic strip idea. Give students access to the charts from Session Three so that they can complete their comics. Provide support as needed.

Reflection

Have students pair up. Instruct students to share their comics with their partners. Allow a few students to share their comics with the whole class as time permits.

EXTENSION TWO: *Cues to Action!*

Materials:

- Scissors
- *Cue to Action Cards* (SJ 109-114)
- *Cue to Action Game Directions* (SJ 115)

Teach/Model


Inform students that today they will be responding to cue cards like actors on a movie set. Tell students that the cue cards will describe a situation involving a social cue and they will need to act out a response. Model for students how to respond to *Cue to Action Cards* (SJ 109-114).

Student Practice

Divide the class into groups of 4 or 5 students. Tell students to access their Student Journals and turn to the *Cue to Action Cards* (SJ 109-114) and the *Cue to Action Game Directions* (SJ 115). Have one student in the group cut out and prepare the deck of cards while the others decide the order of the cue givers for each round of play. Have students act out social cues in their groups, planning responses to different cues. Have the actors role-play the responses they choose for each cue. If time permits, have students develop multiple scenarios to demonstrate alternative options for the same social cue.

Reflection

Inform students that they will now reflect on their own responses to social cues.

Display PPT slide 10, and ask students: 

- *Which social cues do you need to consider more: eye contact, personal space, tone/inflection, or body language?*
- *Why and how will you be more alert to social cues when interacting with others?*

Have students share their responses with the whole class.