

## LESSON GUIDE

# 2012 SOCIAL SKILLS CINEMA CONTEST: LESSONS FOR THE REAL WORLD

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**Title:** That's Me

**School:** Colorado School for the Deaf and Blind

**Year:** 2012

**Length:** 2.47 minutes

**Grade Level:** 3<sup>rd</sup>—5<sup>th</sup>

**Creative Developer:**

**Jamie Lugo, Certified Teacher of Students with Visual Impairments (CTVI)**

### **Abstract and Specific Purpose of the Lesson:**

Students will practice their listening skills by recalling what their classmates have said. Students will practice asking questions that are related to the topic. By asking questions of other people, listening to what was explained, and then learning to ask follow-up questions related to the topic, students will enhance their conversations among their peers. The end goal is for the students to carry these strategies into real life.

### **Meet the Actors:**

Joey G., age 10

Jack L., age 10

Angelo M., age 10

Brandon L., age 11

Brandon S., age 11

### **Lesson Topic:**

Listening and Communication Skills

### **Instructional Goal:**

In 36 instructional weeks, when presented with communication situations with peers, the student will initiate conversation strategies with 95% accuracy.

**Objectives:** Student will...

### **Objective 1:**

Respond to peers with one example when asked, "What did you do this weekend?"

### **Criterion:**

Achieve 80% accuracy, four out of five trials with 0-1 prompts.

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### **Objective 2:**

Ask on-topic questions related to his/her peers' weekend activity comments and will retell what the student did during the weekend.

#### **Criterion:**

Achieve 90% accuracy, with 0-1 prompts.

### **Objective 3:**

Restate what another student did during the weekend by saying,

"(Student's name).....did....."

#### **Criterion:**

Four out of five trials, with 0-1 prompts.

### **Steps to Use in Teaching the Lesson:**

1. Ask students to gather in a circle and have them introduce themselves. Have each student ask another person what they did during the past weekend.
2. Students will use listening and recalling skills during each turn-taking step.
3. Have the students ask on-topic questions to their peers about an activity they heard discussed.
4. Each student will have the opportunity to restate what a peer did during the past weekend.
5. When a student hears his/her activity being said, he/she will respond by saying, "That's Me."

### **Materials Needed:**

Students are in a circle sitting in chairs.

### **Progress Notes/Comments/Modifications:**

These students have come a long way since the social-skills game began. When the game was introduced, the teacher had to restate each student's response throughout the lesson. With practice, their listening skills improved. As the game progressed, the students kept the conversation rolling and asked each other to share experiences from the past weekend.

### **Data Collection:**

One way to collect data is using a quality rubric for each student with the skills to be mastered in a four-to-one rubric guide, with four being preferred behavior to master the objective and one being unable to master the objective.

**Next Steps:**

Add another component with turn taking and extend the question being asked. For example:

After Angelo is asked, “What did you do this weekend?”

Angelo responded, “I rode my bike.”

Angelo is then asked, “Where did you ride your bike?”

Angelo responded, “I rode my bike to the park.”

Then Angelo should ask the group of students a question in return, such as, “Who knows how to ride a bike?”