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| **Value: RESPECT** | **Context: ALL SETTINGS** |
| **Expectation: I wait patiently while people finish a conversation and give them space (even on the phone)** | |
| **Introduction:**  Discuss: What do we mean by giving someone space? What is meant by “patiently?”  Look at the attached pictures and discuss what patiently means ( ***they are quite funny, but the meaning of patiently becomes evident)***  Why is it important to wait for someone to finish a conversation before interrupting them? If it is really important, how should we interrupt the conversation? When someone is on the phone, what are they doing? (***having a conversation with someone we cannot see!)*** | |
| **Teacher Model/Peer Demonstration:**  Look at the Youtube video “Interrupting Social Story—animated”. <https://www.youtube.com/watch?v=NuFth9FD2tA>  This goes for 1:51  Take note of the strategies mentioned and discuss. | |
| **Role Play scenarios:** Role play the wrong way to interrupt and the right way.  Two children talking together in the playground—another child interrupts them and wants to tell them something.  A teacher is having a conversation in the playground with another teacher when a child interrupts them to complain about an incident in the playground.  A teacher is talking to a child’s parent, when that child interrupts the conversation to tell mum something.  Mr Sheppard is on the phone in the office when a child knocks on the door to ask Mr Sheppard about the PBL Rewards day.   * ***Some things to consider: where should you wait; how do you properly interrupt; why is “space” so important? Why do you have to be patient? (just like the bear!)*** | |
| **Review:**  Discuss points raised in this session:  Why is it important not to interrupt a conversation?  When is it appropriate to interrupt two people talking?  How do you properly interrupt a conversation without being rude—and showing respect?  Why is space needed when interrupting a conversation? | |
| **Practise throughout the week:**  Students take note of times conversations are interrupted at school. Practise these skills with own peers.  Create a poster to promote this PBL skill. | |
| **Resources:** Publishing paper | |
| **Evaluation:** Monitor positive behaviour and reward positive responses. | |