

Making an Apology: Elementary Students

Skill to Teach	<p><i>Making an Apology</i></p> <p>Note: The skills steps have been adapted for younger students.</p>
Age	Elementary Students
Objective	Students will work cooperatively to generate different situations in which they might need to make an apology, recording them on a graphic organizer to organize their thoughts. Students will create original sentences to apply the social skill to their life. Students will also critique how the storybook character, RJ, delivers apologies and will make suggestions of how he might improve his apologies. Grades K-2 will create dialogue.
Materials Needed	<ul style="list-style-type: none"> • Poster or skill steps written on board for skill of <i>Making an Apology</i> • Copy for each student of the provided graphic organizer • One copy of the book <i>I Can't Believe You Said That!</i> by Julia Cook. Available here. <p>Note: There is a graphic organizer for students in grades K-2 and students in grades 3-6; use the developmentally-appropriate organizer.</p>
Planned Teaching	<p>Ask students for examples of when they've had to make an apology. Tell them that today they will hear a story about RJ, who says some things that he needs to apologize for. Tell them that RJ doesn't always do a good job apologizing and probably needs their help.</p> <p>Tell the students the steps of <i>Making an Apology</i>. These steps have been modified to be age appropriate.</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a voice like you mean it. 3. Say, "I'm sorry for..." 4. Say, "Next time I will..." <p>Read the book aloud to the class. As you read, stop in various places to allow students to analyze what RJ said, critique his apology, and offer suggestions. Be sure and cover the why and how questions to cover the rationale behind making apologies - this provides the cognitive link for students, which is directly related to positive self-talk.</p> <p>Suggested discussion questions (Possible answers are provided in parentheses):</p> <ul style="list-style-type: none"> • Why do you think RJ should not have said that to ___ (person)? (It's not very nice and might hurt their feelings.) • How might you feel if someone said that to you? (I might feel very sad/angry/embarrassed.) • How do you think that person might feel? (That person might be embarrassed or feel like RJ was making fun of them.) • What might you think/feel/do if someone said that hurtful comment to your ___ (best friend/mom/little sister, etc.)? (I might think that other person is being mean and acting like a bully. I might feel very mad and protective. I might get a teacher's help and tell that person to stop and that saying those words isn't nice.)

	<ul style="list-style-type: none"> • When we say or do hurtful things, can we ever take them back? (No. We can never undo the hurtful things we say or do. But we can do and say things to help make it a little better.) • What can we do to help mend that relationship? (We can apologize using the skill steps of making an apology, say nice things to that person and help him/her out.) • What do you think about RJ's apology? (I don't think it was very good. All he did was say, "sorry" and he didn't seem like he meant it.) • How might RJ improve his apology or make his apology a little bit better? (He might say what he was sorry for and what he might do next time. He also might stop and think so that he doesn't say those hurtful words in the future.) • In the end of the story, what did RJ do differently? (He stopped to think about what he might say before he said it; i.e. he used his social filter.) • When he used his social filter, did RJ need to apologize as much? (No, because he hadn't done anything hurtful that needed an apology.) • When RJ stopped to think and said and did kind things, how did other people feel about him? (They were nicer to him. They felt happier and more encouraged instead of disappointed and embarrassed. They were also more likely to be his friend.)
<p>Practice</p>	<ul style="list-style-type: none"> • Pair students up. Distribute the developmentally-appropriate graphic organizer to each student. (You can easily use both graphic organizers within the same classroom depending on student need.) • Ask students for examples of times when they might need to apologize to someone else. (To a parent for lying or breaking something; to a sibling for taking without asking; to a teacher for being off task; to a classmate for pushing or saying mean things.) • Have students work cooperatively and discuss three different situations - either ideas the class mentioned or their own ideas. • Students are to write each of those situations in a separate box. • Then students will discuss with their partner how they would use the skill steps for making an apology to apologize to the person.
<p>Assessment</p>	<p>Informally assess students' participation during the class discussion. Informally assess students' effort and participation during group work. Grade the graphic organizer both for content and as a writing assignment.</p>

Making an Apology

1. Look.
2. Use a voice like you mean it.
3. Say, "I'm sorry for..."
4. Say, "Next time I will..."

Name: _____

Date: _____

Making an Apology

Instructions: Write who you can apologize to on the line. Draw a picture of you apologizing to each person. Then add a talking bubble of what you would say.

I can apologize to	I can apologize to

Name: _____

Date: _____

Instructions: In each box, write a time when you might make an apology. Then, underneath, write on the lines what you would say to that person in your apology. Follow the steps to *making an apology*.

When to Make an Apology

- Making an Apology**

 1. Look.
 2. Use a voice like you mean it.
 3. Say, "I'm sorry for..."
 4. Say, "Next time I will..."