|  |  |
| --- | --- |
| **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 1:51Take 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. |