

Classroom ~~Cooperative~~  
respectful

Respect

## RESPECT FOR OTHERS

Lesson 60

### SOCIAL SKILL

#### *Asking Permission Before Borrowing*

**Behavioral Objective:** The children will get the owner's permission *before* borrowing property and then return it without damage.

#### **Directed Lesson:**

1. **Establish the Need:** Teacher initiates a discussion of the relevance and benefits of the skill. Stress that unless you get permission from the owner to borrow the property, it is stealing. Stealing is wrong. How would you like it if your property was stolen? What might happen if people just took what they wanted from others?

2. **Introduction:** Read the following story to the class:

"One day in Mr. Frank's classroom the children heard a very strange sound. It was like the humming of a machine. Suddenly, a little spaceship appeared at the window outside of their classroom. Mr. Frank opened the window and invited the stranger in. After it landed on the floor, the door opened and a space creature emerged. He looked like a frog. He told the class that he was from another planet and wanted to go to school on Earth. The class welcomed him and he sat next to Ruth. Mr. Frank gave the children a math assignment to do. The frog creature had no materials so he just went into Ruth's desk and took paper and pencils. Because he didn't know how to use the pencils, he kept breaking them. Pretty soon there were no pencils to use. Ruth was very upset and explained to him that on Earth, everyone asked permission to borrow other people's property. She would gladly have loaned him a pencil and explained how to use it so that he would not have broken so many. The frog creature said he understood. The next assignment was a picture to color. He turned to Ruth and asked to borrow her crayons. She not only lent them, but showed him how to use them without breaking them. When he was finished, he returned the crayons in perfect shape. When the frog creature was ready to leave, he told everyone that he would teach his friends on his planet to ask permission before borrowing. He thought it was a great idea!"

3. **Identify the Skill Components:** (List on board before class.)

1. Ask if you can borrow an item.
2. Wait for an answer of *yes*.
3. If the answer is *no*, do not take it.
4. Be careful with it.
5. Return it in good condition when finished.

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4. **Model the Skill:** The teacher will model the skill by asking one of the students if he/she can borrow a pencil. The teacher will then return it undamaged as soon as he/she is finished with it.
5. **Behavioral Rehearsal:**
  - A. **Selection:** Teacher selects four pairs of children to role play.
  - B. **Role Play:** Students role play a situation in which one child wants to borrow something from the other child. They must follow the skill steps for correctly borrowing another person's property.
  - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections. If there are no corrections, role play is complete.
  - D. **Reinforcers:** After each role play, the teacher should encourage correct behaviors with praise. Start a "Good Neighbor Club" in the classroom and have children list ways that they can help one another. Have a membership card for each child.
  - E. **Discussion:** Discuss the possible consequences of not asking for permission before taking another person's property. How would they feel if it happened to them? Discuss the role plays and problems connected with this skill.
6. **Practice:** Distribute copies of the following activity sheet, "Freddie and Titus." Children will match the skill steps for the fish and turtle to follow. They will write down which expression each one would use. Freddie is the one asking permission to borrow an item.

Freddie the fish: 1. May I borrow your book?  
5. Here it is, I returned it in good condition.

Titus the Turtle: 2. Yes, you may borrow my book.  
3. No, you may not borrow my book right now.  
4. Please be careful with the book.
7. **Independent Use:** Children will ask permission every morning before borrowing property. The teacher will reinforce and praise continually.
8. **Continuation:** Teachers will continue to point out to children that borrowing someone else's property without their permission is stealing, and wrong.

### CHILDREN'S LITERATURE

Corey, Dorothy. *Everybody Takes Turns*. Morton Grove, IL: A. Whitman.

Name \_\_\_\_\_

Date \_\_\_\_\_

## FREDDIE AND TITUS

**Directions:** Rewrite the 5 sentences below in the proper spaces. Would Freddie be saying this? Would Titus be saying this? Think carefully about their conversation.

1. May I borrow your book?
2. Yes, you may borrow my book.
3. No, you may not borrow my book right now.
4. Please be careful with the book.
5. Here it is, I returned it in good condition.

FREDDIE THE FISH SAYS:

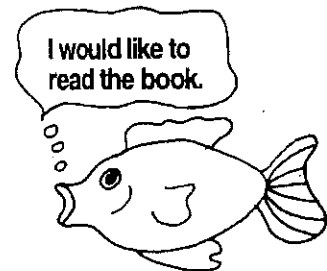
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TITUS THE TURTLE SAYS:

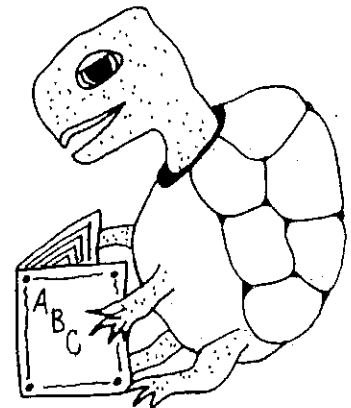
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## 32. Respecting Others

- Name two people you respect. Tell why you appreciate both people.

I respect and appreciate

\_\_\_\_\_

because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I respect and appreciate

\_\_\_\_\_

because

\_\_\_\_\_

\_\_\_\_\_

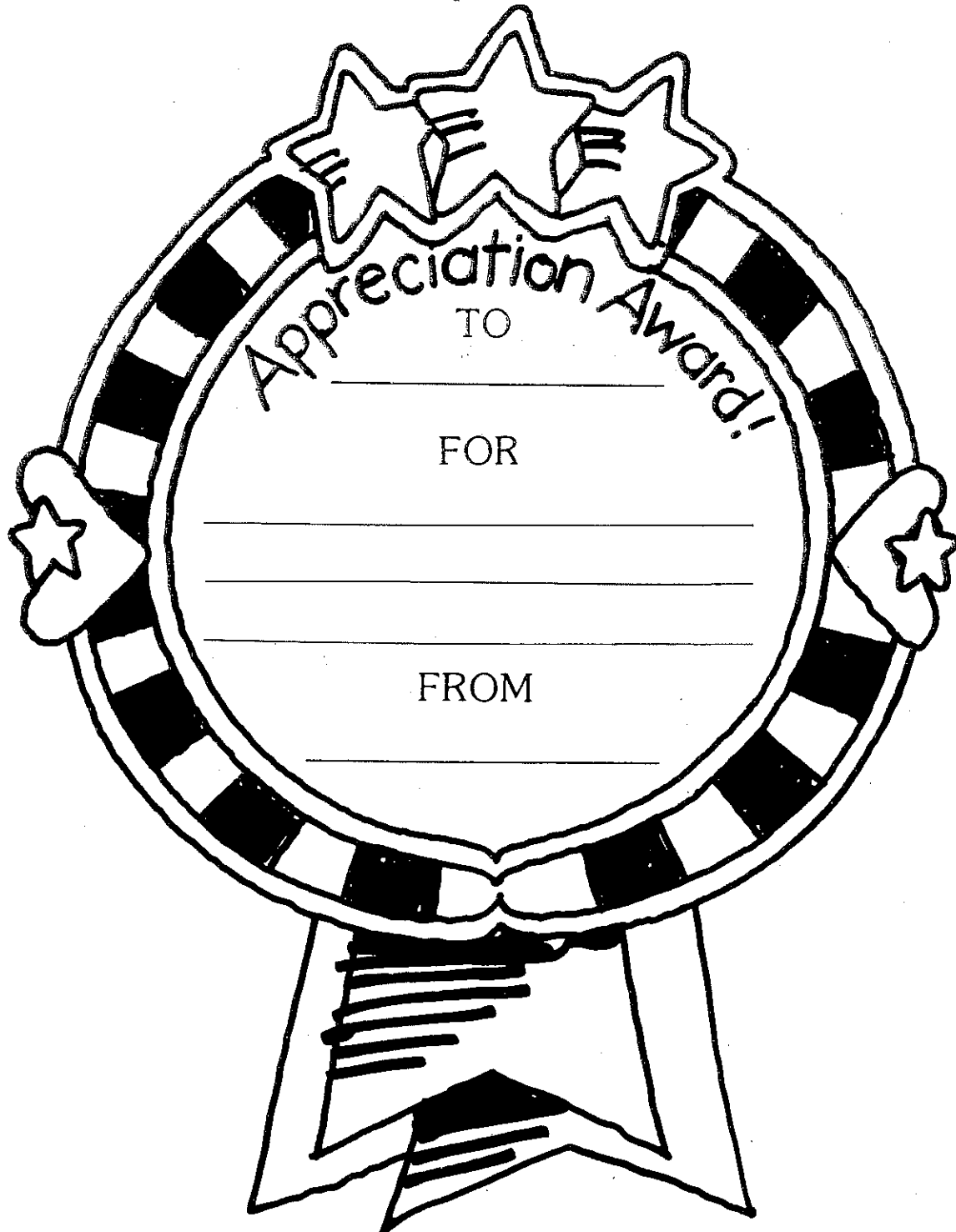
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\_\_\_\_\_

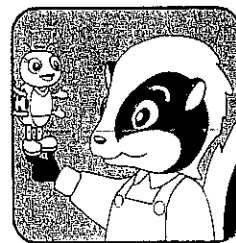
- You may want to tell these people how special they are in your life.

## 33. Rewarding Others

Express your appreciation to someone you respect for whom they are and what they do. Give your appreciation award to this person.



# Kind Comments: Building Classroom Communication



## Encourage Kind Acts



### Compliment Hand-Outs

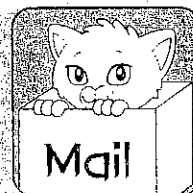
Build a positive classroom environment by encouraging students to offer positive feedback to each other. A fun way to do this is to prepare several paper hand-shaped cutouts, so that there are several for each student to "hand out" a kind compliment. Place the cutouts in a convenient place for students. Throughout the week, allow students to give a kind compliment to a classmate by writing something nice about the classmate on the hand cut-outs. These compliments can be given to you to distribute or they can be "mailed" in the student mailboxes (see right) or Post Office center (see page 22).



### You're a Real Treat!

Invite students to make a compliment candy card to give a parent, faculty member, or special adult in their lives. Give each student a piece of 8 1/2" x 11" sturdy cardstock. Have them fold the paper in half. On the inside of the card, help students write a thank-you for something kind the adult did for them. On the outside, students can write candy-related messages, saving room for the candy to be attached with tape. Students can be rewarded for their hard work by eating the extra candy!

Sample candy phrases: *You are so SWEET when you . . . What a TREAT you are!*  
*You were SUGAR and SPICE and oh, so nice when you . . . Candy-BAR none—you are kind!*



### My Mailbox

Have students make their own mailboxes for appropriate notes to each other. Have students cover empty tissue boxes or shoe boxes with construction paper or contact paper. Then, they can decorate them with markers, crayons, paint, stickers, and glitter. Student mailboxes can be placed on desktops, countertops, above cubbies, or placed in a classroom mail center. Make sure that each child has a mailbox with her name clearly displayed on the outside of her mailbox. Each week remind students to write and drop in their positive comments to each other. (Be sure to check students' mailboxes to ensure only appropriate notes are being shared.)