

SKILL 25

Apologizing

Activities included in this section relate to apologizing with sincerity and deciding when and with whom to apologize.

Objective

To tell others in a sincere manner that you are sorry for doing something that caused a problem

Skill Steps

1. Decide if you need to apologize.
2. Think about your choices:
 - a. Say it out loud to the person.
 - b. Write the person a note.
3. Choose a good time and place.
4. Carry out your best choice in a sincere way.

*Before conducting the activities, be sure students are able to see the **Apologizing** skill poster. As you do the activities, refer to the steps on the poster as needed.*

Refining Skill Use

- **25.1 MATERIALS** — **Mistakes and Apologies** poster; **Apologizing Situation Cards**

Discuss how difficult it might be to apologize. Using the poster, talk about how a person might feel before apologizing (for example, anxious, afraid) as well as how a person might feel receiving the apology (for example, relieved, less upset, less angry). You may use the situation cards to prompt students in generating feelings.

- ▶ **25.2 MATERIALS** — Copies of the **Is It Sincere?** worksheet

Have students form groups of four or five, and give each group an *Is It Sincere?* worksheet. Explain that being sincere means not only feeling sorry, but also saying and doing things that demonstrate that you are sorry. Ask students to discuss the situations in their groups and decide if the words and actions suggest being sincerely sorry. If either words or actions do not, students should cross out the insincere part and write new words or actions that do. When the groups have finished, discuss their responses in the larger group.

- ▶ **25.3 MATERIALS** — **Apologizing Situation Cards**; copies of the **When and to Whom?** worksheet

Ask students to form groups of three or four. Give each group four situation cards and a copy of the *When and to Whom?* worksheet. Instruct the students to read their situation cards and decide and record when and to whom they would apologize. Ask the groups to come up with one situation on their own in which an apology would be important.

Ask each group to plan a role play using one or two situations of their choice (either from the situation cards or one they devised). When the groups have completed their planning, have them perform their role plays. Provide feedback regarding students' performance of skill steps.

Generalization

- ▶ **25.4 MATERIALS** — **Apologizing Situation Cards**; paper and pencils; index cards

Ask each student to think of a situation in which it would be difficult to give an apology. Ask these students to write or draw the specific situation on a piece of paper. If students cannot think of a real-life situation, have them draw a situation card.

Have students form groups of three and select a main actor, coactor, and observer. Instruct the main actor to choose one of the group members to become the coactor and then role-play each student's situation, following the skill steps. The other group member becomes the observer and provides feedback to the main actor. Have the groups switch roles until all members of the group have had the opportunity to role-play the skill.

Distribute the blank index cards and instruct students to write the skill steps on the card. Ask students to try out the skill in real life, using the cards to help them remember the steps. Ask students to report back to you when they have used the skill in real life.

Schoolwide Application

- ▶ **25.5 MATERIALS** — Copies of the **Apologizing in Our School** worksheet

Have the students form groups of three or four and give each group an Apologizing in Our School worksheet. Instruct students to read the situation in each school area and decide how they might apologize. Allow the groups to select one situation and plan a role play to illustrate it. Have the small groups conduct the role plays for the larger group. Provide groups with appropriate feedback on skill performance.

School-Home Communication

- ▶ **25.6 MATERIALS** — Copies of the **Apologizing at Home Journal** page

Give each student a copy of the journal page. Instruct students to write about (or draw) a situation at home or in the neighborhood when they might need to apologize. Encourage students to follow through with their plans and write about the outcome on the journal page.

Skill Sequence

Accepting Consequences (Skill 42) includes the option to apologize.

Skill 25: Apologizing

- 1. Decide if you need to apologize.**
- 2. Think about your choices:**
 - a. Say it out loud to the person.**
 - b. Write the person a note.**
- 3. Choose a good time and place.**
- 4. Carry out your best choice in a sincere way.**

Person who makes the mistake	Person who receives the apology

<p>1. I broke my friend's toy.</p> <p>SKILL 25: APOLOGIZING</p>	<p>2. I was walking around the corner and accidentally bumped into someone.</p> <p>SKILL 25: APOLOGIZING</p>
<p>3. I walked past someone's desk and accidentally knocked the person's papers off.</p> <p>SKILL 25: APOLOGIZING</p>	<p>4. I was angry and called someone a name.</p> <p>SKILL 25: APOLOGIZING</p>
<p>5. I borrowed my brother's shirt and got a stain on it.</p> <p>SKILL 25: APOLOGIZING</p>	<p>6. I am late to class.</p> <p>SKILL 25: APOLOGIZING</p>
<p>7. I was in a hurry and took my sister's notebook instead of mine.</p> <p>SKILL 25: APOLOGIZING</p>	<p>8. I borrowed a friend's book, and now I can't find it.</p> <p>SKILL 25: APOLOGIZING</p>
<p>9. I was thinking of something else and didn't listen to the teacher's directions.</p> <p>SKILL 25: APOLOGIZING</p>	<p>10. I needed a pencil, and I took a friend's without asking.</p> <p>SKILL 25: APOLOGIZING</p>
<p>11. I overslept and I'm late to baby-sit.</p> <p>SKILL 25: APOLOGIZING</p>	<p>12. I spilled soda pop on the rug.</p> <p>SKILL 25: APOLOGIZING</p>

Students _____ Date _____

1. Josie said she was sorry for breaking her mother's dish. She picked up the pieces and asked if she could glue it back together. Words Actions

Would you change anything? If so, what?

2. Matt said something hurtful to his friend. He said he was sorry and didn't mean it. Then he said mean things about his friend to someone else.

Words Actions

Would you change anything? If so, what?

3. I borrowed a friend's library book, and now I can't find it. I told my friend I was sorry, but that because he checked out the book, it was his problem.

Words Actions

Would you change anything? If so, what?

4. I overslept and was late to school, so I told my teacher I was sorry. That night, I made sure my alarm clock was set so I would wake up on time.

Words Actions

Would you change anything? If so, what?

<p>1. I broke my friend's toy.</p> <p>SKILL 25: APOLOGIZING</p>	<p>2. I was walking around the corner and accidentally bumped into someone.</p> <p>SKILL 25: APOLOGIZING</p>
<p>3. I walked past someone's desk and accidentally knocked the person's papers off.</p> <p>SKILL 25: APOLOGIZING</p>	<p>4. I was angry and called someone a name.</p> <p>SKILL 25: APOLOGIZING</p>
<p>5. I borrowed my brother's shirt and got a stain on it.</p> <p>SKILL 25: APOLOGIZING</p>	<p>6. I am late to class.</p> <p>SKILL 25: APOLOGIZING</p>
<p>7. I was in a hurry and took my sister's notebook instead of mine.</p> <p>SKILL 25: APOLOGIZING</p>	<p>8. I borrowed a friend's book, and now I can't find it.</p> <p>SKILL 25: APOLOGIZING</p>
<p>9. I was thinking of something else and didn't listen to the teacher's directions.</p> <p>SKILL 25: APOLOGIZING</p>	<p>10. I needed a pencil, and I took a friend's without asking.</p> <p>SKILL 25: APOLOGIZING</p>
<p>11. I overslept and I'm late to baby-sit.</p> <p>SKILL 25: APOLOGIZING</p>	<p>12. I spilled soda pop on the rug.</p> <p>SKILL 25: APOLOGIZING</p>

Students _____ Date _____

Situation	When?	To whom?
1.		
2.		
3.		
4.		
Write your own situation		

Students _____ Date _____

Hallway

I accidentally bumped into someone, and the person dropped her books.

Main door

I accidentally let the door close behind me, and the door hit someone.

Bus

I was afraid I would miss the bus. I was in a hurry and tripped, toppling into someone.

Cafeteria

I accidentally dropped my tray, and my food got on a classmate's clothes.

Office

My teacher asked me to take a note to the office, but I lost it on the way.

Playground

I borrowed the class basketball and forgot to bring it back after recess.

Student _____ Date _____

Apologizing

SKILL 25

Before using the skill

What was my mistake?

Why should I apologize?

What steps will I follow?

- 1. Decide if I need to apologize.
- 2. Think about my choices.
- 3. Choose a good time and place.
- 4. Carry out my best choice in a sincere way.

**After using the skill**Did I follow the skill steps? Yes No

What did the other person do?

SKILL 54

Accepting No

Elementary students are often told they can't do something. Activities for this skill assist students in understanding reasons for being told no and provide skill practice.

Objective

To accept being told no without becoming upset or angry

Skill Steps

1. Decide why you were told no.
2. Think about your choices:
 - a. Do something else.
 - b. Say how you feel in a friendly way.
 - c. Write about how you feel.
3. Act out your best choice.

*Before conducting the activities, be sure students are able to see the **Accepting No** skill poster. As you do the activities, refer to the steps on the poster as needed.*

Refining Skill Use

- **54.1 MATERIALS** — **Accepting No Situation Cards**; copies of the **Reasons Why Not** worksheet

Discuss with the entire group the idea that sometimes we are given a reason that we are being told no but other times we aren't. When we are given a reason, sometimes it makes it easier to accept being told no, but at other times, if we don't agree with the reason, we can get into an argument. Let students know that arguing about the reason for being told no is frustrating for adults but that students sometimes keep arguing because

sometimes the adult gives in. Ask students whether this has happened to them and briefly discuss their answers.

Have students form groups of three or four, and give each group four situation cards and a worksheet. Ask students if a reason for being told no is given in the situation: If so, group members should decide if they think this is a good reason. If no reason is given, they should discuss the situation and think of possible reasons the person is being told no. When the groups have finished discussing the situations, have them report their decisions to the class.

- ▶ **54.2 MATERIALS** — Copies of the **How Intense Is the Feeling?** worksheet; crayons or markers; **Accepting No Situation Cards** (*optional*)

Have students form groups of three or four, then ask them to think of situations in which they are told no. These can be situations related to school, home, or neighborhood. (If students have difficulty thinking of situations, provide situation cards for them to use instead.)

Ask the groups to write or draw their situations in the first box on the worksheet and, in the second, decide how they feel in each situation. Then ask students to evaluate the intensity of the feeling by coloring in a thermometer for each situation. When the groups have finished, encourage them to share their situations and related feelings, focusing on the intensity of the feeling in each situation.

Generalization

- ▶ **54.3 MATERIALS** — **Accepting No Cards**; an Accepting No Box (any box from which students can withdraw cards)

Put a number of Accepting No Cards in the Accepting No Box, and let your students know that, throughout the day, when they use the skill they may draw a card from the box. Each card lists a privilege. When a student draws a card, let him or her know when the card may be redeemed for the privilege shown. (Several cards are provided, along with blank cards for you to add your own privileges.)

- ▶ **54.4 MATERIALS** — **Accepting No Situation Cards**

When there is unplanned time during the day, ask for volunteers to select a situation card and role-play the skill within the context described. Provide feedback as appropriate. The more practice students have in performing these skill steps, the more likely they will actually be able to perform the skill when they need it.

Schoolwide Application

- ▶ **54.5 MATERIALS** — Bulletin board; construction paper in various colors; markers

Create a bulletin board featuring several construction-paper ice cream cones and, from the various colors of construction paper, several scoops of ice cream to put atop the cones. When a student reports using the skill of Accepting No in other classes, the hallways, cafeteria, library, or other areas of the school, write the student's name, the date, and the area of the building on a paper scoop of ice cream. Place the scoop on top of the ice cream cone on the bulletin board. When all the cones have several scoops of ice cream (you predetermine the number), serve real ice cream cones to the entire class.

School-Home Communication

- ▶ **54.6 MATERIALS** — **Accepting No School-Home Note**

As a large group, discuss situations in which students are told no at home. Ask them to practice the skill at home, writing or drawing the situations in which they use it. Ask students to return the note to school when they have used the skill. Explain that, although a parent's signature is desirable, you will accept the note without one.

Skill Sequence

Helpful skill sequences include Asking a Favor (Skill 19) and Accepting No; and Asking Permission (Skill 37) and Accepting No.

Skill 54: Accepting No

- 1. Decide why you were told no.**
- 2. Think about your choices:**
 - a. Do something else.**
 - b. Say how you feel in a friendly way.**
 - c. Write about how you feel.**
- 3. Act out your best choice.**

1. I want to go to a learning center, but the teacher says it isn't my turn.

SKILL 54: ACCEPTING NO

2. I want to stay up to watch a movie, but my mom says no.

SKILL 54: ACCEPTING NO

3. I want to use the basketball at recess, but the teacher says no.

SKILL 54: ACCEPTING NO

4. A friend promised to invite me over, but now he says I can't come.

SKILL 54: ACCEPTING NO

5. I didn't finish my work, but I ask to go out to recess anyway. The teacher says no.

SKILL 54: ACCEPTING NO

6. I ask to use the markers, but my teacher says no.

SKILL 54: ACCEPTING NO

7. I ask to work with a friend to do my assignment, but my teacher says I can't.

SKILL 54: ACCEPTING NO

8. I want a friend to spend the night at my house, but my parent says no.

SKILL 54: ACCEPTING NO

9. I ask a friend to play together at recess, but he says no. He's playing with other friends.

SKILL 54: ACCEPTING NO

10. I ask my brother if I can borrow a video to watch, and he says no.

SKILL 54: ACCEPTING NO

11. I want to stay in for recess, but my teacher says no.

SKILL 54: ACCEPTING NO

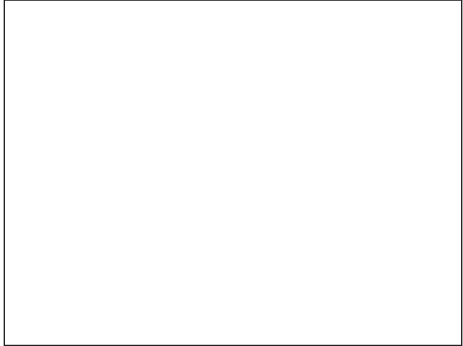
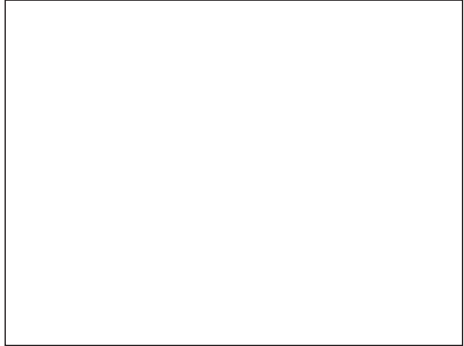
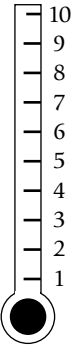
12. I want some money to buy a book at the school book fair, but my dad says no.

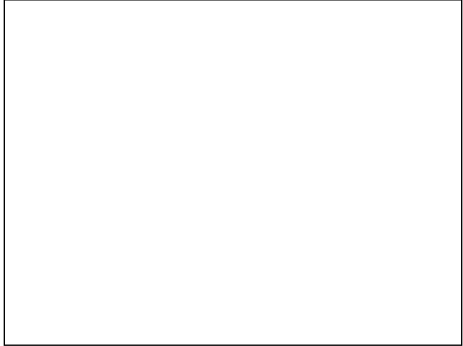
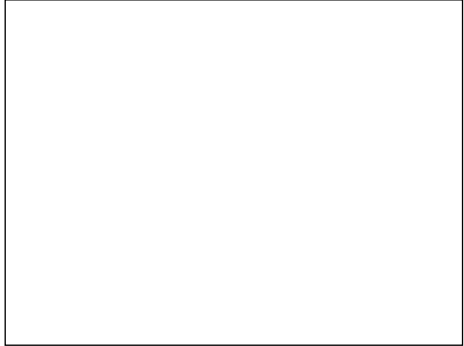
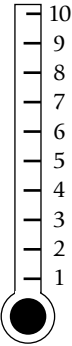
SKILL 54: ACCEPTING NO

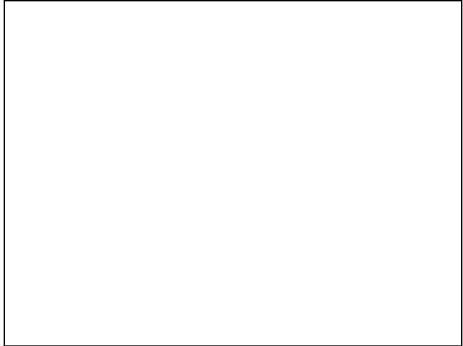
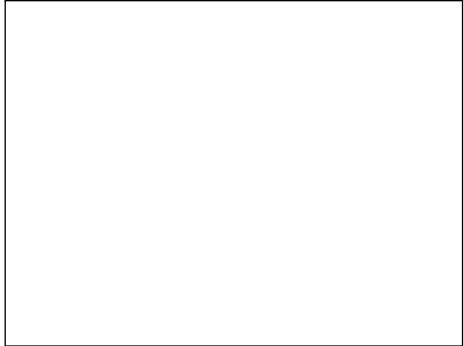
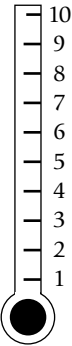
Students _____ Date _____

	Reason(s)	Is this a good reason?
Situation Card 1	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 2	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 3	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Situation Card 4	_____ _____ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

How Intense Is the Feeling?

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

Situation	Feeling	Intensity
		

<p>Accepting No</p> <p>Two minutes of computer time</p>	<p>Accepting No</p> <p>Two minutes early to lunch</p>
<p>Accepting No</p> <p>Do an assignment at the teacher's desk.</p>	<p>Accepting No</p> <p>First in line for recess</p>
<p>Accepting No</p> <p>An extra visit to the library</p>	<p>Accepting No</p> <p>Skip two math problems.</p>
<p>Accepting No</p> <p>Choice of equipment for recess</p>	<p>Accepting No</p> <p>Five minutes to read in the beanbag chair.</p>
<p>Accepting No</p> <p>_____</p>	<p>Accepting No</p> <p>_____</p>
<p>Accepting No</p> <p>_____</p>	<p>Accepting No</p> <p>_____</p>

Student _____ Date _____

Your child's class has been working on the Skill of Accepting No. This skill has three steps.

<p>Accepting No</p> <ol style="list-style-type: none"> 1. Decide why you were told no. 2. Think about your choices: <ol style="list-style-type: none"> a. Do something else. b. Say how you feel in a friendly way. c. Write about how you feel. 3. Act out your best choice. <p style="text-align: center; font-size: small;">SKILL 54</p>

Please help your child learn this skill by . . .

- ◆ Recognizing and responding positively when your child uses this skill. Say, "Good work" and "Keep on trying."
- ◆ Asking questions about when and with whom your child can use this skill.
- ◆ Reminding your child to use this skill when you think the skill could be helpful.
- ◆ Signing and returning this School-Home Note by _____ with any comments or questions you might have. Thank you!

Teacher signature

Parent/guardian signature

Comments
