

How To Apologize Project 25

Social-Emotional Skills Projects Module

Grade Level Range: Middle School - Adult

To the Teacher:

Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. To develop proficiency, students must be given multiple opportunities to practice the skills in class and in real life. The purpose of this project is to facilitate the development of competency in the ability to effectively apologize in real-life situations. This project is best used as a follow-up learning experience after students have completed the How To Apologize Learning Experience. The more opportunities students have to use skills in real life, the better their chances of becoming proficient.

Procedures/Directions:

1. If you have not already done so or done so recently, discuss the importance of being able to apologize. See the How To Apologize Reading.
2. Review and model the different parts of “How To Apologize”. See the How To Apologize Skill Card.
3. Determine how often you want them to apologize before the end of the project. Since they may not have the opportunity to apologize immediately, it will take some students longer than others to complete the project. You may also consider having the project be for extra credit. Depending on how much time you have and your focus, you may require that students apologize once or twice throughout the term or make one required and give them the option of doing others for extra credit.
4. Have students complete the “Beginning of the Project Assessment.”
5. For every apology, have students complete the “How to Apologize Step 1 Questions”. Discuss the importance of thinking about and scripting what one will say beforehand.
6. If you are having them keep track of their goals throughout the year (highly recommended), have them complete the information on the My Goals Log. The My Goals Log allows them to look back and see what they have accomplished and what they need to do to be more successful.
7. Remind them they are not expected to be proficient at the beginning or even at the end of this project. The willingness and ability to effectively apologize may be difficult to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is to make progress and understand why they are effective and what they need to do to become more effective in the future.
8. Explain the grading procedures. Outlined below are different ways to assess and grade this project.

9. Review the *Stages in Learning a New Skill* outlined below.
10. For every apology, they need to complete the “How to Apologize Summary Questions”.
11. Every 1-2 weeks, using the “How to Apologize Summary Questions”, ask for volunteers who have apologized to share how effective they were and how it affected the relationship.
12. At the end of the project, have students bring all required work to class. Have them complete all of the assessments, place the documents in an identified order, and turn them in. See the Procedures for Grading outlined below.
13. At the end of the project and before they turn in their work, have a whole class discussion using the questions on the “How to Apologize Summary Questions”. For the “The End of the Project Progress Evaluation,” you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See the Nonverbal Self Disclosure Techniques.

For additional information on the process and steps in teaching social-emotional skills, see How To Teach SES in the [How To Teach Social-Emotional Skills Module](#)

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or No one does these things. My response was that, unfortunately, not enough people do talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is because they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

Grading Procedures For The How To Apologize Project

Possible Assessment & Grading Procedures

Students may be assessed on any or all of the following depending on the complexity of the project.

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of their answers on all written work (the “[How To Apologize Step 1 Questions](#)” and the “[How To Apologize Project Summary Questions](#)”). See the [Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge](#) below.
2. Self-evaluation of their progress at the end of the project. See the [How To Apologize Progress Evaluations](#).
3. Self-evaluation of their effort. See the [How To Apologize Effort Evaluation](#).
4. Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, a grade for self-evaluation, and your evaluation of their written work) provides more specific feedback for students and parents. If you are giving separate grades, you must determine the weight each one will have and let them know at the beginning of the project.

Possible Documents That Students Submit at the End of the Project:

1. [How To Apologize Progress Evaluations \(“The Beginning” and “The End of Project Assessments” and “The Progress Evaluation At the End of the Project Rubric”](#).
2. [“How To Apologize Step 1 Questions”](#)
3. [“How To Apologize Summary Questions”](#)
4. [How To Apologize Effort Evaluation](#)
5. The [“How To Apologize Project Grade Summary”](#)

Collecting All the Work at the End of the Project

As you are aware, collecting multiple papers for projects can be daunting and an organizational nightmare if you cannot review, assess, and grade student documents online. At the end of the project, have students bring all required work to class. It is easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the [Assessment Grade Summary](#). See the [Assessment Grade Summary](#) below. If you cannot review, assess, and grade student documents online, have them place all hard copies in the same order as listed on the [Assessment Grade Summary](#) with the [Assessment Grade Summary](#) on top. If you are collecting hard copies, providing them with a manila file folder may be helpful. See below for an example of a generic assessment grade summary.

Reporting Grades

Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-assessment of their written work, a grade of your assessment of their written work) provides more specific, detailed feedback for students and parents. If you are giving separate grades, you must determine the weight each one will have and let them know at the beginning of the project.

How To Apologize Project Step 1 Questions

Before answering these questions, review your How To Apologize Skill Card. It will be easier to apologize and increase your chances of success if you have thought about and scripted what you will say beforehand.

Situation # 1:

1. Do I need to ask someone if they are upset or angry with me? If so, who? If not, proceed to question # 3.
2. What will I say if I need to ask someone if they are upset or angry with me?
3. Who do I need to apologize to?
4. What did I say, do, or not do that requires an apology?
5. How am I feeling about what I said, did, or didn't do?
6. How will I invite them into the conversation? What will I say? (If you apologize for something that happened a while ago, you can tell them how you have felt about the situation since then. If they ask you why you are apologizing, or why you are apologizing now, it is okay to tell them you are doing this for a school assignment and are trying to learn how to apologize. You can tell them that you are genuinely sorry that you didn't apologize earlier.

7. Using an “I Statement”, what will I say to tell them how I feel about what I said, did, or didn’t do?
8. What will I specifically say about what I said, did, or didn’t do?
9. How will I apologize? What will I say when I apologize?
10. What will I say to let them know how I will be in the future?
11. What will I say to end the conversation on a positive note?

How To Apologize End of Project Summary Questions

1. What did I actually say?

2. How did the other person respond? What did they say and/or do? How do you think they felt?

3. Do I think they accepted my apology (why or why not)?

4. How did I feel afterward? How did I feel about the other person, their response, and the relationship?

5. Was I satisfied with the outcome? Why or why not?

6. How do I think my apology affected the strength of the relationship? Check the appropriate response.
_____ The Relationship Is Much Worse
_____ The Relationship is Worse
_____ There is No Change in the Relationship
_____ The Relationship is Somewhat Stronger
_____ The Relationship is Much Stronger

How To Apologize Beginning & End of Project Likert Scales

1. How willing am I to apologize?

1-----2-----3-----4-----5
Not Willing Somewhat Willing Very Willing

2. How effective am I at apologizing?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

End of the Project Progress Assessment

1. How willing am I to apologize now?

1-----2-----3-----4-----5
Not Willing Somewhat Willing Very Willing

2. How effective am I at apologizing now?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

How To Apologize Progress Evaluation

Look at how effective you were at the beginning and end of the project using the *Beginning and End of Project Likert Scales*. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills may be challenging to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in being willing and able to apologize. I successfully used all of the necessary parts of the apology process.

80 – 89 = Proficient: At Standard. I have made good progress in being willing and able to apologize. I successfully used most of the necessary parts of the apology process.

70 – 79 = Needs Improvement. I made some progress in being willing and able to apologize successfully, but there are parts of the how-to-apologize process that I need to work on.

60-69 = Needs Significant Improvement. I made little progress in being willing and able to use the apology process successfully. If I need to apologize in the future, I will not be very effective.

50 = Not Acceptable. I didn't try to apologize or use the different parts of the apology process.

40= I never apologized or didn't turn the project in.

Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

How To Apologize Project Effort Rubric

Using the criteria below, give yourself a grade for the effort you put into this project.

90 – 100 = Advanced: Above and Beyond. I gave my **best effort** throughout this project and apologized whenever I had the opportunity and when it was appropriate.

80 – 89 = Proficient: At Standard. My effort was **good**, but it was not my best effort. I apologized in most but not all situations when I had the opportunity and when it was appropriate.

70 – 79 = Needs Improvement. This was **not a good** effort for me. There were more than a few opportunities when I could have apologized but didn't.

60-69 = Needs Significant Improvement. This was a **poor** effort for me. There were multiple opportunities when I could have apologized and didn't.

50 = Not Acceptable. I didn't try to apologize when I had the chance.

40 = I never apologized or didn't turn the project in.

Based on my effort to become more proficient using these skills, I believe I deserve the following grade:

Explain why you believe you deserve this grade.

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

How To Apologize Project Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the How To Apologize Step 1 Questions.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

My Self-Evaluation of My Progress

_____ My Self-Evaluation Grade For My Progress

My Self-Evaluation of My Effort

_____ My Self-Evaluation Grade For My Effort

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the How To Apologize Step 1 Questions.

_____ Teacher Evaluation Grade For The Completeness & Depth of My Answers on the End of Project Summary Questions.

(My signature indicates all the self-evaluation information is
a complete, accurate, and an honest assessment!)