Mini Lesson: RAFT Social Skills Role Play

Craig Beckett

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(intended for grade 5)

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| What I want my students to: | Know Understand and Do |
| **K**now | * That we can communicate verbally and with body language
* It is important to make sure your message is clear
 |
| **U**nderstand | * Politeness and manners matter in every situation
* As we get older the importance of verbal and non-verbal communication increases
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| **Do** | * Act out mini scenarios from a RAFT chart (see below)
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***Suggested Sequence of events:***

1. Prior to class starting consider the partner groups you wish to create. Consider heterogeneous groups based on varied student abilities that compliment each other (Schwartz & Pollishuke)
2. Brainstorm the ways we can communicate, try to lead the students to suggest verbal and non-verbal/body language.
3. Explain how the activity will work. If possible, model an example with another teacher, EA, co-op student, or student from class.
4. Group the students in the predetermined partnerships.
5. Assign, or if possible let them choose two RAFTs.
6. Give them 5 minutes to practice each of their RAFTs.
7. Have them present their best one in front of class.

Have the students generate a bunch of new Social Skills Role Play RAFTs in order to develop a bank of them. Do Social Skills Role Play RAFTs at a regular time each week.

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| Role, Audience, Format, Topic |
| ***R****ole* | ***A****udience* | ***F****ormat* | ***T****opic* |
| **One partner takes a role** | **The other partner is the audience** | **Both partners will act out a scene in the format** | **The partner in the role will communicate the message below** |
| A customer in a restaurant | A Waiter | The customer is quietly speaking to the waiter | There is a fly in my soup |
| Friend I | Friend II with something stuck in his or her teeth | Body-language exercise (communicate without speaking) | Let the student know that there is something stuck in his or her teeth without using words |
| Student in a line up | Other student butts in line | Conversation | Tell the student it’s not okay to butt in line |
| Student that won an award | Student’s friend that didn’t win anything | Conversation | Letting your friend know it’s okay (being a good winner) |
| Student trying to pay attention | Another student is whispering when the teacher is talking | Body-language exercise (communicate without speaking) | Let the student know you want him or her to be quiet |
| Friend 1 wants to toss around a football at lunch recess | Friend 2 wants to play tag at lunch recess | Conversation | Friend 1 needs to let Friend 2 know that he doesn’t want to play tag with him at lunch recess |

Peer Evaluation Social Skills RAFT

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| Your S.S.RAFT | Names: |
| You showed the class a great way to communicate clearly in a tricky situation |  |  |  |
| Peer Assessor: | A good thing you did:A place you can work on it: |