

# **Appendix I**

## **Social Skills Lesson Planning**

# Teaching Social Skills: Strategies and Examples

George Sugai & Brandi Simonsen

University of Connecticut  
Center for Behavioral Education and Research  
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## SOCIAL SKILLS LESSON PLAN

### INSTRUCTIONS

Develop a social skills lesson by completing the following steps:

1. Start with your completed the **Expected Behavior Matrix**.
2. Choose 1 expected behavior and 1 routine (i.e., 1 box within the matrix).
3. Describe how you would **teach** the expected, rule-following behavior(s) by completing the attached lesson plan for teaching **1 expectation within 1 routine**.

## Social Skill Lesson Plan

Name of Expectation (Rule)

Routine

Operational Definition of Expected Behavior Within Specific Routine

Clearly Stated Behavioral Teaching Objective learner, behavior, conditions, criteria)
<b>Conditions:</b> <b>Learner:</b> <b>Behavior:</b> <b>Criteria:</b>

List All Materials Required to Teach Lesson

Teaching Examples	
Positive Examples	Negative Examples
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>

<b>Lesson Activities</b>
<p data-bbox="500 268 1218 338" style="text-align: center;"><b>Model</b> (Demonstrating expected behavior within indicated routine)</p>
<p data-bbox="662 730 1055 800" style="text-align: center;"><b>Lead</b> (Prompting and guided practice)</p>
<p data-bbox="581 1241 1136 1310" style="text-align: center;"><b>Test</b> (Checking for understanding for each student)</p>

<b>Follow-Up Activities During and After Lesson</b>
<b>Prompting Expected Behavior</b>
<b>Reinforcing Appropriate Behavior</b>
<b>Correcting Inappropriate Behavior</b>
<b>Monitoring and Actively Supervising Student Behavior</b>
<b>Collecting Data and Evaluating Student Behavior</b>

## SUPPORT Social Skill Lesson Plan (Sample)

NAME OF EXPECTATION (RULE)
Be Respectful
ROUTINE
Classroom
OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE
Students show respect in the classroom by raising their hands before speaking, encouraging and allowing peers to participate, and accepting feedback.

CLEARLY STATE BEHAVIORAL TEACHING OBJECTIVE(S) Include 4 parts: learner(s), behavior(s), condition(s), and criteria
<ul style="list-style-type: none"> <li>● Immediately following instruction, students will be able to (a) describe what respectful classroom behavior “looks like” and (b) correctly depict a positive example of respectful classroom behavior (in a skit) with 95% accuracy.</li> <li>● Following instruction, during five sampled teacher directed activities, students will raise their hands and wait to be called to ask or answer a question on an average of 90% of opportunities.</li> <li>● Following instruction, during five sampled group activities, students will encourage and allow peers to participate (as evidenced by all students contributing to discussion and group outcomes) across 85% of opportunities.</li> <li>● Following instruction, when staff members present feedback, students will use calm language to thank the staff and ask questions on 80% of opportunities across 5 days.</li> </ul>

LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON
<ul style="list-style-type: none"> <li>● A script for role plays for three students to model respectful classroom behavior</li> <li>● Two response cards for each student, one with a + written on it and one with a – written on it</li> <li>● A blank script for each student that prompts them to write the definition of respectful classroom behavior on the front and develop a skit to illustrate respectful classroom behavior inside</li> <li>● Data collection sheets to monitor and evaluate student behavior following instruction</li> </ul>

POSITIVE TEACHING EXAMPLES	NEGATIVE TEACHING EXAMPLES
<ul style="list-style-type: none"> <li>● When a teacher is sharing information, Jorge quietly raises his hand and waits for the teacher to call on him before asking a relevant question.</li> <li>● During a group activity, Jessica asks her peers what they think about her suggestion. When one peer doesn’t respond, she specifically asks that peer for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● A teacher is delivering a lesson, and Jen stands up and shouts out, “I don’t get it.” When the teacher says, “Jen raise your hand if you have a question,” Jen screams louder.</li> <li>● Toby is assigned to a group with three classmates. He immediately shouts that he doesn’t want Brian in his group. When Brian sits down, Toby refuses to</li> </ul>

POSITIVE TEACHING EXAMPLES	NEGATIVE TEACHING EXAMPLES
<ul style="list-style-type: none"> <li>• Jeff’s teacher tells him that his paper was well organized, but he needs to go back and correct spelling errors. Jeff says thank you, gets a dictionary, and starts working.</li> <li>• When Bobbi is reminded to raise her hand instead of talking out, she calmly raises her hand and waits to be called on to share her response.</li> <li>• When the teacher explains the roles that each group member may play, Marco listens quietly. When she joins her peers in the group, she asks who wants to play which role in the group and engages her peers in a conversation to choose roles.</li> </ul>	<p>work with Brian.</p> <ul style="list-style-type: none"> <li>• Teresa’s teacher asks her to correct a math problem on her homework assignment. Teresa rolls her eyes and throws her paper away as she walks back to her desk.</li> <li>• When the teacher asks Diane to walk slowly on her way to line up, Diane continues to walk very quickly (fast enough that she’s almost jogging) to the front of the line.</li> <li>• As the teacher is giving instructions for group work, Charles is looking around the room and making eye contact with peers he wants in his group. When they sit down, he doesn’t know what roles each person should take, but he tells everyone, “I’m the leader.”</li> </ul>

### LESSON ACTIVITIES

<b>MODEL</b> (Indicate how you will demonstrate rule following behavior within the indicated routine)
<p>Before teaching the lesson, the teacher will coach three students who have positive social status to engage in three brief role plays that demonstrate respectful classroom behavior during three classroom activities: teacher directed instruction (i.e., raising hand to ask a question), during group work (i.e., asking all peers for their opinion), and when accepting feedback (i.e., saying thank you).</p>
<b>LEAD</b> (Indicate how you will provide guided practice)
<p>The teacher will read and briefly act out each positive and negative example. All students will be asked to identify whether the example is positive or negative (by holding up a response card with a + or a – written on it). If the example is positive, individual students will be asked to identify how the example illustrated respectful classroom behavior. If the example is negative, the students will be asked to state how the student should have behaved in that situation.</p>
<b>TEST</b> (Indicate how you will check for the understanding of each student)
<p>Each student will be asked to write a brief skit that demonstrates respectful classroom behavior. Then, students will be given a blank script booklet that prompts them to write the definition of respectful classroom behavior on the front and then write the script for the skit inside. The teacher will review the scripts and choose the best skits for the class to act out the following day during a review session.</p>

## FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)

PROMPTING EXPECTED BEHAVIOR
<ul style="list-style-type: none"><li>• Before each classroom activity, the teacher will provide a specific verbal prompt about how students can show respect during that activity (e.g., before teacher directed instruction, the teacher will say, "To show respect, remember to raise your hand to ask or answer a question.")</li><li>• Rules will also be posted within the classroom (a visual prompt).</li></ul>
REINFORCING APPROPRIATE BEHAVIOR
<ul style="list-style-type: none"><li>• When a student successfully demonstrates respectful classroom behavior, the teacher will provide specific and contingent praise (e.g., the teacher may say, "Thank you for showing respect by raising your hand.")</li><li>• Also, for each specified period of time students demonstrate respectful classroom behavior, students will earn points toward their class-wide token economy.</li></ul>
CORRECTING INAPPROPRIATE BEHAVIOR
<ul style="list-style-type: none"><li>• If a student does not demonstrate respect, the teacher will provide an error correction (e.g., "Before you share, please raise your hand and wait for me to call on you. Try again.")</li><li>• If a student continues to make the same behavioral error, the teacher will provide additional instruction in how to demonstrate respect.</li></ul>
MONITORING/SUPERVISING STUDENT BEHAVIOR
<ul style="list-style-type: none"><li>• The classroom teacher and staff will actively supervise students across classroom activities. They will take data to determine if students are meeting behavioral objectives.<ul style="list-style-type: none"><li>○ For a period of five days following the lesson, the teacher will take data during a sample of teacher directed activities (by making a tally next to each student who raises his/her hand and calls out) to determine if students raise their hand on 90% of opportunities.</li><li>○ For five days following instruction, the teacher will take data during a sample of group activities and note which students participate (and provide specific feedback to students who are encouraging their peers to participate) to determine if all students are participating during 85% of opportunities.</li><li>○ For five days following instruction, the teacher will track how students respond each time they are presented with feedback to determine if students accept feedback appropriately (saying thank you and calmly asking questions) on 80% of opportunities.</li></ul></li><li>• If needed, the teacher will assign staff to posts in the classroom and map out walking paths to ensure that staff are moving around, scanning the environment, and interacting with students (the three behaviors involved in active supervision).</li></ul>
COLLECTING AND EVALUATING STUDENT DATA
Data will be summarized across days and students. If students meet criteria specified in instructional objectives (as described in the previous section), the teacher will continue to actively supervise students and reinforce respectful behavior. If students do not meet criteria, the teacher will re-teach the lesson using different examples and increase reinforcement for respectful behavior.



**GENERIC SOCIAL SKILLS LESSON PLAN**  
**(Sugai, May 15, 2002)**

<b>Name of Skill:</b>	
<b>Teacher Wording</b>	<b>Examples</b>
<b>Cumulative Review:</b>	
<b>Introduction (Outcome):</b>	
<b>Skill Components/Variations (behaviors):</b>	
<b>Model/Show:</b>	
<b>Role Play/Practice:</b>	
<b>Review:</b>	
<b>Test:</b>	
<b>Homework:</b>	
<b>Next Lesson:</b>	

**GENERIC SOCIAL SKILLS LESSON PLAN: EXAMPLE**  
(Sugai, 5/15/02)

<b>Name of Skill: Conflict Management: Stop, Think, &amp; Act</b>	
<b>Teacher Wording</b>	<b>Examples</b>
<p><b>Cumulative Review:</b> Yesterday, we began to learn about a conflict management strategy called Stop, Think, &amp; Act. Before we could learn the strategy we had to define "conflict." What is a conflict? (when two or more people disagree about something)</p>	<ul style="list-style-type: none"> <li>+ Two students want to use the same computer.</li> <li>+ Student and teacher have different answers.</li> <li>+ Child and parent want to watch different tv shows.</li> <li>+ Two students disagree about a game rule</li> </ul>
<p><b>Introduction (Outcome):</b> Today, we are going to learn the first step in the Stop, Think, &amp; Act strategy....Stop.</p>	
<p><b>Skill Components/Variations (behaviors):</b> After you have determined that a conflict exists, there are many different ways to Stop...some of them are okay and others are not okay. Can you give some examples of correct ways to Stop?</p>	<ul style="list-style-type: none"> <li>+ Take a deep breathe</li> <li>+ Say "I think we don't agree."</li> <li>- Call the other person an arguer</li> <li>+ Ask to discuss later</li> <li>+ Ask an adult to help</li> <li>- Throw something</li> <li>-/+ Walk away without saying anything</li> <li>+ Others?</li> </ul>
<p><b>Model/Show:</b> Watch me. When I'm done, I'll ask you to tell me how I stopped when there was a conflict.</p>	<ul style="list-style-type: none"> <li>+ Two students want to use the same computer (Say: We both want to use the same computer at the same time. We have a conflict.)</li> <li>+ Student and teacher have different answers. Ask the teacher for correct answer.</li> </ul>
<p><b>Role Play/Practice:</b> Now it's your turn to show how to Stop when you discover that a conflict exists. What was the conflict? How did you Stop?</p>	<ul style="list-style-type: none"> <li>+ Child and parent want to watch different tv shows.</li> <li>+ One student accidentally bumps another students causing juice to spill on floor. Neither student wants to pay for the juice.</li> <li>+ Two students disagree about whether a foul was committed during a game.</li> </ul>

<p><b>Review:</b></p> <p><i>So, what have we learned so far?</i></p> <ul style="list-style-type: none"> <li>+ <i>Three steps for managing a conflict are Stop, Think, &amp; Act</i></li> <li>+ <i>A conflict is a disagreement between two people,</i></li> <li>+ <i>The first step is to Stop before you Act, and there are many ways to Stop.</i></li> </ul>	
<p><b>Test:</b></p> <p><i>Here are some new examples. Describe what the conflict is, and tell/show me how you would stop in each of these situations.</i></p>	<ul style="list-style-type: none"> <li>+ <i>You and another student want the last desert in the cafeteria.</i></li> <li>+ <i>You say that you finished your assignment and the teacher says that you didn't.</i></li> <li>+ <i>You say that another student left the door unlocked. The other student says you left it unlocked.</i></li> </ul>
<p><b>Homework:</b></p> <p><i>Read a story or watch a tv show. Identify when two people are having a conflict. If they stopped the correct way, describe how. If they didn't Stop the correct way, describe how they could have stopped correctly.</i></p>	<p><b>Worksheet</b></p>
<p><b>Next Lesson:</b></p> <p><i>The next time we meet, we will review your homework findings, and we will learn about how to Act after you Stop.</i></p>	

**Teaching Social Skills at the Large Group Level: “Cool Tool of the Week”**

George Sugai  
University of Oregon  
Eugene, Oregon  
and  
Kathy Giesen and Betsy Fernandez  
Shasta Middle School  
Bethel School District  
Eugene, Oregon

The Cool Tool is a social skills training format used to teach school-wide and classroom level behavioral expectations or rules. The following material includes examples that were developed and used at Shasta Middle School to improve student social behaviors.

TO: All Shasta Middle School Staff  
FROM: Special Services Team  
RE: Social skill of the week (A.k.a.: *Cool Tool of the Week*)  
DATE: March 4, 1996

#### Overview and Purpose

In an effort to improve the social skills of all students at Shasta Middle School, the EBS and special services teams have developed a two pronged approach to school-wide social skills instruction. The first prong involves the systematic and comprehensive training of our school-wide rules and expectations. We will be proposing some activities to try this year and a larger-scale implementation at the beginning of next year. Information about this activity is forthcoming, and will involve an intensive and school-wide effort.

The purpose of this note is to describe the second prong which is less formal but focuses on the use of brief tactics for addressing specific problem behaviors. We will focus on teaching and encouraging kids (a) how to get adult or peer attention (e.g., instead of using harassment, disruptions, and arguing), (b) how to get help for difficult tasks and responsibilities (e.g., instead of displays of acting out and noncompliance to escape work), and (c) how to succeed in the classroom (e.g., instead of being late, unprepared, or absent). This activity will be called **“Cool Tool of the Week”** and will have the following features:

- A brief strategy to promote a specific social skill (i.e., “Cool Tool”) will be e-mailed to each staff member every other Monday morning. A hardcopy also will be distributed.
- The description of the strategy will include (a) the name of the Cool Tool, (b) a set of examples that illustrate the Cool Tool, (c) a recommended activity for discussing the Cool Tool, and (d) a list of strategies for promoting the Cool Tool throughout the day.
- All staff will be asked to assist us by spending 15 or so minutes at the beginning of each week to present the Cool Tool lesson, and to give positive attention to kids who display the Cool Tool throughout the day and week.
- The special services team and building administrators will assume responsibility for regularly reminding staff to implement the Cool Tool lessons and strategies and acknowledging staff participation and success.
- The special services team will be available to co-present lessons, or to assist in the development of other supporting activities.
- This approach is designed to assist the majority of students in classrooms...it will take more to assist kids with more chronic problem behaviors. Also, we must remember that many kids have the Cool Tool, but require extra practice and feedback to encourage more use of the Cool Tool at the correct times and places.
- The special services team will assume responsibility for encouraging staff members to share successful materials and examples and for collecting and organizing this information.

## Cool Tools

The following is a sample of the skills that we are thinking about developing into lessons. A draft of the first Cool Tool of the Week lesson also is attached. Please let us know if you have other skills that you would like to have included.

*Getting Help* (how to ask for assistance on difficult tasks) (draft attached)

*Buddy Builders* (how to get attention from peers)

*Teacher Attention* (how to get attention from adults)

*Being There* (how to get to class on time)

*Being Ready* (how to be ready for class activities)

*Getting There* (how to get to school on time)

## General Teaching Strategies

Regardless of the Cool Tool being taught, you can increase the effectiveness and efficiency of your lessons by incorporating the following teaching strategies into your interactions with students:

- Focus on the presentation of positive examples of the use of a Cool Tool. Avoid spending too much time on inappropriate behaviors and the negative consequences for those behaviors.
- When a student displays inappropriate behavior, give attention to other students who are engaged in appropriate use of Cool Tool.
- Whenever possible, use positive examples from your own classroom and school experiences to illustrate the application of a Cool Tool.
- Throughout the day, focus on giving positive feedback to kids who display the Cool Tool. Positive feedback might consist of social attention, positive office referral, verbal praise, extra privilege, and the like.
- If the student has never displayed the Cool Tool behavior (i.e., doesn't "know" how), provide teacher demonstrations or models of the tool, use multiple examples of the tool, and provide lots of opportunities for the student to practice the tool.
- If the student has displayed the Cool Tool behavior but not at the right times, in the right places, or at high enough rates, arrange opportunities for the student to use the Cool Tool, and be sure to provide positive acknowledgements when the tool is used.
- The Cool Tool strategy is designed for the general student body....not the individual student with severe problem behavior. So, avoid basing the success or failure of the Cool Tool strategy on the response of the student who displays the most severe problem behavior.

## COOL TOOL OF THE WEEK

Skill Name	
<b>Getting Help</b> (How to ask for assistance for difficulty tasks)	
Teaching Examples	
1.	When you're working on a math problem that you can't figure out, <i>raise your hand and wait until the teacher can help you.</i>
2.	You and a friend are working together on a science experiment but you are missing a piece of lab equipment, <i>ask the teacher for the missing equipment.</i>
3.	You are reading a story but you don't know the meaning of most of the words, <i>ask the teacher to read and explain the word.</i>
Kid Activity	
1.	Ask 2-3 students to give an <u>example of a situation</u> in which they needed help to complete a task, activity, or direction.
2.	Ask students to <u>indicate or show</u> how they could <i>get help</i> .
3.	<u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
After the Lesson (During the Day)	
1.	Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could <i>get help</i> if they have difficulty ( <u>precorrection</u> ).
2.	When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they <i>need help</i> ( <u>reminder</u> ).
3.	Whenever a student <i>gets help</i> the correct way, provide <u>specific praise</u> to the student.

## COOL TOOL OF THE WEEK

<b>Skill Name</b>	
<b>Teacher Attention</b> (how to get attention from adults)	
<b>Teaching Examples</b>	
1.	You want to let the teacher know that you are done with your in-class social studies assignment, so you <i>go to the teacher's desk and ask the teacher to check your answers.</i>
2.	Your group is done with its art activity and you'd like to ask the teacher for permission to visit the library, so you <i>raise your hand.</i> When the teacher sees your raised hand, the teacher asks what you want. <i>You say your group is done with their project and would like permission to go to the library.</i>
3.	You are walking down the hall with your friends and you see one of your teachers. When you get <i>close to the teacher, you say "hi"</i> and introduce your friends.
4.	Your teacher is talking to another teacher before school. <i>You want to ask your teacher about an assignment. You stand within view so your teacher knows you are waiting.</i>
<b>Kid Activity</b>	
1.	Ask 2-3 students to give an <u>example of a situation</u> in which they <i>wanted attention from an adult.</i>
2.	Ask students to <u>indicate or show</u> how they could <i>get attention from an adult.</i>
3.	<u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
<b>After the Lesson</b> (During the Day)	
1.	Just before students are about done with a task, direction, or activity, ask them to tell you how they could <i>get your attention</i> ( <u>precorrection</u> ).
2.	When you see students are using inappropriate ways to get your attention, wait until they are quiet, then ask them to tell you a more appropriate way to <i>get your attention</i> ( <u>reminder</u> ).
3.	Whenever a student <i>gets your attention</i> the correct way, provide <u>specific praise</u> to the student.



## COOL TOOL OF THE WEEK

Skill Name	
<b>Buddy Builders</b> (how to get attention from peers)	
Teaching Examples	
1.	Your best friend is talking to two other kids. You want to talk to him, so you <i>wait for a break in their conversation, and you say your friend's name.</i>
2.	You are done with your written work and are getting bored. <i>You wait until your friend is done with hers written work, and say "what's happening?"</i>
3.	Everyone is listening to a student tell about a recent music concert. You want to say that you went to the same concert, so you <i>look for someone who isn't listening to the student, and begin telling her about the concert.</i>
Kid Activity	
1.	Ask 2-3 students to give an <u>example of a situation</u> in which they <i>wanted attention from a peer/kid.</i>
2.	Ask students to <u>indicate or show</u> how they could <i>get attention from a peer/kid.</i>
3.	<u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
After the Lesson (During the Day)	
1.	Just before students are about done with a task, direction, or activity, ask them to tell you how they could <i>get attention from a peer/kid</i> ( <u>precorrection</u> ).
2.	When you see students are using inappropriate ways to get your attention, wait until they are quiet, then ask them to tell you a more appropriate way to <i>get attend from a peer/kid</i> ( <u>reminder</u> ).
3.	Whenever a student <i>gets attention from a peer/kid</i> the correct way, provide <u>specific praise</u> to the student.

## SKILL OF THE WEEK

Skill Name	
<b>Being Ready</b> (how to be ready for class activities)	
Teaching Examples	
1.	Class is about ready to begin, you get out the materials you will need for your first assignment. <i>Before you sit down or visit with your friends, you collect your binder, pencil, and book.</i>
2.	The teacher gives you a break between math and science; so <i>you go to your locker or open your bag and get out the book, folder, journal, or whatever you need for the next class. After getting ready, you visit with your friends.</i>
3.	You have <i>all the things you will need from your bag</i> to complete your work, so <i>you put your bag on the floor</i> to give you more space on your desk.
Kid Activity	
1.	Ask 2-3 students to give an <u>example of a situation</u> in which they <i>need to be ready for class activities</i> .
2.	Ask students to <u>indicate or show</u> how they <i>could get ready for a class activity</i> .
3.	<u>Encourage</u> and support appropriate discussion/responses. Minimize attention for inappropriate responses.
After the Lesson (During the Day)	
1.	Just before students are about done with a task, direction, or activity, ask them to tell you how they could <i>get ready for the next class or activity</i> ( <u>precorrection</u> ).
2.	When you see students are using inappropriate ways to get ready, wait until they are quiet, then ask them to tell you a more appropriate way to <i>get ready for that class or activity</i> ( <u>reminder</u> ).
3.	Whenever a student <i>gets ready for a class or activity</i> the correct way, provide <u>specific praise</u> to the student.

### “COOL TOOL” Review Activity

TO: Shasta Middle School Staff

FROM: Kathy, John, Betsy, and Susan

RE: Review Activity for Cool Tool

DATE: May 17, 1996

We are pleased with everyone’s efforts to enhance student awareness about the importance of social skills at Shasta Middle School. Students are discussing “Cool Tools” with us, we have been able to incorporate “Cool Tools” in our discussions with students who have displayed problem behaviors, and we have seen staff integrating “Cool Tools” into their daily activities.

To date, four social skills (a.k.a. “Cool Tools”) have been introduced: Getting Help, Getting There, Asking for Help, Teacher Attention

Rather than introducing a new skill on Monday (5/20), we thought it would be helpful to have a fun review activity. We call it the “Mystery Cool Tool of the Day.” In general, students will be asked to guess the “Mystery Cool Tool of the Day” based on hints provided by staff. Here are the details:

- On Monday 5/20 you will receive the name of the Mystery Cool Tool. **Do NOT tell** any student the name of the skill.
- During the first period of the day (5/20), read/tell the students the following (5 minutes):

*Today we are going to play a game to help us review what we have learned so far, called the “Mystery Cool Tool of the Day,” All staff members know what the Cool Tool is, and will acknowledge you when they see the skill being used...but they won’t name the skill. Your job is to figure out which skill is the “Mystery Tool of the Day.”*

*Tomorrow morning, we’ll have a short class discussion, and decide what we think the mystery skill is. We’ll submit this name to the office. I’ve heard that the office will provide some kind of special acknowledgment for those classrooms that guess correctly.*

- Throughout the day in your classroom, in the hallways, in the cafeteria, etc., look for kids who display the “Mystery Cool Tool,” and acknowledge that you saw it. For example, you might say the following: (a) *That was it...I saw you doing the Mystery Cool Tool of the Day!* (b) *Cool Tool, right there!* and (c) *You did it! Hmmm, I wonder what Mystery Cool Tool that was?* **Do NOT name the skill**, just acknowledge its occurrence. We will be out acknowledging students and asking them if they have any idea about what the skill might be.
- During the first period of the next day (5/21), ask students to (a) nominate what they believe was the Mystery Skill of the Day, (b) describe where they were and what they were doing at the time, and (c) arrive at a consensus (or vote) for one nomination that can be sent to the office. After a choice has been made, have one of your students deliver the class nomination to the office on the form below.

Thank you, in advance, for you efforts and participation.

-----Tear along line-----

**“Mystery Cool Tool of the Day:” Nomination Form**

Date \_\_\_\_\_ Teacher’s Name \_\_\_\_\_  
House \_\_\_\_\_ Classroom \_\_\_\_\_

*We believe that the Mystery Cool Tool of the Day is* \_\_\_\_\_.

Teacher’s Signature: \_\_\_\_\_

Student Representative Signature: \_\_\_\_\_