

Teaching Social Skills, Creating Successful Students

Accepting a Consequence

Skill to Teach	<i>Accepting a Consequence</i> : This lesson can be combined with book-related activities including literacy and math standards.
Age	Early to middle elementary
Objective	Students will discuss, role-play and evaluate the skill of <i>Accepting a Consequence</i> .
Materials Needed	<ul style="list-style-type: none"> • Skills poster or skill steps written on board for <i>Accepting a Consequence</i>. • Equipment to show a YouTube video • Book <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes • Online materials for academic activities related to the book (optional)
Planned Teaching	<p>Tell students that everyone makes mistakes and that sometimes we learn more from our mistakes than from our good choices. Sometimes, however, when we make mistakes there are consequences. Give a meaningful example. Ask students to give examples of possible consequences when they make a mistake at school or at home. Ask what might happen if they argue with a grown-up when there's a consequence. Tell students that today they will learn how to accept consequences so they can keep their cool, avoid more trouble and learn the most from their mistakes.</p> <ul style="list-style-type: none"> • Show students the social skill video. Instruct students to pay attention to the three steps, optional fourth included. • After watching the video, ask students to repeat the steps they heard in the video. <ol style="list-style-type: none"> 1. Look at the person. 2. Say, "Okay." 3. Stay calm. 4. Don't argue. (optional) • Ask students why it's a good idea to say, "okay," stay calm and not argue.
Practice	<p>Read <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes. As you read, discuss Lilly's mistake. Discuss her consequence and how she handled it.</p> <ul style="list-style-type: none"> • As a class, brainstorm other ways in which she could have accepted her consequence and what might have been the result. (e.g., If she'd just said, "okay" and stayed calm, she probably wouldn't have drawn that picture and felt so bad. She probably would have had a more pleasant day and wouldn't have felt the need to put herself in the uncooperative chair.) • Ask what Lilly could have done to stay calm and not lose control (e.g., Take three deep breaths, ask to get a drink of water, asked for a short break, practice "push-pull-dangle"). • Choose a student to role-play how Lilly could have better accepted her consequence when Mr. Slinger held onto her purse. Then split the class into pairs. Have them role-play a scenario of accepting a consequence at school (e.g., having to change seats due to talking) and one at home (e.g., losing television or "screen time" privileges due to not doing a chore). Be sure that the students know that they are to look at you, say, "okay," stay calm and not argue. Make sure each student gets a chance to practice both roles.
Assessment	Informally assess students' participation in the discussion and in the role-play.
Optional	There are many links online to academic activities that incorporate <i>Lilly's Purple Plastic Purse</i> . Many cover various literacy and math standards.