



Social Initiations

Students start a conversation or join a group using three steps — watch, wait, walk over and say something.

EVERYTHING IN THIS PACK

1	Lesson 3 Lesson Plan (PDF) · The same lesson, ready to read on a phone or tablet	one copy	2p
2	Watch · Wait · Walk Over · The three steps and the four openers, on one poster	one copy	1p
3	Opener Cards · 12 openers to cut apart — one set per student to keep in his pocket	one set per student	2p



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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 3 — Social Initiations

Subject 3 — Social Initiations

Objective: Students will start a conversation or join a group using three steps — watch, wait, walk over and say something — at a moment that works for the other person.

Duration: 45 minutes

Materials:

- “Watch – Wait – Walk Over” wall poster
- Opener cards (greeting, comment, question, offer)
- Role-play situation cards
- Opener Bingo boards
- Timer

LESSON SEQUENCE

Phase	What Happens
Warm-Up / Hook 5 min	Set up three students doing an activity at the front. Walk straight into the middle of it and start talking about something unrelated. Ask the group what went wrong. Then do it again correctly — stand nearby, wait for a pause, then say something about what they are doing. Ask which one felt better and why.
Direct Instruction / Modelling 10 min	Teach the three steps from the poster: Watch — What are they doing? Are they busy, talking, working, or free? Wait — Wait for a break. Do not cut into the middle of a sentence or a game. Walk over and say something — walk close enough to be heard, face the person, and use an opener. Teach the four openers and model each one: a greeting with the person's name, a comment about what is happening, a question, or an offer to help or join. Model one wrong version on purpose — talking from across the room, or interrupting — and have the students coach you.
Guided Practice 12 min	Set up small scenes: two students playing a game, a staff member working at a desk, a group talking. One student at a time practises the three steps. The rest of the group scores each step — did he watch, did he wait, did he say something that fit? Rotate so every student has at least one turn.
Independent Practice 12 min	Give each student a role-play card and a partner. They run the initiation both ways. Then send each student to do one real initiation — with a staff member in the hallway, or with a classmate at the other table.



Phase	What Happens
	They report back what they said and what happened.
Wrap-Up & Review <i>6 min</i>	Say the three steps together as a group. Each student names one opener he will use today and one person he will use it with. Set the goal: start one conversation today that you would normally not start.

GAMES

Join the Group

Three students start an activity. One student practises joining using the three steps. The group holds up one, two, or three fingers for how many steps he did well.

Opener Bingo

Each student has a board of openers. During free time or a break, they mark off each opener they actually use with a real person. First to complete a row shares what worked.

Two Minutes, New Person

Students rotate partners every two minutes. Each new pairing must begin with a required opener that you call out — greeting round, question round, comment round.

WHAT THE TEACHER CAN SAY

- “Watch first. What is he doing right now?”
- “Is this a good moment, or should you wait?”
- “Walk closer so he can hear you.”
- “What could you say about what he is doing?”
- “You waited for the right moment — that is exactly it.”

WHAT TO LOOK FOR

- Student observes before approaching instead of walking straight in
- Student waits for a natural break rather than interrupting
- Student moves close enough and faces the person
- Student uses an opener that fits what is happening
- Student tries again appropriately if the first attempt does not work

SUPPORTS AND ADAPTATIONS

- Give a pocket card with the three steps and two openers written out word for word
- Let anxious students start with staff before starting with peers
- Practise with a scripted opener first, then fade the script
- Set a daily target of one initiation and build up slowly
- Prepare the student for a no — teach that sometimes the answer is not now, and that is not a failure



Watch · Wait · Walk Over

Three steps to start a conversation

1

WATCH

What is he doing right now?
Is he busy, talking, working, or free?

2

WAIT

Wait for a break.
Do not cut into the middle of a sentence or a game.

3

WALK OVER AND SAY SOMETHING

Walk close enough to be heard. Face him.
Then use one of the four openers below.

Four openers

Greeting

"Hi Yossi."

Comment

"That looks like a good game."

Question

"What are you building?"

Offer

"Can I help you with that?"



Opener Cards

Cut apart. One set per student to keep in his pocket

“Hi Yossi.”

Greeting — use his name

“Good morning.”

Greeting — works with staff too

“That looks like fun.”

Comment — about what he is doing

“Nice job on that.”

Comment — something you noticed

**“What are you
building?”**

Question — about what is in front of
him

“Who is winning?”

Question — fits a game



Opener Cards

Cut apart. One set per student to keep in his pocket

“Can I play too?”

Offer — asking to join

“Do you need help?”

Offer — offering to help

“Can I sit here?”

Offer — joining a table

**“What did you do on
Sunday?”**

Question — starting fresh

“I like your bag.”

Comment — keep it simple and true

**“Excuse me, can I ask
you something?”**

Greeting — for a busy adult

