

THE GOAL



School days are filled with events that excite the students and make it difficult to calm down. The students need to learn how to calm down and move to the next event whether it is the start of the school day, following lunch, recess, or any highly socialized activity.

THE OBJECTIVE

This exercise will help the students learn cues for when they need to calm down and learn the steps necessary to quiet and calm down.

VOCABULARY

Calm • Transition • Cues



WHY WE ARE LEARNING : This lesson will help the students realize that they need to be able to recognize when they need to calm down and prepare to participate in a different activity.

WHAT WE ARE LEARNING : This lesson will use both a short story as well as transition cues to help the students realize why they need to calm down and the signals, or cues, for when they should. The lesson will provide sample cues at multiple functioning levels.

HOW WE ARE LEARNING : After the story and after the transition cues the students will be asked when they should calm down, how they know they should calm down, and the cue that told them to calm down. The students will also be asked to demonstrate calmness.

HOW WE ARE GOING TO USE WHAT WE LEARNED : The students will identify specific times during their day when they need to transition to a calmer state and how they will know when.

WRAP UP : This section of the lesson restates what has been learned, why the skill should be used, and a recap for the students' parents. This page can go home with the students following the lesson.

WHY WE ARE LEARNING

- Today we are going to learn about two very important things. The first is that you need to be able to calm yourself when you are going from a place where it is loud, such as the cafeteria or recess, to a place where you need to be quiet and pay attention, such as the classroom. This is called “transition”.
- The second thing we are going to learn is how you will know when you need to calm down. As you get older you will understand, but to help you now you are going to learn that when you hear certain words or sounds or songs, it is time to calm down. These are called “cues”.
- Explain to the students that there are times and places at school that it is OK to be loud and have fun. It is great to run and play and yell at recess. But there are also times and places when they need to pay attention, to listen, and to follow instructions— such as the classroom.

WHAT WE ARE LEARNING: STORY TIME

TELL YOUR STUDENTS THE FOLLOWING STORY:

Smiling Sammi loves to smile. She also loves to talk and yell and play and run and have fun. Smiling Sammi’s favorite time at school is recess. At recess Smiling Sammi talks and yells and plays and runs and has fun.

Smiling Sammi’s teacher, Mrs. Trusty, called for the kids at recess to line up and to go back to class. Smiling Sammi didn’t want to stop playing but she did what Mrs. Trusty said to do— as all good students should do. Smiling Sammi got in line and followed the line leader back inside. Smiling Sammi was still so happy from having so much fun at recess that she began to skip and then run a little. Smiling Sammi was still so happy from having so much fun at recess that she began to yell at her friend Laughing Larry to do something funny to make her laugh again...

Mrs. Trusty walked up to Smiling Sammi...





- Ask the students if they think Mrs. Trusty is happy with the way that Smiling Sammi is acting while she is in line.
- Explain to the students that even though Smiling Sammi is in line, she is not acting the way she is supposed to act. Ask the students to think of the way Smiling Sammi is acting and to think of at least 2 things that she should not be doing.
- Help the students remember that Smiling Sammi is skipping and running instead of walking and that she is yelling at her friend Laughing Larry. Ask the students why they think it might not be OK to act this way when they are in line.

CONTINUE WITH THE STORY:



As Smiling Sammi yells at Laughing Larry the other kids in line turn to look at Smiling Sammi. Even though Laughing Larry looks at Smiling Sammi he doesn't do anything funny. Laughing Larry likes laughing and he likes making other people laugh but he knows that Mrs. Trusty does not want him making people laugh while they are in line.

Mrs. Trusty walks up to Smiling Sammi and says, "Smiling Sammi, you are not supposed to be running or skipping in line. You are also not supposed to be yelling in line. Smiling Sammi, you need to go to the end of the line and think about how you should act in line."

Smiling Sammi doesn't feel like smiling now.



- Ask the students why they think Smiling Sammi was sent to the end of the line. What did she do to deserve being sent to the end of the line?
- Now ask the students if they think Mrs. Trusty was being fair sending Smiling Sammi to the end of the line. Why or why not?
- Explain to the students that it was fair that Mrs. Trusty sent Smiling Sammi to the end of the line because Mrs. Trusty's class has rules, just like this class, and Smiling Sammi knew that she was not supposed to skip or yell in line. This does not mean Smiling Sammi is bad, she's not. She's a good girl. But she did not calm down when she got in line and now she is at the end of the line.



- Tell the students that calming down means becoming quiet and still, and listening for instructions from the teacher. **Being calm means that they have quieted their voice, stilled their body, and readied their ears to listen.** That is calming down.
- Ask the students how they can quiet their voice. Ask one student to show how to quiet his or her voice by talking loudly and then becoming quiet. If necessary, demonstrate quieting down for the students.
- Now ask one of the students to demonstrate becoming still. Ask the student to begin skipping across the room but when you say to stop he or she needs to stop moving. If necessary, show the students how to become still by walking across the room and then stopping when you say stop.
- Finally, ask one of the students to listen closely to your instructions and then give him or her these instructions:
"Name of Student, please walk to the front of the room and then turn around and walk back to where you are sitting now and sit down again."
- Praise the student when he or she completes the task and then have another student or two do something similar.
- Now tell the students that they know how to stop talking, become still, and listen to instructions. They have proven that they can do each one of these things.
- Tell the students that since they have done such a great job showing they can calm down that they are now going to learn **WHEN** they need to calm down and the cues for understanding that it is time to calm down.

TELL THE STUDENTS THE FOLLOWING STORY:



Smiling Sammi loves to skip and run and play. At recess, smiling Sammi skips and runs and plays every day with all of her friends. Smiling Sammi's teacher, Mrs. Trusty, has told Smiling Sammi that she is a great skipper and a fast runner and a great playmate.

Smiling Sammi got into trouble for skipping and playing while in line.

- Ask the students if Smiling Sammi was a good skipper and runner and playmate. Reassure them that she was.
- Now ask the students why smiling Sammi got into trouble for skipping and running and playing in line if Mrs. Trusty liked the way Smiling Sammi skipped and ran and played. Why did Mrs. Trusty send Smiling Sammi to the end of the line?
- As the students begin to answer, ask them to think about the difference between rules at recess and the rules for being in line and walking back to class. How are the rules different? How are they supposed to act differently?
- Explain to the students that there are times and places that it is OK to be loud and to run and to play. But there are also times and places when they need to be quiet and be still and to listen.
- Point out to the students that they are supposed to run and play at recess but they are not supposed to run and play while in line.
- Now ask the students if they should be loud and playful or if they should be calm and still and ready to listen at each of these places and times:
 - RECESS
 - THE PLAYGROUND BEFORE SCHOOL
 - THE CLASSROOM DURING A LESSON
 - THE RESTROOM
 - OUTSIDE AFTER SCHOOL
 - THE HALLWAY
 - THE LIBRARY
- As you ask the students about whether they should be calm or playful at each time and place, ask them to tell you why. Ask them why they need to be quiet and still in the library but it is OK to be playful and loud on the playground before school.
- Tell the class that they have done a great job figuring out when they need to be calm and still and when they can run and play.



Now explain that one of the hardest things to do is change from a time and place where they can run and play to a time and place where they need to be calm and still.

CONTINUE THE STORY:

Smiling Sammi is a great student and Mrs. Trusty did not like having to send Smiling Sammi to the end of the line. Smiling Sammi knows how to act in class and in line. Smiling Sammi was just excited about having so much fun at recess that she forgot to calm down once the class lined up.

Mrs. Trusty decided that she was going to help Smiling Sammi and the rest of the class remember when to calm down by giving them a “Calm Down Cue.” Mrs. Trusty explained to the students that a “Calm Down Cue” was going to be a sound or a song that whenever they heard it, it was time to calm down and listen for instructions.



Mrs. Trusty showed the class her new silver whistle. When she blew the whistle it was loud but all of the student could hear it. Mrs. Trusty told the class that the whistle was going to be their “Calm Down Cue” for outside. If they are at recess or on the playground or out by the buses, if Mrs. Trusty blew the whistle that was the class’ cue to become quiet and become still and get ready to listen.

Next Mrs. Trusty said she was going to give the class an inside “Calm Down Cue”. “An inside “Calm Down Cue” is a word or a song or something that you can hear but it won’t be too loud.” Mrs. Trusty explained.

Mrs. Trusty then said the following, “It is time to be in control.” She said it loud but did not yell. Mrs. Trusty then explained that these were going to be special words between her and her students. When the students heard these words they needed to remember that they needed to be quiet, be still, and get ready for instructions— they needed to calm down. Mrs. Trusty practiced saying the special words with her class and they practiced listening for the special words. Mrs. Trusty’s class, including Smiling Sammi, now knew that when they heard these words they needed to be quiet, be still, and listen!”

TEACHERS:

Now is the time for you to think of your “Calm Down Cues” for your class. The following are good examples of “Calm Down Cues”:

KINDERGARTEN | INSIDE CUE

Song: “What Time is It”

What time is it? What time is it? Is it time to play with toys?
Oh no, no, no ... Oh no, no no, it's not time to play with toys.

What time is it? What time is it? Is it time to pick up toys?
Oh yes, yes, yes ... Oh yes, yes, yes, it is time to pick up toys.

Other verses— Is it time to wash our hands? Is it time to get in line?, Is it time to hush, hush,

KINDERGARTEN | OUTSIDE CUE

Whistle, Musical Instrument (tambourine, bells, etc), some other loud noise that can be consistently replicated and specific to your class.

GRADES 1 & 2 | INSIDE CUE

Class Specific Phrase (a phrase that your class will only hear from you that lets them know it is time to calm down).

“It is time to be in control”, “Time to learn”, “It is listening time” etc

GRADES 1 & 2 | OUTSIDE CUE

Whistle, Musical Instrument (tambourine, bells, etc), some other loud noise that can be consistently replicated and specific to your class.



••• Review your “Calm Down Cues” with your class. Explain that when they hear these “Calm Down Cues” their job is to become quiet, become still, and listen for instructions.

••• Practice your “Calm Down Cues” with your class. Have the students skip in a big circle and then give the “Calm Down Cue”. Each time remind the students of their duty to be quiet, be still, and listen.

••• Keep practicing the “Calm Down Cue” until everyone in the class calms down upon hearing the cue. Shower the class with praise and tell them you are very proud of their ability to calm down.

FINISH THE STORY:

Smiling Sammi listened to Mrs. Trusty. Smiling Sammi did not want to be sent to the back of the line again so she listened for her “Calm Down Cue”.

Mrs. Trusty reminded the class about their “Calm Down Cue” each day. Before they went to recess Mrs. Trusty would remind the class to listen for their “Calm Down Cue”.



Smiling Sammi was swinging and running and skipping and playing at recess today. Smiling Sammi loves to swing and skip and run and play at recess. As Smiling Sammi is swinging she hears Mrs. Trusty’s “Calm Down Cue”. Even though she is having fun and has been yelling at her friends she starts using her inside voice to remind her friends that it is time to line up, quiet down, get still, and listen.



Mrs. Trusty is so proud that Smiling Sammi was quiet and still and listening that she asked Smiling Sammi to be the class line leader and lead the class back into the building. Smiling Sammi was smiling again!

TELL THE CLASS THAT THEY CAN BE LIKE SMILING SAMMI.

They just need to remember to:

- Hear the Calm Down Cue
- Be Quiet
- Be Still
- Listen for Instructions

Tell the class you are proud of them and remember to consistently remind your class of their “Calm Down Cue” and then apply it as consistently as you want them to calm down.

HOW WE ARE GOING TO USE WHAT WE LEARNED



ASK THE STUDENTS TO ANSWER THE FOLLOWING WITH “YES I WILL” OR “NO I WON’T”:

Since I can talk loud at recess it is OK for me to talk loud in the halls when I am coming back from recess.

When I hear my “Calm Down Cue” I am quiet, I am still, and I am listening for my teacher.

I know what it means to calm down and I know that I can calm down.

THE PLEDGE

ASK THE CLASS TO EITHER READ OR REPEAT THE FOLLOWING:

I will listen to my teacher.
 When my teacher gives me my “Calm Down Cue”
 I will get quiet, get still, and listen.
 I will calm down when I am supposed to calm down.

COMPLIMENTS BACK-PATS

- Tell the students you are proud of them.
- Tell the students you know they can calm down and be in control of themselves.
- Tell the students that they are smart enough to be in control of themselves.

MY LEAPS LESSON WRAP-UP

TODAY I LEARNED ABOUT...



... Today we learned about two very important things. The first is that you need to be able to calm yourself when you are going from a place where it is loud, such as the cafeteria or recess, to a place where you need to be quiet and pay attention, such as the classroom. This is called “transition”.

... The second thing we are going to learn is how you will know when you need to calm down. As you get older you will understand, but to help you now you are going to learn that when you hear certain words or sounds or songs, it is time to calm down. These are called “cues”.

... Explain to the students that there are times and places at school that it is OK to be loud and have fun. It is great to run and play and yell at recess. But there are also times and places when they need to pay attention, to listen, and to follow instructions— such as the classroom.

CONSEQUENCES OF **NOT** USING THIS SKILL



If you cannot calm down when the teacher asks you to you will end up in trouble. If you cannot be quiet, be still, and listen you then you will have consequences.



B E N E F I T S OF **U S I N G** THIS SKILL

People who can calm themselves down when they are supposed to are in control of themselves and will be able to maintain their privileges at school.