



Reading the Room / Situation

Students look for clues in a place — how loud it is, what people are doing, what is happening — and change their own behaviour to match.

EVERYTHING IN THIS PACK

1	Lesson 1 Lesson Plan (PDF) · The same lesson, ready to read on a phone or tablet	one copy	3p
2	Three Clues Chart · Wall poster plus the student sheet for the three clue questions	one for the wall	2p
3	Do / Not Yet Poster · Pausing in the doorway beside walking straight in — photo poster	one for the wall	1p
4	TALK NOW / WAIT Signs · Full-page pair plus a cut-apart set for each student	one for the wall	3p
5	Situation Cards · 12 cards with the answer printed small at the bottom	one set per student	2p



Created and directed by Rabbi Shmeil Twersky, MEd

Printing. This is one file, so it prints in one go. The pages marked “one set per student” are the ones to run multiple copies of — either set the copies for those page numbers in the print box, or print this once and photocopy them. **The lesson plan is also available as a Word file** on the site if you want to change the wording before you teach it.

Lesson 1 — Reading the Room / Situation

Subject 1 — Reading the Room / Situation

Objective: Students will look for clues in a place before they act — how loud it is, what people are doing, and what is happening — and change their own behaviour to match the situation.

Duration: 45 minutes

Materials:

- Photo posters of three different settings (quiet room, lunchroom, classroom during work time)
- “Three Clues” wall chart
- Situation cards (one per student)
- Three Clues student sheet (one per student)
- Green and red response cards
- Whiteboard and markers

LESSON SEQUENCE

Phase	What Happens
Warm-Up / Hook <i>5 min</i>	Walk into the room acting completely wrong for the setting — talk very loudly, sit on a desk, start clapping. Stop and ask: “What did I do wrong just now? How did you know it was wrong? Nobody told me.” Write their answers on the board. Point out that they read the room without anyone explaining it. Tell them that today they are learning how to do that on purpose.
Direct Instruction / Modelling <i>10 min</i>	Put up the Three Clues chart and teach each clue: Clue 1 — How loud is this place? Is it a quiet place, a talking place, or a loud place? Clue 2 — What are people doing with their bodies? Sitting still? Moving around? Working? Eating? Clue 3 — What is happening here? Is it work time, break time, waiting time, or a serious time? Model with the first photo poster. Think out loud: “I see everyone sitting. It is very quiet. People are writing. So this is work time. I should walk in quietly and go to my seat.” Model a second photo the same way, out loud, so the students hear the whole thinking process.
Guided Practice <i>12 min</i>	Show one photo poster at a time. For each one the group answers the three clue questions together. Then ask two follow-up questions every time: “Name one thing you would do here,” and “Name one thing you would not do here.” Call on quieter students for the follow-up questions so everyone gets a turn.



Phase	What Happens
	If a student gives a wrong answer, do not correct it flatly. Ask, "Which clue made you think that?" and work it through with them.
Independent Practice 12 min	Give each student one situation card and a Three Clues sheet. They read or look at their card, fill in the three clues, and write or draw one thing they would do there. Circulate and prompt with the chart rather than giving answers. Students share their card and their answer with the group or with a partner.
Wrap-Up & Review 6 min	Point to the chart and have the group say the three clues together. Go around the room: each student names one real place they will be in later today and one thing the room will tell them. Set the goal for the week: stop at the door and read the room before walking in.

GAMES

Freeze and Read the Room

Call out a setting — "lunchroom," "quiet room," "gym," "waiting for the bus." Students move and act the way they would in that place. Call "freeze," tap one student, and they explain which clue told them how to act.

Right Place, Wrong Place

Read a behaviour and a place together — "Shouting to your friend ... in the lunchroom," "Shouting to your friend ... in a quiet room." Students hold up green or red. Ask one student each round to say why.

Room Detective

Walk the group to three real places in the building. At each one they stand quietly for thirty seconds, read the room, and report the three clues when you get back to class.

WHAT THE TEACHER CAN SAY

- "Stop at the door and look before you go in."
- "What is everyone else doing right now?"
- "Is this a quiet place or a talking place?"
- "What clue are you using?"
- "You read the room — nice work."

WHAT TO LOOK FOR

- Student pauses and looks around before entering or speaking
- Student changes voice volume to match the place
- Student can name at least one clue when asked
- Student notices when the situation changes mid-activity



SUPPORTS AND ADAPTATIONS

- Give the Three Clues card as a small pocket card the student can carry
- Use photos instead of written situation cards for non-readers
- Pre-teach the words quiet, serious, break time before the lesson
- For students who freeze, give a choice of two answers instead of an open question
- Practise in one real setting daily until it becomes routine



Three Clues

Read the room before you act

1

How loud is this place?

Quiet place, talking place, or loud place?
Match your voice to the room.

2

What are people doing with their bodies?

Sitting still? Moving around? Working? Eating?
Do what everybody else is doing.

3

What is happening here?

Work time, break time, waiting time, or a serious time?
Then decide what fits.

Stop at the door. Look. Then walk in.



Three Clues

Name _____ Date _____

Where am I? _____

1 How loud is this place?

2 What are people doing with their bodies?

3 What is happening here?

One thing I **WOULD** do here:

One thing I would **NOT** do here:



Reading the Room First

Which one looked before he spoke?

✓ **GOOD**



- ✓ Stopped in the doorway
- ✓ Looked at what was happening
- ✓ Saw that everyone was working
- ✓ Decided to wait

✗ **NOT YET**



- ✗ Walked straight in talking
- ✗ Did not look first
- ✗ Everyone else is working
- ✗ The room was not ready for him

Remember:

Look first. Then decide: talk now, or wait.

TALK NOW

The person is ready to listen

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WAIT

The person is busy right now



Student Answer Cards — cut along the line

TALK NOW

WAIT

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Situation Cards — Talk Now or Wait?

Show one card at a time. Students hold up their TALK NOW or WAIT card.

CARD 1

He is reading a book.

Answer: WAIT

CARD 2

Two people are talking together.

Answer: WAIT

CARD 3

He is looking right at you and smiling.

Answer: TALK NOW

CARD 4

He is cleaning up the room.

Answer: WAIT

CARD 5

He is sitting quietly by himself, not busy.

Answer: TALK NOW

CARD 6

The teacher is teaching the class.

Answer: WAIT

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Situation Cards — Talk Now or Wait?

Show one card at a time. Students hold up their TALK NOW or WAIT card.

CARD 7

**He just finished
his work and
looked up.**

Answer: TALK NOW

CARD 8

**He looks upset
and is sitting
alone.**

Answer: WAIT

CARD 9

**He is walking
toward you and
waving.**

Answer: TALK NOW

CARD 10

**He is on the
phone.**

Answer: WAIT

CARD 11

**He is putting his
coat on to leave.**

Answer: WAIT

CARD 12

**He asked you a
question and is
waiting.**

Answer: TALK NOW

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