

Character and Life Skills: Tolerance

SEL Focus: Relationship Skills

Lesson Title: Invitations

Grade Level: 3-5



Project and Purpose

Students present brief skits about inviting others to do things together to build relationship skills.

Essential Question

How does role playing invitations help us build relationship skills?

Materials

- Board/chart paper/writing tools
- Open space
- Copies of Exit Ticket: Invitations

Introduction

1. Review the core competency definition of relationship skills. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of relationship skills.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

2. Ask students to think about how tolerance and relationship skills are connected.
3. Discuss their ideas about invitations and explain that some invitations are verbal and some are on paper or online, but all are intended to create, improve, or celebrate relationships. In this lesson students create scenes about extending different types of invitations to people.

Direct Instruction (I do)

1. Talk about how sometimes if you want to break down intolerance, move toward acceptance, and start a relationship — and remember that relationship means how you know someone: friends, co-workers, neighbors, etc. — you have had to take the first step. One skill to building relationships is learning how to invite someone to do something with you.

2. Discuss the four different kinds of verbal invitations and give some examples of how you have invited people to do things in these ways. Some examples are provided:
 - a. Open-ended Invitation — asking someone to do something sometime without giving a specific date. Examples:
 - Want to hang out some time?
 - We should do a trail ride soon.
 - Let's meet at the pool when it gets hot.
 - b. Sort of Specific Invitation—asking someone to do something with a few details about what you will do and/or when it might happen. Examples:
 - Maybe we could do something one day after practice?
 - Do you want to come over and play video games after school one day this week?
 - c. Specific invitation—asking someone to do a specific activity on a particular date and/or time. Examples:
 - Do you want to go to see the school play this Friday night?
 - Tickets are on sale for (the band we like) concert next month. Do you want to go with me?
 - d. Immediate/Spontaneous Invitation — a spur of the moment idea to ask somebody to do something NOW. Examples:
 - Do you guys want to go skating after class today?
 - I'm bored. Do you want to do something with me?

Guided Exploration (We do)

1. Create a list of different examples of the four kinds of invitations from the students.
2. Give a few examples and have students put the invitation in the correct category.
3. Discuss how each helps build tolerance skills.

Independent Practice (You do)

1. Break into pairs and have each pair discuss and rehearse a VERY SHORT skit (30 seconds) that demonstrates building tolerance by implementing at least one of the four types of invitations. Their skits should include:
 - Characters: who are they playing?
 - Location: where are they?
 - Action: what are they doing before the invitation and what do they do after?
 - Ending: how do they end and leave the scene?
2. When pairs present, have the rest of the class determine the category for the invitation and discuss whether they think these two characters have known each other for a long time or a short time. How does this affect the type of invitation the first person extends?

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SEL Focus: Relationship Skills

Activity: EXIT TICKET: Invitations

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Directions

Write one invitation per category.

Open-ended Invitation

Name:

Sort of Specific Invitation

Name:

Specific Invitation

Name:

Immediate/Spontaneous Invitation

Name:
