

Lesson 28

Waiting Your Turn

SUGGESTED MATERIALS	<ul style="list-style-type: none"> ■ <i>Practicing Patience</i> by Jennifer Law (Boys Town Press) ■ DOWNLOADABLE ACTIVITIES: <i>Practicing Patience</i> by Jennifer Law (Boys Town Press) ■ <i>Awesome Dawson It's NOT Your Turn!</i> by Julia Cook (Boys Town Press)
LESSON OBJECTIVES	<ul style="list-style-type: none"> ■ Recognize how to use the skill of Waiting Your Turn in a variety of situations and settings. ■ Determine what the skill of Waiting Your Turn looks and sounds like in the classroom. ■ Demonstrate the skill of Waiting Your Turn in school, at home and in other environments. ■ Explore prior knowledge of the skill within the school environment. ■ Analyze community-based situations to identify where, when and with whom the skill may be used. ■ Evaluate how the skill of Waiting Your Turn might apply to various jobs or areas of interest.
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> ✓ <i>What does waiting your turn sound and look like?</i> ✓ <i>Why is it important to wait your turn? How can you wait your turn in a respectful way?</i> ✓ <i>What do you do when others don't wait their turn?</i> ✓ <i>When waiting for your turn, how do you expect others to respond? Are your expectations reasonable, or do they need adjusting?</i>
LESSON ACTIVITIES AND ASSESSMENTS	<ul style="list-style-type: none"> ■ Role-play additional scenarios (<i>see appendix</i>) that allow students to practice Waiting Your Turn. ■ SEL Journal: Describe use of the skill and what specific words/behaviors they say/do when waiting their turn. ■ Teach the skill to peers from other classes or students from a lower grade. ■ Use THINK-PAIR-SHARE. <i>How do you know when you should wait your turn?</i> ■ Write or draw about a time when they didn't wait their turn in an appropriate way.

★ SKILL STEPS

Waiting Your Turn

1. Sit or stand quietly.
2. Keep your body still.
3. Stay calm (avoid sighing, whining or begging).
4. Participate in the activity when invited.
5. Thank the person who gives you a turn.



REASONS

- *People will be more likely to wait their turn if you wait for yours.*
- *Less likely to hurt someone's feelings/ make someone upset.*
- *Shows self-control and patience.*

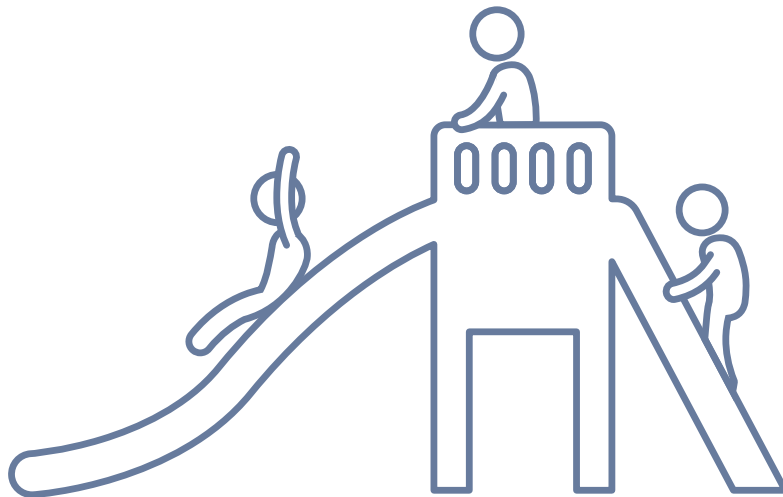
Lesson 28 — Weekly Activities

Waiting Your Turn

MONDAY	<ul style="list-style-type: none"> ■ Ask students questions to assess their background knowledge and prior experiences using the skill. ■ Practice the skill by having them identify when it is important to wait their turn in various environments. ■ State the name of skill, steps and reasons to use the skill. ■ Model or demonstrate skills. ■ Read the book <i>Practicing Patience</i> by Jennifer Law and use the downloadable activities.
TUESDAY	<ul style="list-style-type: none"> ■ Review the steps of the skill as well as the reasons for using it. ■ Read <i>Awesome Dawson It's NOT Your Turn!</i> by Julia Cook. Discuss lessons learned. ■ THINK-PAIR-SHARE: <i>Why is it important to wait your turn?</i> ■ Share examples you've witnessed in your classroom of students using the skill. ■ Identify people, areas and/or situations where students might use the skill in the community. ■ Explain any behavioral steps or skills which may need to be altered or added for those people, areas and/or situations ■ Instruct students to write in their <i>SEL Journals</i>. Have them describe their use of the skill and what specific words/behaviors they say/do when waiting their turn.
WEDNESDAY	<ul style="list-style-type: none"> ■ Review the steps of the skill as well as the reasons for using it. ■ Share examples you've witnessed around school of students using the skill. ■ Identify various situations where students might use the skill in a variety of locations. ■ Explain any behavioral steps or skills which may need to be altered or added for those people, areas and/or situations. ■ SMALL GROUP DISCUSSION: <i>How can you wait your turn in a respectful way?</i>
THURSDAY	<ul style="list-style-type: none"> ■ Review the steps of the skill as well as the reasons for using it. ■ Ask students to share examples of how they have used the skill at home. ■ Identify people, areas, and/or situations where students might use the skill in their community. ■ Explain any behavioral steps or skills which may need to be altered or added for those areas and/or situations. ■ Practice using role-plays they create or one you provide (<i>see appendix</i>).
FRIDAY	<ul style="list-style-type: none"> ■ Review the steps of the skill as well as the reasons for using it. ■ Ask students to share examples of how they have used the skill at home. ■ Provide students with an opportunity to teach the skill to their peers from other classes or students from a lower grade. ■ THINK-PAIR-SHARE: <i>How do you know when you should wait your turn?</i> ■ GROUP ACTIVITY: Koosh Ball Group Story—Provide students with a prompt or partial phrase and then have them take turns adding a few words to build a story. For example, you can start with the line, "One time this old toad...." The student holding the Koosh ball (or a similar soft ball) then completes the phrase by saying up to three words. Students who want to go next or take a turn should raise their hand, wait until the ball is handed to them, thank the person who handed them the ball and then say their words. This also can be a listening activity by having the participants repeat everything that was said prior to their turn.

Waiting Your Turn

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- 2.** Keep your body still.
- 3.** Stay calm (avoid sighing, whining or begging).
- 4.** Participate in the activity when invited.
- 5.** Thank the person who gives you a turn.





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Skill of the Week Lesson Plans (1-9) E-48-019-4

Published by the Father Flanagan's Boys' Home
Boys Town, NE 68010

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