Lesson Subject: Social Skills

Lesson Topic: Perspective Taking (Reflection)

Materials:

* Laminated comic strips
* Dry erase markers
* Perspective taking cards

Objective: Students will demonstrate an understanding of the thoughts, feelings and motivation of others in a variety of situations to support problems solving behaviors.

Lesson Structure

* Students will be given a laminated comic strip to sketch a given scenario.
* Scenario cards will be read aloud.
* Students will sketch the image they have created in their mind to support their understanding of the given scenario, which may include speech bubbles or thinking bubbles demonstrating understanding of what those in the scenario may be thinking or feeling.
* In the final box, students will sketch what the end result may be.
* Reflective question regarding scenario: “How did the behavior affect how others thought about them?”
* Students will share out their comic strips
* Teacher encourages understanding through reflection by asking leading questions such as “what else?” or “tell me more” allowing for wait time for the student to reflect on the given scenario.
* After each student has had an opportunity to share out, ask them to sketch a new comic strip representing a “better way” using the same process as before.
* Reflective question regarding “better way” scenario: “How might the person in the scenario have handled the situation in a better way?”
* Students will share out their comic strips.
* Teacher continues to encourage understanding through reflection by asking leading questions and allowing for wait time for students to reflect on their new understanding.

Closing Task:

* Journaling-students will respond to the reflection stem: I learned…

Many of my special education students receive services in the area of social-emotional or behavior. Perspective taking skills is a topic that I have worked with my students on for several years. I am always looking for new strategies that support my students’ understanding of others’ perspectives as the lack of perspective taking skills can often lead to inappropriate behaviors from my students. I often find myself rushing through lessons to meet my 30-minute session timeline. My focus tends to be on finishing the lesson, rather than allowing my students the opportunity to really reflect on their learning and gain a better understanding of how their own behaviors affect others. I also recognize that my students are often not given the time in their general education classrooms to reflect on the answers to questions as they are often “fed” to them by their teachers to prevent embarrassment. I want my students to learn strategies to support their learning. My lesson on perspective taking allowed my students to practice new strategies to support their learning. By using visualization through sketching, providing leading questions and allowing for a wait time, my students’ responses were more thoughtful, they listened more intently to their peers, and they were able to demonstrate a deeper understanding by reflecting in their journals. I’m recognizing that by allowing my students more time to reflect will only benefit them in the long run. I would like to continue to grow as a teacher who reflects on her teaching and evaluates her own thinking through journaling. I’ve also recognized that although I am not comfortable yet with wait time, I recognize its value to my students and will continue practicing wait time until it becomes a natural part of my lessons.