



Giving Others a Turn

Five lessons on everything that carries a conversation before anyone speaks.

EVERYTHING IN THIS PACK

1	Lesson 7 Lesson Plan (PDF) · The same lesson, ready to read on a phone or tablet	one copy	3p
2	Turn Tokens · 72 cut-apart tokens — three per boy, spend one each time you speak	one set per student	3p
3	Do / Not Yet Poster · Letting him finish beside talking over him — photo poster	one for the wall	1p
4	Turn-Taking Cards · 6 cue cards for conversation practice	one set per student	1p



Created and directed by Rabbi Shmeil Twersky, MSED

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 7 — Giving Others a Turn

Subject 4 — Non-Verbal Communication: Giving Others a Turn

Objective: Students will notice when someone else wants a turn, stop and hand the turn over, and keep their own turns to a fair length.

Duration: 45 minutes

Materials:

- Talking ball or soft object to pass
- “Signs Someone Wants a Turn” wall poster
- Turn tokens (three per student)
- Turn tracker sheet
- Timer
- Discussion topic cards

LESSON SEQUENCE

Phase	What Happens
Warm-Up / Hook <i>5 min</i>	Start telling the group a story and do not stop. Talk straight through for a full minute, ignoring every attempt to speak. Stop and ask how that felt and what they tried to do to get a turn. Write their answers on the board — those are the signals they will learn to read today.
Direct Instruction / Modelling <i>10 min</i>	Teach the picture: a conversation is a ball. One person holds it, then passes it. Nobody keeps it the whole time. Teach the signs that someone wants a turn, from the poster: leaning forward, opening the mouth, lifting a hand, saying “um” or the person's name, taking a breath in. Teach the two jobs: pass the ball when you have said your piece, and invite someone who has not spoken — “What do you think?” Teach turn length: about two or three sentences, then check the other person's face and pass. Model a conversation where you hog the ball, then the same conversation done properly.
Guided Practice <i>12 min</i>	Whole group conversation with the talking ball on a topic card. Only the person holding the ball speaks. After a few minutes, remove the ball and run the same rules invisibly. Count turns on the board. Point out live when someone is showing a want-a-turn signal and ask the speaker to notice it.
Independent Practice	Groups of three or four with a topic card and a turn tracker sheet. One



Phase	What Happens
12 min	student in each group tallies turns. Run for five minutes, then look at the tally together — who spoke most, who spoke least, and what the group can do about it. Run a second round and try to even the tally out.
Wrap-Up & Review 6 min	Review the signs that someone wants a turn. Each student names one person he will invite into a conversation today. Set the goal: say your piece, then pass the ball.

GAMES

Talking Ball

Only the student holding the ball may speak. He must pass it within three sentences. The pass has to go to somebody who has not had a turn yet.

Two Sentences Then Pass

Build a group story. Each student adds exactly two sentences and then hands off. Anyone going over two sentences restarts the round.

Turn Tokens

Each student gets three tokens and spends one per turn. When the tokens are gone, he listens. Students who still have tokens at the end get invited in by name.

WHAT THE TEACHER CAN SAY

- “Somebody else wants a turn — who is it?”
- “You have said your piece. Pass it on.”
- “Ask him what he thinks.”
- “Look around — who has not spoken yet?”
- “That was a good pass. You noticed he was waiting.”

WHAT TO LOOK FOR

- Student stops talking after a reasonable turn without being told
- Student notices a want-a-turn signal from someone else
- Student invites a quiet person into the conversation
- Student waits for a turn instead of talking over someone
- Student stays in the conversation while listening rather than switching off

SUPPORTS AND ADAPTATIONS

- Keep the physical talking ball for students who need the concrete cue
- Use turn tokens for students who dominate and a guaranteed turn for students who never speak
- Give a private hand signal that means wrap it up

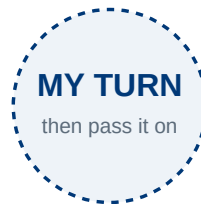
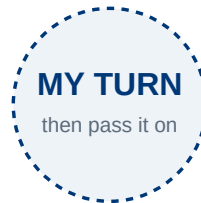


- Start with groups of three before moving to the whole class
- For students who go silent, prepare their topic in advance so they have something ready



Turn Tokens

Three per student. Spend one token each time you speak





MY TURN
then pass it on

MY TURN
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Giving the Other Person a Turn

Which one is letting him finish?

✓ GOOD



- ✓ Listening while he talks
- ✓ Hands still in his lap
- ✓ Waiting for a gap
- ✓ His turn is coming

✗ NOT YET



- ✗ Leaning in to cut across
- ✗ Hand up to interrupt
- ✗ Talking over him
- ✗ Nobody is being heard

Remember:

Let him finish. Then it is your turn.

Social Skills Program • Social Skills Unit • Week 4 • Giving Others a Turn



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Turn-Taking Cards — My Turn, Your Turn

Use during conversation practice. Read a cue, then the action.

IF YOU NOTICE...

SOMEONE RAISED A HAND

They want a turn. Finish your sentence, then stop.

"My turn, your turn."

IF YOU NOTICE...

SOMEONE LEANED FORWARD

That means they have something to say.

"My turn, your turn."

IF YOU NOTICE...

SOMEONE OPENED THEIR MOUTH

They were about to speak. Let them go.

"My turn, your turn."

IF YOU NOTICE...

SOMEONE LOOKED AT YOU

They may be waiting for a turn.

"My turn, your turn."

IF YOU NOTICE...

YOU HAVE BEEN TALKING A WHILE

Pause and ask: what do you think?

"My turn, your turn."

IF YOU NOTICE...

NOBODY ELSE HAS SPOKEN

Invite someone in by name.

"My turn, your turn."

Social Skills Program • Week 4: Giving Others a Turn • 6 cards

