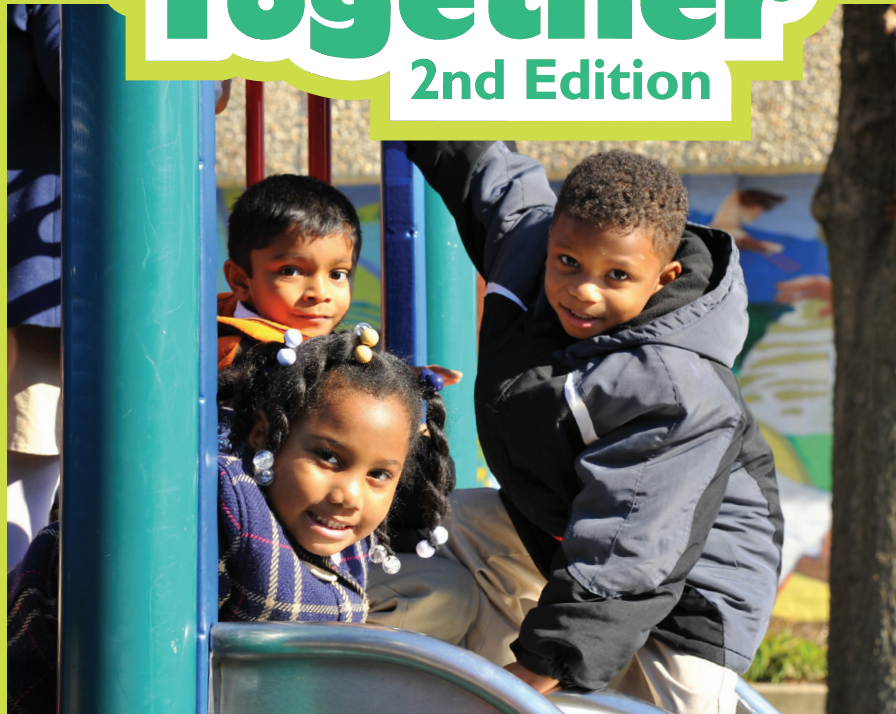


Getting Along Together

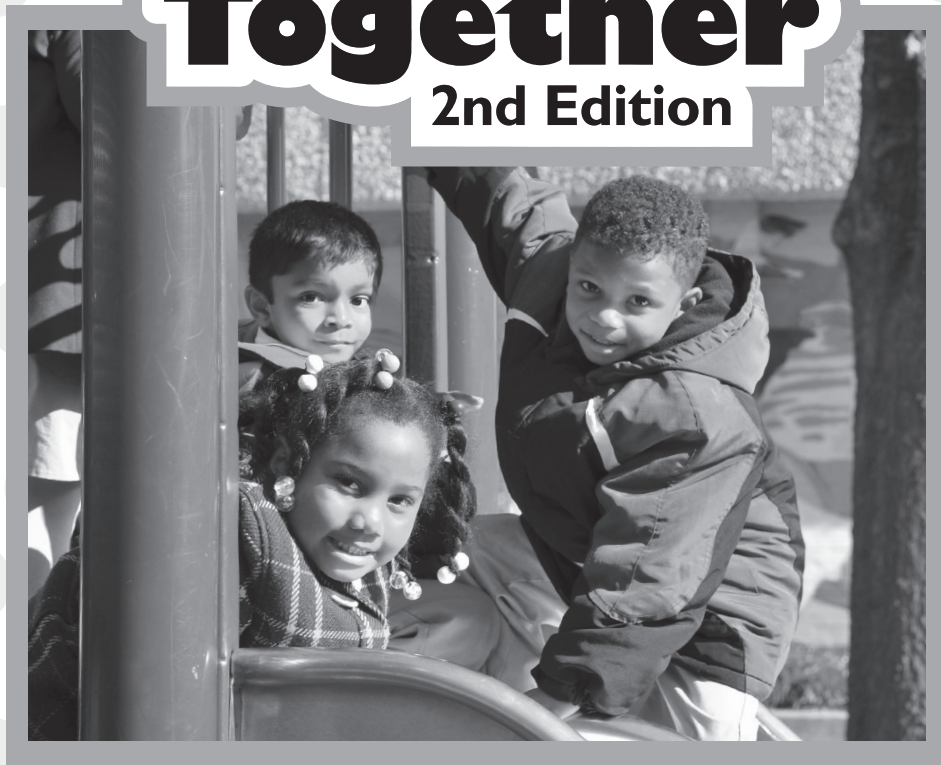
2nd Edition



Grade 2 Teacher's Manual

Getting Along Together

2nd Edition



Grade 2 Teacher's Manual

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

Getting Along Together 2nd Edition Grade 2 Teacher's Manual

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The Success for All Foundation grants permission to reproduce the blackline masters of this teacher's manual on an as-needed basis for classroom use.



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Grade 2: Getting Along Together

Teacher Program

Prep Guidelines

Checklist of SFAF-provided GAT materials per classroom:

GAT 2nd Edition Start-Up Kit	Grade-Specific Teacher Kit
<input type="checkbox"/> <i>Getting Along Together 2nd Edition Teacher's Guide</i> <input type="checkbox"/> Brain Game Cards - G1–3 <input type="checkbox"/> Taking Turns Bag <input type="checkbox"/> Craft sticks <input type="checkbox"/> Plastic chips <input type="checkbox"/> GAT paper puppets <input type="checkbox"/> Super/great/good team stickers (22 pack) <input type="checkbox"/> GAT Poster Set Stop and Stay Cool Steps The Feelings Thermometer Train Your Brain! poster Active Listening poster Team Success! poster Team Tally poster Hurdles poster <input type="checkbox"/> Peace Path poster <input type="checkbox"/> The Feelings Tree poster <input type="checkbox"/> Cool Kid certificates (75 pack) <input type="checkbox"/> Summer Plan card (30 pack) <input type="checkbox"/> Chilly puppet	<input type="checkbox"/> <i>Getting Along Together 2nd Edition Teacher's Manual</i> for grade 2 <input type="checkbox"/> Getting Along Together 2nd Edition DVD <input type="checkbox"/> GAT2 Teacher/Team/Student blackline masters for grade 2 Note: These are also available on the SFAF Online Resources. <input type="checkbox"/> Grade 2 Think-It-Through sheets (30 pack) <input type="checkbox"/> GAT2 Grade 2 Trade Books <i>Swimmy</i> <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> <i>Jamaica and Brianna</i> <i>Chester's Way</i> <i>The Sandwich Swap</i> <i>Jamaica's Blue Marker</i> <i>The Magic Porridge Pot</i> <i>Chrysanthemum</i> <i>When I Care about Others</i>

Classroom Set-up Prior to Unit 1

1. Divide the students into teams of four. Use techniques described in the *Getting Along Together 2nd Edition Teacher's Guide* to organize your teams in preparation for unit 1, lesson 1. Arrange desks/tables to accommodate team set-up. Determine partners on each team.
2. Prepare a Getting Along Together bulletin board:
 - Create permanent headings for the Cooperative Challenge, the Cool Kid, the Brain Game, the Big Q, and the Class Council goal; be prepared to post the appropriate information under each heading.
 - Post the Team Tally and Team Success! posters.
3. Keep craft sticks on hand for all GAT lessons:
 - 1 per team as the talking stick
 - 1 for each student in the class (Write each student's name on a stick, and then place those sticks in a permanent container. You will randomly draw the Cool Kid's name from this container.)
 - 1 for each GAT puppet card (Attach a craft stick to the back of each GAT puppet card as a handle, and then place one set of five puppets in a baggie for each team.)
 - additional craft sticks for other purposes
4. Have Cool Kid certificates ready to fill out and distribute.
5. Have colored chips on hand for team activities and Brain Games.
6. Chilly puppet: Designate a spot in your classroom for Chilly, possibly in the Thinking Spot. See the *Getting Along Together 2nd Edition Teacher's Guide* for suggestions about how Chilly can be used in the classroom.
7. Thinking Spot: Designate a quiet area in your classroom. Have a bin or a basket with the following materials: Taking Turns bag, 8.5 x 11 inch versions of the Peace Path and Stop and Stay Cool Steps (see the blackline master) ideally placed in protective plastic, the optional Settle-Down Jar (see the teacher's guide for a full explanation of the jar), Chilly puppet, and a set of Think-It-Through sheets. Try to hang the large posters of the Peace Path, Feelings Thermometer, and Stop and Stay Cool Steps as close to the Thinking Spot as possible.

General GAT Concepts/Routines

These routines should be established by the end of unit 1.

- **Lessons:** Lessons are located in the teacher's manual. As you implement GAT, please use your discretion in terms of time, wording, examples given, scenarios, etc. because you know your class best. If lessons need to be shortened, do not omit Teamwork.
- **Cool Kid:** Each GAT lesson will include choosing a Cool Kid and posting his or her name. For the opening two weeks of school when GAT lessons are *daily*, a new Cool Kid will be randomly chosen *each day* and awarded a Cool Kid certificate with three meaningful compliments from the class at the end of the day. After the opening two weeks of school, the weekly routine of a Monday skill lesson and Friday Class Council begins. At this point, one Cool Kid will be chosen *each week*, ideally on the Monday that the GAT lesson is taught. At the end of each day, model a meaningful compliment, and then have the class give three meaningful compliments to the Cool Kid. Jot down the compliments given. On the last day of that week, choose three especially meaningful compliments to write on the Cool Kid certificate. Present the certificate to the Cool Kid at the end of Class Council. During the year, expand Cool Kid jobs (e.g., special role during the lesson, choosing the Brain Game, leading Class Council). **Note:** If the students have more than three compliments to share, let them know that they can personally do this at any time.
- **Cooperative Challenge:** Each GAT lesson will include a behavior for the students to demonstrate at any time during the week. This is a schoolwide behavior that the entire school will be working on and can be observed by any staff member. Award 2 points for the behavior on the Team Tally poster. (The students may also report out about themselves or others who exhibit the identified behavior in case you do not have the opportunity to observe it.)
- **Brain Games:** Games should be played often, at any time during the day. These games emphasize three cognitive-regulation skills: attention control (focus); response inhibition (stop and think); and memory (remember).
- **The Big Q:** The Big Q occurs at the end of every lesson as a way to summarize the key point of the lesson. Teams should huddle together to discuss the question and then randomly report out answers. Teachers should award 2 points for each thoughtful response.
- **Teams:** Keep the students in GAT teams as much as possible throughout the day. Teams should be reorganized every nine weeks.
- **Team Points:** Teams should earn a *minimum of 5 points* per day, working up to *10 points per day*. Points are given as follows: 2 points for thoughtfully answering the Big Q; 2 points every time the Cooperative Challenge is demonstrated; occasional points for thoughtfully answering team huddle questions; 1 point every time the team cooperation goals are used. Suggestions for additional opportunities to award team points are included in many of the lessons.

These points should be tallied during the day and then totaled at the end of each day. At the end of the week, team stickers (super, great, good) should be awarded to all teams; and “super,” “great,” or “good” should be recorded next to each team’s name on the Team Success! poster. See the *Getting Along Together 2nd Edition Teacher’s Guide* for an example of how to differentiate between super, great, and good teams.

- **The Peace Path:** By the end of unit 1, the Peace Path poster should be posted (preferably near the Thinking Spot) and a smaller paper version should be placed in the Thinking Spot materials basket. The students should use the Peace Path, as needed, to resolve conflicts.
- **Class Council:** Class Council occurs on the last day of each week. These weekly meetings are to reflect on the week, establish a new goal for the following week, and celebrate team success. The Cool Kid certificate is also awarded.
- **Schedule:** Lessons are daily the first two weeks of school. After that, the skill lesson occurs the first day of the week, and the Class Council occurs at the end of the week.
- **Parent Peek/Homework:** In the first lesson of each unit, the students will be given a Parent Peek to take home, which outlines the main ideas that will be taught during the unit and specific ways to support this learning at home. Starting during the third week of school, a Home Connections ticket will be distributed at the end of each lesson for the students to write about what he/she learned in GAT. This ticket will be returned the following day.

Icon Guide for GAT



Chart or list information as indicated in the lesson.



The students will use the Peace Path.



Play the video that is designated for that lesson.



Project the document as indicated in the lesson.

Note: All projected materials are also available on the SFAF Online Resources site at: <https://resources.successforall.org> (under Schoolwide Support and Intervention Tools).



Use Random Reporter to choose students to report out for their teams. (See the *Getting Along Together 2nd Edition Teacher's Guide* for more information.)



The lesson follows the Think It Through, It Could Be You format.



The students should engage in Think-Pair-Share to answer a question. (See the *Getting Along Together 2nd Edition Teacher's Guide* for more information.)



A win-win solution is illustrated or indicated.

Unit I: **Building a Getting Along Together Community**

UNIT OVERVIEW

Unit Focus

In this eleven-lesson unit, the students are introduced to the Getting Along Together program and routines. Selecting a Cool Kid, demonstrating Cooperative Challenge behaviors, and playing Brain Games are three regular GAT routines that will be introduced in this unit and incorporated throughout the year. In addition, Getting Along Together teaches the students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and deal with their feelings—all in ways that support learning and life success!

During this unit, the emphasis will be on teamwork, cooperation, active listening, and focus as critical components of learning strategies. The students will review the team cooperation goals, five skills that are critical for teamwork, and emotional-management techniques. They will also learn to use conflict-resolution strategies and a conflict-resolution process called the Peace Path. Three important cognitive-regulation skills will also be introduced—focus, self-control, and memory—which are critical skills for school success. Lastly, the students will be introduced to the two parts of a Class Council meeting in which students set and review class goals and celebrate their successes.

Unit Outcomes

Students will:

- participate as active and successful members of a team community;
- understand classroom expectations and exhibit appropriate classroom behaviors;
- use active-listening skills during Team Discussion and Active Instruction to take in, store, retain, and access information;
- sustain attention on a task through multiple strategies;
- ignore distractions when doing a task;
- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- express emotions to others in effective ways;
- understand that people may feel differently from themselves;

- remember and manipulate information in memory;
- identify the intensity of feelings in themselves and others;
- control inappropriate responses in favor of more appropriate behavior;
- learn memory strategies such as mnemonics, mental visualization, categorizing, chunking, note taking, etc.;
- understand how feelings and behaviors influence each other;
- use a variety of techniques to regulate emotions;
- use a variety of techniques to calm themselves down;
- understand that conflict and anger are normal parts of life, but how they handle them is important;
- understand effective and ineffective outcomes to conflict;
- formulate a simple plan of future action (including goal setting);
- select and use specific and appropriate conflict-resolution strategies in different situations;
- understand the link between focus and memory; and
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas.

Books Used in Unit I:

Swimmy by Leo Lionni

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Jamaica and Brianna by Juanita Havill

Team Building/ Introduction to Getting Along Together

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day. **Note:** This routine will be introduced in this lesson.

Cooperative Challenge: This routine will be introduced in lesson 2.

Brain Game: This routine will be introduced in lesson 3.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students. **Note:** This routine will be introduced in this lesson.



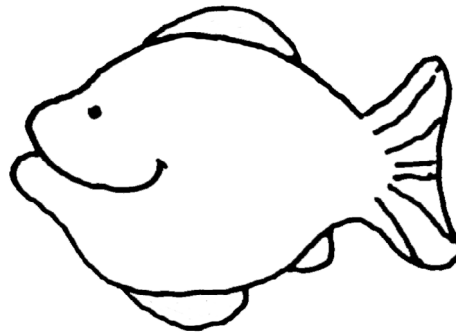
Key Point of the Lesson: Students will learn the Cool Kid routine and the five team cooperation goals: practice active listening, help and encourage others, complete tasks, explain ideas/tell why, and everyone participates. The students will also do teamwork activities to emphasize the importance of community.

ADVANCE PREPARATION

Note: Please be aware that this first lesson is longer than all the other Getting Along Together lessons. It is ninety minutes long. The next nine lessons are sixty minutes long.

- ☐ Make sure you have prepared your classroom according to the Getting Along Together Program Prep guidelines located prior to this lesson.
- ☐ Prior to this lesson, create well-thought-out preplanned teams using the techniques described in the GAT 2nd Edition guide. Teams should not be created randomly.
- ☐ Copy and cut out four of each of the eight fish cards. On the back of each card, write a student's name.
- ☐ Have a talking stick available for each team.
- ☐ Have a copy of *Swimmy* by Leo Lionni available. (The pages of the book are not numbered; please number them ahead of time.)

- ☐ Copy a Team Cooperation Goals sheet—one per team. (Have a stapler available to attach these to the team posters.) **Note:** These sheets will be attached to the team posters, so you may want to laminate them.
- ☐ Prepare a copy of the Team Cooperation Goals sheet to display on an overhead or a whiteboard. **Note:** All projectables are included on the SFAF Online Resource Center.
- ☐ Have the Team Tally and Team Success! posters and team stickers available.
- ☐ Determine partners on each team, and keep a list of the partners on each team.
- ☐ Provide one 11 × 14 inch poster board per team, prepared with a fish outline (see sample below or pages 25 and 26 in *Swimmy*) and one black fish as the eye of the fish outline. Have red markers/crayons and glue. **Note:** The students will glue the red fish that they color onto this larger fish outline to resemble the fish in *Swimmy*.



- ☐ Copy and cut out the Team Role-Play Cards—one card per team.
- ☐ Have the Cool Kid materials ready:
 - Prepare a Cool Kid heading to be posted on the Getting Along Together bulletin board.
 - Write the name of each student on a craft stick to randomly choose a student's name.
 - Have a sentence strip available to record the student's name.
 - Have the Cool Kid certificate ready for the end of the day.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Write the Big Q on a sentence strip. Be prepared to post it during the lesson. **Note:** The Big Q will routinely be announced at the beginning of every lesson, and teams will answer it at the end of every lesson. Please be prepared to post the Big Q during every lesson in the GAT2 program.

Agenda

Active Instruction

- Use the fish cards to organize the students into teams.
- Explain that Getting Along Together will highlight the importance of teamwork and building brain muscles.
- Explain the Cool Kid routine: Choose a Cool Kid, understand what a meaningful compliment is, and prepare to give compliments to the Cool Kid at the end of the day.

- Discuss the difference between a group and a team.
- Explain the team cooperation goals.
- Read and discuss *Swimmy*.
- Discuss how the students will earn team points by explaining the Team Tally poster, the team stickers, and the Team Success! poster.

Teamwork

- Have each team do a Getting to Know You activity.
- Have teams decide on a team name and design a team poster.
- Play a team game.
- Summarize important lesson concepts/routines.
- Introduce the Big Q, and have teams do a team huddle to answer it.

Reflection: Ask the Big Q.

Home Connections: Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Active Instruction

5 minutes

**Organize the students
into teams.**

1. Explain that the students will work in teams during all the Getting Along Together lessons. Use the fish cards to organize the students into teams.

Note: Prior to this lesson, use techniques described in the introduction to the *Getting Along Together 2nd Edition Teacher's Guide* to organize the students into teams.

Pass out the fish cards, one per student. Give each member of a team the same fish picture, and have the students find other classmates who have the same picture—their teammates. Have teammates sit together. Collect the fish cards to be used later in the lesson to make a team poster.

1 minute

**Introduce Getting
Along Together.**

2. Introduce and welcome the students to the Getting Along Together program!

Explain that during this program, they will learn about teamwork, solving problems, understanding feelings, making friends, etc. Getting Along Together will also help the students exercise and build their mind muscles.

5 minutes

**Explain Cool Kid and
meaningful compliments.**

3. Introduce the Cool Kid concept, and differentiate between superficial and meaningful compliments.

- Explain that Cool Kid is one of the weekly GAT routines, and a Cool Kid will be chosen each time there is a GAT lesson. Explain that the students will give compliments to the Cool Kid at the end of the day.

See the Getting Along Together Program Prep guidelines for a more thorough description of how the Cool Kid routine works.

- Use the craft sticks to choose a student's name, and announce the Cool Kid. Post the student's name under the Cool Kid heading on the bulletin board.

Ask:

What are compliments?

Take a few responses.

Compliments are nice words that we say to someone about something he or she did, made, or said. There are good ways and not-as-good ways to give *meaningful compliments*. Listen closely to the difference in the compliments given in these two situations.

Differentiate between superficial and meaningful compliments.

To one student, give a general, superficial compliment:

I like your new shoes.

For another student, give a detailed and personal compliment:

I really liked how politely you asked which fish picture other students had and how well you listened to what they were saying. I could tell that you were asking good questions to find your teammates.

Ask:

Which compliment would you rather receive and why?

Take a few responses.

Emphasize the importance of meaningful compliments, especially compliments that help to build a better classroom community. Remind the students to notice the positive behaviors of the Cool Kid throughout the day and be prepared to give compliments to the Cool Kid at the end of the day. Tell the students that you will choose three students to give compliments at the end of the day.

If other students have more compliments, tell them that they can still give them orally at another time.

5 minutes

Differentiate between teams and groups of people.



For a description of T-P-S, see GAT 2nd Edition Teacher's Guide.

4. Discuss what a team is, especially the difference between a group of people and a team, emphasizing that teamwork is essential to Getting Along Together.

Use **Think-Pair-Share** to ask:

What are some teams that you have been on?

Take a few responses.

Note: You may want to call on the Cool Kid to respond to emphasize that the students have special jobs when they are the Cool Kid.

Ask:

What is the difference between a team and just a group of people? For instance, what is the difference between a basketball team and a group of people walking down the street?

A team works together toward one goal, while a group of people might not be together for a specific reason. A team has to try to work well together and listen to one another so they can complete a task, but a group of people might not need to think about working well together.

5 minutes**Explain the team cooperation goals.**

You will project something every time you see this icon. All projectables are included in the SFAF Online Resource Center.

Each team should be earning a minimum of 5 points each day. Take every opportunity to award points so teams achieve at least the minimum, preferably more.

15 minutes**Read *Swimmy*.**

The book pages are not numbered. Page 1 begins, "A happy school of little fish..."

5. Explain the team cooperation goals, emphasizing that the students will work in teams in *Getting Along Together*.

Pass out a Team Cooperation Goals sheet to each team. Have one posted on the overhead or whiteboard also. Briefly read, point to, and explain each goal. Explain that teams will earn one point for using the team cooperation goals.

Practice Active Listening: Listen to everything your teammates are saying.

Explain Your Ideas/Tell Why: Make sure that your teammates understand what you mean when you are discussing something.

Everyone Participates: All the students on each team must be included.

Help and Encourage Others: Tell your teammates that they are doing a good job and help them when they are having problems.

Complete Tasks: Work with your teammates to finish all assignments.

Collect the Team Cooperation Goals sheets to use later in the lesson. **Note:** You may want to laminate these sheets before posting them.

6. Read the book *Swimmy*, and ask the following questions.

Now let's read the book *Swimmy*, which is about a group of fish who work like a team and use many of the team cooperation goals.

Ask:

Page 18: **Swimmy felt lonely and scared when he swam in the big ocean by himself. What helped Swimmy feel happy again?**

Meeting other wonderful sea creatures and seeing the beauty of the sea world.

Page 19: **Why didn't the new school of fish want to swim and play and see things?**

They were afraid of the big fish.

Page 22: **Give me a thumbs up if you thought this was a good example of teamwork when Swimmy said, "We are going to swim all together like the biggest fish in the sea."**

Page 23: **Give me another thumbs up if you think all the little fish needed to work together like a team to look like a GIANT FISH.**

Use **Think-Pair-Share** to ask:

Page 26: **How did all the little fish work as a team? Which team cooperation goals did they use?**

Practice Active Listening: They listened to Swimmy's idea.

Explain Your Ideas/Tell Why: Swimmy was able to explain his idea about looking like one big fish.

Everyone Participates: Everyone participated in making the giant fish.

Help and Encourage Others: Swimmy helped and encouraged the other little fish to swim close together.

Use **Buddy Buzz** to quickly have the students respond and share responses with their partners. See GAT 2nd Edition Guide for more details about Buddy Buzz.

Complete Tasks: They completed the task of swimming together like the biggest fish.

Use **Buddy Buzz** to say:

Tell a buddy about a time when you used one of the team cooperation goals on a team like Swimmy and the school of fish did.

Note: If it would be helpful, use one of the following sentence starters to help the students respond:

When I was on a team, I helped and encouraged someone by...

OR

When I was on a team, I made sure everyone participated by...

Call on one or two students to report out.

3 minutes

Explain team points.

See Getting Along Together Program Prep guidelines for a description of the various ways that the students can earn points.

Remember that each team should earn a minimum of 5 points per day. Be sure to award points so teams achieve at least the minimum number of points. Awarding team points will get easier as the year progresses.

7. Explain team points.

Post the Team Tally poster, and point to it as you explain.

I will be awarding points on the Team Tally poster for working well together as a team, just like Swimmy and the school of fish did. Each day, I will give:

- **1 point any time team members use the team cooperation goals.**
- **2 points any time teams thoughtfully answer a team question called the Big Q at the end of the lesson.**

At the end of each day, we will tally up each team's points.

Note: Teams will also be able to earn points for completing the Cooperative Challenge, a routine that will be introduced in lesson 2. There are also opportunities for teams to earn points during some of the team activities; these are noted clearly in the directions for the activity.

Post the Team Success! poster.

At the end of the week, we will tally up the total points earned, and I will write “super,” “great,” or “good” on the Team Success! poster based on each team's points, and you will receive a sticker for your team!

Hold up the team stickers.

Note: Before beginning Teamwork, you may want to give the students a minute to stretch and move around a bit.

Teamwork

10 minutes

Team-Building Activity/ Explain talking sticks.

The talking stick can be a craft stick.

Explain the Zero Noise Signal if the students are unfamiliar with it.

15 minutes

Brainstorm team names and design team posters.

Once teams have each chosen a team name, write these team names on the Team Tally and Team Success! posters.

15 minutes

Play Guess That Team!

There are a total of ten team cards. Choose team cards that have teams your students would best recognize.

1 point

1. Complete a team-building activity. Explain the purpose of the talking stick.

- Explain the talking sticks.

We will use these talking sticks to make sure that everyone on each team gets a turn to speak.

- Give each team a talking stick. Emphasize that whoever is holding the stick is the only person who should be speaking. **Note:** You may want to give the Cool Kid the special job of passing out the talking sticks.
- Have each teammate holding the talking stick tell his or her name and favorite food.
- After everyone has had a turn, have the students pass the talking stick around again and practice remembering and saying another teammate's name and his or her favorite food.

After 1 or 2 minutes, use the Zero Noise Signal to get everyone's attention.

2. Have teams brainstorm a team name and design a team poster.

- Use the talking sticks for the students to brainstorm and decide on a team name. Encourage teams to think about something they all have in common when thinking of the team name. After 2 minutes of brainstorming, have each team share the team name.
- Pass out poster board, markers, and glue to each team. Pass out the fish cards that were used in the beginning of the lesson. Have the students write their own names on the front of the fish (names should have already been written on the back), color the fish red, and then glue them onto the larger fish outline to resemble the fish in *Swimmy*. Have teams write their team name in large letters somewhere on the poster.
- Staple the Team Cooperation Goals sheet to each poster.
- At the end of the day, hang the team posters above where each team sits.

3. Play a team game to encourage teamwork.

The game we are going to play is called Guess That Team! This game requires lots of fun pretending and acting!

I am going to give each team a different card describing an activity that a team might do. Don't tell the other teams what your card says because we will try to guess which team card you have. Plan with your team how you might act out this activity and who will have each role. Then practice acting it out so the rest of us can guess what you are doing on your team!

Pass out the Team Role-Play Cards, one to each team. Give teams 5 minutes to practice. Circulate and award 1 team point to teams for using the team cooperation goals as they practice.

Randomly call on each team to act out their team role-play without saying which team it is. After acting it out, have the rest of the class guess which team it is.

Since this is the first day of Getting Along Together, please give out team points liberally.



1 point

1 minute

Summarize main ideas.

5 minutes

Explain the Big Q.

After all teams have finished role-playing, do a team huddle.

Note: During team huddles, teams should take turns passing the talking stick so everyone has a chance to speak and discuss the question with his or her teammates.

Team huddle:

How did you have to work together as a team during this game? Explain any team cooperation goals that you used.

Use **Random Reporter** to call on teams to share.

Award 1 team point for each thoughtful response.

4. Summarize the main ideas of the lesson. Highlight the following:

- **Teamwork is very important in Getting Along Together.**
- **There are five team cooperation goals.**
- **Teams can earn team points.**
- **We have Cool Kids, and we give meaningful compliments to the Cool Kid at the end of the day.**

Note: You will explain the Big Q, another important part of the lesson, next.

5. Introduce the Big Q.

- Explain that the Big Q is a question presented at the end of every lesson that teams will discuss and answer to earn 2 team points. The Big Q is centered on an essential key point of the lesson. The Big Q will be presented at the beginning of every lesson and answered at the end of each lesson.
- Have a team huddle to prepare for answering the Big Q. The Big Q for today is:

How do the team cooperation goals help you work better as a team?

Note: Have teams use the talking sticks to do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

5 minutes

2 points for well-supported and thoughtful responses



The Big Q:

How do the team cooperation goals help you work better as a team?

They help us remember to listen to one another. It is important to help and encourage my teammates. If my teammates explain their ideas and tell why, I might learn something from them. If we complete our tasks together, we might finish our work faster. Teams work better if everyone participates.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught in this unit. Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

Try to find teachable moments outside of Getting Along Together to highlight the importance of teamwork.

- Read the book *Subway Sparrow* by Leyla Torres to see how people of different ages and ethnic backgrounds work as a team to free a sparrow that is trapped in a subway car.
- In social studies, encourage the students to think about examples of how communities work together as a team.
- In reading, highlight examples of people using teamwork and the team cooperation goals.
- Point out moments when teams are effectively working together in class.
- Discuss how the students can use teamwork in their neighborhoods outside of school.
- Throughout the year, create opportunities for the students to give compliments to one another whenever possible.



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

Today your child began a program called Getting Along Together. This program will run throughout the year and will help the students develop the skills that they need to get along well with one another, creating a peaceful and productive classroom environment.

Your child will learn and practice teamwork and how to identify and express feelings appropriately, while learning to resolve conflicts in a positive manner and see situations from another person's point of view. The students will play Brain Games, which are fun games designed to help the students improve focus, memory, and self-control. The students will also have a weekly Class Council meeting to celebrate class successes and set goals for class improvement.

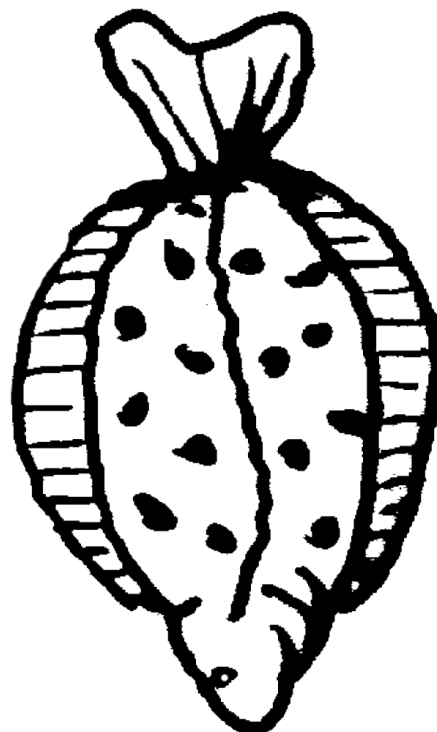
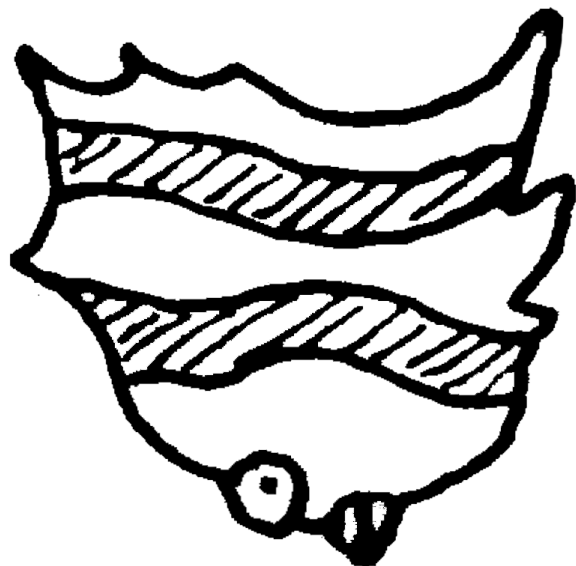
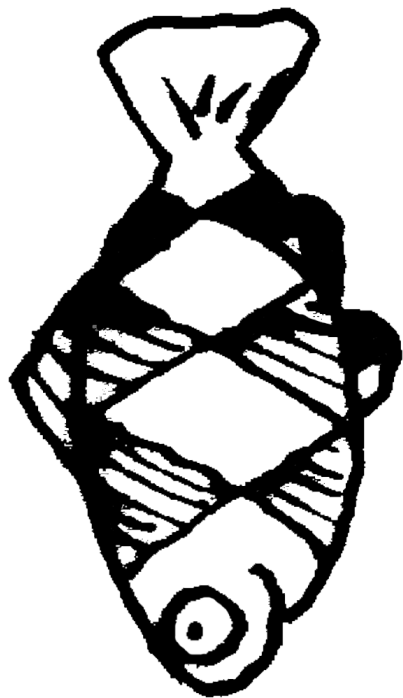
Starting the third week of school, the students will have weekly Getting Along Together homework that will be due the day after it comes home. The homework is intended to be fun and to involve a parent or another adult. Thank you for helping your child complete and return that homework.

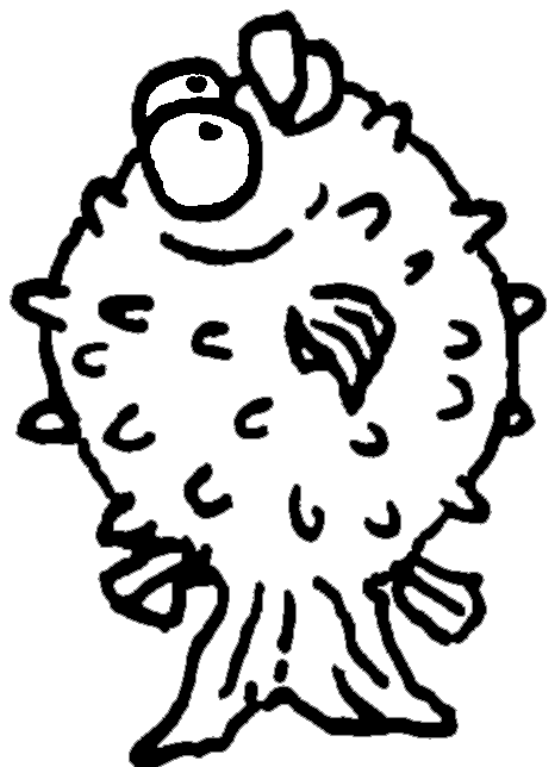
- Here are a few activities that you can try at home:
- Work as a family team to do some chores around the house.
- Tell your child about a team that you have been on.
- Tell your child about a time when you had strong feelings. Explain what you did to help yourself calm down.
- Ask your child to show you how he or she gives an "I" Message at school to express how he or she is feeling.
- Have your child model the four parts of active listening.
- When your child is having a conflict, ask him or her to solve it using a win-win conflict solver that he or she uses in class.
- Have your child show you how he or she is learning to focus, remember, and stop and think.

Sincerely,

Your Second-Grade Teacher

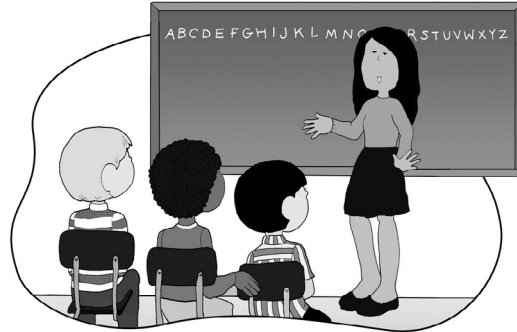
Fish Cards





Team Cooperation Goals

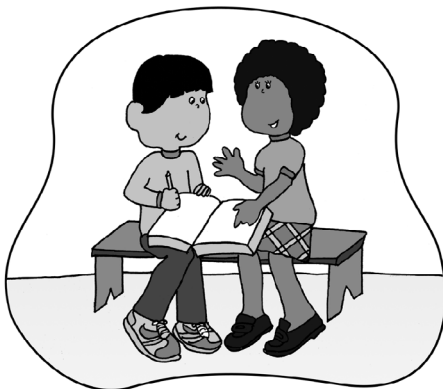
**Practice Active
Listening**



**Explain Your Ideas/
Tell Why**



**Everyone
Participates**



**Help and
Encourage Others**



**Complete
Tasks**

Team Role-Play Cards

Dance on a dance team.



Play baseball.



Play basketball.



Be part of a marching band.



Work at a fast food restaurant.



Play soccer.



Play in a band.



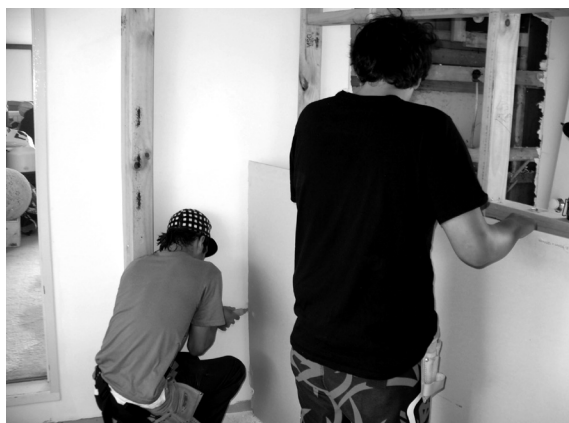
Play tug of war.



Play football.



Build a house.



Active Listening!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it. **Note:** This routine will be introduced in this lesson. The GAT2 Schoolwide Cooperative Challenges list is included with this lesson.

Brain Game: This routine will be introduced in lesson 3.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students learn and demonstrate the four active-listening skills (the active-listening posture, Focus Signal, say it back, and ask questions) and learn the second Getting Along Together routine, the Cooperative Challenge.

ADVANCE PREPARATION

- ☐ Have the Cooperative Challenge heading displayed. Be prepared to write and post the Cooperative Challenge for this week: Use active listening.
- ☐ Refer to the list of Cooperative Challenges included at the end of this lesson. Post this list in a convenient spot to refer to it each week.
- ☐ Have the Active Listening poster available.
- ☐ Copy and cut out the Active-Listening Sentence Starters—one page per partner pair.
Note: Place the four sentence starters in an envelope for each partnership.
- ☐ Prepare the Active-Listening Sentence Starters for the overhead/whiteboard.

Agenda

Active Instruction

- Announce the Big Q.
- Explain the Getting Along Together routine and the Cooperative Challenge, and announce this week's Cooperative Challenge.
- Discuss the importance of active listening.
- Identify four components of active listening.
- Use the active-listening posture, and respond appropriately to the Active-Listening Signal.
- Introduce the Getting Along Together characters.
- Introduce the Focus Signal.
- Summarize the main ideas of the lesson.

Teamwork

- Practice the active-listening skills by playing the No Nonsense Listening game.
- Use the sentence-starter activity to practice active-listening skills with a partner.
- Conduct a team huddle to prepare for the Big Q.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

2 minutes

Announce the Big Q.

1. Read the Big Q aloud so the students know the purpose of the lesson and can be prepared to answer the question at the end of the lesson.

Big Q: How do the four active-listening skills help us to be better teammates?

2 minutes

Explain the Cooperative Challenge.

2. Explain another Getting Along Together routine, the Cooperative Challenge.
 - Remind the students that in the last lesson, we started our first Getting Along Together routine—choosing the Cool Kid for the day—and today we will start another routine called the Cooperative Challenge.

Explain that a Cooperative Challenge:

- is a way to practice the Getting Along Together skills that the students are learning by demonstrating their use of an identified skill throughout the day every week.
- is an opportunity for the students to earn 2 points for their teams every time the behavior is observed.

To ensure that teams are earning at least the *minimum of 5 points per day*, look for any and all opportunities to see and reward the students demonstrating the Cooperative Challenge.

Note: Ideally, you will observe the Cooperative Challenge behavior, but the students may also report the behavior if it happens outside of the classroom.

- Each week a new Cooperative Challenge will be announced during the Getting Along Together lesson.

Announce this week's Cooperative Challenge: Use active listening.

Note: The list of weekly Schoolwide Cooperative Challenges is included at the end of this lesson. Keep this list handy to refer to the Cooperative Challenge each week.

Post the Cooperative Challenge. Remind the students that the challenge will be posted all week.

Point to "Practice Active Listening" on the Team Cooperation Goals poster, and remind the students that the Cooperative Challenge this week is also a team cooperation goal.

For the rest of the week, I will give 2 team points when I see teammates practicing excellent active listening.

10 minutes

Discuss listening.

3. Discuss the importance of listening.

Ask the students to think about something that is really exciting or important that they would like to tell a friend (e.g., a funny story, getting a new pet, something that happened at home).

Use **Buddy Buzz** to ask:

If you were telling your friend this news, how would you know that your friend was really listening? How might your friend look or act if he or she was really listening?

He or she might be looking at you and focusing on what you're saying, nodding his or her head, asking questions, etc.

We know that we have to use our ears to listen, but what other parts of your body do you need to use to listen well?

We also have to use our eyes to focus on the speaker, and we have to use our brains to think about what the person is saying.

We have to use our ears, eyes, and brains to do good listening.

Ask:

Why is it important to use your ears, eyes, and brains to do good listening on your teams?

To understand what our teammates are telling us, to understand their answers, to think about what they are saying, to see their nonverbal cues.

Use **Buddy Buzz** to say:

Tell a buddy how it feels when you know that someone is really listening to you.

Call on one or two students to respond.

10 minutes

Explain active listening, and introduce the Getting Along Together characters.

If most of your students were introduced to the active-listening skills last year, you may be able to quickly review these four parts.

You may want to hold up a Cool Kid certificate to remind students that the characters on the Active Listening poster are the same ones that are on the Cool Kid certificate.



4. Explain the four components of active listening, pointing to each on the Active Listening poster. Introduce the Getting Along Together characters.

Model each part of active listening. **Note:** You might want to give the Cool Kid the special job of modeling these four parts of active listening for the class.

The active-listening posture: Reminds your body to get ready to listen

Introduce Betty the bear.

Betty is our Getting Along Together friend who is very kind and a good listener. She uses the active-listening posture.

Have the students practice getting into the active-listening posture.

Model the Active-Listening Signal, and explain that you will be using the Active-Listening Signal when you need everyone's attention.

Focus/Concentration: Reminds us to really pay attention when we are listening

Introduce Owlivia the owl.

Owlivia is smart and really knows how to focus. Focusing means we are thinking hard and paying careful attention to something. To do this, we turn our eyes, ears, and brains on high!

Let's practice the Focus Signal like Owlivia.

Introduce the Focus Signal: Cup your hands around your eyes to look like binoculars.

Have the students practice the Focus Signal.

Say It Back: Reminds us to repeat what the speaker has said to make sure that we heard it correctly

Introduce Chilly the penguin and Buster the beaver.

To be good listeners, these guys listen to each other and say back what they hear.

Ask Questions: Reminds us to ask questions if we don't understand what the speaker has said

Introduce Dilly the armadillo.

Dilly is good at asking questions when he doesn't understand what someone said.

1 minute

Summarize the lesson.

5. Summarize the main ideas of the lesson. Highlight the following:

- **We have a new Cooperative Challenge each week. This week's challenge is to use active listening.**
- **There are four parts of active listening.**
- **Active listening involves using our eyes, ears, and brains.**

Note: If you feel that your students have been sitting too long, let them take a break and stretch.

Teamwork

15 minutes

Play a listening game.

1. Play the No Nonsense Listening game to practice the four active-listening skills.

Let's play a game to practice active listening!

Ask:

If I asked you to boo bah calypso, what would you do?

The students will probably say that they don't know what it means, so they wouldn't know what to do.

How would you find out what it means?

Ask a question.

Asking questions helps you understand and is a good skill to use in school when you are not sure what someone said, what the directions are, or what you are reading.

Ask:

Who can repeat this nonsense phrase?

Call on a student to repeat the nonsense phrase.

Boo bah calypso means to clap your hands once, so clap your hands once.

Today we are going to play a game to practice all of our active-listening skills by figuring out more nonsense phrases. As team members, I am going to ask you to do four things in this game; each thing will be worth 1 team point.

- **Use the active-listening posture when I give the Active-Listening Signal.**
- **Use the Focus Signal.**
- **Say back the nonsense phrase.**
- **Ask a question to find out what the nonsense phrase means, and then do the action.**

Play the game.

- Ask each team to do one of the following nonsense statements:

Gumpy loop = Do two jumping jacks.

Fiddly dee = Twirl around twice.

Wonka boomer = Hop on one foot as you count to 5.

Buzz winkle = Do two frog hops.

Dripple top = Run in place as you count to 5.

Loopy loop = Do two bunny hops.

Cowa bunga = Spin around two times.

The goal of this game is to provide a fun and active way to practice all four active-listening skills.

4 points

You should be able to move this game along quickly once teams get the hang of it.

**15 minutes****Practice active listening.**

Note: You may need to give more examples of relevant questions.



You might want to continue referring to the Active Listening poster to help the students remember the four skills.

1 minute

Team huddle to discuss the Big Q.

- Award 4 team points if the team uses all four parts of active listening: the active-listening posture, the Focus Signal, Say It Back, and Ask Questions.

Have the students do a team huddle after playing the game. Team huddle:

How did this game help us practice the four active-listening skills?

The active-listening posture helped our bodies get ready to listen to the phrase. The Focus Signal helped us remember to pay close attention to what the teacher's directions were. Saying the phrase back helped us check to make sure that we really understood the words correctly. If we did not hear or understand what the teacher said, we asked questions.

Use **Random Reporter** to have teams share responses.

2. Have teams participate in a team activity to practice the four active-listening skills.

Tell the teams that they will practice the active-listening skills in a quieter activity with a partner this time.

Model how to do the activity first. Call on one volunteer student to model the activity with you.

Write this sentence starter on the board, and read it aloud:

My favorite book is...

Emphasize and model sitting in the active-listening posture and using the Focus Signal. Remind the students that you are going to listen carefully and use Say It Back to repeat what your partner says. Have your partner complete the sentence about what his or her favorite book is. Use Say It Back to repeat what your partner said. Ask a question relevant to what your partner said.

Example: Why is that your favorite book? Which character did you like in that book?

- Pair the students, and assign partners to be A or B.
- Display the Active-Listening Sentence Starters on the overhead/whiteboard.
- Pass out one Active-Listening Sentence Starters envelope to each pair, and read the sentence starters aloud.
- Explain that partners should take turns being listeners and speakers. When one partner is speaking, the listening partner should be sitting in the active-listening posture, using the Focus Signal, saying back what the speaking partner said, and then asking a relevant question.
- Circulate to observe the partner pairs.

Optional: Award 1 team point when you observe all four active-listening skills.

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points for each
well-supported and
thoughtful response



The Big Q:

How do the four active-listening skills help us to be better teammates?

The active-listening posture reminds us to use our eyes, ears, and brains to listen well to our teammates. The Focus Signal helps us make sure that we are listening and paying attention to what was said. Saying it back helps us listen and repeat exactly what our teammate has said. Asking questions helps us make sure that we understand what a teammate has said.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

Throughout the academic day, you are encouraged to:

- Keep the students in the Getting Along Together teams.
- Award team points as often as possible for demonstration of the team cooperation goals.
- Award team points all week for the Cooperative Challenge regarding active listening; teams get 2 points for each team member's successful demonstration of one of the active-listening skills.
- Find teachable moments during the school day to highlight why active listening is important, such as when the principal or a teacher is giving directions about what to do during an assembly, on the intercom, etc.

GAT2 Schoolwide Cooperative Challenges

- Week 1** Use active listening.
- Week 2** Use Stop and Stay Cool.
- Week 3** Use “I” Messages.
- Week 4** Use the Peace Path.
- Week 5** Demonstrate a focusing strategy.
- Week 6** Demonstrate a Stop and Think strategy.
- Week 7** Use “I” Messages.
- Week 8** Practice apologizing.
- Week 9** Demonstrate a memory strategy.
- Week 10** Help and encourage others.
- Week 11** Use Stop and Stay Cool.
- Week 12** Use the Feelings Thermometer.
- Week 13** Use the Peace Path.
- Week 14** Use active listening.
- Week 15** Use a win-win solution.
- Week 16** Show empathy.
- Week 17** Use “I” Messages.
- Week 18** Demonstrate a focusing strategy.
- Week 19** Use Stop and Stay Cool.
- Week 20** Use a win-win solution.
- Week 21** Demonstrate a focusing strategy.
- Week 22** Demonstrate a waiting strategy.
- Week 23** Everyone participates.
- Week 24** Use a win-win solution.
- Week 25** Help and encourage others.
- Week 26** Use “I” Messages.
- Week 27** Show empathy.
- Week 28** Use the Feelings Thermometer.
- Week 29** Use active listening.
- Week 30** Demonstrate a Stop and Think strategy.
- Week 31** Use the Peace Path.
- Week 32** Practice not interrupting.
- Week 33** Use a win-win solution.
- Week 34** Use Stop and Stay Cool.
- Week 35** Demonstrate a memory strategy.
- Week 36** Demonstrate a Stop and Think strategy.

Active-Listening Sentence Starters

Speaker: Partner A:

If I were an animal, I would be...



Speaker: Partner B:

I was really happy when...



Speaker: Partner A:

In the summer, I like to...



Speaker: Partner B:

My favorite game is...



Intro to Brain Games: Focus!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Telephone whenever time allows during the day/week.

Note: This routine will be introduced in this lesson.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will be introduced to Brain Games and learn how playing Brain Games can improve focus. The students will also identify strategies to improve their focusing abilities.

ADVANCE PREPARATION

- ☐ Have the deck of Brain Game Cards available. Be prepared to post the name of the Brain Game that will be played.
- ☐ Have the Train Your Brain! poster available.
- ☐ Have the Telephone Brain Game Card available. **Note:** Please read through this Brain Game Card to make sure you are familiar with the game and so you understand the *cognitive purpose* of playing.
- ☐ Think of funny sentences to be used to play Telephone during Teamwork.
- ☐ Have some type of distracting music/noise to use while the students are trying to focus.
- ☐ Have chart paper titled Important Times to Focus in School available.
- ☐ Have chart paper titled Strategies for Focusing available. **Note:** Please be sure to save this chart for future units.
- ☐ Copy the "How well can you focus?" self-assessment sheet—one per student. **Note:** Save these self-assessments. Midyear and at the end of the year, you will readminister the assessment to check on any progress that the students make in practicing this skill area.
- ☐ Prepare the "How well can you focus?" self-assessment sheet for the overhead/whiteboard.

Agenda

Active Instruction

- Introduce the Brain Games, and explain the Brain Game skills and cards.
- Introduce focusing as the first Brain Game skill to practice.
- Discuss the importance of using active-listening skills to focus.

Teamwork

- Play the Telephone Brain Game, using the active-listening skills to practice focusing.
- Discuss times when it is hard to focus because of distractions.
- Brainstorm and chart times at school when it is important to focus, and discuss focusing strategies.
- Summarize the main ideas of the lesson.
- Self-assess the ability to focus at school.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and can be prepared to answer the question at the end of the lesson.

Big Q: What could you suggest to help a teammate who is having a hard time focusing at school?

10 minutes

Explain Brain Games, especially Focusing.

2. Introduce another weekly routine: the Brain Game. Show and explain the deck of Brain Game Cards, highlighting each of the Brain Game skills and emphasizing the Focus Brain Games.

Each of these cards has a different Brain Game for us to play. We will play these Brain Games all year to exercise our mental muscles. I know you all have big muscles. Show me your muscles.

Pause while the students show their muscles.

Just like you exercise your arm muscles, the Brain Games will help you exercise your mind muscles.

Explain that each Brain Game will be played for several days in a row, and then we will pick a new game.

There are three different types of Brain Games, and each type of Brain Game exercises a different part of our brains.

Post the Train Your Brain! poster.

Point to each of the three cognitive skills on the Train Your Brain! poster as you explain.

Refer to the GAT 2nd Edition Teacher's Guide for suggestions on how to play the Brain Games.

Some games will help us practice focusing, some will help us practice stopping and thinking before we act, and others will help us remember. We will try to play these Brain Games as often as we can.

- Hold up the blue Focus Brain Game cards.

The first type of Brain Game helps us practice focusing. We will work on that Brain Game skill today—focusing.

Point to Owlivia the owl on the poster.

Remember our woodland friend Owlivia the owl, who is very smart? She will help us remember to focus.

Review the Focus Signal. Demonstrate the signal by cupping your hands around your eyes.

In our active-listening lesson, we said that focusing is when we think really hard and pay careful attention to something. We turn our eyes, ears, and brains on high! Whenever you see this signal, use your eyes, ears, and brains to focus!

Review the importance of using your active-listening skills to help you better focus on what someone is saying.

Give me a thumbs up if you feel happy when someone really focuses on what you are saying!

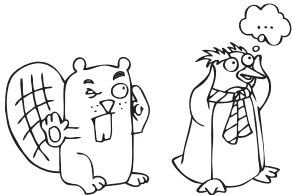
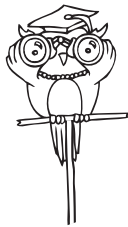
Pause while the students give a thumbs up.

Focusing on what someone says helps us better understand what he or she is saying.

- Hold up the green Stop and Think and the red Memory Brain Game cards.

There are also Brain Games to help us practice remembering and stopping and thinking before we act. We will take a look at these Brain Games in other lessons.

Place the Brain Game Cards in a convenient spot in the room so you remember to play them as often as possible.



Teamwork

10 minutes

Play Telephone as you normally would.

1. Play the Telephone Brain Game.

- Hold up the Telephone Brain Game Card, and explain that this is today's Brain Game. Explain the directions for the game. **Note:** You will play Telephone in groups.
- Tell the students that the purpose of the game is to practice focusing.
- Number the students on each team.
- Call up the number 1s, and tell them one funny sentence that they will quietly whisper to the next teammate and pass along to the rest of the team.

Note: You may want to let the Cool Kid have the special job of beginning the game.

- After 1 minute, ask the last teammate to write down what he or she heard.
- Call on teams to report out their sentences. Then tell teams the actual sentence.

Note: If teams report out very different sentences than you initially told them, please reassure them that this is fine because everyone will get better at focusing the more they practice it. Hopefully their different sentences will make them laugh.

Use **Buddy Buzz** to ask:

What did you do to help yourself focus on the sentence that your teammate was saying?

Use the following sentence starter to get the students talking if they need help:

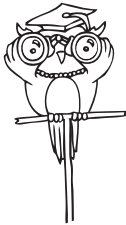
I was able to focus on the sentence by _____ .

Call on several students to respond.

Note: You will chart these focusing strategies later in the lesson after the students have had more opportunities to practice focusing.

10 minutes

Play Telephone using active listening.



2. Play Telephone again, using the active-listening skills to focus this time.

- Have teams play Telephone again. This time tell the students that you want them to use their active-listening skills to help them focus.
- Review the four active-listening skills, and explain that the active-listening skills help us focus on what someone is saying.

This time when you pass around the sentence during Telephone, I want you to:

- **get into the active-listening posture;**
- ***focus* on what the person is saying by turning your eyes, ears, and brains on high;**
- **say the sentence back to the person who told you, which will help you check that you understood the sentence correctly; and**
- **ask a question if you don't understand the sentence.**
- Emphasize that saying it back and using other focusing strategies should help the students get better at Telephone this round.
- Call up the number 2s, and tell them another funny sentence to verbally pass around to their teammates.
- Use the Focus Signal. Then have the students begin.
- After 1 minute, use **Random Reporter** to have each team tell you their final sentence. Tell teams the actual sentence.
- Award 1 team point for correct final sentences.



1 point

Ask the students to raise their hands if they were better able to focus and listen to the sentence during this round.

Debrief the Brain Game, highlighting the use of active-listening skills and the importance of focusing during the game.

Ask:

How did saying it back help you focus on the sentence that your teammate was saying during the game?

It made me focus more on what my teammate was saying. Saying it back helped me make sure I heard exactly what was said.

Did anyone have to ask questions about what a teammate said?

Pause to hear student responses.

How do all four active-listening skills help you focus on what someone is saying?

They help you remember to use the active-listening posture, focus on what the person has said so you can say it back, and ask questions if you don't understand what was said.

Emphasize that the four active-listening skills—using the active-listening posture, focusing on the speaker's words, saying it back, and asking questions—are strategies that we can use to focus better.

8 minutes

Discuss focus and distractions.

3. Discuss the difficulty of focusing due to distractions.

- Read a paragraph from any second-grade book. Choose a frequently repeated word, such as *the*, and ask the students to clap every time they hear this word. Turn on age-appropriate music to distract the students while you read the paragraph. Stop once the students get the idea that it is hard to focus when there are distractions.

Ask:

What happened when I turned on the music?

It made it difficult to focus and listen.

What could you have done in this situation?

Politely asked you to turn the music down or off.

Explain that sometimes distractions make it difficult to focus, especially in school.

Use **Buddy Buzz** to say:

Give an example of a distraction at school—a time when it is hard to focus.

Use the following sentence starter to get the students talking if they need help.

It makes it hard for me to focus when _____.

Someone taps on the table with a pencil while a teammate is talking.

In these situations, you can politely ask the person to stop. You can try to move away from the distraction. You can also tune it out. It is also important to try to avoid distractions, if possible, so you can focus better.

10 minutes

Discuss focusing strategies and times to focus at school.



Note: You will make a chart every time you see this icon.

4. Brainstorm times when it is important to maintain focus at school, and chart focusing strategies.

Focusing is a very important skill at school.

Use **Buddy Buzz** to say:

Tell about a time when it is important to focus at school. When do you need to think hard and pay close attention?

If it is helpful, give the students the following sentence starter.

It is important to focus at school when _____ .

When a teacher is giving directions, when you are learning something new, when you need to finish your work, when your teammates are explaining their ideas and telling why, etc.

- Chart these times on the Important Times to Focus in School chart.

Have teams think back to the Telephone Brain Game to brainstorm about focusing strategies.

Team huddle:

If your team was able to correctly say back the first sentence in the Telephone game, tell one reason you think you were so successful at focusing on what the person said.

Possible answers include: I listened really hard, I paid attention to the speaker, I concentrated, I repeated the sentence exactly as the person told me, I asked a question if I didn't understand.

If your team had trouble repeating the correct sentence, tell one way that you could improve your ability to focus.

Use **Random Reporter** to have teams randomly report out.

Award 1 team point for each thoughtful response.

Ask the students to brainstorm strategies for focusing. Record student responses on the Strategies for Focusing chart.

The chart should include the following ideas and any other relevant ideas that the students have:

- Use the four active-listening skills.
- Pay close attention to what you are writing or reading.
- Try to not have a lot of distractions.
- Use self-talk to remind yourself to focus.

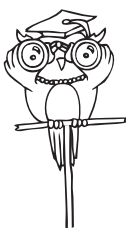
Explain that self-talk is what you say to yourself to help you do something.

You can say, “I really need to focus on my work right now,” or “I really need to focus on what my teammate is saying.”

- Use the Focus Signal to remind yourself to focus.
- If possible, write down what is being said.

1 point

Please be sure to save this chart for future units.



1 minute**Summarize the
main ideas.**

5. Summarize the main ideas of the lesson. Highlight the following:

- **Brain Games are a way to practice focusing.**
- **Focusing is important at school.**
- **There are six** (or more, depending on your class) **strategies to help us focus.**

5 minutes**Focus self-assessment**

You will reassess the students on their focusing abilities midyear and at the end of the year.

6. Have the students self-assess their focusing abilities.

- Pass out a “How well can you focus?” paper to each student.
- Display the self-assessment on the overhead/whiteboard.
- Read the classroom examples, pausing between each one to have the students rate themselves and circle the “easy,” “hard,” or “sometimes hard” faces.
- Collect the self-assessments when the students finish. Save these assessments for future reference mid-year and at the end of the year.

1 minute**Team huddle to discuss
the Big Q.**

7. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What could you suggest to help a teammate who is having a hard time focusing at school?

Use the active-listening skills (using the active-listening posture, paying attention, thinking hard, saying it back, and asking questions), use self-talk to encourage himself or herself to focus, avoid distractions, etc.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

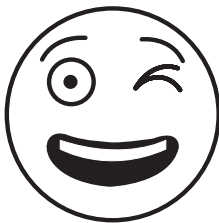


- Encourage the students to use focusing skills during the school day when a teacher is explaining a new idea or when a teammate is talking and explaining an idea.
- Point out how important it is to focus when listening to or reading a story.
- Use the Focus Signal during the day to remind the students to focus.
- Read *Where's Waldo* books to practice focusing.

How well can you focus?



1. How easy or hard is it for you to focus on following a teacher's directions the first time?



Easy

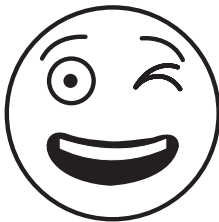


Sometimes hard



Hard

2. How easy or hard is it for you to focus on finishing your schoolwork on time?



Easy

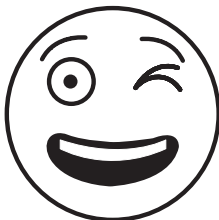


Sometimes hard

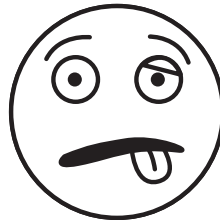


Hard

3. How easy or hard is it for you to use active-listening skills to focus when you are learning something new?



Easy



Sometimes hard



Hard

Feelings and “I” Messages

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week’s challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Focus Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn to identify and express feelings by using “I” Messages.

ADVANCE PREPARATION

- ☐ Have the Feelings Tree poster and the accompanying leaves available. A page of Feelings Leaves is included at the end of this lesson. **Note:** Extra leaves can also be cut out of orange, red, and yellow construction paper.
- ☐ Read the situation that you will role-play with a student during Active Instruction so you will be prepared to act it out. **Note:** Think ahead of time about which student you will choose to role-play with you. You may want to choose the Cool Kid.
- ☐ Prepare the Guess That Feeling sentences for the overhead or whiteboard.
- ☐ Prepare an “I” Message sentence strip that says, “I feel _____ because _____.”
- ☐ Copy and assemble the Feelings Cubes using tape/glue—one per team. **Note:** This activity will work best if you are able to make copies of the Feelings Cube on cardstock paper. Practice rolling a Feelings Cube and explain that it needs to be handled gently.
- ☐ Copy and cut out the set of eight Feelings Picture Cards—one set per partner pair.
- ☐ Have paper available for each student.
- ☐ (Optional) Have one handheld mirror available.

Agenda

Active Instruction

- Introduce the Feelings Tree, identify three basic feelings, and have the students brainstorm other feelings words.
- Practice making feelings faces.
- Play Guess That Feeling to practice identifying how someone else feels.
- Introduce “I” Messages.
- Summarize the main ideas of the lesson.

Teamwork

- Practice giving “I” Messages using the Feelings Cube and Feelings Picture Cards.
- Discuss different feelings that people may have in the same situation.
- Write an “I” Message.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and can be prepared to answer it at the end of the lesson.

Big Q: Why is it important to be aware that other people might feel differently from you about something?

5 minutes

Introduce the Feelings Tree.

2. Introduce the Feelings Tree.

Explain that teamwork, active listening, and focusing are important for understanding feelings.

- Post the Feelings Tree poster. Have Feelings Leaves available.
- Point to and identify the three basic feelings listed on the tree: happy, mad, and sad. Ask the students to think of other feelings words that they know. Call on a few students to respond.
- Write a few other feelings that are very different from those three on the branches. If a feeling that a student names is related to a feeling on a branch of the tree, write the new feeling on a leaf, and add it to the appropriate branch.

Example: *Mad* is written on one of the branches. If a student says, “Furious,” you could write that on a leaf and add it to the *mad* branch. The goal is to continue to add feelings to the Feelings Tree over the course of the year and for the students to understand how some feelings are related or similar. This will also help to build vocabulary.

- Tell the students that we will add new feelings to the Feelings Tree throughout the year.

5 minutes**Practice feelings faces.**

3. Practice feelings faces.

- Give the Active-Listening Signal.
- Have the students get into the active-listening posture.
- Briefly describe situations that would evoke different feelings. For example:
Your teacher tells you that you have done a wonderful job; you miss hitting the ball; etc.
- Have the students show their feelings faces for each situation.
- Also have the students look around the room to see other people’s feelings faces.
- Randomly call on the students to identify their feelings after each situation.
- Optional: If you have extra time, pass around the handheld mirror so the students can see their feelings faces.

15 minutes**Play Guess That Feeling.**

4. Play Guess That Feeling to practice identifying how someone else feels.

- Model how to play this game with a volunteer student using the following scenario. **Note:** You may want to give the Cool Kid the special job of role-playing with you.

Say:

It is your birthday, and you are getting a brand new bike. Show me your feelings face.

Have the student show you his or her feelings face.

Say:

I think you feel _____ (probably happy).

Give me a thumbs up if I’m right. If I’m not right, tell me your feeling.

One way I knew that you felt _____ is because _____.

Explain that now the students will play the game with a partner.

Pair the students into partnerships. Assign partners to be either partner A or B.



- Display the Guess That Feeling story on the overhead/whiteboard.

Read each part of the story. After each part:

- Have partner A make the feelings face.
- Have partner B guess the feeling.
- Then have partner A give a thumbs up if the feeling was correctly guessed.
- Have partner B tell how he or she knew partner A’s feeling.

Examples: By looking at the facial expression, body posture, content of the story, etc.

Note: If partner B guessed incorrectly, partner A should say the correct feeling.

- Have partners switch roles after each part of the story.
- Debrief the game by asking:

Did anyone have trouble guessing how his or her partner was feeling? Why?

He or she felt differently than I would have about the situation; he or she didn't look really mad or happy in his or her face or body posture.

If you guessed your partner's feeling correctly, how did you know how your partner was feeling?

Facial expression, voice tone, body posture, content of the story, etc.

1 minute

Introduce “I” Messages.

5. Introduce “I” Messages.

Watching a person's face, listening to how his or her voice sounds, and seeing his or her body posture helps us guess how someone feels, but it is important for people to be able to SAY how they feel as well. That is the only way we know *for sure* how other people are feeling.

When you say how you feel and why, you are giving an “I” Message.

An “I” Message includes words about how we feel and why we feel that way. It includes these words:

Post the following sentence strip.

I feel _____ because _____.

Tell the students that we will be giving “I” Messages throughout the year so we are clear about how we feel and so others know how we feel.

1 minute

Summarize the main ideas.

6. Summarize the main ideas of the lesson.

- **The Feelings Tree helps us build our feelings vocabulary.**
- **It is important to look at people and listen to their “I” Messages to know how they feel.**

“I” Messages are important for:

- **knowing how we feel.**
- **telling someone else how we feel and why we feel that way.**
- **understanding how someone else feels when he or she tells us an “I” Message.**

Teamwork

10 minutes

Use the Feelings Cube to practice “I” Messages.

The goal of this game is to have fun practicing “I” Messages.

If you were not able to print the cube on cardstock, remind the students that they need to gently roll the cube.

1 point



15 minutes

Use Feelings Picture Cards to compare feelings.

1. Teams practice giving “I” Messages using a Feelings Cube.

- Hold up a Feelings Cube. Read aloud the feelings words on the cube.
- Model how to roll the cube and give an “I” Message.

Example: If you roll the cube to HAPPY, say, “I feel happy because it is a beautiful day outside.” If you roll it to SAD, say, “I feel sad because I forgot to bring my favorite pencil today.”

- Pass out one Feelings Cube to each team.

Note: Make sure the “I” Message phrase is posted.

- Give teams about 2 minutes to roll the cube and use the feelings words to give “I” Messages. Make sure each teammate gets the opportunity to roll the cube and give an “I” Message.
- Circulate to observe the students giving “I” Messages.
- Use **Random Reporter** to have teams share one “I” Message using the feelings words, and award 1 team point for each correct “I” Message.
- Give the Active-Listening Signal before the next activity.

2. Practice giving “I” Messages using the Feelings Picture Cards.

- Tell the students that in this activity, they will think about how they feel in certain situations and compare their feelings with others.
- Make sure the “I” Message phrase is posted, and read it again to the class:

I feel _____ because _____.

- Pair the students into partnerships. Pass out one set of picture cards to each partner pair. Have the students place the pictures face down.
- Instruct each partner to choose four cards and give an “I” Message about how he or she would feel with respect to each card.

Example: I feel excited because I really like clowns. Or I feel scared when I see a clown because I don’t like their costumes.

After giving their “I” Messages, use **Buddy Buzz** to ask:

Think about some of the feelings that your partner said. Would you have the same feelings about the pictures?

Call on a few students to share responses.

Say:

When you were playing the game with the picture cards, you may have thought of new feelings that we have not mentioned. Tell me any other feelings that we can add to our Feelings Tree.

Add those feelings to the Feelings Tree.

This activity helped us see that we may not feel the same way that others feel about the same situation. It is important to tell people how we are feeling with “I” Messages so they know for sure how we are feeling because they may feel differently than we do in the same situation.

2 minutes

Write an “I” Message.

3. Have the students practice writing an “I” Message.

Write an example of your own “I” Message on the board using the following:

On the first day of school, I felt _____ because _____.

Have the students complete the following “I” Message on a piece of paper.

On the first day of school, I felt _____ because _____.

1 minute

Team huddle to discuss the Big Q.

4. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Why is it important to be aware that other people might feel differently from you about something?

Sometimes we assume that people feel the same way we do, and we may misunderstand the person’s behavior. It is important to be aware of how other people are feeling. We might better understand how someone reacts, etc.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

- Keep the mirror in your classroom to encourage the students to practice seeing their feelings faces.
- Read books from the *Frog and Toad* series by Arnold Lobel to discuss the different feelings that the friends have as they play and work together.
- Have the students illustrate their “I” Messages with pictures.
- Encourage the students to use “I” Messages throughout the day to express their feelings.

Feelings Leaves



Guess That Feeling

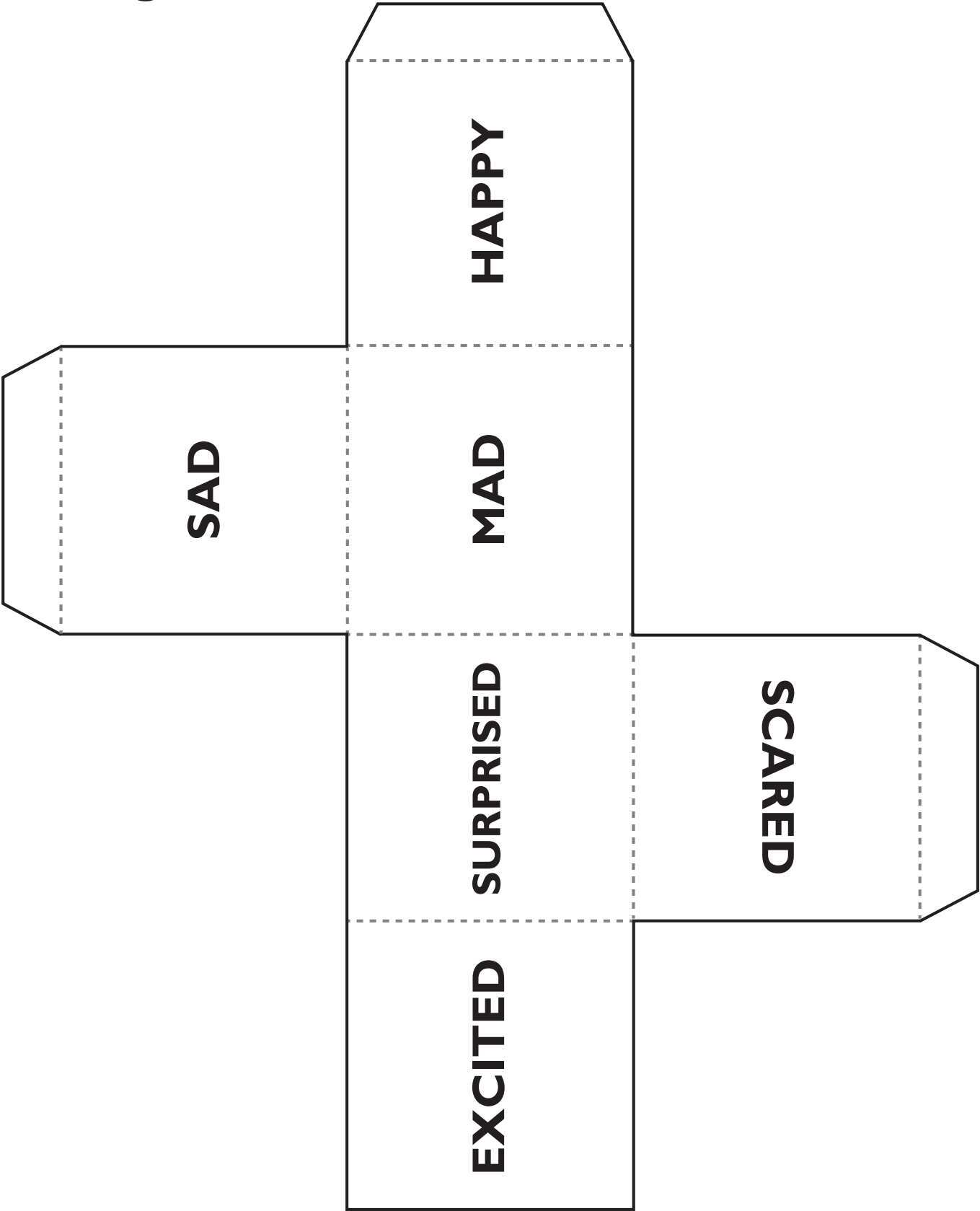
It is the first day of school, and you have a brand-new outfit to wear to school.

You walk into your new second-grade classroom, and everyone looks at you.

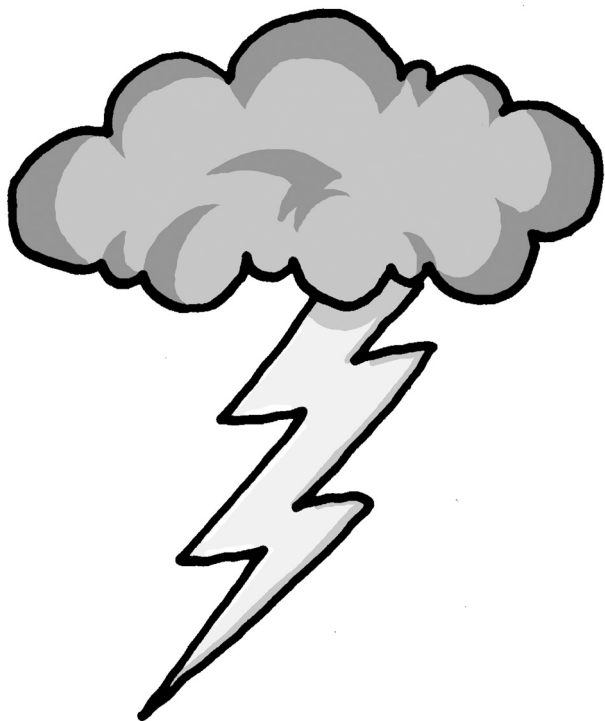
You sit at your new desk, take out your supplies, and realize that you forgot your pens and pencils at home.

The person next to you hands you a pencil and pen.

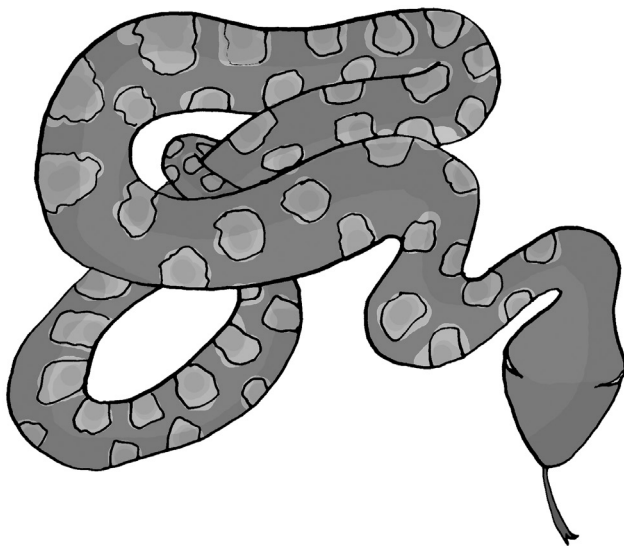
Feelings Cube



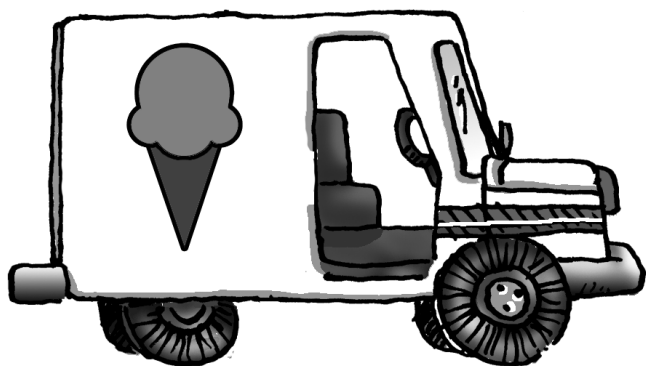
Feelings Picture Cards



Lightning



Snake



Ice Cream Truck



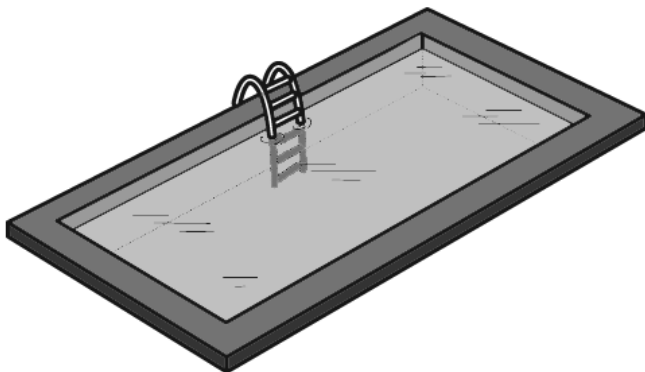
Clown



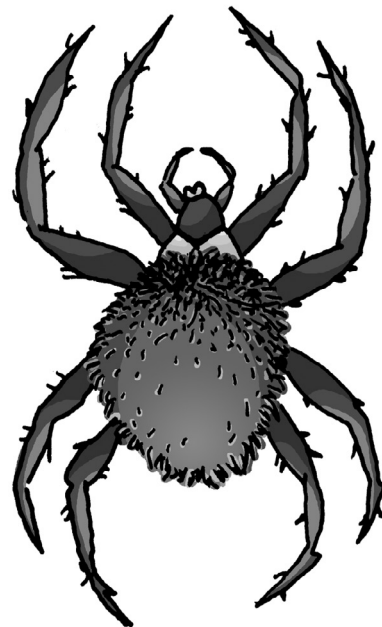
Dog



Present



Pool



Spider

Feelings Thermometer and Stop and Stay Cool

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Focus Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students. **Note:** Be prepared to total team points and award stickers at the end of the day.



Key Point of the Lesson: Students will learn to identify the intensity of feelings using the Feelings Thermometer and learn the five Stop and Stay Cool Steps to manage their strong feelings.

ADVANCE PREPARATION

- ☐ Make sure the "I" Message sentence strip is posted.
- ☐ Have the laminated Feelings Thermometer and a red dry-erase marker available.
- ☐ Have the laminated Stop and Stay Cool poster available.
- ☐ Have the 8.5 x 11 inch Stop and Stay Cool Steps available. Be prepared to make copies of it to place in the Thinking Spot.
- ☐ Copy the Feelings Thermometer paper—one per student.
- ☐ Have red crayons available if necessary.
- ☐ Have the book *Alexander's Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst available.
Note: The pages are not numbered, so please number them ahead of time. Also, the book is long, and adjustments may be needed when reading it. Please feel free to skip pages if necessary.
- ☐ Have the GAT 2nd Edition DVD and a television and DVD player available to show the Stop and Stay Cool video. **Note:** Preview the video before showing it so you know what to expect.

- ☐ Label five index cards numbers 1–5, and tape them around the classroom, spacing them a good distance apart from one another.
- ☐ Copy and cut out the set of four Stop and Stay Cool cards—one set per partner pair. Paper clip the sets of four cards together.
- ☐ Prepare the Stop and Stay Cool cards for the overhead/whiteboard.
- ☐ Make sure team names are on the Team Success! poster; and have team stickers ready to award at the end of the day. Tally team points at the end of the day, and celebrate point totals with the students. Remember that teams should earn a minimum of 5 points per day. Since this is the final lesson of the week, award a super, great, or good sticker to each student. Write “Super,” “Great,” or “Good” for each team on the Team Success! poster. **Note:** Ideally, this day is a Friday. If it is not, award the stickers anyway. After the initial ten daily lessons of Getting Along Together, you will be on a regular schedule as follows: Monday – Getting Along Together skill lesson; Friday – Class Council, where you will normally award team stickers.

Agenda

Active Instruction

- Review “I” Messages.
- Introduce the Feelings Thermometer, and discuss how the Feelings Thermometer measures the range of emotions.
- Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to help the students understand strong emotions.
- Introduce and practice the Stop and Stay Cool Steps using the DVD cartoon.

Teamwork

- Play a game to practice measuring the intensity of a feeling.
- Practice using a Feelings Thermometer.
- Practice using the Stop and Stay Cool Steps in situations that evoke strong feelings.
- Summarize the main ideas of the lesson.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare them to respond to it at the end of the lesson.

Big Q: Why is it important to calm down when you have strong feelings?

1 minute

Review “I” Messages.

2. Review “I” Messages.

Make sure the “I” Message sentence strip is posted.

If necessary, remind the students that “I” Messages use the words “I feel _____ because _____.”

Use **Buddy Buzz** to say:

Give an “I” Message to your buddy about how you are feeling right now.

2 minutes

Introduce the Feelings Thermometer.

3. Introduce the Feelings Thermometer.

Knowing the strength of their feelings allows the students to have better control over their emotions. That is why the students will work on recognizing the intensity of their emotions.

Ask:

What is a thermometer?

It tells you how hot or cold something is, it has a red degree line that tells you the temperature, and the degree line can go up or down.

Post the Feelings Thermometer and make sure the Feelings Tree is displayed.

Note: Post the Feelings Thermometer and Feelings Tree near the Thinking Spot, which will be introduced in the next lesson.

Reintroduce the Getting Along Together character Chilly. Explain that Chilly often has strong emotions that are very high on the Feelings Thermometer.

The Feelings Thermometer helps us measure our feelings much like we use a regular thermometer to measure the temperature. The Feelings Thermometer can help us measure how much or how little we feel about something.

If I were just a little bit happy, my Feelings Thermometer might be at 1. Point to the 1 on the Feelings Thermometer. But if it was the best day of the year, my happy feelings might register a 5. Point to the 5 on the Feelings Thermometer.

Model using the Feelings Thermometer. Use a dry-erase marker.

When I won free tickets to the movies, I felt _____.

Point to the Feelings Tree to identify the feeling.

I felt this (a little OR a lot), so I would color my thermometer to here.

Point to where you would color the line on the Feelings Thermometer, and then use a dry-erase marker to color it.

Tell the students that the Feelings Thermometer will be placed in the Thinking Spot, which will be explained in the next lesson.

If your students are familiar with thermometers, omit this explanation.

Feel free to use a different example.

15 minutes**Read the book.**

The book's pages are not numbered. Page 1 begins with "I went to sleep..."

The book is long and adjustments may need to be made when reading it. Please feel free to skip pages if necessary.



4. Read the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.

Let's read this book to see how strongly Alexander is feeling and think about where he might be on the Feelings Thermometer.

Read page 1. Ask:

What feeling is Alexander having as soon as he wakes up?

Mad, frustrated, upset.

Where do you think Alexander is on the Feelings Thermometer?

Point to where the students say on the Feelings Thermometer, and color it.

Read pages 2–5. Ask:

Do you think Alexander's feelings are getting stronger on the Feelings Thermometer? Why?

Yes. Things are getting more difficult; frustrating things are happening to him.

Continue to read the story, stopping frequently to ask the students what Alexander is feeling and where Alexander is on the Feelings Thermometer. Use the red marker to color the Feelings Thermometer as a visible reminder as to how strong the feeling is. The students should identify what emotion Alexander is feeling and how strongly he is feeling that emotion.

As you read, write any newly identified feelings on the Feelings Tree.

Use **Think-Pair-Share** to ask:

How did you decide what Alexander was feeling and how strongly he was experiencing that feeling?

I know how I would feel in that situation, I looked at the pictures and understood Alexander's facial expressions, etc.

We see how people's faces look to determine how someone is feeling, and we also try to imagine how we might feel if that same thing happened to us.

Debrief the story.

Alexander's strong feelings were normal. He felt a little angry about some things and very angry about others. We all feel emotions a little or a lot.

Have the students connect the story to their own personal situations of strong feelings.

Ask:

What were some things that made Alexander feel angry?

When Paul said he wasn't Andrew's best friend anymore, when Nick called Andrew a crybaby, etc.

Give a personal example of a time when you felt a strong feeling. Color the Feelings Thermometer to show how intense your feeling was.

Use **Buddy Buzz** to say:

Tell your partner about a time when you felt a strong feeling. Tell where you were on the Feelings Thermometer.

Ask your students if they would like to share their responses.

15 minutes

**Introduce and practice
the Stop and Stay
Cool Steps.**



Note: This is the media icon.
You will show a DVD each
time it appears.

If you think your students may
not want to give themselves
a Chilly hug, please modify
the Chilly hug to best suit
your class.



5. Introduce and practice the Stop and Stay Cool Steps as a strategy for calming down when we have strong emotions.

Play the Stop and Stay Cool video.

After playing it, ask:

How did you know that Chilly needed to Stop and Stay Cool?

His face got red, and he was shaking.

How did being calm help Chilly catch the fish?

He was able to control his actions.

Let's think about how Chilly helped himself calm down when his feelings were very high on the Feelings Thermometer. He used the Stop and Stay Cool Steps.

Post the Stop and Stay Cool poster, and explain the five Stop and Stay Cool Steps. Model each step, and have the students demonstrate each step as you explain it. Point to the pictures, and ask questions about what Chilly is doing in each step.

Tell the students that the Stop and Stay Cool poster will be placed in the Thinking Spot, which will be explained in the next lesson. **Note:** Also place the 8.5 x 11 inch copy of the Stop and Stay Cool Steps in the Thinking Spot.

Ask:

What is the difference between the first picture and the last picture of Chilly? How does Chilly show that he is able to stop and stay cool?

He is very angry and upset in the first picture. He is relaxed and happy in the last picture. The difference is in how Chilly looks in the pictures.

Briefly have the students practice using the Stop and Stay Cool Steps by describing a situation in school in which a student is at a 4 or a 5 on the Feelings Thermometer and needs to stop and stay cool (i.e., someone grabs the last swing, someone bumps into you, etc.).

Emphasize that Stop and Stay Cool can be used whenever we have strong emotions, not just anger. Sometimes we need to Stop and Stay Cool when we are feeling too excited, nervous, etc.

Teamwork

10 minutes

**Compare the
intensity of feelings.**

1. Introduce an activity to practice identifying the intensity of a feeling and comparing it with others.

Note: Make sure the numbers 1–5 are posted around the classroom.

- Show the students where the numbers 1–5 are posted in the classroom. Read the following situation, and choose two volunteers to model how to slowly walk to the number that would best describe the intensity of their feelings. **Note:** If the students only feel the feeling a little bit, they should stand in front of the 1 or the 2, just like on the Feelings Thermometer. If they feel something strongly, they should walk to the 4 or the 5. If they feel moderately, they should stand in front of the 3.

You are walking down the street and see a barking dog behind the fence in his yard.

Think about how scared you would be in this situation. If you would be very scared, stand in front of the 5. If you wouldn't feel that scared, walk to the number 1. If you would feel somewhat in the middle, walk to the 2, the 3, or the 4.

If the students stood under different numbers, ask:

Did both students feel just as strongly? If not, what was the difference?

Call on a student to respond.

- Provide each team with a relevant example of a situation that might cause a difference in the intensity of a feeling. Have each team member walk to the number that best describes the intensity of that feeling for him or her. Debrief by asking the rest of the class if the whole team is standing in front of the same number. Then have the team sit down and call up the next team. Have them note any differences—that people may feel the intensity of a feeling differently.

Situations:

You feel happy because you have a peanut-butter-and-banana sandwich for lunch.

You feel happy because your family just won fifty dollars.

You feel sad because you can't go outside at recess when it's raining.

You feel sad because your pet snake died.

You feel mad because someone took your favorite book at quiet reading time.

You feel mad because your friend broke your pencil.

Have all the students return to their seats.

Remind the students to give one another enough personal space if there are many people standing next to any one number.

Please feel free to substitute any situations that would best suit your class.

Team huddle:

Why might it be important to know how strongly a person feels about something? Why might it also be important to know that people feel different than you?

Knowing how strongly someone feels, or that they feel differently than we do, can help us understand his or her feelings better. We can also understand his or her behavior better.



Use **Random Reporter** to call on teams to share responses.

Debrief:

Feelings come in different sizes. Knowing how strongly we feel about something can be important information. Knowing that other people may feel differently than we do is also important information for understanding their behavior.

2 minutes

Practice using a Feelings Thermometer.

Remind the students to use the Feelings Tree to know how to spell the feelings words if necessary.

8 minutes

Practice stopping and staying cool.



1 point

2. Have the students practice using individual Feelings Thermometers.
 - Pass out the Feelings Thermometer papers and red crayons (if needed).
 - Have each student write down the feeling that he or she had on the first day of school this year. **Note:** Feel free to use another relevant situation.
 - Have the students use red crayons to color on the thermometers how much or how little they had those feelings.
 - If time allows, call on a few volunteer students to share responses.
3. Introduce the activity to practice using the Stop and Stay Cool Steps.

Have the students practice using the Stop and Stay Cool Steps in situations that evoke strong feelings.

 - Pair the students on each team into partnerships.
 - Pass out one set of Stop and Stay Cool cards to each pair.
 - Display the Stop and Stay Cool card on the overhead/whiteboard. Read each of the situations on the card aloud.
 - Tell each partner pair that they will choose a situation, role-play it, and use the Stop and Stay Cool Steps.
 - Model an example using a situation of your own.
 - Have partners take turns picking a card, acting it out, and demonstrating the five Stop and Stay Cool Steps. Have partners repeat the activity using all the cards, as long as time allows.
 - Circulate and award 1 team point to teams for correctly using the Stop and Stay Cool Steps.

1 minute

Summarize the
main ideas.

4. Summarize the main ideas of the lesson. Highlight the following:
 - **Strong feelings are normal, and we all have them sometimes. It is important to know how much or how little we feel something because our feelings affect the way we act.**
 - **We can make choices about how we want to act when we have strong feelings. Our choices can make the situation better or worse.**
 - **We are in charge of our feelings rather than our feelings being in charge of us. We can Stop and Stay Cool to calm down when we have those strong feelings.**

1 minute

Team huddle to
discuss the Big Q.

5. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Why is it important to calm down when you have strong feelings?

We can't think clearly; our strong feelings can get in the way of good thinking in a situation; we want to be the boss of our feelings; we can't make good choices about what to do with our strong feelings if we are really upset, etc.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

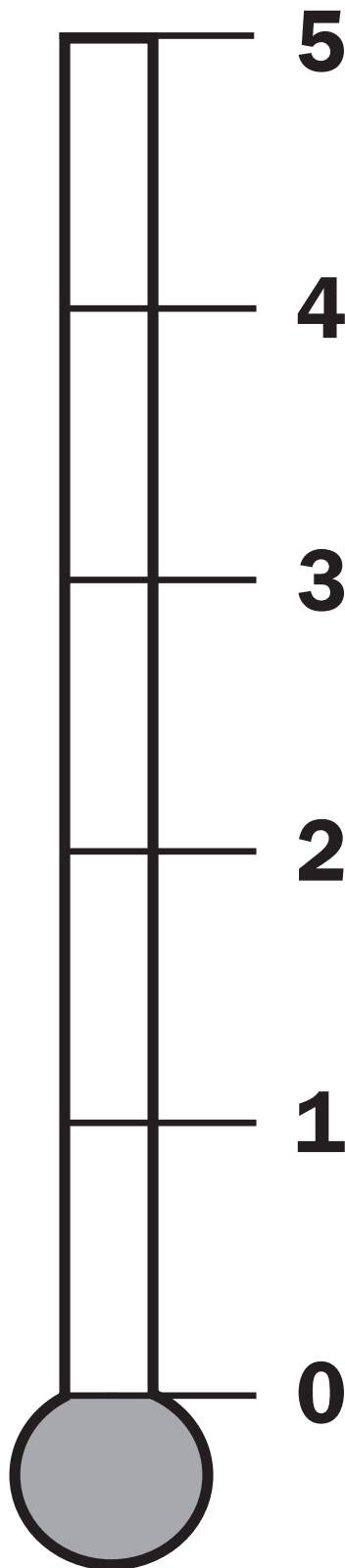
- Read *When Sophie Gets Angry, Really, Really Angry* by Molly Bang about a girl who feels like an erupting volcano before she calms down.
- Have the students share other creative ways that they calm down.
- Make sure that the students know where the Feelings Thermometer and Stop and Stay Cool posters are so they can use them anytime during the day.
- Have the students brainstorm times during the day when they may need to use the Feelings Thermometer or the Stop and Stay Cool Steps. For example: Feeling very nervous or scared when you are taking a test; feeling very mad when you are having a problem at recess.

Feelings Thermometer

I feel _____.

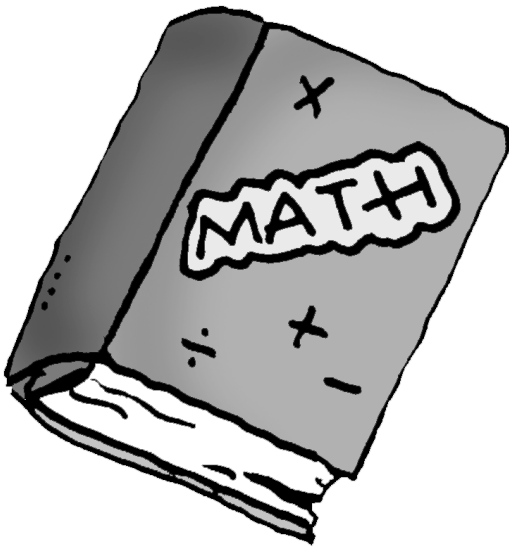


**Getting
Along
Together**
2nd Edition

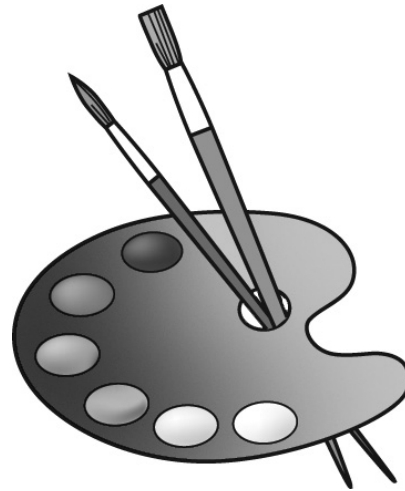


Stop and Stay Cool Cards

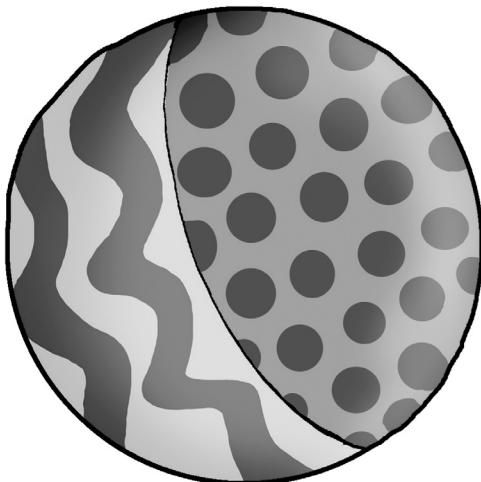
You are feeling very mad, frustrated, sad, or hurt because you keep getting all the answers wrong in math class!



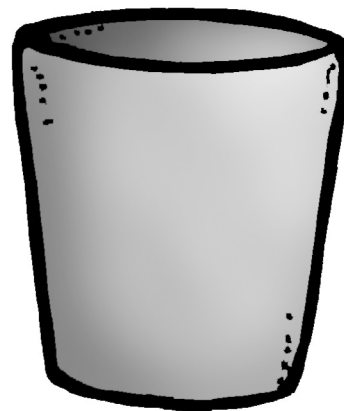
You are feeling very mad, frustrated, sad, or hurt because in art class, someone spills water all over the painting you have been working so hard on!



You are feeling very mad, frustrated, sad, or hurt because you are playing outside, and someone hits you really hard with the ball!



You are feeling very mad, frustrated, sad, or hurt because you are really thirsty, and someone cuts in front of you at the water fountain line!



Stop and Stay Cool Steps



Brain Game Aim: Stop and Think

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it. **Note:** Please remember that the Week 2 Challenge should be posted.

Brain Game: Play Simon Says whenever time allows during the day/week. **Note:** This game will be introduced in this lesson.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students. **Note:** Begin tallying a new set of team points.



Key Point of the Lesson: Students will learn and understand the importance of self-control (stopping and thinking) and how the Brain Games help to improve that skill. The students will also be introduced to the Thinking Spot.

ADVANCE PREPARATION

Note: Ideally, your last lesson was taught on a Friday, so this is a new week to begin tallying team points. If not, start a new week anyway, and begin a new tally of team points. Remember to award a minimum of 5 points per team per day.

- ☐ Have sentence strips ready to post the *new* Cooperative Challenge and *new* Brain Game. Post the Week 2 Challenge: Use Stop and Stay Cool. Refer to the list of Schoolwide Cooperative Challenges in lesson 2.
- ☐ Have the Brain Game card for Simon Says available. Read through the Brain Game card to make sure you are familiar with the game and so you understand the *cognitive purpose* of playing it.
- ☐ Make sure you have prepared a Thinking Spot in your classroom. (See the Getting Along Together Program Prep guidelines for details.) Include the following materials in the Thinking Spot: the Feelings Thermometer and the Stop and Stay Cool Steps, which were introduced in the last lesson. **Note:** Other materials will be added to the Thinking Spot in later lessons.

- ☐ Optional: Have the Settle-Down Jar available. **Note:** See the teacher's guide for a full description of how to make and use the jar. Make the jar in advance of the lesson in case you need to adjust the ingredients for best effect.
- ☐ Have the Train Your Brain! poster available.
- ☐ Have index cards available—one per student.
- ☐ Have the GAT 2nd Edition DVD and a television and DVD player available to show the Stop and Think video. **Note:** Preview the DVD before the lesson so you know what to expect.
- ☐ Have chart paper available to list the Stop and Think steps.
- ☐ Have chart paper titled Strategies for Stopping and Thinking available. **Note:** Please be sure to save this chart for future units.
- ☐ Copy the “How well can you stop and think before you act?” sheet—one per student.
Note: Save these self-assessments. Midyear and at the end of the year, you will readminister the assessment to check on any progress that the students have made in practicing this skill area.
- ☐ Prepare the Stop and Think self-assessment for the overhead/whiteboard.

Agenda

Active Instruction

- Review the purpose of Brain Games and the skill previously practiced while playing Telephone—focusing.
- Introduce the new Brain Game skill: stopping and thinking.
- View and discuss the Stop and Think DVD.
- Play the Simon Says Brain Game to help the students practice stopping and thinking before they act. Discuss how the game helps them practice that skill.
- Introduce the Thinking Spot in the classroom.

Teamwork

- Brainstorm school situations in which stopping and thinking are important.
- Chart strategies to improve self-control.
- Individually self-assess the ability to stop and think.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare them to respond to it at the end of the lesson.

Big Q: What are the four steps for Stopping and Thinking?

5 minutes

Review Brain Games, and introduce Stop and Think.

2. Review the cognitive purpose of Brain Games, and introduce the new Brain Game skill: stopping and thinking.

The Brain Games are a fun way to strengthen our mind muscles, and they help us practice certain skills. The more we practice these Brain Games, the stronger our brains become.

Ask:

These games are fun, but they are not just regular games; they are called *Brain Games* because they help us exercise our brains. Think back to the Telephone Brain Game. How do you think Telephone improved our mind muscles?

It helped us get better at focusing, especially by using active listening to get better at listening to others.

Introduce another type of Brain Games that emphasize self-control.

Hold up the green Stop and Think Brain Game cards.

These Brain Games help us practice stopping and thinking before we act. They help us get some control over what we do and say.

Point to Stop and Think on the Train Your Brain! poster.

Remember Buster the beaver? He is a Getting Along Together character who often needs to stop and think before he acts.



Model the Stop and Think Signal. Hold up your hand to indicate *stop*, and point to your head with your finger for *think*. Have the students demonstrate the hand signal.

These Brain Games, like our Stop and Stay Cool Steps, help us stop our bodies and give ourselves time to think before we act. We have to use our brains to remind our bodies to stop. The Brain Game that we're going to play today will help us stop and think.

Briefly model and review the Stop and Stay Cool Steps.

Ask:

Why do we use Stop and Stay Cool?

So we can calm down when we have strong feelings that are a 4 or a 5 on the Feelings Thermometer.

Stop and Stay Cool reminds us to cool down before we do something that we wish we hadn't. It helps us calm our bodies so we can get ready to use our brains to think.

13 minutes**Watch and discuss the
Stop and Think DVD.**

3. Play the Stop and Think video.

After watching the DVD, say:

In the DVD we just watched, Buster needed to stop and think because he felt very excited.

Ask:

What happened to Buster when he did not stop and think?

None of his friends wanted him to help.

What did Buster do to be able to stop and think?

He stopped, he took a deep breath, he thought about what to do, he brainstormed a win-win solution, and then he did it!



Write the following steps for stopping and thinking on chart paper:

Step 1: Recognize when you are getting excited or frustrated.

Step 2: Stop!

Step 3: Take a deep breath. Exhale. Tell yourself to think. What do I need to do in this situation?

Step 4: Make a win-win decision. Do it!

Ask:

In what other situations might you need to stop and think?

When you want to interrupt, when you have to wait your turn, etc.

Is there anyone in the DVD who needed to stop and stay cool?

Yes, Chilly.

10 minutes**Play the Simon Says
Brain Game.**

4. Play the Simon Says Brain Game to practice stopping and thinking. Discuss how the Brain Game strengthens our stopping-and-thinking skills.

After playing, have the students rate how easy or hard it was to decide whether to do the action.

- **Give a thumbs up if it was easy.**
- **Give a thumbs down if it was hard.**
- **Give a sideways thumb if it was so-so.**

Ask:

How does this game help us practice stopping and thinking?

We have to stop and think about whether to do the action.

Use **Buddy Buzz** to ask:

What did you do to be successful at this game? How did you help yourself stop and think before you decided whether to do the action?

I told myself I could do it, I took deep breaths before deciding what to do, etc.

5 minutes**Introduce the Thinking Spot.**

5. Introduce the Thinking Spot as a place to go to stop and think.
 - Show the students the Thinking Spot area of the classroom.
 - Explain that the students may use the Thinking Spot to stop and stay cool, to stop and think through a problem, to settle down, etc.
 - Point out the Feelings Thermometer and the Stop and Stay Cool Steps that are in the Thinking Spot.
 - Optional: Introduce the Settle-Down Jar as another means of stopping and staying cool. Demonstrate how to use the Settle-Down Jar. Shake the jar, and explain to the students that the swirling confusion in the jar is how their minds and bodies often feel when they experience a strong emotion. Just as the water is unclear, it is difficult to think clearly when emotions are running high. Place the jar on a table or desk that is visible to all the students, and together, quietly watch the soil gradually settle to the bottom of the jar. Point out how soothing it is to watch the dirt settle slowly and how clear the water is afterward. Make the comparison with the students' brains and emotions, and explain that once they are calm, they are able to think clearly. Keep the Settle-Down Jar in the Thinking Spot as a tool for the students to use to help them calm down and think clearly.
 - Tell the students that more materials will be placed in the Thinking Spot in later lessons.
 - Tell the students that stopping and thinking can also be done in their seats, but sometimes they may need to go to the Thinking Spot to stop and think if it's a bigger problem.

1 minute**Summarize the main ideas.**

6. Summarize the main ideas of the lesson.

A new set of Brain Game cards will help us practice stopping and thinking. This new skill helps us stop our bodies and give ourselves time to think before we act. The Thinking Spot is a good place to go to think through a tough problem.

Teamwork

10 minutes**Brainstorm Stop and Think situations.**

1. Brainstorm school situations in which it is important to stop and think.

Playing a Brain Game like Simon Says is important practice because there are many times at school when we need to stop and think before we act.

Team huddle:

Think of a time at school when it is important to stop and think before you act.

- Pass out an index card to each student. Have each student write or draw about a school situation in which it is important to stop and think before you act.

If teams need help, tell them one of the examples provided.



1 point

- Examples might include:
 - when you feel like interrupting because you have a good answer;
 - when you have strong feelings and you want to act on your feelings;
 - when you have to wait your turn; or
 - when you want to get up out of your seat or call out.
- Use **Random Reporter** to share responses.
- Award 1 team point for each thoughtful response.

Remembering to stop and think before we act at school helps us wait our turn, keep our hands to ourselves, not interrupt others, and not do things we wish we hadn't done in a conflict. Remember that you are in charge of your brains and bodies. Only you decide what you will do and say.

5 minutes

Chart Stop and Think Strategies.

2. Chart strategies for stopping and thinking before you act. Team huddle:

As a team, select one of the situations on the index cards that you just brainstormed in which you need to stop and think before you act. What could you do to help yourself stop and think before you act in that situation?

- Have the students write their self-control strategies on the back of their index cards and share with teammates.
- Use **Random Reporter** to have teams share responses.
- Award 1 team point for each thoughtful response.
- Record the students' ideas on the Strategies for Stopping and Thinking chart.
Note: Be sure to include the following ideas in addition to any other relevant student ideas:
 - Close your eyes, and count quietly to 5.
 - Picture yourself being calm.
 - Take deep, slow breaths.
 - Use all the Stop and Stay Cool Steps.
 - Ask your teacher if you can get a drink of water to calm down.
 - Take a break. Go to the Thinking Spot.
 - Think about the other person's feelings.
 - Use self-talk.

You can say, "I will be able to wait my turn today even though it is hard."

- Use the Stop and Think Signal.
- When possible, sit on your hands to control your actions.
- Tell the students to use the strategies whenever they need to stop and think.



1 point

Please save this chart for future units.

Remind the students that self-talk is what you say to help encourage yourself to do something.

5 minutes**Stop and Think
self-assessments**

3. Have the students self-assess their ability to use self-control in school situations.
 - Pass out a “How well can you stop and think before you act?” sheet to each student.
 - Display the self-assessment on the overhead/whiteboard.
 - Read the three classroom examples, pausing between each one to have the students rate themselves and circle the “easy,” “hard,” or “sometimes hard” faces.
 - Collect the forms when the students finish. Save these assessments for future reference.
4. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

1 minute**Team huddle to discuss
the Big Q.****4 minutes****2 points**

Reflection

The Big Q:

What are the four steps for Stopping and Thinking?

Note: Call on one or two teams to each explain one of the steps.

Step 1: Recognize when you are getting excited or frustrated.

Step 2: Stop!

Step 3: Take a deep breath. Exhale. Tell yourself to think. What do I need to do in this situation?

Step 4: Make a win-win decision. Do it!

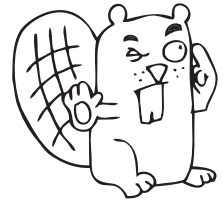
Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

- Read *A Quiet Place* by Douglas Wood about the special places that people go to feel calm and quiet so they have time to think.
- Encourage the students to stop and think throughout the school day by waiting their turn to give an answer.
- When you notice that a student’s feelings may be rising on the Feelings Thermometer, remind him or her to stop and think.
- Use the Stop and Think Signal often to remind the students to stop and think.

How well can you stop and think before you act?



1. How easy or hard is it for you to not interrupt someone?



Easy

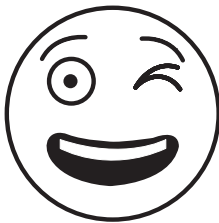


Sometimes hard



Hard

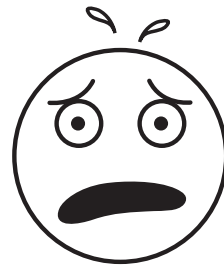
2. How easy or hard is it for you to wait?



Easy

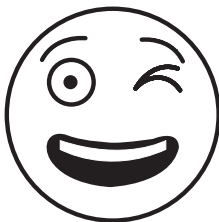


Sometimes hard

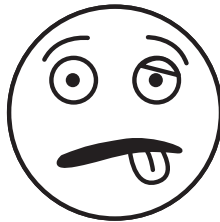


Hard

3. How easy or hard is it for you to stop and think before you do or say something?



Easy



Sometimes hard



Hard

Conflict and Win-Win Solutions

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn that conflicts can be solved using win-win solutions and that there is more than one win-win way to solve a conflict.

ADVANCE PREPARATION

- ☐ Have a copy of the book *Jamaica and Brianna* by Juanita Havill available. **Note:** The pages are not numbered, so please number them ahead of time.
- ☐ Have chart paper available to draw a conflict web.
- ☐ Copy and cut a set of three Win-Win Solutions Cards (win-win, win-lose, lose-lose)—one set per team. Paper clip the set together.
- ☐ Prepare the Win-Win Solutions story for the overhead or whiteboard.
- ☐ Prepare the More Than One Way to Solve a Conflict stories for the overhead/whiteboard.

Agenda

Active Instruction

- Read *Jamaica and Brianna* to introduce the topic: conflict.
- Define conflict and important ideas about conflict.
- Introduce the idea that there are different ways to solve conflicts (win-win, win-lose, and lose-lose solutions) and that there is more than one way to solve a conflict.
- Practice identifying whether a solution is a win-win, win-lose, or lose-lose solution in different situations.

Teamwork

- Play a game to differentiate win-win, win-lose, and lose-lose solutions.
- Play the So Many Solvers game to create multiple win-win solutions to conflicts.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare them to respond to it at the end of the lesson.

Big Q: Why is it important to have the solution to a conflict be a win-win for both people?

15 minutes

Read the book.

2. Read *Jamaica and Brianna* to introduce the concept of conflict.

Let's read *Jamaica and Brianna*, a book about two friends having a conflict.

Briefly explain that a conflict is a situation in which we have a problem with someone.

Read pages 1–5. Ask:

How do you think Jamaica feels when Brianna says that she thinks Jamaica is wearing boy boots?

Possibly sad, angry, or hurt.

Add any new feelings to the Feelings Tree.

Read pages 6–9.

Why doesn't Jamaica want the pink boots?

She doesn't want to get them because Brianna will think she is copying.

Read pages 10–15.

The girls have a conflict. What is the conflict between Jamaica and Brianna?

They both say mean things about each other's boots. Brianna even looks like she might cry.

The book's pages are not numbered. Page 1 begins with "Do I have to wear..."

How sad do you think Brianna is? Where do you think she is on the Feelings Thermometer?

Maybe about a 4 on the Feelings Thermometer because she looks like she might cry and walks off.

What could Brianna and Jamaica have done to help themselves calm down before they said something hurtful?

They could have used the Stop and Stay Cool Steps.

Read pages 16–21.

How do both Jamaica and Brianna look in the picture?

They both look very unhappy.

Read pages 21–23.

How do Jamaica and Brianna solve the conflict?

Jamaica tries to relate to how Brianna feels. Brianna says positive things about Jamaica's boots. Brianna tells Jamaica the truth—that she really likes Jamaica's new boots.

Jamaica and Brianna could have solved the conflict another way. Can anyone tell me what else they could have done?

They could have apologized to each other for saying mean things.

Emphasize that apologizing would have been a good way to solve the conflict.

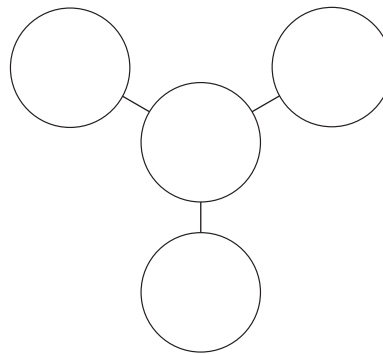
10 minutes

Discuss conflict.



3. Understand and discuss what conflict is.

Draw a conflict web on the chart paper.



In the center, write “Conflict: A problem in which two or more people are not getting along.”



Use **Think-Pair-Share** to ask:

Think about the book *Jamaica and Brianna*. What important ideas did we learn about conflict from this book?

Chart any relevant ideas that the students have about conflict. Include the following:

- Conflict is normal.
- Conflict often creates strong feelings.
- We need to stop and stay cool before we can work out a conflict.
- Conflicts can be solved so both people can feel happy.

3 minutes

Introduce
win-win solutions.



4. Introduce win-win solutions and the idea that there is more than one way to solve a conflict.

There are different ways that conflicts can be solved. There are win-win, win-lose, or lose-lose solutions to conflicts.

Give me a thumbs up if you think Jamaica and Brianna solved the conflict in a win-win way so they could both be happy.

Pause while the students give a thumbs up.

In a win-win solution, both people get something that they want from the situation, and both people feel happy about the solution.

Give an example of a win-lose situation. For example:

There is one swing, and two people want to use it. One person grabs it first and starts swinging.

Ask:

What kind of solution is this?

Win-lose.

In a win-lose solution, only one person gets what he or she wants. One person wins, and the other person loses. That solution only makes one person feel good.

Give an example of a lose-lose situation. For example:

Two friends both want the same marker and are arguing about it. The teacher comes over and takes it away so neither of them can use the marker.

What kind of solution is this?

Lose-lose.

In a lose-lose solution, no one gets what he or she wants, and the solution isn't good for anyone. Both people lose.

Emphasize that we want to work on finding win-win solutions to our conflicts.

Tell the students that there is more than one way to solve a problem and that the person with whom you are having the conflict might have a win-win solution that is different from yours.

1 minute

Summarize the
main ideas.

5. Summarize the main ideas of the lesson.

- **Everyone has conflicts sometimes. Having a conflict is normal, but how we solve conflicts is important.**
- **Having conflicts with someone, especially a friend, sometimes involves strong feelings of sadness or hurt.**

- **Stopping and staying cool is very important to do in a conflict so we don't do or say things we wish we hadn't.**
- **It is important to solve a conflict in a win-win way that makes both people feel good.**
- **There is more than one way to solve a conflict.**

Teamwork

15 minutes

Practice identifying solutions.



2 points

Award 1 point for correct answers and 1 point for good explanations of answers.

1. Introduce the team activity to differentiate win-win, win-lose, and lose-lose solutions.

Have teams practice understanding the difference between win-win, win-lose, and lose-lose solutions to conflict.

- Display the Win-Win Solution story on the overhead or whiteboard.
- Read the story aloud.
- Hand out one set of Win-Win Solutions Cards to each team.
- Have teams discuss whether the solutions to this conflict listed below are win-win, win-lose, or lose-lose. Encourage the students to explain their ideas and tell why.
- Have teams hold up their agreed-upon solution card after each possible solution.
- Use **Random Reporter** to call on teams to tell which type of solution they chose and explain how they decided which type of solution it was.
- Award 2 points for each thoughtful response.
- There are eight solutions listed below. Read as many as you need, depending on the number of teams in your classroom.

Solution 1: Ms. Hart, the teacher, takes the ball away from both people. No one can play with it. (*Lose-lose*)

Solution 2: Afiya asks José to join the game. José agrees. (*Win-win*)

Solution 3: José grabs the ball from Afiya and starts to play with it. Afiya cries. (*Win-lose*)

Ask:

Before thinking about the next solution, consider this: What if Afiya got really angry (a 4 or a 5 on the Feelings Thermometer) when José grabbed the ball away? What could she do to practice self-control?

She could use the Stop and Stay Cool Steps or one of the other Stop and Think strategies.

Solution 4: Afiya realizes that she should share the ball and apologizes to José for grabbing it. (*Win-win*)

Solution 5: Afiya tells José that she is only playing kickball with her own friends. José walks away feeling sad. (*Win-lose*)

Solution 6: José asks Afiya if he could please play kickball. Afiya says “Yes.” (*Win-win*)

Solution 7: José and Afiya realize that it would be more fun to play together, so they stop arguing. (*Win-win*)

Solution 8: Ms. Hart, the teacher, says that she will find more balls tomorrow because she realizes that one ball is not enough for the class and asks everyone to share for today. Afiya and José agree to share. (*Win-win*)

Emphasize that win-win solutions may not give us *everything* we want or need, but they give us *some* of what we want or need.

When people work together to find a solution that is agreeable to both of them, it may help them to not have another conflict soon afterward. Win-win solutions help us keep our friendships because we are working to solve the conflict, not just end it.

10 minutes

**Brainstorm
win-win solutions.**



1 point

2. Introduce the team activity to brainstorm multiple win-win ways to solve a conflict.

Expand on the idea that there is more than one win-win way to solve a problem by playing the game So Many Solvers!

- Display the More Than One Way to Solve a Conflict stories on the overhead/whiteboard.
- Read the stories aloud.
- Have teams brainstorm two win-win solutions to the conflict.
- Use **Random Reporter** to call on teams to share one solution.
- Award 1 team point for each thoughtful win-win solution.

Note: As the students are thinking of solutions, write them on the board, and leave them there until the next lesson because the next lesson is about specific conflict solvers. The main conflict solvers you will teach in the next lesson are apologizing, sharing, and taking turns; however, the students should be encouraged to think of any win-win conflict solver that makes sense for the scenario (i.e., compromise, laugh it off).

Story 1:

- **It is 4:00, and you are ready to watch your favorite show. Your brother comes in and changes the channel. You argue about it.**

Possible win-win solutions: Take turns, compromise, etc.

Story 2:

- **You are working really hard on a drawing in art class, and a friend walks by and accidentally hits your arm. You yell at her because there is a big line across your drawing, and now she isn't talking to you.**

Possible win-win solutions: Apologize or accept an apology, fix the problem by helping to correct the mistake on the art work, etc.

There are four sample stories, so you will need to call on more than one team per story, depending on how many teams are in your classroom. Make sure all teams have equal opportunities to earn points.

Feel free to substitute any other stories that are more relevant to your class.

Story 3:

- **You and your friend both want a chocolate chip cookie. There is only one cookie left, and you grab it. Your friend tries to get it from you.**

Possible win-win solutions: Share, compromise (One of you can have the cookie this time; the other person can have it next time.), etc.

Story 4:

- **Your friend comes to your house. You want to play basketball. Your friend wants to play a board game.**

Possible win-win solutions: Compromise (play both games), laugh it off, find something else to do, etc.

1 minute

**Team huddle to discuss
the Big Q.**

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Why is it important to have the solution to a conflict be a win-win for both people?

Win-win solutions leave both people feeling good about the solution; if one person wins and one person loses, the loser will feel bad, and the conflict may not really be solved; it is important to think of several ways to solve the problem in a win-win way because some solutions might work better than others; they help us keep our friendships, etc.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

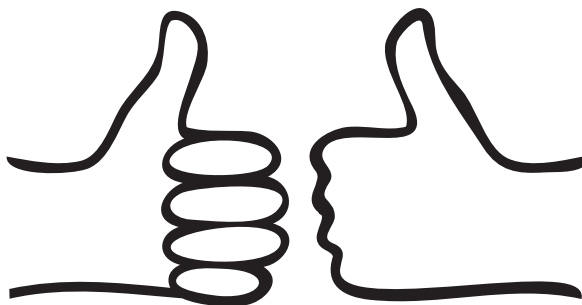
- Read *Franklin Is Bossy* by Paulette Bourgeois to provide another example of conflict and win-win solutions, especially apologizing.
- In math, remind the students that there may be more than one way to solve a problem.
- Encourage the students to find win-win solutions when characters in a story have a conflict.
- Remind the students to find win-win solutions to any conflicts that arise during recess.

Win-Win Solution

Two friends, José and Afiya, run outside to play. They both race to get the one kickball. Afiya grabs the ball and runs to play with her friends. José walks over to Afiya, and they start arguing about the ball.

Win-Win Solutions Cards

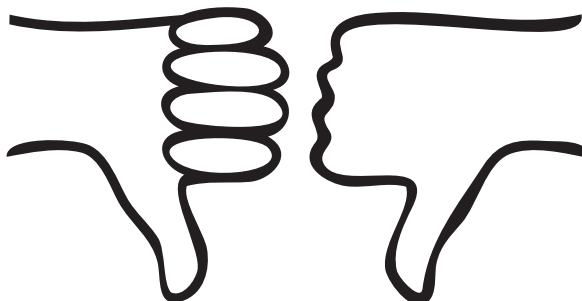
Win-Win



Win-Lose



Lose-Lose



More Than One Way to Solve a Conflict



Story 1

It is 4:00, and you are ready to watch your favorite show. Your brother comes in and changes the channel. You argue about it.

Story 2

You are working really hard on a drawing in art class, and a friend walks by and accidentally hits your arm. You yell at her because there is a big line across your drawing, and now she isn't talking to you.

Story 3

You and your friend both want a chocolate chip cookie. There is only one cookie left, and you grab it. Your friend tries to get it from you.

Story 4

Your friend comes to your house. You want to play basketball. Your friend wants to play a board game.

Conflict Solvers

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn the win-win conflict solvers: apologize, share, take turns, fix the problem, and get help.

ADVANCE PREPARATION

- ☐ Have the Taking Turns Bag—which includes two straws (one short, one long), a coin, a rock/paper/scissors card, and a timer—available. **Note:** The Taking Turns Bag will be placed in the Thinking Spot.
- ☐ Prepare the Conflict Solver Stories for the overhead/whiteboard.
- ☐ Copy and cut the strips of conflict solvers—one solver per team. Place in a grab bag.
- ☐ Have one large index card—one per pair of students. **Note:** The students will be designing conflict solver cards during the lesson. When you have time, please laminate the cards that you post to preserve them for use throughout the year.
- ☐ Have colored markers and/or crayons available.
- ☐ Prepare the Situations to Practice Apologizing for the overhead or whiteboard.

Agenda

Active Instruction

- Introduce the win-win conflict solvers: share, take turns, apologize, fix the problem, and get help.
- Discuss how each of the conflict solvers is a win-win solution.
- Understand how to use the Taking Turns Bag.
- Differentiate between sincere and insincere apologies.

Teamwork

- Team discussion of how sharing and taking turns could be used to solve a conflict.
- Practice giving and accepting an apology.
- Brainstorm situations in which one of the conflict solvers would help to solve a conflict.
- Design conflict solver cards.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare the students to respond to it at the end of the lesson.

Big Q: What is a time when you had a conflict and chose to share, take turns, or apologize to fix the problem?

1 minute

Introduce the win-win conflict solvers.



2. Introduce the win-win conflict solvers.
 - Review the ideas that win-win solutions help both people get something they want and that there is more than one way to solve a conflict.
 - Ask the students to suggest any win-win conflict solvers that they can think of, or review the conflict solvers posted from the previous lesson.
 - Write the following win-win conflict solvers on the board:
Share, take turns, apologize, fix the problem, and get help.
 - Tell the students that these are the conflict solvers that we will be focusing on in this lesson.

The students who were taught the GAT curriculum last year should be familiar with most of these conflict solvers. If not, some conflict solvers may need more explanation.

1 minute**Explain sharing.**

3. Explain the conflict solver, sharing. Briefly review that sharing is when two or more people use an item at the same time.

Point to “sharing” on the board.

Ask:

Why is sharing something a win-win solution for both people?

Both people get to use the item.

Sharing is hard work because you may really want something just for yourself, it may be new, or you may want all of it, not just part of it. But sharing is something that we need to do to be good teammates.

5 minutes**Explain taking turns.**

4. Explain the conflict solver, taking turns. Briefly review that taking turns is when each person gets to do something for a period of time.

Point to “take turns” on the board.

Ask the students to provide one example of when you might need to take turns.

Ask:

Why is taking turns with something a win-win solution for both people?

Both people get equal amounts of time to use or do something.

It may be hard to wait for your turn, and it may be hard to decide whose turn is first, but this is an important part of getting along with others.

Explain that the Taking Turns Bag will help to decide who will go first when taking turns.

Hold up the Taking Turns Bag, and briefly review the three different ways to decide who will go first:

Flip a coin: Choose heads or tails. Flip the coin. If it lands on heads, the person who chose heads goes first. If it lands on tails, the person who chose tails goes first.

Choose the short straw: The teacher (or another student) holds two straws, one short and one long. Whoever chooses the short straw goes first.

Rock, Paper, Scissors: Both people put their hands behind their backs. Count 1, 2, 3. Then, both people put their hands out in one of the following positions: V sign for scissors, fist for rock, or outstretched hand for paper.

The winners in this game are determined as follows: scissors cut paper, so scissors would go first; paper covers rock, so paper goes first; rock breaks scissors, so rock goes first. **Note:** You may want to give the Cool Kid the special job of modeling Rock, Paper, Scissors if necessary.

Timer: Explain that the timer is included to be used, as needed, for determining how long each person will be able to take his or her turn.

Tell the students that you will place the Taking Turns Bag in the Thinking Spot.

If your students are familiar with the concepts of flipping a coin and choosing the short straw, quickly explain the concepts.

Emphasize that the Rock, Paper, Scissors strategy works well because it is portable and can be used on the playground, in the cafeteria, etc.

5 minutes**Explain apologizing.**

If the apologizing wording is too formal for your class, substitute other words to be said after an apology is given. The main point is to acknowledge the apology.

5. Explain the win-win conflict solver, apologize.

Point to “apologize” on the board.

Highlight that it is important to apologize even if what you did was an accident (i.e., bumped someone by mistake).

- Explain the two parts of apologizing: one person realizes that he or she made a mistake and says, “I’m sorry.” The other person accepts the apology.

Why is apologizing a win-win solution for both people?

Both people have a role in apologizing. One person says, “I’m sorry because _____.” The other person says, “I accept your apology,” or “Thanks for apologizing.” They both keep their friendship.

- Differentiate between sincere and insincere apologies.

What if someone said sorry like this?

Model saying “Sorry!” using a very sarcastic tone that clearly shows that the person doesn’t really feel sorry.

What if the person says it like this?

Model saying “Sorry,” with a lack of care and sincerity that shows that the person is just saying the words without any feeling behind it.

Use **Buddy Buzz** to ask:

How would you feel if someone apologized sounding like either one of the two ways I just modeled, and why would you feel that way?

It might make me feel like they don’t really mean it. It may hurt my feelings more because they don’t seem truly sorry.

Emphasize that apologies need to be clear, sincere, AND accepted by the other person.

1 minute**Explain fixing the problem and getting help.**

6. Introduce the last two win-win conflict solvers: fix the problem and get help.

Ask:

If I was sitting next to a friend who was building a house out of blocks and I accidentally knocked the table and the house fell down, what could I do besides apologize to solve the problem?

I could rebuild the house.

That kind of solution is called “fixing the problem.” Some problems can be fixed, and that is a win-win solution.

Point to “fix the problem.”

Finally, if you are not sure how to solve the problem in a win-win way, you can always get help.

1 minute

**Summarize the
main ideas.**

7. Summarize the main ideas of the lesson.

These five conflict solvers will help our class solve problems in a win-win way. More conflict solvers will be introduced throughout the year.

Note: Other conflict solvers will be introduced in future units. Whenever you introduce a new conflict solver, please have the students design a card for it and laminate it, just like we will do during the Teamwork part of this lesson.

Teamwork

15 minutes

**Discuss sharing/
taking turns.**



1 point

Feel free to substitute any stories that are more relevant to your class.

Although there are five stories, there are eight different ways to solve the conflict. Call on more than one team to respond to some of the scenarios depending on how many teams you have in your classroom.

1. Introduce the team activity to identify the taking turns or sharing conflict solvers.

- Display the Conflict Solver Stories for teamwork on the overhead/whiteboard.
- Read the stories aloud.
- Team huddle: Have teams use the talking sticks to discuss which conflict solver could be used: share or take turns. Have teams decide how the item would be shared or which item in the Taking Turns Bag you would use to decide who goes first.

Note: In some situations, sharing *or* taking turns may be used. Emphasize that there is more than one way to solve a conflict.

- Use **Random Reporter** to call on teams to share responses.
- Award 1 team point for each thoughtful response.

Story 1: You and your friend want to use the only computer left in the classroom.

Take turns (using any of the mediators) or

Share (by sitting at the computer together).

Story 2: There is one cookie left in the house. Two people want it.

Share.

Story 3: You and your sister get bunk beds, and you both want to sleep on the top bunk.

Take turns (using any of the mediators).

Share (sleep on the top bunk together).

Story 4: You want to do a puzzle by yourself, but your friend also wants to do it.

Share (by doing the puzzle together) or

Take turns (by having one person do part of it, and then the other person do another part).

Story 5: Two classmates both need the blue crayon to finish their pictures.

Take turns (using any of the mediators).

10 minutes**Practice apologizing and accepting the apology.**

If you have five students on a team, have the 1s and 2s switch roles with the fifth person.

Note: Remind the students that it doesn't matter which character they are because they will be switching roles.



2. Introduce the activity to practice apologizing.

- Review the two parts of apologizing.

Write on the board:

“I am sorry because _____.”

“I accept your apology” or “Thanks for apologizing.”

Note: These two parts of apologizing may sound too formal. Encourage the students to use their own words as long as they convey the same meaning.

Depending on which character you are, you will either give a clear, sincere apology, or you will accept the apology.

- Pair the students on each team.
- Assign 1s and 2s. The 1s are José. The 2s are Shanera.
- Have partners switch roles after each situation.
- Display the Situations to Practice Apologizing. Read aloud the situations one at a time.

Situation 1: José has a new pack of pencils. His friend Shanera's pencil breaks. José loans Shanera one of his new ones. Shanera accidentally breaks the pencil.

Situation 2: José accidentally bumps into Shanera as she is carrying a lot of books. He knocks everything out of her hands.

- Circulate to make sure the students are correctly apologizing and accepting the apologies.

5 minutes**Brainstorm conflict solver situations.**

3. Introduce the team activity to brainstorm situations involving the conflict solvers.

- Have the grab bag ready. Circulate and have each team choose one conflict solver from the grab bag.
- Have teams brainstorm a conflict situation in which the solution listed on their paper would be needed to solve the conflict.
- Use **Random Reporter** to have teams share their situation and how the conflict solver would help to solve the conflict.

10 minutes**Design conflict solver cards.**

4. Introduce the partner activity to design win-win conflict solver cards.

- Tell the students that they will design conflict solver cards for the class to post.
- Point to each of the conflict solvers on the board.
- Assign each team one of the win-win conflict solvers: apologize, share, take turns, fix the problem, or get help. **Note:** Some teams will have the same conflict solver.
- Pair the students into partnerships. Have partners brainstorm a way to illustrate their conflict solver. Circulate to help the students generate ideas for how to illustrate their conflict solver.
- Pass out one large index card and crayons or markers to each partnership.

- Have partners write their team's conflict solver on the index card (as big and legibly as possible since these will be posted) and illustrate it.
- Collect all the index cards. Laminate the conflict solver cards since they will be used all year.

Note: Please display these cards in the Thinking Spot near the Peace Path, which will be taught in the next lesson. Since there are duplicates of each conflict solver, you could either choose the conflict-solver card with the best illustration or writing to post, or you could post all of them, with similar conflict solvers grouped together.

Note: Throughout the year, have a few blank index cards available so the students can design a new card if they think of a new conflict solver that has not been included.

1 minute

Team huddle to discuss
the Big Q.

5. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

What is a time when you had a conflict and chose to share, take turns, or apologize to fix the problem?

Accept reasonable responses, such as you broke your brother's toy, but fixed the problem by gluing it back together.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

- Read any books from the *Frog and Toad* series by Arnold Lobel to discuss how the two friends solve their conflicts.
- Read *It's Mine* by Leo Lionni to think about how three frogs bicker day and night and have to find a way to solve their conflict.
- Find teachable moments during the day when win-win conflict solvers could be used, such as when the students are reading a story with a conflict in it, when the students need to solve a problem on the playground, or when there is only one of something and the students need to share or take turns.

Conflict-Solver Stories

Story 1:

You and your friend want to use the only computer left in the classroom.

Story 2:

There is one cookie left in the house.
Two people want it.

Story 3:

You and your sister get bunk beds, and you both want to sleep on the top bunk.

Story 4:

You want to do a puzzle by yourself, but your friend also wants to do it.

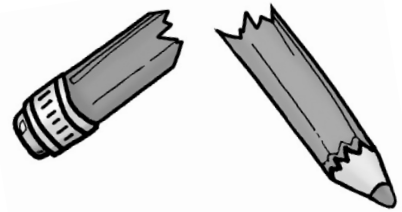
Story 5:

Two classmates both need the blue crayon to finish their pictures.

Situations to Practice Apologizing

Situation 1

José has a new pack of pencils. His friend Shanera's pencil breaks. José loans Shanera one of his new ones. Shanera accidentally breaks the pencil.



Situation 2

José accidentally bumps into Shanera as she is carrying a lot of books. He knocks everything out of her hands.



Conflict Solvers



Apologize.



Share.



Take turns.



Get help.



Fix the problem.



Apologize.



Share.



Take turns.



Get help.



Fix the problem.



Teacher Guide to Win-Win Conflict Solvers

Following is a starting list of possible win-win conflict solvers and their definitions. Teachers are encouraged to use these terms and definitions so the students can develop a shared vocabulary for possible win-win ways to solve classroom problems.

Share. Two or more people use an item at the same time. The conflict is solved because no one is left out.

Take turns. Two or more people rotate turns using an item for equal amounts of time; people can flip a coin, play Rock, Paper, Scissors, or draw straws to see who goes first. They can use a timer to keep the length of turns fair. The conflict is solved because each person gets an equal turn.

Apologize. A person admits that he or she made a mistake and says, “I’m sorry.” The other person accepts the apology. Highlight that it is appropriate to apologize for something even if it was an accident. The conflict is solved because each person takes responsibility for what happened.

Fix the problem. A person repairs an item or a situation that he or she damaged, such as rebuilding someone’s block tower after knocking it down. The conflict is solved because the problem is fixed.

Compromise. Each person agrees to change a little so both people can be happy. They decide to make a deal that satisfies both people. An example is “If I can have the computer first, you can have my cookie.” Or “We will play your game for 10 minutes and then my game for 10 minutes.” The conflict is solved because both people get something they want.

Laugh it off. Each person agrees that the conflict is silly; they laugh it off and move on to something else. The conflict is solved because both people decide that there really is no conflict.

Find something else to do. Rather than argue about the situation, two or more people decide to do something completely different, such as deciding to play Hopscotch instead of arguing over who gets the basketball. The conflict is solved because they are no longer arguing.

Get help. Two or more people realize that they need another person to help them solve the problem, such as asking an adult if there is a second green marker. The conflict is solved because they do not need to argue over one marker.

Ignore once. One person decides to ignore an upsetting comment or action once, rather than get into a conflict with that person. For example, someone might say to another, “Your hair is kind of messy.” The other person can choose to ignore the comment and avoid a conflict. The conflict is solved because it never grew into a conflict in the first place. **Note:** Emphasize that if the upsetting behavior persists or is more seriously hurtful, it should not be ignored.

Talk it out. Misunderstandings often cause conflict. For example, someone might think a person tripped him or her on purpose when it was really an accident. Talking it out can clear up that misunderstanding. The conflict is solved because both people understand what actually happened.

Peace Path

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn and practice the three steps of the Peace Path and understand how to use the Peace Path in a conflict situation.

ADVANCE PREPARATION

- ☐ Have the Peace Path poster available, and be prepared to post it in the Thinking Spot near the conflict solver cards.
- ☐ Make sure the conflict solver cards are posted in the Thinking Spot.
- ☐ Have the GAT2 DVD, a television, and a DVD player available to show the "Peace Path" video.
Note: Please preview the DVD before the lesson so you know what to expect.
- ☐ Read the story that you will role-play with a student during Active Instruction so you will be prepared to act it out. **Note:** Think ahead of time about a student who will dramatize it with you. Briefly explain the role-play ahead of time to him or her. You may want to choose the Cool Kid.
- ☐ Prepare the Peace Path story for Active Instruction for the overhead/whiteboard.
- ☐ Have the Getting Along Together stick puppets available. **Note:** In the Peace Path Cards, Betty and Chilly are paired together, and Buster and Owlivia are paired together, so you may want to organize the puppets in these pairs ahead of time.
- ☐ Copy and cut out the Peace Path Cards—one scenario per partnership. Place the cards in a grab bag for pairs to choose one.

- ☐ Prepare the Peace Path Cards for the overhead/whiteboard.
- ☐ Copy the 8.5 x 11 inch Peace Path sheet—one per pair of students.
- ☐ Copy the grade 2 Think-It-Through sheets—one per student.
- ☐ Have the Chilly puppet available in the Thinking Spot.
- ☐ Copy extra Think-It-Through sheets to be placed in the Thinking Spot during the lesson.
- ☐ Make sure that the following items are already in the Thinking Spot: the Taking Turns Bag, the Stop and Stay Cool Steps, the conflict solver cards, the Feelings Thermometer, and the Settle-Down Jar (optional). **Note:** You will add the Peace Path (the poster and the 8.5 x 11 inch sheets) and the grade 2 Think-It-Through sheets to the Thinking Spot in this lesson.
- ☐ Prepare the Think-It-Through sheet for the overhead or whiteboard.

Agenda

Active Instruction

- Review the win-win conflict solvers, and explain that the conflict solvers will be used on the Peace Path.
- Define the words *peace* and *path*.
- Introduce the Peace Path using the DVD animation.
- Model the three Peace Path steps.

Teamwork

- Role-play the Peace Path steps in pairs.
- Review the Thinking Spot and the materials located in the Thinking Spot.
- Introduce the Think-It-Through sheets, and have the students complete a Think-It-Through sheet for the characters that they role-played.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare them to respond to it at the end of the lesson.

Big Q: How would a classroom that uses the Peace Path look different from a classroom that doesn't use the Peace Path?

1 minute

Review the conflict solvers.

2. Review the conflict solvers in preparation for introducing the Peace Path.

Review the five conflict solvers that were taught in the previous lesson. Additional conflict solvers will be introduced throughout the year.

3 minutes**Introduce the Peace Path.**

3. Introduce the Peace Path.

- Display the Peace Path poster. Reintroduce Chilly and Buster as characters who often use the Peace Path to work out conflicts.

The Peace Path is something we use to work out conflicts. It involves using many of the ideas that you have already learned: the Feelings Thermometer, the Stop and Stay Cool Steps, “I” Messages, and, of course, the win-win conflict solvers.

Ask:

What does the word *peace* mean?

Randomly call on the students to explain what they think *peace* means.

Chart student answers on the board, incorporating the following key ideas:

Peace means that we solve our problems without violence, we are respectful to one another, and we listen.

Ask:

Since we call it the Peace Path, what is a path?

Call on a student to respond.

A path is like a road or a street. We try to get somewhere on the road or street. On the Peace Path, we are on the road to working out conflicts and getting to win-win solutions.

10 minutes**Show the Peace Path DVD.**

4. Explain the three steps on the Peace Path, and show the Peace Path video.

After playing the DVD, ask the students to identify the three steps on the Peace Path.

Ask:

What might have happened if Chilly and Buster didn’t use the Peace Path?

They might have continued to fight about the swing.

How was the solution that Chilly and Buster chose a win for *both* of them?

They both got turns on the swing.

Use **Buddy Buzz** to say:

Tell your buddy about a time when it would have been helpful to use the steps of the Peace Path in the classroom, while playing outside, or at lunchtime.

Call on one or two students to share responses.

10 minutes**Practice the Peace Path steps.**

5. Practice the Peace Path steps.

- Call on a student to practice modeling the steps of the Peace Path with you.

You will role-play Myesha, and the student will be Teron. If you have not already done so, briefly explain the role-play to the volunteer student.



Review the idea that it may be important to Stop and Stay Cool *before* using the Peace Path (if feelings are too intense in a conflict). Review the Stop and Stay Cool Steps if necessary.



Note: You may want to give the Cool Kid the special job of role-playing with you.

Display the following Peace Path story on the overhead or whiteboard, and read it aloud:

Myesha and Teron finish their work at the same time and race to the class computer, the only computer in the room. Myesha gets there first. Teron tries to push her away. Myesha tells him to go away and find something else to do because she got there first. The teacher asks them to go to the Peace Path.

- Point to step 1 on the Peace Path poster.

Tell the problem: In this step, each person in the conflict will give an “I” Message, and each person will say back his or her partner’s “I” Message.

Note: If necessary, briefly review what an “I” Message is.

Give an “I” Message. (For example, “I feel angry because you pushed me.”)

Have Teron say it back. (For example, “You feel angry because I pushed you.”)

Have Teron give his “I” Message. (For example, “I feel angry because you told me to go away.”)

Say it back to make sure you understood. (For example, “You feel angry because I told you to go away.”)

Ask:

Why are active listening and saying it back so important in step 1 of the Peace Path?

So we are clear about how we feel and the reason we feel this way and so we understand how the other person feels and why.

- Point to step 2 on the Peace Path poster.

Brainstorm solutions: In this step, each person in the conflict will suggest one of the win-win conflict solvers to solve the conflict.

Point to the conflict solver cards. Each of you should suggest a win-win conflict solver. **Note:** Remind the students that there is more than one way to solve a conflict, so you might each suggest a different solution.

Possible solutions: share, take turns, apologize/accept apology.

- Point to step 3 on the Peace Path poster.

Solve the problem: In this step, both people discuss and agree on a win-win solution to try.

With the student who is dramatizing the situation with you, agree on one solution to try. Announce it to the class.

Have the class give a thumbs up if they think you selected a win-win solution.

- Ask the students if they have any questions about the Peace Path.
- Post the Peace Path poster in the Thinking Spot.

Emphasize that conflicts are normal, that both adults and kids have conflicts, and that conflicts can be solved.

Teamwork

15 minutes

Role-play the Peace Path with a partner.

Either let the pairs choose which characters they will be, or you can structure the roles for them.



15 minutes

Review the Thinking Spot, and introduce the Think-It-Through sheets.

1. Introduce the activity to role-play the Peace Path with a partner.

Using the Getting Along Together puppets Buster, Chilly, Owlivia, and Betty, guide students to role-play the steps on the Peace Path.

- Pair the students.
- Have pairs choose a Peace Path Card from the grab bag. Pass out the puppets to each pair, making sure to give the correct puppets to each pair based on their card.
- Display the cards on the overhead/whiteboard, and read them aloud.
- Pass out an 8.5 x 11 inch Peace Path sheet to each pair to follow along with each step.
- Have pairs demonstrate step 1 on the Peace Path, giving “I” Messages and saying them back, based on their story situations.
- Circulate to make sure that pairs are giving “I” Messages and saying them back.
- Give the Active-Listening Signal. Then have pairs demonstrate step 2 on the Peace Path, suggesting a win-win conflict solver.
- Circulate to make sure that pairs are suggesting a conflict solver. Randomly call on a few students to share which win-win conflict solver they suggested.
- Give the Active-Listening Signal. Then have pairs demonstrate step 3 on the Peace Path, discussing and agreeing on a win-win solution to try.
- Use **Random Reporter** to select students to share which conflict solver they decided to try.
- Collect the Peace Path papers and place them in the Thinking Spot.

2. Review the Thinking Spot, and introduce the Think-It-Through sheets.

- Reintroduce the Thinking Spot as a place to go to think through difficult situations, conflicts, etc.
- Briefly review the materials already in the Thinking Spot:
the Taking Turns Bag,
the Feelings Thermometer,
the Stop and Stay Cool Steps,
the conflict solver cards,
the Peace Path poster, and
the Settle-Down Jar (optional).



Introduce the Think-It-Through sheets.

- Explain that sometimes it is important to think through your problem before deciding what to do next, and this can be done in the Thinking Spot.
- Display the Think-It-Through sheet on the overhead or whiteboard.
- Model how to use a Think-It-Through sheet.

Note: Make sure the Chilly puppet is in the Thinking Spot. Explain that this puppet can help you think it through.

Give an example of a typical classroom problem that a student might have. Then complete the Think-It-Through sheet based on that problem, using the overhead or whiteboard.

Note: You may want to draw and write about the problem under #1 on the Think-It-Through sheet so the students feel comfortable doing either one. You may also want to model telling Chilly the puppet the problem.

- Distribute a Think-It-Through sheet to each student.
- Have the students complete a Think-It-Through sheet for the characters that they just role-played in the first Teamwork activity.
- Circulate and debrief the activity, asking the students to show or explain their Think-It-Through sheets.
- Explain to the students that the Think-It-Through sheets will be available for them to use, as needed, in the Thinking Spot.
- Place a stack of Think-It-Through sheets in the Thinking Spot.

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

1 minute

Team huddle to discuss
the Big Q.

Reflection

4 minutes

2 points



The Big Q:

How would a classroom that uses the Peace Path look different from a classroom that doesn't use the Peace Path?

A classroom without the Peace Path might have more fighting and unsolved conflicts; people might not listen to one another as well; they might not be clear about their feelings or understand how another person feels; they might not find win-win solutions to conflicts.

A classroom that uses the Peace Path might have less conflict; there might be better listeners; students might be more aware of their feelings and another person's feelings; they might find more win-win solutions; students might be able to use the Stop and Stay Cool Steps; they might show more respect to their teammates.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

Extend and Connect

- If additional teachers, parents, or other adults are available, it might be helpful to have them come in to model using the Peace Path to reinforce the idea that conflict is normal and that adults have conflicts too.
- Have the students finish writing a song about the Peace Path steps using the following lines to begin, or have them write an original song about the Peace Path.

Example (to the tune of “Row, Row, Row Your Boat”):

Peace, peace, peace, peace

The Peace Path can help you

Talk about your feelings

And say them back too.

- Find teachable moments during the day to encourage the students to think about peaceful solutions to conflicts on the playground, in gym class, at lunch, etc.
- Model “I” Messages as often as possible.

Peace Path Story

Myesha and Teron finish their work at the same time and race to the class computer, the only computer in the room. Myesha gets there first. Teron tries to push her away. Myesha tells him to go away and find something else to do because she got there first. The teacher asks them to go to the Peace Path.

Peace Path Cards

Chilly eats all the cookies and does not share any with Betty.



Owlivia borrows Buster's pencil and breaks it by accident.



Chilly is playing ball, and Betty wants to use it. Betty takes the ball from Chilly.



Buster will not share the swing with Owlivia.



Betty tells Chilly he is too slow in walking to school. Chilly pushes Betty.



Owlivia and Buster are in math class. Buster gives the wrong answer to a math problem, and Owlivia says he is dumb.





Peace Path



Step 3: Solve the Problem

Discuss and
agree on a win-win
solution to try.



Discuss and
agree on a win-win
solution to try.



Step 2: Brainstorm Solutions

Green suggests
a conflict solver.



Blue suggests
a conflict solver.



Step 1: Tell the Problem

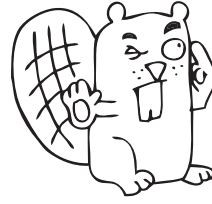
Green says,
I feel _____ because _____.
Blue says,
You feel _____ because _____.



Blue says,
I feel _____ because _____.
Green says,
You feel _____ because _____.



Think-It-Through



Name _____

1. Draw, write, or tell about your problem.

2. How do you feel? (Please circle one, and then color in the Feelings Thermometer to show the strength of the feeling.)



Sad



Angry



Worried

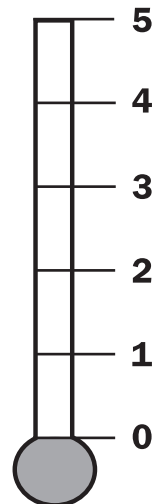


Scared



Frustrated

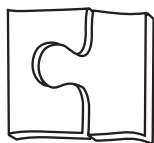
_____ **Other**



3. What do you want to do? (Please circle one.)



**Stop and
stay cool.**



**Use a
conflict solver.**



**Use the
Peace Path.**



Ask for help.

_____ **Other**

I choose to: _____

Brain Game Aim: Memory

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Here Is Your Ice-Cream Sundae! whenever time allows during the day/week. **Note:** This Brain Game will be introduced during the lesson.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students. **Note:** Be prepared to tally total team points and award stickers at the end of the day.



Key Point of the Lesson: Students will identify memory strategies and understand the importance of memory skills needed for school.

ADVANCE PREPARATION

- ☐ Make sure the strategy charts from the previous two Brain Game lessons (on focusing and stopping and thinking) are posted.
- ☐ Have chart paper available titled Important Unit Ideas.
- ☐ Make sure the Train Your Brain! poster is displayed.
- ☐ Prepare a sentence strip to post the new Brain Game: Here Is Your Ice-Cream Sundae!
- ☐ Have the Here Is Your Ice-Cream Sundae! Brain Game Card available. **Note:** Please read through the Brain Game Card to make sure that you are familiar with the game and so you understand the cognitive purpose of playing this Brain Game. Consider three students to play this game with you during the lesson.
- ☐ Prepare a chart titled Strategies for Remembering. **Note:** Save this chart for future units.
- ☐ Copy the "How well can you remember?" sheet—one per student. **Note:** Save these memory self-assessments. Midyear and at the end of the year, you will readminister the assessment to check on any progress that the students have made in practicing this skill area.
- ☐ Prepare the self-assessment for the overhead/whiteboard.

- Tally team points at the end of the day, and celebrate the totals with the students. Remember to award a minimum of 5 points per team per day. Since this is the final lesson of the week, award a super, great, or good team sticker to each student. Write “Super,” “Great,” or “Good” for each team on the Team Success! poster. **Note:** Ideally, this day is a Friday. If it is not, award the stickers anyway. After the initial ten daily lessons of Getting Along Together, you will be on a regular schedule as follows: Monday—Getting Along Together skill lesson; Friday—Class Council.

Agenda

Active Instruction

- Review previous Brain Game skills and strategies.
- Introduce the third Brain Game skill, memory, and practice remembering important unit concepts.
- Play the Here Is Your Ice-Cream Sundae! Brain Game to highlight memory skills, and brainstorm strategies for remembering items from the Brain Game.
- Identify how understanding the meaning of something helps you remember it.
- Brainstorm memory strategies.

Teamwork

- Play Here Is Your Ice-Cream Sundae! again, this time using memory strategies.
- Have the students identify important times to use memory skills at school.
- Play Memory Masters to practice memory strategies.
- Have the students complete the memory self-assessment.

Reflection: Ask the Big Q.

Home Connections: Homework will start in the third week of school.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare them to respond to it at the end of the lesson.

Big Q: What is one thing that you will try to remember this week and one memory strategy that you will use?

2 minutes

Review the previous two Brain Games skills and strategies.

2. Review previously learned Brain Game skills and strategies.

- Remind the students that they have been learning a lot of new information and that they have to really use their brains to retain it all.

Note: Make sure the strategy charts from the previous Brain Game lessons are posted.

Use the Remember hand signal when asking the students to remember these concepts.

- Review the self-control skills and strategies by asking:

When we played Simon Says, what skill were we working on?

Stopping and thinking before we act.

Tell me a strategy for stopping and thinking that you remember.

Counting, using self-talk, using the Stop and Stay Cool Steps, etc.

- Review the focusing skills and strategies by asking:

When we played Telephone, what skill were we working on?

Focusing.

Tell me a strategy for focusing that you remember.

Use active-listening skills, write down what is being said, use self-talk, and limit distractions.

- Point out that the students had to use their memory skills to remember these games and strategies.

8 minutes

Introduce the Brain Game skill, memory.



- Introduce the third Brain Game skill, remembering.

We will need to use our memory skills not only in our schoolwork, but also to remember how to use the Peace Path and think about all the win-win conflict solvers that we have learned.

Let's talk about how we are able to remember things, and then we will play a Brain Game to practice using our memory muscles.

- Hold up the red Memory Brain Game Cards.

This type of Brain Game helps us practice using our brains to remember.

- Point to "Remember" on the Train Your Brain! poster.
- Introduce the hand signal for remembering: hands massaging your temple. Have the students practice the Memory hand signal.

What we learned in the focusing lesson will help us with our memory skills because it is important to focus on what we want to remember.

tps

Use **Think-Pair-Share** to ask:

We learned many important ideas about teamwork, listening, feelings, and solving conflicts in this unit. Let's turn your memory skills on high! Tell one big idea that you can remember from this unit.

Examples include: active-listening skills, "I" Messages, the Stop and Stay Cool Steps, conflict solvers, the Peace Path, etc.



Randomly call on the students to share responses. Write the student responses on chart paper titled Important Unit Ideas.

Emphasize the fact that the students had to use their *memory* skills to remember these big ideas.

5 minutes**Play a Memory Brain Game.**

Playing the game in pairs should be very easy for the students, but it is good preparation for playing with the whole team.

4. Play a Memory Brain Game.

Today we are going to play the Here Is Your Ice-Cream Sundae! Brain Game to practice our memory skills.

Model for the class how to play the game.

- Call up three volunteer students. **Note:** You may want to give the Cool Kid the special job of modeling the game.
- Tell the students that you will be the waiter and will need to remember the customers' orders.
- The three volunteer students will be the customers who will order *one* ice cream flavor.
- Remind the customers that they, too, have to remember their orders and the other students' orders to make sure that the waiter is correct when he or she restates them.
- Have the customers place their sundae orders. Model remembering and then retelling aloud each person's order.

After modeling the game, pair the students to play Here Is Your Ice-Cream Sundae!

- Assign 1s and 2s, and have all the 1s be the waiters, and have the 2s be the customers.
- Begin the game. Have the 2s tell the waiter their ice cream order. Have the 1s remember and restate the order.

Give me a thumbs up if this game was easy, a thumbs down if it was hard, or a sideways thumb if it was in the middle.

- Have partners switch roles and play again.

Note: If the activity is too easy for your students, have the customer order an ice cream flavor *and* a topping.

Use **Buddy Buzz** to ask:

How were you able to remember the customers' orders?

I focused on what the person was saying. I kept saying it over and over in my mind. I thought about what the ice cream might look like and taste like, etc.

Call on a few students to respond.

5. Introduce the activity to highlight the importance of understanding what you need to remember.

- Read the following list of words. Ask the students to remember words from the list.

List 1: chocolate, vanilla, checkers, basketball, baseball

Use **Buddy Buzz** to say:

Tell your partner any of the words from the list that you remember.

Call on a few students to share responses.

5 minutes

Emphasize understanding what you need to remember.

Suggest ways that the students could have remembered the first list:

If I were trying to remember the list, I might put *chocolate* and *vanilla* together in my mind because they are both ice cream flavors. Or I might chunk together *chocolate* and *checkers* in my mind because they both have the /ch/ sound. Or I might put *basketball* and *baseball* together because they are both sports.

- Read the second list of words:

List 2: shooboo, trunklement, zimor, voberskot, wodiment

Use **Buddy Buzz** to say:

Tell your partner any of the words from the second list that you remember.

Call on a few students to share responses.

Ask:

Which list was easier to remember? Why?

Call on a few students to share responses.

It was probably easier to remember the first list because they were words that you already knew and understood. The better we understand and comprehend something, the easier it is to remember.

What can you do to understand what you need to remember?

Ask questions.

Asking questions helps us know for sure what we need to remember.

5 minutes

**Brainstorm/Chart
memory strategies.**

6. Brainstorm and chart memory strategies with the students.

Use **Think-Pair-Share** to ask:

Think about the Here Is Your Ice-Cream Sundae! Brain Game and the word-list activity that we just did.

Brainstorm one strategy that you used or could have used to help you remember what you needed in either of those activities.

Randomly call on pairs to share responses.

- Chart responses on the Strategies for Remembering chart, making sure to include the following in addition to any relevant student responses:
 - Make sure you understand what you need to remember.
 - Focus on what you need to remember.
 - Group, or chunk, similar things together.
 - Repeat what you need to remember in your head.
 - Visualize what you need to remember.
 - Write down what you need to remember if possible.



Please be sure to save this
chart for future units.

Teamwork

5 minutes

Play a Brain Game using memory strategies.

If the waiters on the teams are having too much trouble remembering everyone's order, allow them to try to remember just the ice cream flavor.



1 point

5 minutes

Identify memory skills at school.

13 minutes

Play a team memory game.

This game is practical and fun. When teams do not remember the directions in order, take advantage of the chance to laugh and enjoy the game.

1. Play the Here Is Your Ice-Cream Sundae! Brain Game, with the whole class using the memory strategies that we just charted.

Play Here Is Your Ice-Cream Sundae! in teams and remembering the ice cream flavors and toppings. **Note:** Begin where teams can be successful, then make it more difficult.

- Assign numbers to the students on each team. Assign the 1s to be the waiters. The rest of the teammates will be the customers.
- Ask the students to choose one memory strategy to use during this round of the game.
- Have teams play the game.
- Debrief.

Team huddle:

If this Brain Game was easier for you this time, tell one memory strategy that you used to better remember the orders. If the game wasn't any easier, tell one memory strategy that you could have used.

Use **Random Reporter** to call on teams to share responses.

Award 1 team point for each thoughtful response.

2. Discuss the importance of memory skills at school.

Team huddle:

Think of a time when you have to remember something at school and tell how you remember it.

- Use **Random Reporter** to call on teams to share responses about what they have to remember at school, and write responses on the board.

Rules, routines, facts from different subjects, letters, numbers, etc.

- Assign each team one of the above—a rule, a routine, a fact, etc.—and have the teams explain how they remember these.

3. Play Memory Masters to practice memory strategies.

- Read aloud the following set of directions to each team. Tell teams to use their memory skills to remember the directions the first time since you will not repeat them.

Note: Encourage the students to say the directions over and over in their heads or to use another memory strategy.

- After giving the directions, instruct each team to come to the front of the classroom and perform the directions in the correct order.

Note: There are directions for eight teams, so use as many as you need for the number of teams in your classroom.

1 point

If the students decide to write down the four directions, please do not discourage them since this is a strategy for remembering information. However, they cannot read back what they wrote down, but must *remember* it.



- Award 1 team point if the entire team successfully remembers and completes all three tasks or helps other teammates stay on track.

Team 1: Jump up and down five times, moo like a cow, and wave hello to the class.

Team 2: Walk to something (red) in the classroom, take your shoe off, and spin around once.

Team 3: Shake a teammate's hand, do one jumping jack, and snap your fingers two times.

Team 4: Touch your toes, hop in place, and find a (piece of chalk, marker, etc.) to hold.

Team 5: Take five steps backward, bark like a dog, and take a bow.

Team 6: Run in place, stretch up to the sky, and say, "Hola!"

Team 7: Neigh like a horse, clap three times, and give a high-five to a teammate.

Team 8: Stand on your tiptoes, shake your teacher's hand, and say, "Hurrah!"

Debrief by asking:

How were you able to remember all three things to do?

Why was it important to help your teammates?

How were your active-listening skills important in this game?

Why was focusing important for remembering what to do in this game?

5 minutes**Memory self-assessment**

You will reassess the students on their ability to remember midyear and at the end of the year.

1 minute

Summarize the main ideas.

1 minute

Team huddle to discuss the Big Q.

- Have the students complete the memory self-assessment.
 - Pass out the "How well can you remember?" forms.
 - Display the self-assessment on the overhead/whiteboard.
 - Read the three classroom examples, pausing between each one to have the students rate themselves and circle the "easy," "hard," or "sometimes hard" faces.
 - Collect the forms when the students finish. Save these assessments for future reference.
- Review the main points of the lesson.

Some of the Brain Games help us practice remembering. Remembering is an important skill at school. There are six (or more, depending on your class) strategies to help you remember.
- Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What is one thing that you will try to remember this week and one memory strategy that you will use?

Accept reasonable responses. I will try to remember the correct spelling for my spelling words this week; I will try to group similar words together, and I will repeat how to spell these words over and over.

Home Connections

Homework will start in the third week of school, when GAT lessons change from daily to weekly lessons for the rest of the year.

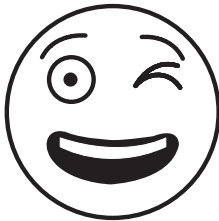
Extend and Connect

- Read any of the books from the *Cam Jansen* series by David Adler to discuss how Cam uses her photographic memory to remember important clues to solve the mysteries.
- Encourage the students to use memory strategies when remembering new facts or ideas or when learning a new routine.
- During reading, encourage the students to remember information about the characters and plots of a story.

How well can you remember?



1. How easy or hard is it for you to remember something new that you just learned?



Easy



Sometimes hard



Hard

2. How easy or hard is it for you to remember math facts?



Easy

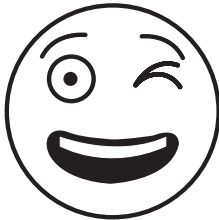


Sometimes hard



Hard

3. How easy or hard is it for you to remember class routines?



Easy



Sometimes hard



Hard

Introduction to Class Council

Beginning with this lesson, all Getting Along Together lessons will be 30 minutes. You will now start the regular routine of a skill lesson (30 minutes) on Monday and a Class Council meeting (30 minutes) on Friday. This routine will continue throughout the year. Remember to include the Cool Kid, a Cooperative Challenge, and a Brain Game as part of your regular weekly routines (see below).

Note: This lesson will serve as an introduction to Class Council meetings. Refer to the Weekly Class Council Meeting Guide included after this lesson to help you run your first Class Council meeting this Friday.

Getting Along Together Routines

Cool Kid: The Cool Kid routine will now change. From this week on, one student will be chosen as the Cool Kid *for the week*. Three compliments will be given to him or her each day. The Cool Kid certificate will be presented at the end of the Class Council meeting. See the Getting Along Together Program Prep guidelines for details.

Use the craft sticks to choose the Cool Kid, and post the student's name on the bulletin board. Remind the students to notice the positive behaviors of the Cool Kid and be prepared to share three meaningful compliments about him or her at the end of the day.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it. **Note:** This is a new Cooperative Challenge, so please make sure that the students are aware of the change.

Brain Game: Play a Memory Brain Game whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students. Remember to award a minimum of 5 points per team per day.



Key Point of the Lesson: Students will practice the two parts of the Class Council meetings:

1. review the previous week's goals and brainstorm class strengths and class issues to set a new class goal for the upcoming week; and
2. celebrate team successes, award team points, and celebrate the Cool Kid and the return of the Home Connections tickets.

ADVANCE PREPARATION

- ☐ Have the Chilly puppet ready. See GAT 2nd Edition Guide for suggestions about how to use Chilly during Class Council.
- ☐ Remember to post the new Cooperative Challenge for week 3: Use "I" Messages.
- ☐ Prepare the Class Council Brainstormer for the overhead or whiteboard, or draw a brainstorming graphic organizer (such as the example given in the lesson) on the board or chart paper.
- ☐ Have Super, Great, and Good team stickers and the Team Tally and Team Success! posters available.
- ☐ Give some advance thought to what the class did well this week, and have specific examples in mind. Also, identify one or two areas that could use some work, such as transitioning to the playground or sharing the computer, so you can guide the class toward a goal for the next week.
- ☐ Make sure the Class Council goal heading is displayed. Be prepared to write the goal under this heading.
- ☐ Copy and cut out the Home Connections tickets—one per student. **Note:** Home Connections tickets are included in the packet of Blackline Masters and a sample is included with this lesson.
- ☐ Prepare the Home Connections ticket for the overhead/whiteboard.

Agenda

Active Instruction

- Introduce the purpose and structure of the Class Council meeting. Explain the two parts of the meeting.

Teamwork

- Practice the two parts of the Class Council meeting:
 - Part 1: Review the week, and set a new goal.
 - Part 2: Celebrate! Award Super, Great, and Good team stickers, present the Cool Kid certificate, and celebrate the return of the Home Connections tickets.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson so the students know the purpose of the lesson and to prepare them to respond to it at the end of the lesson.

Big Q: What is one thing your team can do to help the class meet the Class Council goal?

4 minutes

Introduce Class Council.

2. Introduce the Class Council concept.

- Gather the students together, and have them sit in a circle in the area of the classroom designated for Class Council.
- Tell the students that from now on, they will have a Getting Along Together lesson at the beginning of each week and a weekly class meeting, called Class Council, at the end of the week.

Ask:

What is a meeting? Have you ever been to a meeting or seen adults in a meeting?

A meeting is when a group of people get together to talk about something—to make sure they all understand something or to solve a problem.

- Talk with the students about the importance of using their active-listening skills during Class Council. They need to be able to listen to one another's ideas and be respectful. Give the Active-Listening Signal, and check that all the students remember the four parts of active listening.

5 minutes

Explain Class Council.

3. Explain the two parts of Class Council.

Part 1:

The first part of a Class Council meeting is reviewing how the week went and setting a class goal for the following week.

- Explain reviewing the week.

Our class will discuss the past week, identifying and celebrating all that is going well. We will chart and celebrate past class successes.

Note: Give an example of something that the class did well during the week.

- Explain goal setting.

After celebrating your strengths, we will consider an area that may need some work for the following week. From this discussion, our class will set a specific, measurable goal to work on for the following week. The goal will be posted for the week. You will brainstorm strategies to meet this goal.

- Point to the Class Council Goal heading to show where the goal will be posted.

Note: Give an example, such as the class decided that they are having a hard time sharing the computer. They would set a goal of sharing the computer and discuss ways to better share it during the following week.

- (Optional) Explain that if a Getting Along Together skill, such as using conflict solvers, will help the class meet the goal, the class might practice that skill again during Class Council using role-playing. You might also choose to practice a different Getting Along Together skill, even if it is not related to the goal but would still benefit the class, using a suggested Class Council scenario.

Note: Beginning with unit 2, scenarios for skill practice are provided in the Weekly Class Council Meeting Guide that appears after each lesson.

Part 2:

The second part is a time for celebrating your success! We will pass out stickers for super, great, and good teams. We will talk about how each team met with success. We will also award the Cool Kid certificate and celebrate the return of the Home Connections tickets!

Teamwork

15 minutes

Practice Class Council.

1. Practice the two parts of Class Council.

Tell the students that during this lesson, they will practice to prepare for the first Class Council on Friday of this week.

- Practice part 1 of the Class Council meeting.

Let's practice how to review and think back about the week. Let's all close our eyes and think back about last week. Thinking back about the week helps us celebrate the things we like in our classroom and see the things we need to improve.

Ask:

What things happened last week that went well and made us a better classroom community?

Pause to give the students time to think. Call on one or two students to respond.

For example, maybe the class is doing a great job sharing materials in their teams or walking quietly in the hallway.

After we review the class successes of the week, we will think back about any areas that we need to improve.

I want you to close your eyes again and think back about last week. This time, though, I want you to think about something that did *not* go well. What is a *class* concern that you think we need to work on?

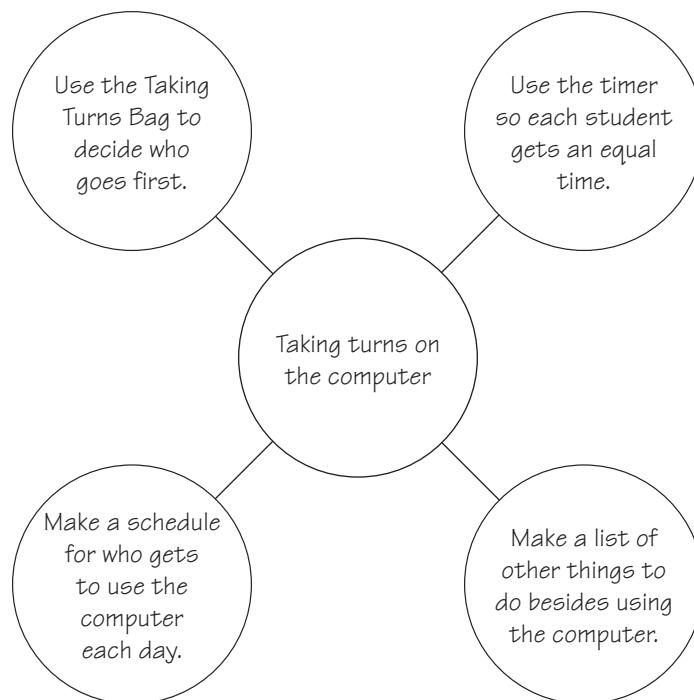
Note: Emphasize that this is a time for identifying something that involves the *entire* class, not an interpersonal problem between two or three people.

If you have a particular problem area in mind, you may guide the students toward it.



Call on one or two students. For example, the students may say they need to work on sharing, stopping and staying cool, or taking turns.

- Display the Class Council Brainstormer.
- Select one of the ideas, and write the problem in the middle of the Class Council Brainstormer graphic organizer.
- Explain that you will use the outside circles to record ideas for solving the problem in a win-win way.
- Elicit ideas from the students, and write them on the graphic organizer (see the following example).



- Help the class set a **specific, measurable goal** that will allow everyone to know whether the problem has improved. For example, the goal for sharing the computer might be that the teacher only has to referee use of the computer three times all week instead of daily.
- Post the Class Council goal.
- At the Class Council at the end of the next week, the students can discuss how they are doing with solving this class concern.
- Keep the Class Council graphic organizer posted so the students remember the goal and the ways to meet the goal during the next week.

Optional activity: If your students need additional practice with a Getting Along Together skill, especially if the skill will help the class meet the class goal, do some role-plays to review the skill. Following is a sample scenario that you can have your students role-play. Then have the class discuss the sample questions. Feel free to include your own scenario from something you witnessed with your class, but make sure not to use the real names of any students. Then ask questions that are relevant to the scenario.

Finding Win-Win Solutions

At recess, Rashid and Sheray run over to the ball box to get basketballs for shooting hoops. There is only one ball left, and both children grab it. Rashid says, "Give me the ball. You don't even like basketball, so go play something else." Sheray says, "You've had your own ball every recess; give someone else a turn for a change!"

Ask:

What are some win-win solutions to this conflict?

Share, take turns.

- Practice part 2 of the Class Council meeting.

Part 2 of Class Council will be celebrating our success by awarding team stickers and the Cool Kid certificate and celebrating the number of students who have been completing their homework.

Refer to the Team Tally and Team Success! posters, and remind the students that based on the number of points their team earns in the week, they will earn either a Super, Great, or Good sticker. Encourage teams to work really hard this week so they can have a lot of super teams at Class Council on Friday.

Tell the students that at the end of Class Council, the Cool Kid will receive his or her certificate.

The final step in Class Council is to celebrate the number of students who have been completing their homework and turning in their Home Connections tickets!

Display a Home Connections ticket on the overhead/whiteboard. Explain how to complete a ticket by writing one to three sentences on the board about what was taught this week in Getting Along Together. Also, remind the students that their name and dates should be on the ticket and that an adult should sign it.



1 minute

Team huddle to discuss the Big Q.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer the question using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points****The Big Q:**

What is one thing your team can do to help the class meet the Class Council goal?

Accept thoughtful responses based on the goal that you set.

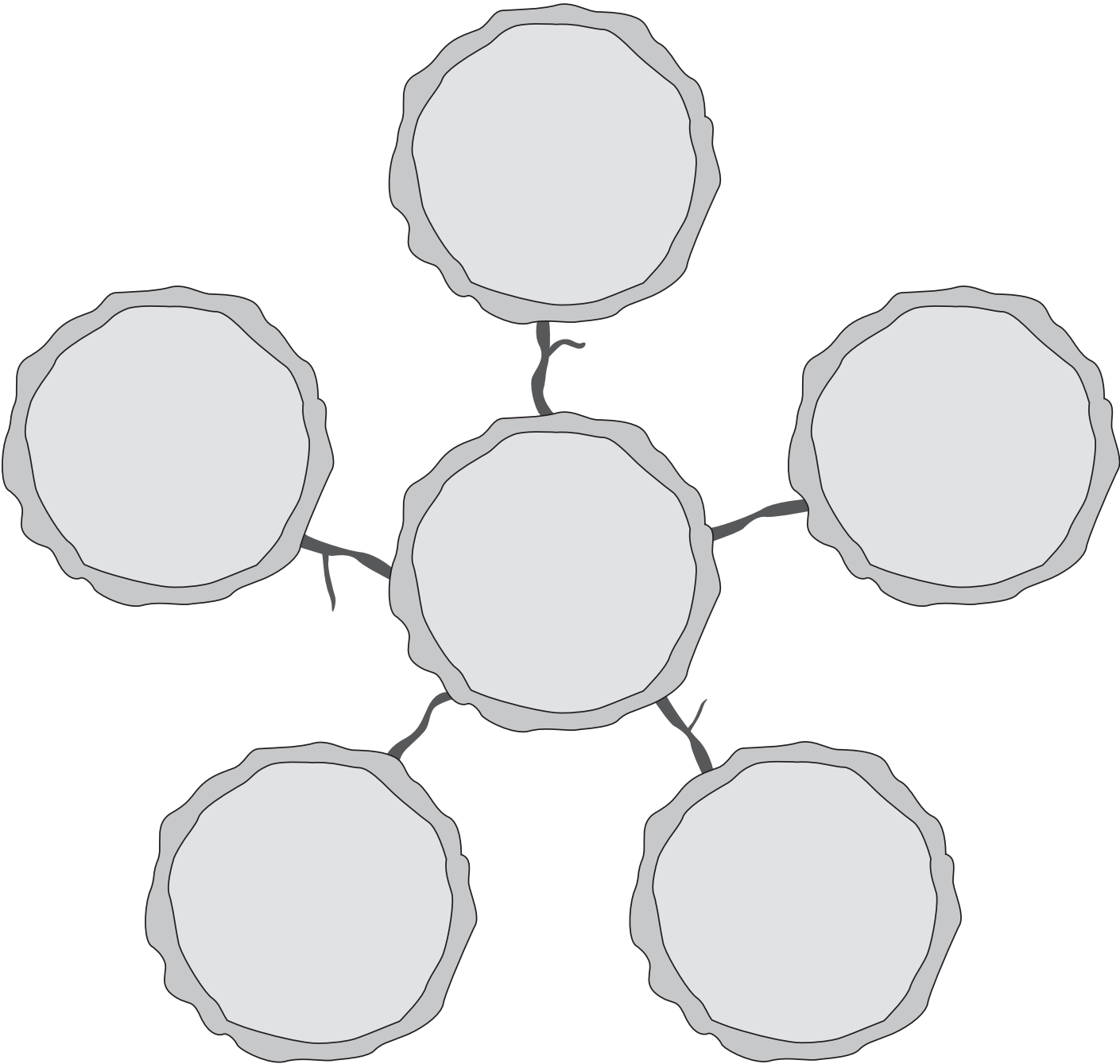
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Remind the students to think about how things are going in the classroom all week to prepare for the Class Council.
- Read *A Chair for My Mother* by Vera Williams to discuss how a family works together toward a common goal.
- Find teachable moments throughout the day to remind the students to use: active-listening skills, Stop and Think, Focus, Remember, Stop and Stay Cool, the Feelings Thermometer, “I” Messages, win-win conflict solvers, the Peace Path, and the Thinking Spot.

Brainstormer



Home Connections



Please ask your child to write one to three sentences about today's Getting Along Together lesson on the back of this ticket. Have your child read those sentences to you, and then have your child return the signed ticket to school the following day.

Name _____ Date _____

Adult Signature _____

Home Connections



Please ask your child to write one to three sentences about today's Getting Along Together lesson on the back of this ticket. Have your child read those sentences to you, and then have your child return the signed ticket to school the following day.

Name _____ Date _____

Adult Signature _____

Home Connections



Please ask your child to write one to three sentences about today's Getting Along Together lesson on the back of this ticket. Have your child read those sentences to you, and then have your child return the signed ticket to school the following day.

Name _____ Date _____

Adult Signature _____

Weekly Class Council Meeting Guide

Note: From now on, you will see this guide following each lesson. It is provided to help you run the Weekly Class Council Meeting,

ADVANCE PREPARATION

- ☐ You will follow this Class Council format today and for all subsequent Class Councils. Please refer back to lesson 11 if you have any questions about any aspects of the meeting.
- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Make sure the Class Council Goal heading is posted.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and the strategies for meeting the goal.
 - Role-play the following scenario (if that will help the class achieve this week's goal), or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Tyree and Patricia are playing games after school. Tyree wants to play soccer, and Patricia wants to play cards. They can't seem to agree.

What are some win-win solutions to this situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Unit 2: **Friendship**

UNIT OVERVIEW

Unit Focus

This six-lesson friendship unit is designed to provide opportunities for the students to develop the awareness and social competence to work effectively in teams and, ultimately, in school and work settings. In this unit, the students will learn about the importance of making and keeping friends and including others. The students will identify feelings associated with friendship: shyness, happiness, and loneliness. The students will discuss how to be a good friend and practice solving thorny issues and conflicts that come up in friendships. They will also be introduced to two new conflict solvers, talk it out and compromising.

Unit Outcomes

Students will:

- identify actions and exhibit behaviors that foster friendship;
- understand the value of the community and of each member within it and how their actions affect the community;
- identify actions that are hurtful and understand why they are inappropriate;
- take action to correct hurtful situations;
- effectively manage group situations and include others;
- participate as active and successful members of a team community;
- identify basic emotions and understand situations that cause these emotions;
- use a variety of techniques to regulate their emotions;
- identify that people may feel differently from themselves;
- understand that conflict and anger are normal parts of life, but how they handle them is important;
- identify effective strategies for coping with social dilemmas and conflict;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- use active-listening skills to elicit and understand the feelings and opinions of others; and
- identify the feelings, perceptions, and points of view of others.

Books Used in Unit:

Chester's Way by Kevin Henkes

What is a good friend?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play The Pickler whenever time allows during the day/week.

Note: This is a fun, interactive game to play with a partner and can highlight laughter between friends and teammates.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify positive friendship qualities (listening to your friends, playing with them, working out conflicts, etc.) about themselves and others and will be introduced to the feeling lonely.

ADVANCE PREPARATION

- ☐ Prepare the friends pictures for the overhead or whiteboard. **Note:** If you have other pictures of friends that would better suit your class, please use those pictures.
- ☐ Have the book *Chester's Way* by Kevin Henkes available. **Note:** The pages are not numbered, so please number them ahead of time. This book is a bit long, so you will read the first half in this lesson and the second half in the next lesson.
- ☐ Prepare a Feelings Leaf with the word *lonely*.
- ☐ Have chart paper entitled Qualities of a Good Friend available. **Note:** Please save this chart to refer to in lesson 2.
- ☐ Copy the blank quilt squares—one per student. Have scissors and crayons available. **Note:** Depending on how much your class enjoys designing the quilt squares, you may need to provide additional time for the students to complete the squares.
- ☐ Prepare a space in your classroom to hang the friendship quilt.
- ☐ Make a sample quilt square that describes how you are a good friend to model this activity for the students.

- ☐ Consider bringing in a quilt if you have one or a picture of quilts if that will help your students.
- ☐ Sign and copy the Parent Peek—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student. **Note:** You may want to remind the students that they can complete their Getting Along Together homework on loose-leaf paper if they can't find their tickets.

Agenda

Active Instruction

- Display the friends pictures to elicit from the students what the new unit is about.
- Read the first half of the book *Chester's Way*.
- Identify why Chester and Wilson are such good friends.
- Introduce the feeling lonely.
- Discuss the qualities of a good friend.

Teamwork

- Make a friendship quilt.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1 minute

Introduce the topic of friendship.



1. Announce the Big Q for this lesson.

Big Q: How do your friends help you feel happy?

2. Introduce the new unit topic, friendship.

Display pictures of friends on the overhead/whiteboard.

Ask:

What are the kids in these pictures doing?

The kids in these pictures are playing ball, riding bikes, playing hopscotch, and reading with others.

Give me a thumbs up if you think the kids look like they are friends.

Pause while the students give a thumbs up.

Ask:

Look at the pictures again. What makes you think they are friends?

They are smiling and having a good time. They are laughing, putting their arms around one another, and doing fun activities together.

Our new unit is about friendship, and we will talk about what makes someone a good friend, how to make new friends, and what to do when we have conflicts with friends. We will also learn some new feelings words and a new conflict solver.

8 minutes**Read the book.**

The book's pages are not numbered. Page 1 begins with "Chester had his own way of doing things..."

3. Read and discuss a friendship book, *Chester's Way*.

- Read pages 1–5.

Even though Chester likes to do some things on his own, such as cut his sandwiches diagonally or get out on the same side of bed, he also has lots of things he likes to do with a friend.

Ask:

What fun things does Chester like to do with his friend Wilson?

Play baseball, ride his bike, etc.

How do you think Chester feels when he is with his friend?

Happy.

Point to *happy* on the Feelings Tree.

Add any new feelings to the Feelings Tree.

Use **Buddy Buzz** to ask:

Think of a friend you have. What do you like to do with your friend, and how do you feel when you are with your friend?

Pause while partners share responses.

Ask:

How do you think Chester would feel if he didn't have a friend like Wilson to play with?

The students may suggest sad or lonely.

Let's add this word *lonely* to our Feelings Tree.

Post the word *lonely* on the Feelings Tree.

We all feel lonely at times. For example...

If you feel comfortable, tell about a time when you felt a little lonely.

Ask:

What does the word *lonely* mean?

Not having a friend to do something with, alone, by yourself, etc.

If we are feeling lonely, we can try to make a new friend or do something with a friend we already have.

Ask:

Chester and Wilson are friends who like to do things the same exact way. Do all friends like to do things the same way? For example, is it OK if I like vanilla ice cream and my friend likes chocolate ice cream?

Friends can be different from one another. They can like different things.

If necessary, reinforce with the students that while swallowing one watermelon seed is OK, doing something dangerous just because your friend does it is not a good idea.

Emphasize the idea that not all friends always like the same exact things or like to do everything the same way. People can be different from one another and still be friends.

- Read pages 6–9.

Ask:

How do Chester and Wilson show that they are good friends to each other?

They share an umbrella, they never throw snowballs at each other, they rake leaves together, and they remind each other to wear sunscreen. Chester and Wilson have the same Christmas lists and dress in Halloween costumes that go together: salt and pepper, etc.

Use **Buddy Buzz** to ask:

Chester and Wilson give us some good ideas about what makes someone a good friend.

Think about a good friend you have and what you like about your friend. What are some qualities we look for in a good friend?

Note: Use the following sentence starter if it will help your students:

“My good friend is _____. I like _____ because _____.”

Randomly call on some students to respond.

- Write student responses on the chart paper titled Qualities of a Good Friend.

Include the following qualities and any important ideas that the students share:

- Shares things (such as toys and games)
- Says kind words
- Listens to us
- Lets us be friends with others
- Plays games we both want to play
- Cares about us
- Works out conflicts with us

Note: Please save this chart to refer to in the next lesson.

- Read page 10.

Ask:

Can you predict what might happen to this pair of good friends when the new girl, Lilly, moves into the neighborhood?

Call on students to respond.

Tell the students that in the next lesson, you will finish reading this book to find out what happens when Lilly moves into the neighborhood.



Remember to keep this book in a convenient spot because you will finish reading it in the next lesson.

Teamwork

15 minutes

Make a friendship quilt.

Please explain what a quilt is if your students are not familiar with them.



Think in advance about your total number of students so you can try to have an even number of rows or columns when you assemble the quilt.

1 minute

Team huddle to discuss the Big Q

4 minutes

2 points



1. Make a friendship quilt.

- Ask the students to think about the list of the qualities of a good friend that the class charted.

Team huddle:

Tell your teammates one quality that makes you a good friend.

- Tell the students that they will be making a Friendship Quilt.
- Model the activity by holding up your own quilt square, and tell the students why you think you are a good friend. Show how you illustrated being a good friend.
- Distribute one paper quilt square to each student.
- Have the students complete the sentence starter “I am a good friend because...” and illustrate being a good friend on the paper quilt square.

Examples: The students may write “I am a good friend because I play games that we both want to play,” and then illustrate themselves with a friend jumping rope, or the students may write “I am a good friend because I say kind words to my friend,” and illustrate themselves saying kind words to a friend.

Use **Random Reporter** to call on a few students to show their quilt squares.

Note: This may be a good opportunity to let the Cool Kid do something special by sharing his or her quilt square with the class.

- Have the students color and cut out their quilt squares if there is time.
- Collect the quilt squares.

Note: At the end of the day, assemble the friendship quilt. If you didn’t have time for the students to cut out the quilt squares, please do so before assembling the whole quilt. Tape the backs of the quilt squares together to actually resemble a quilt. You may want to tape them to a large piece of chart paper. Write the title “Friendship Quilt” on a sentence strip. Then display your friendship quilt in the classroom!

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

The Big Q:

How do your friends help you feel happy?

My friends make me feel happy by saying helpful and encouraging words when I’m having a hard time; they play games that we both enjoy; they share toys and games, etc.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read any of the *Horace and Morris* series by James Howe to find more examples of good friendship qualities.
- In reading class, have the students find examples of characters who demonstrate any of the good-friend qualities.
- Encourage the students to show that they are good friends at lunch, on the playground, or in specials classes.



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

We started a new unit today focusing on the topic of friendship! Making friends and keeping them are an essential part of school and life.

Think about your own friendships. Who are your friends? What do you enjoy doing with these friends? Do you have a large group of friends or a few close friends? Are you rather shy when making a new friend? Have you ever included someone who seemed lonely? Did you ever have a tricky situation or conflict with a friend? Have you ever compromised with a friend? These are some of the friendship issues we will explore throughout this unit.

Here are a few ways that you can practice some of these friendship skills at home:

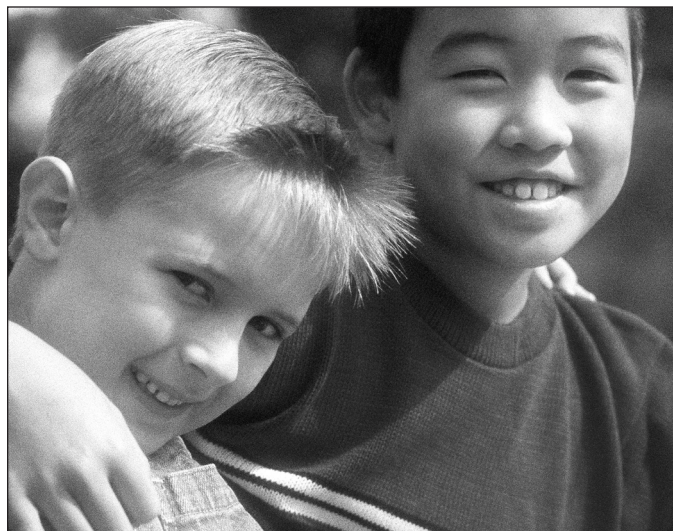
- Tell your child about a good friend of yours. Name three things that you especially like about this friend. Have your child say them back. Have your child tell you about one of his or her friends and three things that he or she likes about this friend.
- Have your child write or draw a picture of a time when he or she made a new friend.
- Tell your child about a time that you included someone (whom you may not have included before) in an activity. Tell what you did to include the person and how the person might have felt to be included.
- Invite one of your child's friends over to play.

Please remind your child about returning the Getting Along Together Home Connections tickets tomorrow and throughout the year.

Sincerely,

Your Second-Grade Teacher

Friends Pictures



Name _____

I am a good friend because

	<div data-bbox="318 464 1300 537" style="background-color: black; height: 35px;"></div>	
<div data-bbox="138 600 302 1577" style="background-color: black; height: 465px;"></div>	<p>Name _____</p> <p>I am a good friend because</p> _____ _____ _____	<div data-bbox="1317 600 1481 1577" style="background-color: black; height: 465px;"></div>
	<div data-bbox="318 1640 1300 1713" style="background-color: black; height: 35px;"></div>	

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if it will help the class achieve this week's goal, or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Maya and Grace walk into the lunchroom, looking for a place to sit down and eat lunch. They see another student, Ellie, sitting by herself with her shoulders hunched and her eyes on the floor.

How do you think Ellie might be feeling? What could Maya and Grace do to be good friends to Ellie?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Friendship and Inclusion

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Going to My Grandma's whenever time allows during the day/week. **Note:** Since this unit is about friendship, you may want to play "Going to My Friend's."

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn the importance of including others and will be introduced to the no-exclusion rule.

ADVANCE PREPARATION

- ☐ Have the book *Chester's Way* by Kevin Henkes available.
- ☐ Have the Feelings Tree posted. Be prepared to write "excluded" on a branch.
- ☐ Have the Qualities of a Good Friend chart available from the previous lesson.
- ☐ Prepare a sentence strip that reads, "No one gets left out of our classroom."
- ☐ Copy and cut the Inclusion-Solution Scenario Cards—one per team. Place the cards in a bag as a grab bag for teams to choose one.
- ☐ Prepare the Inclusion-Solution Scenario Cards for the overhead/whiteboard.
- ☐ Have sheets of blank paper available—one per student.
- ☐ Supply crayons or markers if necessary.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Briefly review the beginning of the book *Chester's Way*.
- Finish reading *Chester's Way*. Discuss how one of the characters in the book is left out of the friendship at first.
- Introduce the feeling of being excluded.
- Introduce the no-exclusion rule, No one gets left out.
- Discuss the importance of including new friends.

Teamwork

- Role-play situations in which someone is excluded.
- Have teams brainstorm how to include that person and discuss why he or she should be included.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: What does a classroom that uses the new rule, no one gets left out, look and sound like?

1 minute

Review friendship qualities and the book.

2. Review the qualities of a good friend and the first half of the book *Chester's Way*.

- Briefly review some of the ideas about what makes someone a good friend: he or she plays with us, shares ideas and things with us, works out conflicts with us, etc. Briefly review the first half of the book.

8 minutes

Finish the book.

3. Finish reading *Chester's Way* to introduce the lesson's topic, inclusion.

Emphasize that we are going to think about some ways to show how to be a good friend and some ways that show how not to be a good friend.

- Read pages 11–15.

Ask:

Lilly seems very different from Chester and Wilson (i.e., she wears adhesive bandages all over her body, always carries a squirt gun, etc.), **and Chester and Wilson don't include her in playing with them. Why do you think they might do this?**

Maybe they leave her out because she is different from them.

Ask:

How do you think Lilly feels when they say they are too busy to play with her or when they cross the street?

Sad, lonely, left out, etc.

Add any new relevant feelings words to the Feelings Tree.

- Introduce the feeling of being excluded, and write it on a branch of the Feelings Tree. Explain that *excluded* means to leave someone out of an activity.

Friends do not leave people out because they are different. A good friend includes other people in his or her activities.

Add this quality to the “Qualities of a Good Friend” chart.

- Introduce the no-exclusion rule.

Post the sentence strip “No one gets left out in our classroom.” Emphasize that this is a fundamental part of Getting Along Together, and relate it to the team cooperation goal, everyone participates. Highlight that this is a classroom rule. Encourage the students to remember this rule and always be sure to include others in what they are doing.

- Read pages 16–19.

Ask:

How do you think Chester and Wilson feel when the boys are circling them and yelling things at them?

Scared, angry, etc.

Add any new feelings to the Feelings Tree.

What does Lilly do to help Chester and Wilson?

She scares the boys away by jumping out of the bushes wearing a fierce-looking cat suit.

Emphasize that good friends help us when we are in trouble and that Lilly shows that she is a good friend by helping them.

Add this idea to the Qualities of a Good Friend chart.

- Read pages 20–26.

Emphasize the new friendship that is forged between Chester, Wilson, and Lilly.

One important thing that Chester and Wilson learn is to include new people in their friendship, even people who may seem different from them. After they meet Lilly, they find new ways to have fun, and they have one more new person to be friends with. Even if we have a best friend, like Chester and Wilson do, it is still important to include others.

When we include other people, we see that there are new and interesting people we can become friends with.

- Read pages 27 and 28.

We don't know what will happen when Victor moves in! Give me a thumbs up if you think Victor might change Chester and Wilson's friendship again.

Give me another thumbs up if you think Chester, Wilson, and Lilly should include Victor.

So the main idea is that it is important to include others and make sure that no one gets left out in our classroom, just like we hope the friends will include Victor in their friendship.

Teamwork

15 minutes

Role-play including others.



There are six scenarios, so some teams may get the same scenario based on the number of teams you have in your classroom.



1 point

1 minute

Team huddle to discuss the Big Q

1. Introduce the team activity to highlight the importance of inclusion.
 - Tell teams that they will draw or write about ways to include someone.
 - Display the Inclusion-Solution Scenario Cards on the overhead/whiteboard.
 - Read each of the cards aloud.
 - Have each team pick one inclusion-solution scenario card from the grab bag.
 - Pass out one blank sheet of paper to each student.
 - Have the students draw or write how they would include the character in the scenario.
 - Circulate to observe what the students are writing or drawing.
 - Have the students share their drawings and writings with their teams.
 - Use **Random Reporter** to call on a student from each team to briefly describe the scenario and how he or she would include the person.
 - Optional: Award 1 team point for thoughtful responses.
 - Optional: Tape the team drawings and writings to a poster board, and tape the solution cards in the middle. Display the poster board in the classroom.
2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What does a classroom that uses the new rule, no one gets left out, look and sound like?

It looks like: more people are working together; the students aren't working alone; no one looks lonely; and people look happy.

It sounds like: more people are talking; the teacher is not asking the students to include someone; and the students don't have to ask to be included.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Encourage the students to find examples of students who include others on the playground, at lunch, etc.
- Have teams role-play the teamwork scenarios for the class.
- Have the students write the sequel of *Chester's Way*, in which Chester, Wilson, and Lilly include Victor in their friendship.

Inclusion-Solution Scenario Cards

A new student joins your classroom. When you go outside to play jump rope, you see her standing alone.



You and your best friend decide to do a project together. Another classmate asks to work with you on it.



During team huddle discussions, you see that no one passes the talking stick to one of your teammates.



You and your friends are eating lunch together. A new classmate asks to sit next to you.



You and your friends are playing tag. You know another classmate wants to join the game.



You and your friends notice that a new kid is moving into the neighborhood.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if it will help the class achieve this week's goal, or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Juanita, Mary, and Tamika usually like being together. They like to eat lunch together and play together. But sometimes, this threesome does not work out. When it is time for Think-Pair-Share, Juanita always chooses Mary, leaving Tamika feeling left out. When they are outside, Juanita and Mary often have special conversations alone. When they must choose a partner to walk to the bathroom, Juanita always chooses Mary.

How do you think Tamika might be feeling? How could Juanita and Mary include her? How would that show that they are good friends?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Making New Friends

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will practice the three steps to making a new friend: introduce yourself, ask the person's name, and invite the person to do an activity.

ADVANCE PREPARATION

- ☐ Read the story that you will role-play with a student in Active Instruction to be prepared to act it out. **Note:** Think ahead of time about a student to role-play with you. You may want to choose the Cool Kid.
- ☐ Have chart paper titled Steps to Make a New Friend available.
- ☐ Have the Getting Along Together puppets available. **Note:** Pair the puppets ahead of time: Chilly and Betty for story 1, and Owlivia and Buster for story 2.
- ☐ Copy and cut the Making a New Friend story cards—one story per partnership. Organize the puppets with the correct story card.
- ☐ Prepare the Making a New Friend story cards for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the importance of inclusion, and understand why it is important to include new friends.
- Identify the basic steps for making a new friend.
- Model and role-play the steps for making a new friend.

Teamwork

- Use the Getting Along Together stick puppets to role-play making a new friend.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Tell about a time when you made a new friend. What did you do or say?

9 minutes

Explain and model the steps to make a new friend.

2. Introduce the lesson's topic, making friends.

Review the importance of including others and the classroom rule that no one gets left out from the previous lesson. Explain that including others, especially people we have not included before, can lead to new friendships.

Today we will talk about making *new* friends. Think back to our book *Chester's Way*. Remember how Chester and Wilson made a new friend, Lilly? Then the book ends with the new kid Victor moving into the neighborhood. Let's use that situation to practice making a new friend!

Model how to make a new friend.

Call on a student to role-play being Chester. Briefly explain to the student that you will role-play being the new kid, Victor, who is moving in. Pretend to be moving in. Have Chester pretend to see you from across the street.

Ask:

Think about what I could do to make a new friend like Chester. What is one thing I could do or say to make this new friend?

Call on several students to respond.

Summarize the following ideas on the chart paper titled "Steps to Make a New Friend." Make sure to include any other relevant ideas from the students.

- Introduce yourself by looking at the person and telling the person your name.
- Ask the person what his or her name is.
- Ask the person to do something with you.



Role-play becoming friends with Chester using the above steps.

Ask:

Why is active listening important for making a new friend?

So you hear the person's name, you show that you are interested in becoming his or her friend, etc.

Making new friends is an important skill so you get to know new people and have lots of different friends to play with!

Teamwork

15 minutes

Role-play making a new friend with a partner.

1. Introduce the activity to practice making a new friend.

Have partners use the Getting Along Together puppets to role-play the three steps for making a new friend. **Note:** If necessary, briefly reintroduce each character by holding up the puppet representing that character:

Chilly: Remind the students that Chilly is rarely shy and makes friends easily. Sometimes, though, he does things without thinking. He often forgets to stop and stay cool.

Betty: Remind the students that Betty is a great friend and is always thoughtful of others. She likes to take care of others. Sometimes she is forgetful and doesn't remember things.

Owlivia: Remind the students that Owlivia is very smart, but she often thinks that she is the only one with the right answers and ideas.

Buster: Remind the students that Buster is a hard worker, but sometimes he can be a little too bossy.

- Pair the students on each team.
- Pass out one Making a New Friend story card to each pair.
- Display the stories on the overhead/whiteboard. Read the two stories aloud.
- Pass out the puppets to each pair, making sure to give the correct puppets to each pair. **Note:** Chilly and Betty are paired in the first story, and Owlivia and Buster are paired in the second story. So if a pair gets the first story, they should get the Chilly and Owlivia puppets.
- Have each partner take a turn role-playing each character, making sure to use the three steps for making a new friend.
- Circulate to observe the students using all three steps to making a new friend.
- Award 1 team point when you observe the students using all three steps.
- After the students have finished role-playing, ask:

How does it feel to make a new friend?

Exciting, scary, etc.



Dilly will be used more in the next lesson about feeling shy.

1 point

Add any new feelings to the Feelings Tree.

Why is it important to make new friends?

So we have more people to play with, talk to, etc.

1 minute

**Team huddle to discuss
the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Tell about a time when you made a new friend. What did you do or say?

Accept reasonable responses. For example, I told them my name, I asked them to play a game, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read *Sumi's First Day of School Ever* by Soyung Pak to discuss how Sumi's new school is lonely and scary until another classmate reaches out to make friends with her.
- Read *Margaret and Margarita* by Kynn Reiser about two little girls who become friends even though they speak different languages. **Note:** This book is written in English and Spanish.
- Encourage the students to find examples of characters who try to make new friends.
- Encourage the students to make a new friend outside of class at lunch, recess, etc.

Making a New Friend Story Cards

Story 1

Chilly has just moved to the woods. He has never lived in a place like this before. As he is looking around at the trees, logs, and plants, he sees Betty the bear walking down the path.

Help Chilly practice the three steps to making a new friend.



Story 2

Owlivia is sitting in a tree, reading a book as usual. She would really rather be playing right now. She sees Buster walking down the path.

Help Owlivia practice the three steps to making a new friend.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

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- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if it will help the class achieve this week's goal, or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

José is new at school. When the class goes outside after lunch, Tyler sees José walking around by himself.

What could José do to make a new friend? How could Tyler become José's friend?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Feeling Shy

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn two strategies to help overcome feelings of shyness (Stop and Stay Cool and self-talk) and learn how to help others who feel shy.

ADVANCE PREPARATION

- ☐ Have the Getting Along Together puppet Dilly available.
- ☐ Have the Feelings Tree posted.
- ☐ Prepare the Feeling Shy: Looks Like/Sounds Like/Feels Like chart for the overhead/whiteboard.
- ☐ Prepare the two shy situations in Active Instruction for the overhead/whiteboard.
- ☐ Have the Feelings Thermometer available.
- ☐ Prepare a chart entitled Strategies to Use When Feeling Very Shy.
- ☐ Copy and cut out the Shy Story Cards—one per person. **Note:** You will be pairing the students for this activity. Partner 1 should get story 1, and partner 2 should get story 2.
- ☐ Prepare the shy stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the steps for making a new friend.
- Understand the feeling of shyness using the shy character, Dilly.
- Identify how a person might look, sound, and feel if he or she felt shy.
- Gauge the range of shy feelings on the Feelings Thermometer.
- Identify two strategies to overcome shyness: Stop and Stay Cool and self-talk.

Teamwork

- Role-play a situation in which a person feels shy and a strategy that he or she could use to help himself or herself in that situation.
- Identify how to help a person who feels shy.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: What is one way you could help a person in our classroom who feels shy?

4 minutes

Introduce the feeling shy, and identify what it looks, sounds, and feels like.

2. Introduce the lesson's topic, feeling shy.

- Using the Remember Signal, have the students review the steps for making a new friend from the last lesson. Remind the students that they had to use their memory muscles to remember the steps.
- Explain that even though making a new friend is exciting and fun, sometimes it is challenging.

Hold up the Getting Along Together puppet Dilly (the shy armadillo), and describe a situation in which Dilly might feel shy, without using the word *shy*.

Examples: Dilly is the new kid in class, he doesn't know anyone, and he does not know how to make friends. Dilly moves to a new neighborhood, and everybody is a stranger to him.

Ask:

Can you think of a feelings word to describe Dilly?

If necessary, prompt the students to conclude that Dilly is shy.

Add *shy* to the Feelings Tree and any other relevant feelings words that the students say, such as *nervous*, *bashful*, etc.

People feel shy in different situations. Sometimes people feel shy because they think others don't want to include them, or they are too embarrassed to say something, or they think they will make a mistake when they first introduce themselves.

If you feel comfortable, tell about a time when you felt shy.

Use **Buddy Buzz** to ask:

Tell about a time when you felt shy.

Call on a volunteer student to respond.

Post the Feeling Shy chart on the overhead/whiteboard.



Feeling Shy		
Looks Like:	Sounds Like:	Feels Like:



Use **Think-Pair-Share** to ask:

How does someone who is shy look, sound, and feel?

Call on the students to respond. Chart relevant responses.

Looks Like: face gets hot or red; looks pale; sweats

Sounds Like: talks quietly; stutters

Feels Like: may feel like your words won't come out right; tummy doesn't feel good



5 minutes

Discuss the range of feeling shy and strategies to use.

3. Discuss the intensity of feeling shy, and brainstorm strategies to overcome shyness.

- Make sure the Feelings Thermometer is posted, and have the students think about where they would be on the Feelings Thermometer in the following shy situations.
- Display the two shy situations on the overhead/whiteboard.

Read situation 1 aloud.



Situation 1:

You are a new kid at school. You want to ask someone if you can sit next to him or her at lunch, but you feel shy about asking.

Have the students hold up one to five fingers to indicate how shy they would feel in this situation. **Note:** This is just like the Feelings Thermometer, with 1 being just a little shy and 5 being very shy.

Ask the students to notice whether everyone is holding up the same number of fingers.

Read situation 2 aloud.

Situation 2:

Your team has to explain your Big Q response to the class. You are the Random Reporter, and you feel shy about reporting out.

Have the students hold up one to five fingers for how shy they would feel in this situation.

Emphasize that we all may feel differently in different situations. Some of us may feel very shy, and some of us may feel a little bit shy.

- Introduce two strategies to use for intense feelings of shyness.

Have chart paper titled Strategies to Use When Feeling Very Shy available.

What is a strategy we have learned to calm down and lower our feelings temperature when we are feeling a strong emotion?

Stop and Stay Cool.

If necessary, briefly review the Stop and Stay Cool Steps.

Write “Stop and Stay Cool” on the strategies chart.

Emphasize self-talk as a second strategy that can be helpful in these situations. Remind the students what self-talk is.

Self-talk is what you say to yourself to help you do something.

You can say, “I will be able to introduce myself to this person,” or “I know I can ask this person to play with me.” You are the boss of your thoughts! If you think positively, you can do positive things.

Write “Use self-talk” on the strategies chart.

Ask:

Stop and Stay Cool and self-talk are two strategies that we can use when we have strong feelings of shyness. What other strategies can we use when we feel shy?

Call on the students to respond, and chart any other relevant strategies.



Teamwork

15 minutes

Role-play a shyness situation.



1. Introduce the activity to discuss what to do in a shy situation.
2. Have partners think about how a shy person could cope in different situations.
 - Pair the students on each team.
 - Pass out Shy Story card 1 to one partner and Shy Story card 2 to the other partner.
 - Display the stories on the overhead/whiteboard.
 - Read the stories aloud.

- Have each partner check off any strategies that the shy person could use for their story. **Note:** If they choose self-talk, they should write what words the person could say in his or her mind.
- Then each partner brainstorms a third strategy that the person could use in the situation.
- Have partners share responses with each other.

Often, people who are shy want to be included, and it is great if someone comes along to help them out. That's what good friends and good teammates do!



1 minute

Team huddle to discuss the Big Q

- If there is time, use **Random Reporter** to have teams share a new strategy.
- Debrief by asking the students how they could help a shy person in these situations.

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

What is one way you could help a person in our classroom who feels shy?

Try to make him or her feel comfortable, say hello first, introduce yourself to him or her first, smile at him or her, ask the person to play with you, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Find examples of shy characters in books that you are reading in reading class.
- Encourage the students to help anyone they see (even outside of the classroom) who seems shy.

Feeling Shy		
Looks Like:	Sounds Like:	Feels Like:

Shy Situations

Situation 1

You are a new kid at school. You want to ask someone if you can sit next to him or her at lunch, but you feel shy about asking.

Situation 2

Your team has to explain your Big Q response to the class. You are the Random Reporter, and you feel shy about reporting out.

Shy Story Cards

Story 1

All of Dilly's close friends are absent. When Dilly goes outside to play, he wants to ask Buster if he can play with him, but he feels very shy.

In this situation, Dilly could:

____ stop and stay cool.

____ use self-talk. Dilly could say, "_____."

____ New idea: _____



Story 2

Betty has to read her story in front of the entire class. She feels very shy.

In this situation, Betty could:

____ stop and stay cool.

____ use self-talk. She could say, "_____."

____ New idea: _____



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if it will help the class achieve this week's goal, or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Devon and his friends are playing a fun game of baseball at recess. Ben walks over to where the boys are playing and watches through the fence. He loves to play baseball but is too shy to ask about joining the game.

What can Ben do to feel less shy? What can Devon do to help Ben feel less shy?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Friendship and Hurt Feelings

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play Freeze whenever time allows during the day/week.

Note: This game helps the students practice stopping and thinking, a skill needed in solving conflicts with friends.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify strategies for dealing with hurt feelings with friends (stopping and thinking, using active listening and “I” Messages, and apologizing) and will learn about a new conflict solver, talk it out. Students will also practice using the Peace Path.

ADVANCE PREPARATION

- ☐ Read the story that you will role-play with another student during Active Instruction to be prepared to act it out. Think ahead of time about which student to role-play with you, possibly the Cool Kid.
- ☐ Have a Feelings Leaf prepared for the word *hurt* to add to the Feelings Tree.
- ☐ Prepare a chart titled Friendship and Hurt Feelings.
- ☐ Ask a student to prepare a conflict solver card, “Talk it out,” to add to the list of conflict solvers. Laminate it, and be prepared to post the card near the other conflict solver cards. **Note:** As a suggested illustration, you may want to draw two students talking to each other.
- ☐ Have the Peace Path available to be displayed.
- ☐ Copy and cut the Friendship and Hurt Feelings story cards—one card per partnership. **Note:** Consider having one set of the five Getting Along Together puppets available for each team. If you use the puppets with the story cards, you may want to group them with the story cards ahead of time.

- ☐ Prepare the Friendship and Hurt Feelings story cards for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review *Jamaica and Brianna* and *Chester's Way* to discuss friendships and hurt feelings and how to solve them.
- Role-play a hurt-feelings situation using the Peace Path.
- Introduce the feeling of being hurt.
- Chart strategies to use in difficult friendship situations.
- Review apologizing.
- Introduce the conflict solver, talk it out.

Teamwork

- Role-play how to handle hurt feelings in friendship situations using the Peace Path.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: What is an example of a time when you worked through a problem with a friend by talking it out?

1 minute

Introduce friendship and conflict.

2. Introduce the lesson's topic, friendship and hurt feelings.

Emphasize that our friendships usually make us feel happy, but sometimes we can have a problem with our friends.

- Refer to the previously read books *Chester's Way* and *Jamaica and Brianna* to discuss friendship and hurt feelings.
- Review how *Chester's Way* portrays a friendship conflict situation about including someone in the friendship.

Note: Emphasize that while it is great to have a good or a best friend, it is not acceptable to exclude others. Review the rule that no one gets left out.

- Review the hurt feelings in *Jamaica and Brianna* and how Jamaica and Brianna could have solved the conflict by apologizing.
- Remind the students that the Peace Path is a useful way to work out conflicts with friends.

If best-friend conflicts occur often in your classroom, you might want to highlight this topic.



8 minutes**Role-play solving conflicts with a friend.**

Feel free to substitute another situation if there is a more relevant friendship conflict situation in your class.



3. Introduce a tricky friendship situation and how to solve it.

Role-play the following situation with another student.

Your teacher asks you to choose a partner in reading class. You and your good friend Gabriela always choose each other as partners. When it comes time to work with your partner, you realize that Gabriela has already chosen someone else.

Ask:

How do you think you might feel when your friend doesn't choose you?

The students may say sad. If so, encourage them to think of the new feeling word hurt.

You may feel hurt. Sometimes when we have problems with our friends, our feelings get hurt. *Hurt* is a new feelings word.

Add *hurt* to the Feelings Tree as a leaf on the sad branch.

Highlight that occasional hurt feelings are a normal part of friendship.

When our feelings are hurt, we need to stop and think first.

Use the Stop and Think Signal.

Then we need to use the Peace Path to let our friends know how we feel and why our feelings are hurt.

Post the Peace Path, and point to each step as you role-play.

Ask:

What is an "I" Message that I could give in this situation?

I feel hurt because you didn't choose me to be your partner.

Have Gabriela say back the "I" Message.

What is an "I" Message that Gabriela could give?

I feel uncomfortable because you don't want me to choose any other partner.

Say back Gabriela's "I" Message.

What conflict solver could Gabriela use because my feelings are hurt?

Apologize for hurting your feelings, agree to be partners the next time, choose something else to do together, etc.

Review the two parts of apologizing: one person realizes that he or she made a mistake and sincerely says, "I am sorry," and the other person accepts the apology.

Note: You may want to review the difference between sincere and insincere apologies.

After giving "I" Messages and apologizing, the two friends can also use the conflict solver, talk it out, so they better understand what the problem is.



Post the conflict solver card, talk it out.

Talk it out is a new conflict solver. You can use this conflict solver to better understand the situation. Talking through the problem with your friend can usually help you solve it. You can talk it out on the Peace Path.

Agree to talk it out with Gabriela.

Ask the student pretending to be Gabriela why she didn't choose you. Have Gabriela respond that someone else had already asked to be her partner, and she thought it would be fun to choose a new partner even though she really likes being your partner too.

Summarize that problems with friends can be worked out, especially if you talk it out.

Use the Friendship and Hurt Feelings chart to write the following, along with any relevant ideas that the students give:

- Stop and think before doing or saying anything. **Note:** Use the Stop and Think Signal.
- Use active listening and “I” Messages to say how you feel.
- Apologize for hurting your friend's feelings.
- Talk it out.

Summarize the lesson's main ideas:

1. It is normal to have hurt feelings with friends sometimes.
2. We can work out our problems with friends.



Teamwork

15 minutes

Role-play difficult friendship situations.



1. Introduce the activity to practice working through difficult friendship situations.

If necessary, review the basic personality traits of the Getting Along Together characters: kind Betty the bear, enthusiastic Chilly the penguin, smart Owlivia the owl, shy Dilly the armadillo, and hardworking Buster the beaver.

- Pair the students on each team.
- Give each pair one Friendship and Hurt Feelings story card and the appropriate puppet (optional).
- Display the Friendship and Hurt Feelings cards on the overhead/whiteboard.
- Read each story aloud.
- Make sure the Peace Path poster is displayed.
- Have partners role-play the solution to the problem using the Peace Path.

Note: Remind the students that you just modeled how to work through a hurt feelings situation in the beginning of the lesson. Encourage the students to use the four strategies on the chart, especially the new conflict solver, talk it out.



- Circulate to observe how the students are role-playing the hurt feelings situations and the Peace Path.
- Use **Random Reporter** to call on partnerships to explain their situations and solutions to the whole class.

It is important to talk about our hurt feelings and work out our problems with our friends because friendship is important, and we want to stay friends.

1 minute

Team huddle to discuss the Big Q

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

What is an example of a time when you worked through a problem with a friend by talking it out?

Accept thoughtful responses. My friend and I disagreed about which game to play, so we talked it out.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read *Rosie and the Yellow Ribbon* by Paula DePaolo to highlight an example of hurt feelings among friends and how they worked through a difficult friendship situation.
- Read *Help! A Story of Friendship* by Holly Keller to discuss hurt feelings, gossiping, and helping a friend who is in trouble.
- Encourage the students to use the Peace Path and the conflict solver, talk it out, when they are having problems with their friends and their feelings are hurt.

Friendship and Hurt Feelings Cards

Story 1

Owlvivia and her friend Betty are in math class. The teacher gives a word problem to solve. Owlvivia and Betty raise their hands to give the answer. The teacher calls on Betty to answer, but Betty gives the wrong answer. Owlvivia says to Betty, “Gosh, I can’t believe you got that one wrong. That was so easy.” Betty’s feelings are hurt.



Solve this hurt feelings situation using the Peace Path.



Story 2

Buster asks his friend Chilly to help him build a new chair. Chilly has a lot of energy and loves to help. While they are building, Buster starts to boss Chilly around and tell him that he is building the chair wrong. Chilly walks away and doesn’t want to help build anymore. Chilly’s feelings are hurt.



Solve this hurt feelings situation using the Peace Path.



Story 3

Two friends, Owlvivia and Dilly, both want to read a new book, *Fun Games to Play in the Woods*. They race to the library, and Owlvivia gets there first. She says, “You’re a slow reader anyway. You can have the book when I’m done.” Dilly’s feelings are hurt.



Solve this hurt feelings situation using the Peace Path.



Story 4

Two friends, Betty and Buster, put their money together to buy a ball. Buster hogs the ball and tells Betty to wait to use it because she can’t catch a ball anyway. Betty’s feelings are hurt.

Solve this hurt feelings situation using the Peace Path.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if it will help the class achieve this week's goal, or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

During math class, Emmett raises his hand to answer a tough subtraction problem. He answers it wrong. Darius knows the correct answer and says, "Emmett, you are so dumb." Emmett's feelings are very hurt.

What are some win-win solutions to this situation? How could talking it out help this situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Friendship and Compromising

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn the new conflict solver, compromise, and understand how it is a win-win solution to conflicts with friends.

ADVANCE PREPARATION

- ☐ Have a student prepare a new conflict solver card, compromise. Laminate it, and be prepared to post it near the other conflict solver cards. **Note:** As a suggested illustration, you may want to draw two puzzle pieces fitting together; just like two people combining to get a little of what they each want.
- ☐ Have the Friendship and Hurt Feelings chart from the previous lesson available.
- ☐ Have the Peace Path displayed.
- ☐ Read the scenario in Active Instruction to be prepared to act it out. Think ahead of time about which student to choose, possibly the Cool Kid.
- ☐ Prepare the Compromising Stories for the overhead/whiteboard.
- ☐ Copy the "How can we compromise?" sheet—one per team.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review important ideas about friends and conflict.
- Introduce and define *compromising*.
- Practice and review using the Peace Path with the new conflict solver, compromise.

Teamwork

- Brainstorm ways to compromise in friendship conflicts.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Think of a time when you had to compromise with a friend. What was the situation, and how did you compromise?

9 minutes

Introduce compromise.

2. Introduce the new conflict solver, compromise.

Have the Friendship and Hurt Feelings chart posted. Review the ideas that conflict between friends is normal and that conflicts between friends can be solved by:

- stopping and thinking;
- using active listening and “I” Messages; and
- using conflict solvers, such as apologizing and talking it out.



Tell the students that they will learn about a new conflict solver today to help friends work out problems.

Read the following situation in which compromising would be effective as a conflict solver between friends.

You are at a friend's house, and the two of you want to watch TV. Your friend wants to watch cartoons, but you want to watch a movie on another channel. You both make a decision to watch the rest of the movie and then one cartoon afterward.

Ask:

How did the two friends work out this problem?

Call on a student to respond.

They both got to watch a little of what they wanted.



These two friends both got to watch a little of what they wanted. They compromised.

Post the conflict solver card, compromise.

Ask:

What do you think the word *compromise* means?

Call on a student to respond.

A compromise is when each person gets a little of what they want. It's kind of like making a deal with someone. Both people in the conflict have to meet in the middle. In a compromise, you have to give a little to get a little! And you have to find a solution that you can both agree on.

Read the following scenario. Call on a student to role-play walking the Peace Path with you using the scenario. **Note:** This may be a good opportunity to give the Cool Kid a special job.



My friend and I want to play outside together at school, but we can't agree on what to do. My friend wants to jump rope, and I want to play hopscotch. We start arguing, and we only have ten minutes left to play!

Let's practice walking the Peace Path to solve this problem by compromising.

Display the Peace Path. Demonstrate each step with the student.

Step 1: Give "I" Messages and say them back.

Step 2: Suggest a conflict solver.

Step 3: Decide to compromise.

Ask:

How could the friends compromise in this situation?

Call on several students to respond.

For example, they could compromise by jumping rope for five minutes and playing hopscotch for five minutes.

Summarize the lesson's main idea:

Compromising is important for friendship and teamwork! Each person gets a little of what they want, and they meet in the middle!

Teamwork

15 minutes

**Brainstorm
compromising solutions.**



1. Introduce the team activity to brainstorm compromising solutions to friendship conflicts.
 - Pass out the "How can we compromise?" sheet—one per team.
 - Display the Compromising Stories on the overhead/whiteboard.
 - Read each story aloud, one at a time.

Make sure teams can earn equal points. If you have less than eight teams, only call on one team per scenario.



1 point



If your students do not have desks or lockers, please substitute something else that the students might share.

Team huddle:

- After each story, have all teammates discuss how the characters could use the win-win conflict solver, compromise.
- Assign a writer for each team, and have teams choose one idea to write on the “How can we compromise?” sheet for each situation.
- Use **Random Reporter** to call on two teams to share responses to each story.
- Award 1 team point for thoughtful responses.

Story 1: You have a friend over, and you want to play kickball, but he wants to listen to music. What could you do to compromise?

You could both play kickball while listening to music, or you could do one for a while and then the other for a while.

Story 2: You and your friend share a locker (or desk) at school. You want to keep it totally organized and neat. Your friend doesn’t mind it being messy. What could you do to compromise?

Agree to keep it a little bit clean and a little bit messy, or make a schedule for cleaning it that you both agree on.

Story 3: The teacher asks you and your friend a Think-Pair-Share question. You both have good ideas to share that are very different from each other. You each want to give your own answer, but the teacher will only call on one person from each pair to respond. What could you do to compromise?

Have one person share a little bit of both of your answers, or try to combine your responses.

Story 4: You and your friend want to go to the movies. Your friend wants to go at 1:00. You want to go at 5:00. What could you do to compromise?

Go to the movies at 3:00, or go to the movies early this time and later next time.

1 minute

Team huddle to discuss the Big Q

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Think of a time when you had to compromise with a friend. What was the situation, and how did you compromise?

Accept thoughtful responses. Both friends have to listen to each other; you have to realize that you’re not going to get everything you want; you have to be willing to give up a little to get a little; you have to show that you value your friend’s ideas, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Have blank paper puzzle pieces that fit together for the students to cut out, tape together, and write how they compromised to solve a problem.
- In reading or social studies, find examples of characters or historical figures who compromised with others.
- Encourage the students to find compromising solutions to friendship conflicts.



How can we compromise?

Team _____

Scenario

The two friends can compromise by...

1



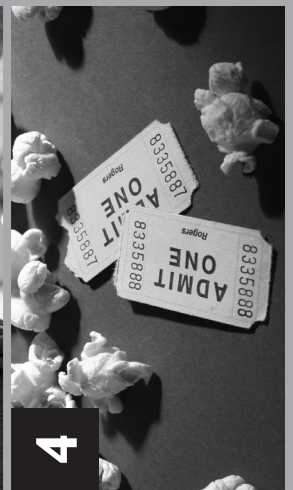
2



3



4



Compromising Stories

Situation 1

You have a friend over, and you want to play kickball, but he wants to listen to music. What could you do to compromise?

Situation 2

You and your friend share a locker (or desk) at school. You want to keep it totally organized and neat. Your friend doesn't mind it being messy. What could you do to compromise?

Situation 3

The teacher asks you and your friend a Think-Pair-Share question. You both have good ideas to share that are very different from each other. You each want to give your own answer, but the teacher will only call on one person from each pair to respond. What could you do to compromise?

Situation 4

You and your friend want to go to the movies. Your friend wants to go at 1:00. You want to go at 5:00. What could you do to compromise?

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if it will help the class achieve this week's goal, or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Julia and Fiona are having a sleepover. They are having fun playing a board game, eating ice cream, and playing school. They are getting ready to watch a movie before bed. Julia wants to watch the movie about an animal rescue, and Fiona wants to watch the movie about the ballerinas.

How could Julia and Fiona compromise in this situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Unit 3: **Empathy**

UNIT OVERVIEW

Unit Focus

In this six-lesson unit, the students will understand the concept of empathy and how to recognize and respond thoughtfully to the feelings of others. The students will explore three ideas that are key to empathy: understanding another person's feelings, thinking of a time you felt that way, and identifying ways to show that you care. The students will begin by identifying their own feelings and then work to identify the feelings of others. In the process, the students will realize that other people may feel differently than they do and that by reading the social cues of others, listening carefully, and relating other people's experiences to their own, they more clearly understand how others feel. The students will understand how empathy can prevent conflict situations from escalating and aid in finding win-win solutions to conflicts. Lastly, the students will think of ways to respond with empathy in difficult situations. Many previously taught skills, such as active listening, "I" Messages, Say It Back, and the Peace Path, will be revisited in these lessons.

Unit Outcomes

Students will:

- express emotions to others in effective ways;
- identify that other people may feel differently from them;
- use active-listening skills to elicit and understand the feelings and opinions of others;
- use a variety of information sources, such as body language, tone of voice, and use of language, to read social cues;
- understand how feelings and behaviors influence each other;
- relate others' experiences to their own experience;
- identify the feelings, perceptions, and points of view of others;
- identify effective and ineffective outcomes to conflict;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas; and
- participate as an active and successful member of a team/community.

Books Used in Unit:

Jamaica's Blue Marker by Juanita Havill

The Sandwich Swap by Queen Rania Al Abdullah with Kelly DiPuccio

I Feel, You Feel

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve, and play it whenever time allows during the day/week. **Note:** Try to work through the entire deck of cards as the year progresses.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will be introduced to the concept of empathy. They will learn that the first step in empathy is to realize that others may feel differently from them about the same situation. Active-listening skills, especially Say It Back and “I” Messages, will be reviewed.

ADVANCE PREPARATION

Note: At this point, team groupings should change. Prior to this lesson, create well-thought-out, preplanned teams using techniques described in the *Getting Along Together 2nd Edition Teacher's Guide* to organize the students into teams. Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.

- ☐ Make sure the Feelings Tree is posted.
- ☐ Have chart paper entitled “Empathy” available.
- ☐ Prepare the I Feel, You Feel sheet for the overhead or whiteboard.
- ☐ Copy the I Feel, You Feel sheet—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.
- ☐ Sign and copy the Parent Peek—one per student.

Agenda

Active Instruction

- Introduce the new unit topic, empathy.
- Explain the definition of empathy.
- Have students think about how someone else feels. Practice giving an “I” Message and saying it back.

Teamwork

- Participate in an activity to identify similarities and differences in feelings in various situations. Emphasize the importance of understanding how someone else feels, especially when he or she feels differently from you.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week’s ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: Why are “I” Messages important for understanding how someone else feels?

9 minutes

Introduce the unit.

1. Announce the Big Q for this lesson.

2. Introduce the new unit topic, empathy. Make a connection between this unit and the last two units on team building and friendship.

Remind the students that they worked on naming their own feelings and being good teammates in unit 1, and they learned about friendship in unit 2. Explain that in this new unit, they will explore how to understand the feelings of others.

Our new unit is about empathy.

Have the students repeat the word *empathy*. Explain the following definition of *empathy*, and write it on the chart paper titled “Empathy.”

Empathy is being aware of and sharing another person’s feelings.

Note: Please save this chart to use for other lessons in this unit. We will add more key ideas about empathy in other lessons in this unit.

Emphasize that even though the students may not have heard the word *empathy* before, they already know what it means from what they learned in units 1 and 2.

Think about this situation. Let’s say Jamel was having fun playing outside with his friends. He notices someone taking a ball from his friend Lee. Then Lee stops playing, folds his arms, frowns, and kicks the dirt.

Model how Lee looks.



Although *empathy* is a sophisticated term, using the word will build the students’ vocabulary.

Please keep in mind that the concept of empathy is introduced in first-grade Getting Along Together lessons and will continue to be reinforced in all other grades.

Ask:

What would you guess Lee is feeling?

Call on a student to respond.

He is probably feeling mad.

How did you guess how Lee felt from the way he looked?

By using nonverbal cues like kicking, frowning, folding his arms, etc.

Looking at a person's face and body helps us guess how the person might be feeling.

Ask:

How can we know *for sure* how someone is feeling?

We can ask him or her.

So we could ask Lee, "Are you feeling mad or sad?"

Ask:

We have already learned a way to tell someone how we feel and why.

What do we call it when someone tells us how he or she feels and why?

An "I" Message.

Call on two volunteer students: one to tell an "I" Message that Lee might give about the situation and another to say back Lee's "I" Message. Remind students that someone just took Lee's ball, and we said he looked mad.

Note: This may be a good opportunity to give the Cool Kid a special role.

Student 1: *"I feel mad because someone took my ball."*

Student 2: *"You feel mad because someone took your ball."*

Thinking about how someone else feels is the first part of empathy. You already know a lot about thinking about how others feel because you have learned about "I" Messages and saying it back. Empathy involves using our brains to think about how someone else feels in a situation, even if it is not the same way that we would feel in that situation.

Teamwork

15 minutes

**Practice giving
"I" Messages and
comparing feelings.**



1. Introduce the partner activity to practice naming your feelings, saying back another person's feelings, and comparing the feelings.

This activity will help us see that sometimes we have similar feelings and sometimes we have different feelings about the same situation.

- Display the I Feel, You Feel worksheet on the overhead or whiteboard.
- Call on a volunteer student to help you model how to complete Situation 1 on the worksheet.

Note: This might be a good opportunity to give a special job to the Cool Kid.

Although the students have practiced naming their feelings and saying back someone else's feelings in unit 1, revisiting this concept is important to understand empathy.

Point to the first picture of the student speaking in front of the whole class about his project. Read Situation 1.

Situation 1:

Your teacher says it is your turn to talk about your project in front of the whole class.

Tell your student partner how you would feel in that situation (i.e., scared, nervous, excited, etc.). Write the feeling on the sheet.

Have your student partner tell you how he or she would feel. Write your partner's feeling on the sheet.

Then write whether you feel the same or different.

- Pair the students on each team.
- Pass out an I Feel, You Feel worksheet to each student. Have them complete Situation 1, since you have just modeled it.
- Call on the students to identify all of the pictures in the situations. Read each of the situations, one at a time.

Situation 2:

Your gym teacher says you are going to spend the next month playing baseball.

Situation 3:

You won tickets to an amusement park nearby, where there is a huge roller coaster.

Situation 4:

You are asked to sing a song by yourself at a school assembly.

- Have each student write how he or she would feel in each situation.
- Then have partners give "I" Messages about how they feel in each situation. Each person will say back the other person's "I" Message and write down their partner's feelings in the situation.
- In the box provided, have partners write "same" if they felt the same and "different" if they felt differently.
- When they are done writing, have partners tell the rest of the team one situation in which they both had the same feeling and one situation in which they each had a different feeling.
- Use **Random Reporter** to call on teams to share responses, and add any new feelings words to the Feelings Tree.



Summarize the lesson.

Highlight the importance of understanding your own feelings and another person's feelings and that each of those feelings may sometimes be different. Remind the students that this is an important part of empathy—thinking about how someone else feels.

1 minute**Team huddle to discuss
the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

Why are “I” Messages important for understanding how someone else feels?

“I” Messages help us understand another’s person’s feelings, especially if those feelings are different from ours; they help us understand that we have similarities and differences so we can be a better friend; they help us understand that how someone feels may be affecting the way that he or she acts.

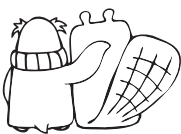
Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect



- Encourage the students to find characters in books who have different feelings in the same situation.
- During all subject areas, point out illustrations and photographs in books that show how the character or person is feeling (facial expression, body language, etc.).
- Praise the students whenever they notice how someone else is feeling.

I Feel, You Feel



Name _____

Date _____

Situation	I feel...	My partner feels...	Same/Different?
			
			
			
			



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

Have you ever cried during a movie? Felt happy for a friend? Then you have experienced empathy!

Empathy is an important skill that we use to help us get along with other people. It lets us read, without words, the feelings of others. Today we started a new unit about empathy in Getting Along Together. Empathy is thinking about how someone else feels and a time you felt that way and then doing something to show that you care about his or her feelings. We reviewed the idea that people may have different feelings in the same situation.

Here are a few ways that you can help your child practice showing empathy at home:

- Ask your child how a character on TV or in a book is feeling.
- Using magazines and newspapers, help your child find and cut out pictures of people feeling different emotions. Help him or her label each picture with the appropriate feelings word.
- Help your child write down the following three questions, and post them on your refrigerator to remind yourselves of important empathy questions:

How does the person feel?

Have I ever felt the same way before?

What can I do or say to show that I care?

Sincerely,

Your Second-Grade Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Renaka and her friend Sarah love to help the teacher after school. Their teacher only needs one person to help each day, and Sarah has helped the last four days because Renaka has been busy. It is Friday, and Renaka can finally help her teacher! The teacher doesn't realize that Renaka has time to help and asks Sarah again, who is very excited to help.

How does Sarah feel? How does Renaka feel? Do they have the same feeling in the situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Stop and Think About How Others Feel

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn the importance of stopping and thinking about how others feel, the first step of empathy.

ADVANCE PREPARATION

- ☐ Have the Empathy chart from lesson 1 available.
- ☐ Have the book *Jamaica's Blue Marker* by Juanita Havill available. **Note:** The pages are not numbered, so please number them ahead of time.
- ☐ Have the Feelings Tree posted.
- ☐ Write the following feelings words on large pieces of paper, and post around the room: "mad," "sad," "excluded," "lonely," and "Another feeling." **Note:** Please space these feelings words far apart from one another to give teams enough room to stand under them.
- ☐ Prepare the Empathy Situations for Teamwork for the overhead or whiteboard to display during the team activity.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce and emphasize the importance of stopping and thinking about how someone else feels as the first step of empathy.
- Introduce the feeling *upset*.
- Read *Jamaica's Blue Marker* to discuss why it is important to stop and think about how someone else feels.

Teamwork

- Have teams practice stopping and thinking about how someone else feels in different situations.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: Give an example of a time when you were able to stop and think about how someone else felt.

1 minute

Explain stopping and thinking.



8 minutes

Read the book.

The book's pages are not numbered. Please note that page 1 begins with "Jamaica closed her eyes..."

1. Announce the Big Q for this lesson.

2. Explain the importance of stopping and thinking about how someone else feels as the first step of empathy.

On the Empathy chart from lesson 1, write:

Step 1: Stop and think about how someone else feels. Ask yourself, "How does the person feel?"

- Model and review the Stop and Think Signal. Have the students demonstrate the Stop and Think Signal.

Note: You could ask the Cool Kid to model the Stop and Think Signal.

- Tell the students that we will be discussing this first step of empathy today.

3. Read *Jamaica's Blue Marker* to discuss how to stop and think about how someone else feels.

- Read pages 1–9.

Ask:

How do you think Jamaica feels when Russell scribbles all over her picture with the blue marker?

Sad, mad, upset.

Use **Buddy Buzz** to have students discuss the following:

Tell how you would feel if someone messed up your picture.

Call on one or two students to respond.

Ask:

From the pictures in the book, how can you tell how Jamaica might be feeling? What does she look like that might help you figure out how she feels?

She is not smiling because she doesn't want to share her markers with Russell. She looks shocked that he drew on her picture. She has a frown when she is showing her wrecked paper to her teacher. She says, "Russell is a mean brat."

- Remind the students that nonverbal communication gives us a clue about how someone is feeling.
- Review the conflict solver, fix the problem. Point to "Fix the Problem" on the posted cards and ask how Russell could fix the problem. Explain that Russell could fix the problem by offering to get Jamaica a new piece of paper or by helping her redraw her picture.

- Read pages 10–15.

We know that Russell is going to move and that Jamaica doesn't want to make him a card because she is still mad, sad, and upset with him.

- Read pages 16–18.

Ask:

How does Jamaica's dad help her use the first step of empathy to stop and think about how Russell might be feeling about moving?

Jamaica's dad says he wonders how Russell might be feeling about moving. He suggests that Russell might feel upset. He asks if Russell has said anything about moving.

Add the feelings word *upset* to the Feelings Tree if it is not already there and discuss where it should be placed. Explain that *upset* means to feel worried or anxious.

- Read pages 19–21.

Ask:

Why do you think Jamaica might have changed her mind about making the card for Russell?

Maybe she stopped and thought about how he might be feeling about moving; she realized that she wouldn't see him again, and she thought about how she would feel if she had to move; she thought about a time that she felt upset.

- Read pages 22–24.

Emphasize that even though Jamaica is too late in making a card for Russell, she gives him the blue marker to use at his new school.

- Read page 25 to the end.

Point out that Russell says, "You're lucky. You get to stay here." Now Jamaica knows that he wishes he could stay and not move.



If it is taking a long time to read the book, please omit some questions, and summarize the main points.

Use **Buddy Buzz** to ask:

How would you feel if you had to move?

Call on one or two students to respond.

Ask:

We know that Russell is not happy about moving. How do you think his feeling of sadness about moving affected how he acted at school?

Since he was feeling unhappy about moving, he may not have felt happy about going to school. This might have made him do things he was not supposed to do.

Emphasize that people's feelings affect how they behave.

Stopping and thinking about how Russell felt about moving helped Jamaica understand why Russell might have been acting the way he was. Jamaica practiced the first step of empathy!

Teamwork

15 minutes

Practice stopping and thinking about how someone else feels.



1. Introduce the team activity to stop and think about how someone else feels.

- Tell teams they will practice stopping and thinking about how someone else feels.
- Have the five feelings words posted around the classroom: mad, sad, excluded, lonely, another feeling. Read each feelings word to the class. If necessary, review what *excluded* and *lonely* mean.
- Display the Empathy situations on the overhead/whiteboard. Read the situations aloud.
- Have teams decide how they think the person might feel in the situation, and have teams *send a representative* to stand under that feelings word.

Note: There is no wrong answer to the question about how the person feels; rather, the important part is to practice stopping and thinking about how someone else feels.

- After each team has one person standing under a feelings word for each situation, ask:

Why do you think he or she feels that way?

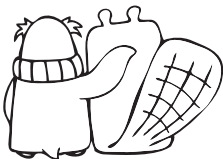
- Use **Random Reporter** to call on a team member from different teams to explain why the team thinks the person feels that way.

Situation 1:

Nico and Marcos go outside and see a group of kids playing kickball. They both want to play. The group only asks Nico to play, not Marcos.

Stop and think about how Marcos might be feeling and why.

Teams will probably stand under *mad*, *sad*, *excluded*, or *lonely*.



Situation 2:

Lakisha walks into the classroom while Anisa is handing out some papers. Lakisha realizes that they are birthday party invitations and is very excited to get one! Anisa gives an invitation to many of the kids in the classroom, but not to Lakisha.

Stop and think about how Lakisha might be feeling and why.

Teams will probably stand under *mad*, *sad*, *excluded*, or *lonely*.

1 minute

**Team huddle to discuss
the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Give an example of a time when you were able to stop and think about how someone else felt.

Accept reasonable answers, such as I stopped and thought about how my friend felt when someone cut in front of him in line.

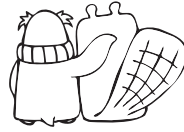
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- In reading class, encourage the students to stop and think about what they write *before* they write something.
- During the school day, observe and point out when the students stop and think about how someone else is feeling.
- Ask the students to find examples of characters in books who stopped and thought about how someone else was feeling.

Empathy Situations for Teamwork



Situation 1

Nico and Marcos go outside and see a group of kids playing kickball. They both want to play. The group only asks Nico to play, not Marcos.

Stop and think about how Marcos might be feeling and why.

Situation 2

Lakisha walks into the classroom while Anisa is handing out some papers. Lakisha realizes that they are birthday party invitations and is very excited to get one! Anisa gives an invitation to many of the kids in the classroom, but not to Lakisha.

Stop and think about how Lakisha might be feeling and why.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Devonte and Sean are painting beautiful pictures in art class. Devonte reaches over to get a new paint color and accidentally spills paint on Sean's picture.

How do you think Devonte feels? How do you think Sean feels? Why is it important for both of them to stop and think about how each other is feeling?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Putting Yourself in Someone Else's Shoes

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn that putting yourself in someone else's shoes is another key component of empathy and that it helps us understand how someone else is feeling. Students will also think about a time when they felt the same way as another person.

ADVANCE PREPARATION

- ☐ Have the Empathy chart from the previous lesson available.
- ☐ Make two copies of the Empathy Shoes sheet. Clearly label one of them "Jamaica's shoes" and the other one "Russell's shoes" in large print.
- ☐ Copy the two Stepping into Someone Else's Shoes stories—one copy of *both* stories per partnership.
- ☐ Prepare the Stepping into Someone Else's Shoes stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the second step of empathy, putting yourself in someone else's shoes and thinking about a time when you felt the same way as someone else.
- Model putting yourself in someone else's shoes using the characters from the book *Jamaica's Blue Marker*.

Teamwork

- Teams practice putting themselves in someone else's shoes and identifying how that person feels and a time when they felt that way.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: How does thinking about a time when you felt the same way as someone help you better understand how that person feels?

9 minutes

Introduce the second step of empathy.



The idea of putting yourself in someone else's shoes will continue to be reinforced and taught in third-grade Getting Along Together lessons.

1. Announce the Big Q for this lesson.

2. Introduce the idea of putting yourself in someone else's shoes and thinking about a time when you felt that way.

On the Empathy chart, write the second step of empathy.

- Step 2: Put yourself in someone else's shoes and think of a time when you felt that way. Ask yourself, "Have I ever felt the same way before?"

When we put ourselves in someone else's shoes, we try to imagine what he or she feels so we can better understand his or her situation and why he or she might act a certain way. It may help us to think about a time when we felt the same way or were in the same situation.

Make sure you have the paper copies of "Jamaica's shoes" and "Russell's shoes."

Model stepping into someone else's shoes by doing the following activity. Hold up the copy of Jamaica's shoes and say:

These are Jamaica's shoes.

Physically step onto the copy of Jamaica's shoes.

Standing in Jamaica's shoes helps me think about how Jamaica feels. I try to imagine what she feels when Russell messes up her drawing.

Ask:

Who can remind me how Jamaica probably feels when Russell scribbles all over her drawing with the blue marker?

Sad or mad.

So when I stand in Jamaica's shoes, I can imagine how sad and mad she feels about Russell messing up her drawing. I can also try to remember a time when I felt that way.

For example, _____. (Share a time when you felt sad or mad, like Jamaica.)

Hold up the copy of Russell's shoes, and say:

These are Russell's shoes.

Step onto the copy of Russell's shoes.

When I stand in Russell's shoes, I try to imagine how he feels about moving.

Ask:

Who can remind me how Russell feels about moving away?

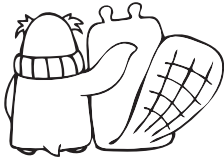
Sad, upset, or maybe worried.

When I stand in Russell's shoes, I can imagine how sad, upset, and worried he feels about moving away. I can also remember a time when I felt that way.

For example, _____. (Share a time when you felt sad, upset, or worried like Russell.)

Post both copies of the shoes on the board so the students can clearly see them to strengthen the image.

Putting yourself in someone else's shoes is an important part of empathy. It helps you imagine the way someone else feels and remember a time when you felt the same way. Empathy doesn't mean you had the exact same experience as another person. It means that you remember a time when you felt the same way as another person.



Teamwork

15 minutes

Practice putting yourself in someone else's shoes.



1. Introduce the partner activity to practice putting yourself in someone else's shoes.

- Pair students on each team.
- Pass out both Stepping into Someone Else's Shoes stories to each pair. Make sure each partner has a *different story*, either Story 1 or Story 2.
- Display the stories on the overhead/whiteboard.
- Read each of the stories aloud.
- Have pairs to try to imagine how the character might feel.
- Have the students write that feeling on the sheet.

Please use your discretion if students do not want to share their responses with the team.

1 minute

Team huddle to discuss the Big Q

4 minutes

2 points



- Have them write about a time when they felt that way. If students feel comfortable, have partners share their responses with each other, then with other members of their teams.
 - Circulate during the activity to observe partners practicing the second step of empathy: stepping into someone else's shoes and thinking about times when they felt that way.
 - Ask the students if they want to add any new feelings to the Feelings Tree.
2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

The Big Q:

How does thinking about a time when you felt the same way as someone help you better understand how that person feels?

It helps me imagine what that person feels; it helps to remind me that I may have felt this way before, or I may have been in a situation like this before.

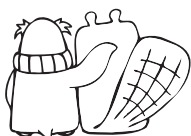
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

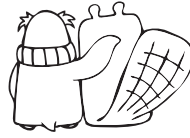
Extend and Connect

- Leave a pair of the paper shoes out so the students can practice putting themselves in someone else's shoes.
- Read the book *Daft Bat* by Jeanne Willis, and discuss how it feels to be in the bat's shoes and to introduce point of view.
- Have the students put themselves in other people's shoes on the playground, at lunch, etc.
- Read the book *Stand in My Shoes* by Bob Sornson to illustrate the importance of thinking about how someone else feels and showing empathy.
- Ask the students to imagine how characters feel in stories or movies by putting themselves in the characters' shoes.

Empathy Shoes



Stepping into Someone Else's Shoes



Story I

You have used the class computer during free time on Monday, Tuesday, and Wednesday. On Thursday, Shamika wants to use the computer, and you are on it again. Shamika says, “I have been waiting for a turn to use the computer, and you have used it the last three days!”

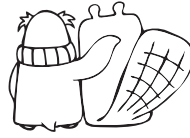


Step into Shamika's shoes. Think about how Shamika feels in this situation.
Shamika feels _____.

A time when I felt that way was _____



Stepping into Someone Else's Shoes



Story 2

You just got a new dog. He is really big. You love playing with him. You invite your good friend Ricardo over to meet your new dog. Ricardo says, “No, thanks. Once I was bitten by a dog.”



Step into Ricardo's shoes. Think about how Ricardo feels in this situation.

Ricardo feels _____.

A time when I felt that way was _____



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Melody's family cat died of old age, and Melody was very sad about the loss. When she got to school the next day, she heard Marcus telling a friend that dogs make much better pets than cats. Melody got angry and yelled at Marcus, "That is a really hurtful thing to say. You don't know anything about pets."

Put yourself in Melody's shoes. How do you think Melody feels?

Tell about a time when you felt that way.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Empathy and Conflict

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn that conflicts can be solved or improved by using empathy skills: stopping and thinking about how someone else feels, putting yourself in his or her shoes, and thinking about a time when you felt that way. The students will use the Peace Path to practice empathy skills.

ADVANCE PREPARATION

- ☐ Have the Feelings Tree available.
- ☐ Have a copy of the book *The Sandwich Swap* by Queen Raina Al Abdullah with Kelly DiPucchio available. **Note:** The pages are not numbered, so please number them ahead of time.
- ☐ Have the Peace Path poster displayed.
- ☐ Prepare the Peace Path Observer Checklist for the overhead or whiteboard.
- ☐ Copy the Peace Path Observer Checklist—two per team. **Note:** If you have more than four students per team, you will need to make additional copies of the checklist.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Read and discuss *The Sandwich Swap* to understand how conflicts can occur if empathy skills are not used. Emphasize the importance of understanding another person's feelings and putting yourself in someone else's shoes in conflict situations.
- Review the feeling *hurt*, and discuss what it means to feel hurt.
- Understand that using empathy skills helps to stop conflicts from escalating.
- Review the Stop and Stay Cool Steps.

Teamwork

- Have teams practice role-playing the Peace Path in order to solve a conflict. Emphasize that empathy is an important part of the Peace Path, especially when saying back someone's "I" Message.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: How could saying back an "I" Message help you empathize during a conflict situation?

14 minutes

Read and discuss the book.

2. Introduce the idea that conflicts can occur if empathy skills are not used by reading the book, *The Sandwich Swap*.

- Read pages 1–14.

Ask:

What does Lily say to Salma about her sandwich one day?

Lily tells Salma that hummus sandwiches look yucky.

Note: If necessary, explain what hummus is.

How does Salma feel when Lily says this?

Salma feels hurt and then mad.

Point to the word *hurt* on the Feelings Tree.

Let's think about hurt feelings. We all have hurt feelings sometimes. Our friends might hurt our feelings, or we might hurt theirs. Show me how you might look if your friend hurt your feelings.

Pause while the students show you their hurt feelings faces.

The pages are not numbered. Please number the pages, beginning with page 1 as "It all began with a peanut butter and jelly sandwich..."

Ask:

If Lily had thought about Salma's feelings, how could she have prevented this conflict and the hurt feelings?

Lily could have kept her thoughts to herself. She could have asked Salma what hummus tasted like. She could have tried to understand that Salma may like hummus even if she doesn't.

- Read pages 15 and 16.

Ask:

Why does Salma say unkind things to Lily about her sandwich?

Maybe because her feelings are hurt and because Lily is not nice to her first.

What makes this conflict get worse?

No one thinks about the other person's feelings.

Ask:

If Salma had thought about Lily's feelings and had not had her own hurt feelings, how could she have calmed down and stopped this conflict from getting worse?

Salma could have used Stop and Stay Cool before she responded to Lily. Salma could have used an "I" Message to tell Lily that she hurt her feelings.

Point to the Stop and Stay Cool poster.

Ask:

Why do you think Lily and Salma may not understand each other's feelings about their sandwiches?

They may have never tasted these particular foods before.

Note: Please explain that these two friends come from different cultures.

- Read pages 17–22.

What happens after the girls taste each other's sandwiches?

They realize that they actually like each other's sandwiches.

- Read pages 23–25, opening up the flap.

Ask:

What special event have the girls organized?

Call on a student to respond.

They have organized a food tasting from around the world.

This will probably help a lot of the students understand different foods that people eat and help them see lunchtime from a new point of view.



Use **Think-Pair-Share** to ask:

The story begins and ends with the same sentence. (Repeat the sentence if needed.) **How does this sentence relate to the overall meaning of the story?**

The overall meaning is that they both had to think about the other person, their culture, etc. They had to use empathy to think about the other person's feelings.

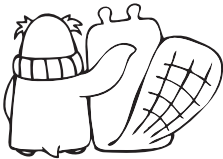
Teamwork

10 minutes

**Practice using empathy
on the Peace Path.**



If you have more than four students on a team, the fifth person could also be a Peace Path observer.



1. Introduce the team activity to use empathy skills to role-play the Peace Path steps.

Make sure the Peace Path poster is displayed.

Briefly point to and review the Peace Path steps to remind the students how to solve a conflict like the one in *The Sandwich Swap*.

Tell the students that they will practice the Peace Path, using the situation in *The Sandwich Swap*.

Assign the numbers 1–4 to the students on each team:

- Have student 1 role-play Salma on the Peace Path.
- Have student 2 role-play Lily on the Peace Path.
- Have students 3 and 4 be Peace Path observers.

Pass out two Peace Path Observer Checklists to each team.

Display the checklist on the overhead/whiteboard.

Point to step 1 and the Empathy Check on the Peace Path poster. Read them aloud.

Have the students role-playing Lily and Salma on each team give an “I” Message and say it back.

Emphasize that saying back a person’s “I” Message during step 1 is an important part of empathy because they are thinking about how the other person feels.

Ask the Peace Path observers if they have observed their teammates giving good “I” Messages and if the teammates said the messages back correctly. If so, have the observers check off step 1 and the Empathy Check. Circulate during the activity to make sure that the students are accurately saying back the “I” Messages.

Note: Model where to check these off on the checklist.

Point to step 2 on the Peace Path. Read it aloud.

Brainstorming a win-win solution is important for conflict solving and for empathy. It shows that you both are trying to find a way to solve the conflict together in a way that shows that you care about the other person’s feelings.

Have the students role-playing Salma and Lily each suggest a conflict solver that they could use, for example:

Apologize to each other for not thinking about the other person’s feelings.

Circulate and ask the Peace Path observers if Salma and Lily brainstormed win-win solutions. If so, have them check off step 2.

Note: Model checking this off.

Point to step 3 on the Peace Path. Read it aloud.

Now discuss and agree on a solution to try, and try it.

For example, have the two volunteer students apologize to each other and accept the apology.

Have the Peace Path observers check off step 3 if they observe it.

Note: Model checking this off.

Empathy is an important part of solving conflicts. Using the Peace Path can help you solve conflicts and improve your empathy skills.

1 minute

**Team huddle to discuss
the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

How could saying back an “I” Message help you empathize during a conflict situation?

It helps us begin to understand someone else’s feelings. It can help us see the conflict in a different way. It helps us slow down before responding in a hurtful way. It may help us remember a time when we had similar feelings. It may help us talk more gently to the other person. We might be better at solving the conflict in a win-win way because we are aware of the other person’s point of view and feelings.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read the traditional version of *The Three Little Pigs*, and compare it with *The True Story of the Three Little Pigs* by Jon Scieszka to highlight how you can feel empathy for someone by looking at the situation from a different point of view.
- Encourage the students to bring in foods from their own cultures or another culture to highlight the message in *The Sandwich Swap*.
- Have the students use “I” Messages and say them back whenever possible to check that they understand how someone else is feeling.
- Encourage the students to use win-win conflict solvers that both people in the conflict agree with. Highlight that the students use their empathy skills to think about how someone else wants to solve the problem.
- Have the students think about characters who solve conflicts by thinking about how the other person feels.

Peace Path Observer Checklist



Peace Path Participant	Step 1: Each person gave an “I” Message and said back the other person’s “I” Message.	Empathy Check: Each person <i>correctly</i> retold their partner’s “I” Message.	Step 2: Each person brainstormed solutions.	Step 3: Each person helped to solve the problem and agree on a win-win solution.
	✓	✓	✓	✓
Lily				
Salma				

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

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- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

John's friend Raymond got a bad grade on a test, even though he tried very hard. When he told John about it, John just laughed. Now Raymond won't talk to John because his feelings are hurt, and John doesn't understand why.

How did this conflict begin? How do you think Raymond feels? How do you think John feels? How could the Peace Path help to solve this conflict?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Empathy: Show that you care!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify ways to show empathy toward someone else.

ADVANCE PREPARATION

- ☐ Have the Empathy chart from previous lessons available.
- ☐ Have the book *Jamaica's Blue Marker* available.
- ☐ Prepare chart paper with a blank web graphic organizer (see lesson graphic) or you can draw one on the board. **Note:** You can also use the Class Council Brainstormer.
- ☐ Copy and cut the Showing Empathy cards—one story per team. Place the cards in a grab bag.
- ☐ Prepare the Showing Empathy cards for the overhead or whiteboard.
- ☐ Create a Jar of Kindness. Find a container (jar, basket, can, etc.) and some marbles. Add a marble to the jar each time someone in the class shows empathy. **Note:** Give some advance thought about how you will celebrate once the jar is full.
- ☐ Have blank paper available—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the last step of empathy: doing or saying something to show that you care about someone's feelings.
- Role-play showing empathy toward someone.

Teamwork

- Participate in a team activity to practice showing empathy.
- Introduce the Jar of Kindness.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Can you tell about a time when you showed empathy toward someone by saying or doing something to show that you care about his or her feelings?

1 minute

Introduce the last step of empathy.



2. Introduce the last step of empathy: how to *show* empathy.

Post the Empathy chart from the previous lesson. Briefly review the first two steps of empathy.

- Step 1: Stop and think about how someone else feels. Ask yourself, "How does the person feel?"
- Step 2: Put yourself in someone else's shoes, and think about a time when you felt that way. Ask yourself, "Have I ever felt this way before?"

After we stop and think about someone else's feelings and put ourselves in his or her shoes to think about a time when we felt that way, we need to do or say something to show that we care about the person and his or her situation. This is the last step of empathy.

On the Empathy chart, write:

Step 3: Do or say something to show that you care. Ask yourself, "What can I do or say to show that I care?"

Let's think back to the book *Jamaica's Blue Marker*. Once Jamaica thought about Russell's feelings about moving and put herself in his shoes by thinking about how she would not want to move, she *does* something to show that she cares.

Ask:

What does Jamaica do to *show* empathy—to show that she cares about Russell?

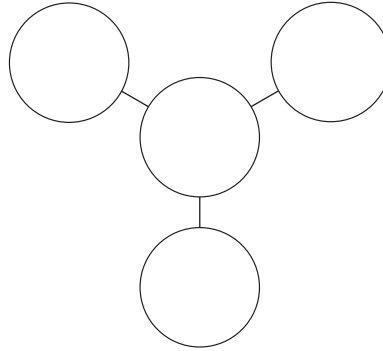
8 minutes**Brainstorm ways to show empathy.**

Please write as many examples on the organizer as possible so it will help the students brainstorm ideas in the teamwork activity.



3. Brainstorm other ways that Jamaica could have shown empathy for Russell.

- Have the web graphic organizer displayed. **Note:** Additional circles can be drawn on the graphic organizer based on how many students you call on to answer.



Use **Think-Pair-Share** to ask:

Jamaica gave Russell her blue marker to show that she cared. How else could Jamaica have shown empathy for Russell?

She could ask him where he's moving so she can visit him; she could tell him that she hopes he visits her; she could send him a card; she could give him a hug goodbye, etc.

Call on the students to respond, and record their ideas on the graphic organizer.

It is important to *show* empathy toward others by doing or saying something to show that we care about their feelings.

Teamwork

14 minutes**Practice showing empathy.**

1. Introduce the team activity to practice showing empathy.

Have teams use the Showing Empathy stories to brainstorm ways to show empathy toward someone.

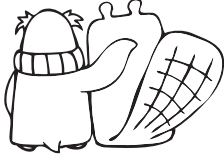
- Have the grab bag ready.
- Have each team choose a different Showing Empathy card from the grab bag.

Note: There are four stories, so some teams may have the same story. They should be able to brainstorm at least one way to show empathy for each story.

- Display the stories on the whiteboard or overhead. Read the stories aloud.
- Have teams brainstorm ways to show empathy toward the person in the scenario. Tell teams that you want them to think of at least one thing they could do or say to help the person in the scenario.
- Pass out a sheet of blank paper to each student to draw or write their suggestions for how the character could show empathy.
- Have teammates share ideas with each other.



1 point



- Use **Random Reporter** to call on two teams per scenario to share responses.
- Award 1 team point for each thoughtful response.

Story 1 examples:

Show empathy by:

- telling him about a time that you struck out;
- telling him that he did a good job and everybody misses sometimes; or
- giving him a pat on the back and telling him it's OK.

Story 2 examples:

Show empathy by:

- making a card for him;
- giving him a hug; or
- telling him that you think he has done a good job of taking care of his fish and you're sorry that his fish died.

Story 3 examples:

Show empathy by:

- telling him that you like to read all different levels of books; or
- asking him if you could read the book together.

Story 4 examples:

Show empathy by:

- asking her if she wants to practice with you after school;
- telling her about a time when you had difficulty playing something;
- asking if she wants to play with you later; or
- telling her that you would pick her for your team.

1 minute

**Introduce the Jar
of Kindness.**

2. Introduce the Jar of Kindness.

Hold up the Jar of Kindness, and tell the students that you will put a marble in the jar whenever you see someone showing empathy by doing or saying kind things to show that he or she cares about another person's feelings. Announce how you will celebrate once the jar is full!

1 minute

**Team huddle to discuss
the Big Q**

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

Can you tell about a time when you showed empathy toward someone by saying or doing something to show that you care about his or her feelings?

Accept thoughtful responses, such as I made a card when my friend was sad; I helped my friend with her math homework when she was frustrated.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

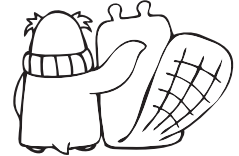
- Read the book *Understand and Care* by Cheri Meiners to continue the discussion on what empathy is and how to show empathy.
- Share examples from newspapers or magazines of people showing that they care for other people, and encourage the students to share examples that they find as well.
- Continue adding marbles to the Jar of Kindness.
- Have paper and crayons available during the day so the students can make cards to show empathy toward others.

Showing Empathy Cards

Story 1

Your teammate Chilly is playing kickball and is usually very good at the game. He gets up to kick the ball and strikes out, and his team loses the whole game. He feels mad.

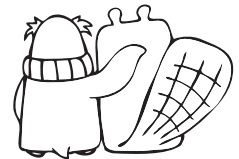
Draw or write what you could do or say to show empathy toward Chilly.



Story 2

Your friend Dilly just got a new pet fish. Dilly comes home from school one day and realizes that his fish has died. Dilly feels sad.

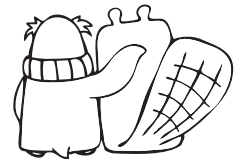
Draw or write what you could do or say to show empathy toward Dilly.



Story 3

Buster is checking out a book in the library. Another student makes fun of Buster's book because he says it is too babyish. Buster feels sad.

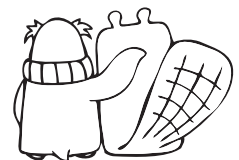
Draw or write what you could do or say to show empathy toward Buster.



Story 4

Owlvivia and Betty go to gym class. The gym teacher says they are going to play basketball today. Betty is very good at basketball, but Owlvivia isn't. Betty picks Owlvivia last to be on her team, and Owlvivia walks away feeling sad.

Draw or write what you could do or say to show empathy toward Owlvivia.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Alfonso reads a word wrong during reading class. Many of the other students laugh.

How could you show empathy toward Alfonso? What could you do or say to show that you care about him?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Empathy Experts

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve, and play it whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will practice all three steps of empathy:

- stopping and thinking about how someone else feels;
- putting themselves in someone else's shoes and thinking about a time when they felt that way; and
- doing or saying something to show that they care.

ADVANCE PREPARATION

- ☐ Have the Empathy chart from previous lessons available. **Note:** Save this chart to be used again in unit 5: Hurdles to Teamwork.
- ☐ Prepare the Empathy Expert Practice sheet for the overhead or whiteboard.
- ☐ Have the Feelings Tree posted, and have a Feelings Leaf ready with the word *disappointed* written on it.
- ☐ Copy the Empathy Expert Student sheet—one per student.
- ☐ Prepare the Empathy Expert Student sheet for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.
- ☐ Optional: Make Empathy Expert badges/awards—one per student.

Agenda

Active Instruction

- Review the three steps of empathy.
- Model and practice the three steps of empathy.
- Introduce the feeling *disappointed*.

Teamwork

- Practice being empathy experts.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

10 minutes

**Model and
practice empathy.**



1. Announce the Big Q for this lesson.

Big Q: What is one idea that you have learned about empathy in this unit?

2. Review empathy. Make sure the Empathy chart from previous lessons is posted.

Now that you are all empathy experts, let's review the three steps of empathy that we have learned in this unit.

Point to each idea on the chart as you explain.

Empathy is being aware of and sharing another person's feelings.

- **Step 1: Stop and think about how someone else feels.**

Ask yourself, "How does the person feel?"

- **Step 2: Put yourself in someone else's shoes and think about a time when you felt that way.**

Ask yourself, "Have I ever felt the same way before?"

- **Step 3: Do or say something to show that you care.**

Ask yourself, "What can I do or say to show that I care?"

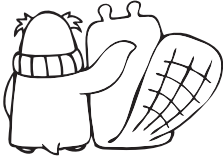
Let's practice all three steps of empathy.



- Display the Empathy Expert Practice sheet on the overhead or whiteboard. Read the story aloud.

The teacher says she will choose someone who has been doing great active listening to be the line leader. Owlivia has tried to be a very good listener so she can be the line leader, but the teacher announces that she has chosen Dilly to be the line leader because he has done such a great job of listening. Owlivia slumps in her seat and puts her head down.

- Model how to complete the sheet by writing sample responses.



How does Owlivia feel?

Owlivia feels disappointed.

- Introduce the feeling *disappointed*, and add *disappointed* to the Feelings Tree discussing where it should be placed. It may go on the sad branch, but discuss how *disappointed* is a particular type of sadness. Explain that *disappointed* is how you feel when something doesn't meet your hopes or expectations.

Put yourself in Owlivia's shoes. Have you ever felt the same way before?

Yes, I have felt disappointed when...

Write an example of a time when you felt disappointed.

Draw or write what you can do or say to show that you care about Owlivia's feelings.

I could tell Owlivia about a time when I felt disappointed because I didn't get chosen for something.

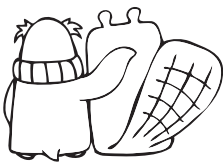
Praise the students for being empathy experts!

Note: You may want to point out times when the Cool Kid has shown empathy toward someone since he or she is an empathy expert!

Teamwork

13 minutes

Empathy expert practice



1 point

1 minute

Jar of Kindness reminder

1 minute

Team huddle to discuss the Big Q

1. Introduce the activity to practice being empathy experts.

In this activity, you will need to use *all* of your empathy skills!

- Pass out an Empathy Expert Student sheet to each student.
- Display the Empathy Expert Student sheet on the overhead/whiteboard.
- Read the story aloud.
- Have each student complete the sheet.
- Have the empathy experts share their responses with the rest of their team.
- Circulate to listen to responses.
- Use **Random Reporter** to call on teams to share responses, and write down sample responses.
- Award 1 team point for each thoughtful response.

2. Remind the students about the Jar of Kindness so they will remember to keep using their empathy skills and celebrate once they have reached the goal you set.

Optional: Pass out an Empathy Expert badge/award to each student.

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What is one idea that you have learned about empathy in this unit?

With empathy, there might be fewer classroom conflicts because people will try to show that they care about others; it is important to put yourself in someone else's shoes and think about his or her feelings; doing or saying something to show that you care is an important step of empathy, etc.

Home Connections

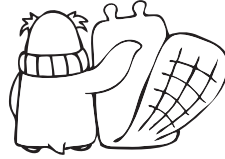
Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Continue the Jar of Kindness. Celebrate when the jar is full!
- Since your class is full of empathy experts, ask them to use their empathy skills throughout the school day and explain them to others outside the classroom.
- Have paper and crayons available during the day so the students can make cards to show empathy toward others.

Empathy Expert

Practice Sheet



The teacher says she will choose someone who has been doing great active listening to be the line leader. Owlivia has tried to be a very good listener so she can be the line leader, but the teacher announces that she has chosen Dilly to be the line leader because he has done such a great job of listening. Owlivia slumps in her seat and puts her head down.

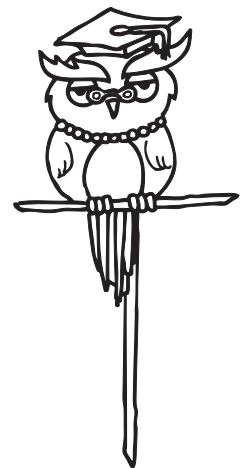
- **How does Owlivia feel?**

Owlivia feels _____.

- **Put yourself in Owlivia's shoes. Have you ever felt the same way before?**

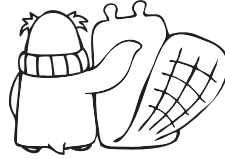
One time I felt _____ when _____

- **Draw or write one thing that you can do or say to show that you care about Owlivia's feelings:**



Empathy Expert

Student Sheet



Buster is trying to do his math worksheet, but it is very hard for him. He says, “I’ll never understand how to do this!” He puts his head down on his desk.

- **How does Buster feel?**

Buster feels _____.

- **Put yourself in Buster’s shoes. Have you ever felt the same way before?**

One time I felt _____ when _____

- **Draw or write one thing that you can do or say to show that you care about Buster’s feelings:**



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Mateo is sitting at his desk doing his math workbook. He feels relaxed because this page is really easy for him. He looks over at Leah, who is having a hard time on a problem. She is erasing everything and has a frown on her face.

How does Leah feel? How do you know? Put yourself in Leah's shoes. Think about a time when you felt the same way. If you were Mateo, what would you do or say to show that you care?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Unit 4: **Brain Game Aim Skills: Why They Matter for School**

UNIT OVERVIEW

Unit Focus

In this seven-lesson unit, the students will understand the purpose and relevance of Brain Game skills to academic learning. The students will learn that the Brain Games offer practice in three critical cognitive-skill areas: response inhibition (stop and think), attention control (focus), and memory (remember). Looking closely at each cognitive skill, the unit enables the students to understand when these skills are used in the classroom setting, why mastery of them enhances learning, and what strategies they can employ to increase their own facility with each skill. The students will also assess their improvement and growth in the skills at this midway point in the school year.

Unit Outcomes

Students will:

- use active-listening skills to take in, store, retain, and access information;
- control inappropriate response in favor of more appropriate behavior;
- utilize a variety of self-control techniques to meet the demands of the situation;
- wait and use situationally appropriate strategies to cope with waiting;
- use multiple strategies to sustain attention on a task;
- ignore distractions when doing a task;
- utilize a variety of effective strategies to remember and follow directions;
- calm themselves down and use a variety of techniques to do so;
- understand the link between focus and memory;
- understand the link between comprehension and memory;
- learn memory strategies such as mnemonics, mental visualization, categorizing/chunking, note-taking, etc.; and
- remember and manipulate information in memory.

Books Used in Unit:

The Magic Porridge Pot retold by Harriet Ziefert

Why are Brain Game skills important for school?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Note: Try to work through the entire deck of cards as the year progresses. Be sure to emphasize which skill you are practicing during the game.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn why the Brain Game skills are important at school and will practice applying the Brain Game skills in school settings.

ADVANCE PREPARATION

- ☐ Have the deck of Brain Game cards available. **Note:** Make sure the Brain Game cards for Simon Says, Telephone, and Here Is Your Ice Cream Sundae! are available.
- ☐ Make sure the Train Your Brain! poster is displayed.
- ☐ Have one set of three index cards per team. Write one Brain Game skill on each card set: focus, stop and think, and remember.
- ☐ Prepare the Brain Game Aim stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.
- ☐ Sign and copy the Parent Peek—one per student.

Agenda

Active Instruction

- Review the Brain Games that have been played this year.
- Review the cognitive purpose of the Brain Game skills.
- Discuss the importance of the Brain Game skills, the hand signals that correlate to each of them, and why playing them helps to improve that skill area.

Teamwork

- Teams discuss how the Brain Game skills are used in the classroom.
- Brainstorm why the Brain Game skills are important at school.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek letter and this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Which Brain Game skill—remember, focus, or stop and think—do you think you have improved on the most since the beginning of the year? How have you improved?

4 minutes

Review the Brain Game skills.

2. Review the Brain Games and which cognitive skills they help to practice.

Hold up the deck of Brain Game cards, and ask the students to remind you of a few Brain Games that the class has played. Make sure that the students give examples highlighting all three skills.

Then use **Buddy Buzz** to ask:

Tell your favorite Brain Game that we have played so far this year and why you liked it.

Call on a few students to share responses.

These Brain Games have been a fun part of our school day, and they help us work on certain skills at school.

Hold up the Brain Game cards for Simon Says, Telephone, and Here Is Your Ice Cream Sundae!

Let's think about three specific Brain Games that we have played: Telephone, Here Is Your Ice Cream Sundae!, and Simon Says.

Hold up Simon Says.

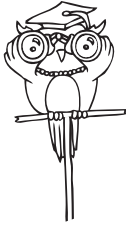
Ask:

When we played Simon Says, what did you have to do to make sure that you did the action at the right time?

Stop and think.

Note: If you have played other Brain Games that better highlight the three cognitive skills for your class, please use those as examples.





Hold up Telephone.

When we played Telephone, what did you have to do to make sure that you passed along the right sentence?

Focus.

Hold up Here Is Your Ice Cream Sundae!

When we played Here Is Your Ice Cream Sundae!, what did you have to do to get everyone's order right?

Remember.



Point to the three skills on the Train Your Brain! poster: stop and think, focus, and remember.

Remind the students of the Getting Along Together characters who exemplify each of the skills.

Review the three hand signals for these skills, and have the students model them.

The Brain Games help us improve these three skills, and we get better at these skills the more we practice them. They improve our mind muscles *and* help us a lot at school.

Teamwork

10 minutes

Brain Game skills in the classroom



1 point

Please substitute any other more relevant stories for your classroom based on what you have taught so far this year.

1. Teams discuss how the Brain Game skills help in the classroom.

In our first unit, we talked a little bit about how the Brain Game skills help us at school. Let's see if your team can figure out which Brain Game skill you would need to use in each of these school situations.

- Pass out one set of three index cards with each of the Brain Game skills on it to each team.
- Display the Brain Game Aim stories on the overhead/whiteboard.
- Read the Brain Game Aim stories aloud, one at a time.
- Tell teams that they will need to discuss and decide which Brain Game skill is most needed in each story. Tell teams to hold up their index card with the correct Brain Game skill after you read each story.

Note: Make sure that the Train Your Brain! poster is visible to remind teams of the three Brain Game skills.

- Award 1 team point to any team that holds up the correct index card.

Brain Game Aim stories:

Story 1:

During social studies, the teacher says that teams will do a team huddle to answer questions. She wants you to take turns to share your thinking. You have a lot of good ideas to tell your team to answer the question, and you really want to say them all right now!

Stop and think.

Story 2:

In math class, the teacher asks you to find all the triangles on the worksheet. You need to look at the paper very closely to find all the triangles because there are a lot of shapes on the page.

Focus.

Story 3:

In reading class, the teacher asks you to think about what happened in a story from the beginning to the end. As you read the story, you try to think about the big ideas of what happened so you can tell them to your teacher.

Remember.

10 minutes

Brainstorm ideas about the importance of Brain Game skills at school.

2. Brainstorm why the Brain Game skills are important at school.

Assign each team one of the Brain Game skills (remember, focus, or stop and think).

Team huddle:

Think about the Brain Game skill that was given to your team. Why is this Brain Game skill important at school?

Write the following sentence starters on the board:

It is important to focus at school because _____.

It is important to remember at school because _____.

It is important to stop and think at school because _____.

Use **Random Reporter** to call on teams to share responses. Chart ideas for each skill.

Focus:

It helps you notice patterns or rules in math and spelling; in reading, it helps you learn how to spell words; in social studies, it might help to find certain places on a map; in art, it might help to focus on adding details to a drawing, etc.

Stop and think:

It helps you make better choices for how to act toward your teammates and classmates; it helps you think about how someone else may be feeling, etc.

Remember:

It helps you recall what happens in a story; in math, you might need to remember how much a certain coin is worth or how to read a clock; in science, you may need to remember which habitat an animal lives in, etc.

Emphasize that playing the Brain Games is a great way to practice the three skills, which are important at school.



1 minute**Team huddle to discuss
the Big Q**

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

Which Brain Game skill—remember, focus, or stop and think—do you think you have improved on the most since the beginning of the year? How have you improved?

Accept reasonable responses. For example, I improved my memory skills by visualizing what I need to remember.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Use the Brain Game hand signals to remind the students of times at school when they could practice these skills.
- In reading, point out characters who may be using or lacking one of the Brain Game skills and how that particular skill would help that character.

Brain Game Aim Stories

Story 1:

During social studies, the teacher says that teams will do a team huddle to answer questions. She wants you to take turns to share your thinking. You have a lot of good ideas to tell your team to answer the question, and you really want to say them all right now!

Story 2:

In math class, the teacher asks you to find all the triangles on the worksheet. You need to look at the paper very closely to find all the triangles because there are a lot of shapes on the page.

Story 3:

In reading class, the teacher asks you to think about what happened in a story from the beginning to the end. As you read the story, you try to think about the big ideas of what happened so you can tell them to your teacher.



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

Have you ever had trouble remembering a fact or focusing in a noisy place? Our new unit, Brain Game Aim Skills, that we started today helps the students work on three important skills: stopping and thinking, focusing, and memory. The students will learn why these skills are necessary for school and will play Brain Games throughout the unit to reinforce these skills, in addition to learning strategies to improve them.

Here are a few ways that you can help your child practice these skills at home:

- Ask your child to teach you one of the Brain Games that we played at school (e.g., Telephone, I Spy), and play it! Discuss which skill you are practicing.
- Have your child model the three hand signals that we use to focus, stop and think, and remember.
- Ask your child to think of a time at school when he or she should have stopped and thought before doing or saying something. How would the situation have been different if he or she had stopped and thought?
- Have your child write down one strategy that he or she will use to wait patiently for something.
- Do a word search with your child! Ask your child how he or she focused on finding the words. Discuss one focusing strategy that he or she used to locate the words.
- Write a list of words, and ask your child to remember as many of them as possible. How did he or she remember them?

Sincerely,

Your Second-Grade Teacher

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Miguel is sitting at his desk working on his spelling homework. Teresa walks by his desk and notices that he is having a hard time remembering how to spell one of his spelling words. He keeps erasing and then gets up from his desk, looking like he is going to throw away his spelling paper.

Which Brain Game skill could Miguel work on? How could Teresa show empathy toward Miguel?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Brain Game Aim: Spotlight on Stop and Think

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn the importance of the Stop and Think Brain Game skill and understand its practical application to the classroom.

ADVANCE PREPARATION

- ☐ Have the Train Your Brain! poster available.
- ☐ Have the Stop and Think Brain Game cards available.
- ☐ Have the Strategies for Stopping and Thinking chart from unit 1 available, or make a new chart using the strategies listed in the lesson.
- ☐ Copy and cut the Stop and Think story cards—one story card per partnership.
- ☐ Hand out appropriate GAT puppets to each team, and make sure the students have the appropriate puppets to match the Stop and Think stories. **Note:** It's best to pair the puppets with the story cards ahead of time.
- ☐ Prepare the Stop and Think stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Reintroduce the Brain Game skill, stop and think.
- Make connections between stopping and thinking and empathy.
- Review the strategies for stopping and thinking.

Teamwork

- Role-play situations using Stop and Think strategies.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: What would our classroom be like if no one practiced the skill of stopping and thinking before acting?

9 minutes

Review stopping and thinking.

2. Review the Brain Game skill, stop and think.

The first Brain Game skill that we are going to talk about is stopping and thinking.

Point to this skill on the Train Your Brain! poster.

Remind the students of the Getting Along Together character Buster the beaver, who helps us remember to stop and think.

Hold up the Stop and Think Brain Game cards.

When we played _____ (a Stop and Think Brain Game you have played), we were practicing the skill of stopping and thinking.

Ask:

How did this game help us practice stopping and thinking?

Call on several students to respond.

Review the hand signal for stopping and thinking. (Hold up your hand for “stop” and point to your head with your finger for “think.”)

Make connections between stopping and thinking and empathy.

Stopping and thinking is a skill that we thought about a lot in our empathy unit. We discussed why it is important to stop and think about the other person's feelings and stop and think about what it feels like to be in his or her shoes.



Stopping and thinking is very important at school. In our first unit, we talked about different classroom situations in which stopping and thinking would be important, such as:

- when our strong feelings are high on the Feelings Thermometer, and we might act in a way we wish we hadn't;
- when we want to get up out of our seats or call out;
- when we feel like interrupting because we have a good answer; and
- when we have to wait our turn.

Write a few of these examples on the board.

We also talked about strategies that we can use to help ourselves stop and think.



Post the Strategies for Stopping and Thinking chart, and review the strategies:

- **Close your eyes, and count quietly to 5.**
- **Picture yourself being calm.**
- **Take deep, slow breaths.**
- **Use Stop and Stay Cool.**
- **Ask your teacher if you can get a drink of water to calm down.**
- **Take a break. Go to the Thinking Spot.**
- **Use self-talk. For example, you can say, “I will be able to wait my turn today even though it is hard.”**
- **Use the Stop and Think Signal.**
- **When possible, sit on your hands to control your actions.**

Teamwork

15 minutes

Use Stop and Think strategies.

Make sure the Strategies for Stopping and Thinking chart is posted to remind the students of a strategy to use.



1. Introduce the activity to use a Stop and Think strategy at school.

- Pair the students on each team.
- Distribute one Stop and Think story card to each partnership, and make sure each student has the appropriate GAT puppets. For example, if the story is about Buster and Chilly, the partnership should have the Buster and Chilly puppets.

Note: The partnerships on each team should have different story cards.

- Display the Stop and Think stories on the overhead/whiteboard.
- Read the two stories aloud.
- On the back of the card, have partners discuss and write or draw a Stop and Think strategy that the character could use in that situation.



1 point

1 minute

Team huddle to discuss
the Big Q

- Then have each partnership use the GAT puppets to act out their story and a Stop and Think strategy that could be used in that situation for the rest of the team. For example, the students may act out the Stop and Stay Cool Steps or going to the Thinking Spot.
- Have the rest of the team identify which Stop and Think strategy was used. **Note:** If you have five students on a team, the fifth person could identify the Stop and Think strategy used.
- Circulate to observe and hear the discussions about Stop and Think strategies.
- Use **Random Reporter** to call on one partnership from each team to share the story and a Stop and Think strategy that could be used.
- Optional: Award 1 team point for each thoughtful response.
- Summarize the importance of stopping and thinking before you do or say something.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

What would our classroom be like if no one practiced the skill of stopping and thinking before acting?

Accept reasonable responses. For example, we might not give one another a turn to do or say something; there would be more interrupting; we might say or do things that we wish we hadn't, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Ask the students to use the Stop and Think Signal throughout the day.
- Encourage the students to find examples of how the strategies for stopping and thinking might help a character in a story.

Stop and Think Story Cards



Story 1

Buster is waiting in a long line for lunch. Chilly cuts in front of him. Buster wants to push him to the back of the line.

But, instead, he stops and thinks and...



Story 2

Owlvivia is doing her math sheet and needs to ask the teacher a question. Owlvivia walks by Betty's desk and trips over Betty's legs, which are stretched out in the aisle. Owlvivia really wants to yell at Betty for being so careless.

But, instead, she stops and thinks and...



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Rafael walks over to the only computer in the classroom and starts using it. Simone tells him it is not his day to use it. Rafael wants to finish what he was doing on the computer because he was there first, and it shouldn't matter whose day it is to use it since no one else was using it at the time. He wants to tell Simone to mind her own business.

Which Stop and Think strategy could Rafael use in this situation? How would this make the situation better?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Stop and think before you interrupt!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify strategies to avoid interrupting others.

ADVANCE PREPARATION

- ☐ Read the Active Instruction role-play ahead of time to be prepared to act it out.
- ☐ Have the Train Your Brain! poster available.
- ☐ Make sure the Feelings Tree is visible. Prepare a new Feelings Leaf with the word *annoyed* on it.
- ☐ Have chart paper titled Strategies for Not Interrupting available.
- ☐ Have a talking stick available for each team.
- ☐ Have paper and pencils available for each team.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the Brain Game skill, stop and think.
- Role-play interrupting one another.
- Identify the feelings involved in being interrupted, and introduce the feeling *annoyed*.
- Discuss reasons that people may want to interrupt.

- Review the importance of the talking stick as a reminder not to interrupt.
- Brainstorm ways to avoid interrupting.

Teamwork

- Practice not interrupting by playing the No Interrupting game.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Think of a time at school when you really wanted to interrupt someone. What did you do, or what could you have done, to not interrupt him or her?

1 minute

Review stopping and thinking.



2. Briefly review the Brain Game skill, stop and think.

In our last lesson, we talked about the Brain Game skill, stop and think.

Point to *stop and think* on the Train Your Brain! poster.

Have the students model the Stop and Think Signal.

Ask:

Who can remind me of a Brain Game that helps us practice stopping and thinking?

Simon Says, Freeze, Head, Shoulders, Knees, and Toes, etc.

What are some strategies that we discussed to help us stop and think?

Count quietly to five; take deep, slow breaths; close my eyes and avoid distractions; sit on my hands when possible; use positive self-talk; and use Stop and Stay Cool in conflict situations.

5 minutes

Role-play interrupting.

3. Role-play interrupting to begin a discussion of strategies to stop and think to avoid interrupting.

Have the students help perform a role-play about interrupting in front of the class.

- Call one person from each team to the front of the classroom. **Note:** You may want to include the Cool Kid in this activity.
- Briefly tell this group and the class that you want them to model being a great team discussing their favorite things to do in the summer. **Note:** You will also be a member of this team.
- Have the students start their discussion, and interrupt your teammates as much as you can.

After you think the class understands that you are constantly interrupting the team, ask:

What happened on this team? Was anybody on this team doing anything during the discussion that made it difficult to talk and hear?

You were interrupting and talking when others were talking, and you were not listening to what the others were saying.

Write the word “interrupting” on the board.

***Interrupting* is talking when others are talking and not listening to what others are saying. When we interrupt others, we are *not* stopping and thinking before we speak, and we are not stopping and thinking about how they might feel to be interrupted.**

Ask the role-play team:

How did it make you feel when I interrupted you?

Annoyed, irritated, or frustrated.

Add any new feelings words to the Feelings Tree.

Introduce the feeling word *annoyed*, and post it on the Feelings Tree on the mad branch. Make the distinction between *annoyed* and other words for *mad*.

If time allows, have the students tell about other times they have felt annoyed in school, without using anyone's name.

When people interrupt us, we often feel annoyed. *Annoyed* is when we feel bothered or a little angry by what someone else is doing. When people don't give us a chance to speak or talk over us, we may feel annoyed.

Ask:

We all have probably interrupted someone at some time. Why do you think people interrupt one another?

It is hard to hold on to your idea. You don't want to forget what you were going to say. You think your idea is really important or even more important than someone else's idea. You want to be heard.

What object do we use in our classroom to make sure that everyone has a turn to speak on our teams?

The talking stick.

Hold up a talking stick. **Note:** Make sure each team has a talking stick that they might choose to use during the Teamwork activity.

Place a talking stick at each team's table/desks.

Ask:

How do the talking sticks remind us not to interrupt?

The talking sticks remind us to listen to others, wait for our turn to speak, and give respect to other people's ideas.

4 minutes**Brainstorm strategies for not interrupting.**

Be sure to save this chart to use with unit 5.

4. Brainstorm strategies for not interrupting.

Use **Buddy Buzz** to ask:

Let's say you really, really wanted to tell your teammates a great way to solve a math problem or how to pronounce a word. What could you do to help yourself *not* interrupt?

Call on the students to share ideas.

Summarize and chart these Strategies for Not Interrupting, making sure to include the following ideas. Integrate any relevant ideas that the students have.

- **Take a deep breath.**
- **Keep your lips closed.**
- **Use your active-listening skills.**
- **Wait until the person completely finishes his or her sentence.**
- **Try to remember your idea.**
- **Stop and think about how the other person feels.**
- **Stop and think about how you would not want to be interrupted.**
- **Use the talking stick.**

Teamwork

14 minutes**Practice strategies to avoid interrupting.**

Keep the talking stick visible to encourage the students to use it as a strategy for not interrupting. If any team is having trouble with interrupting, suggest that they use a talking stick.

1. Introduce the team activity to practice strategies to avoid interrupting.

Tell the students that they will play the No Interrupting game. Explain the game:

Wait until I tell you to begin this game.

Each team will have thirty seconds to think of six words that begin with the letter *b*.

All teams that do not interrupt one another by shouting out words will earn 1 team point.

I will be the interrupting checker, and I will be walking around to make sure that no one is interrupting anyone else.

While you're playing, try to use the strategies that we learned for not interrupting.

After you finish brainstorming six words that begin with *b*, write them down, because I will be asking you to share them.

- Pass out paper and pencils to each team.
- Begin the game.
- Give the students thirty seconds to say six words that begin with the letter *b* without interrupting one another.
- Circulate and check for interrupters.

1 point

- Praise teams that you observe not interrupting each other.
- Award 1 team point to every team that did not interrupt one another.
- Have teams write down their six words that begin with the letter *b*, and award another team point to each team that listed six words that begin with *b*.
- Repeat the game one more time. This time give the students thirty seconds to think of six movies without interrupting one another. Award team points accordingly.

Team huddle:

Did you use any of the strategies that we learned to avoid interrupting others? If so, which ones?

Are there other new strategies that you used to avoid interrupting?

- Use **Random Reporter** to call on the students to share responses.
- Include any new student-created strategies to avoid interrupting on the chart.



1 minute

**Team huddle to discuss
the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Think of a time at school when you really wanted to interrupt someone. What did you do, or what could you have done, to not interrupt him or her?

Accept reasonable responses. For example, once I really wanted to interrupt someone to explain the meaning of a word. Instead of interrupting, I waited until the person finished speaking, then I shared my idea.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Encourage the students to use the talking stick as often as possible as a reminder to not interrupt.
- Encourage the students to use the strategies for not interrupting throughout the day.
- If you have time, play another version of the No Interrupting game.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Xavier and Jessica are on the same team. Every time they have teamwork discussions, Jessica constantly interrupts Xavier and everyone else on the team. She always has to say everything she is thinking and does not give others a chance to talk.

Which strategy could you suggest that Jessica use to avoid interrupting her teammates? How could Xavier help Jessica?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Stop and Think: Wait!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify school situations in which waiting is important and brainstorm key strategies to use in those situations.

ADVANCE PREPARATION

- ☐ Have a timer available. If this is not possible, make sure you have a clock, watch, or some other means to time the students.
- ☐ Make sure the Feelings Tree is visible. Prepare a new Feelings Leaf with the word *impatient* on it.
- ☐ Make sure the Team Cooperation Goals, Feelings Thermometer, and the Stop and Stay Cool posters are displayed.
- ☐ Have chart paper titled Strategies for Waiting available.
- ☐ Prepare a copy of the “What can you do to help yourself wait?” sheet for the overhead or whiteboard.
- ☐ Copy the “What can you do to help yourself wait?” sheet—one per team.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the stop and think skill of being able to wait.
- Practice waiting.
- Introduce the feeling *impatient*.
- Brainstorm classroom situations in which you have to wait.
- Brainstorm strategies for waiting.

Teamwork

- Identify situationally appropriate waiting strategies that can be used at school.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Think about a time when you have to wait at school—in line, waiting for a turn to speak, etc. Which waiting strategy will you use in that situation this week?

5 minutes

Introduce and practice waiting.



2. Introduce the stop and think skill for waiting.

- Explain that we have talked about the Brain Game skill stop and think, and we have reviewed specific Brain Games, such as Freeze and Simon Says, that help us practice stopping and thinking.

In our last lesson, we learned about stopping and thinking so we don't interrupt others. We brainstormed strategies for waiting our turn to speak by not interrupting.

Today we are going to talk about *other times* when we may have to stop and think. Sometimes we have to stop and think in order to wait.

Let's pretend that the principal is going to make an important announcement this afternoon. She is going to announce all the classes that have earned super team certificates! It will take about 1 minute for her to name all the classrooms, so you must wait for 1 minute to hear whether our class is among the classes to be announced. Practice waiting for 1 minute.

- Set a timer, or use a clock, to measure 1 minute to have the students wait.

Note: Use your judgment to decide whether 1 minute is too long or if the students can wait a bit longer to make this activity more challenging.

After the students have waited 1 minute, use **Buddy Buzz** to ask:

How do you feel when you have to wait a while?

Ask a few students to share responses, and add any new feelings to the Feelings Tree.

Waiting is hard to do, and sometimes we feel impatient when we have to wait.

- Point to the Feelings Tree. Add the feeling *impatient* to the Feelings Tree, and discuss where it should be placed on the tree.

***Impatient* means we are unable to wait quietly. We may feel restless when we have to wait.**

Explain that it is difficult for adults to wait too, and give an example of a time when it was hard for you to wait. For example: waiting to make copies, waiting to speak during meetings, etc.



Use **Think-Pair-Share** to ask:

Tell about a time when it is hard to wait at school.

Call on several students to share responses.

Summarize the common situations when the students have to wait at school.

Write these situations on the board. For example: waiting in line, waiting to use materials/computers in the classroom, waiting for lunch/recess, waiting when you finish your work before the rest of the class, etc.

Ask:

Waiting in the classroom is hard work, so why is it important? For instance, why is it important to wait to use the one classroom computer? Or why is it important to wait in line for a drink at the water fountain?

We need to make sure that everyone has a turn. It shows good teamwork and friendship to wait until everyone has a turn.

Point to the Team Cooperation Goals poster.

Waiting for your turn is important to make sure everyone participates, which is one of our team cooperation goals. Waiting is an important skill to be part of any team or group of people.

4 minutes

Brainstorm
waiting strategies.

3. Brainstorm waiting strategies.

Use **Buddy Buzz** to say:

Tell your partner one or two things you do to help yourself when you have to wait at school.

If it helps your students, use the following sentence starter:

“When I have to wait for something at school, I _____.”

Call on a few students to respond.



Please save this chart to use in unit 5.

Chart strategies for waiting, making sure to include the following ideas:

- Try to think about something else.
- Use your imagination.
- Count to five.
- Use self-talk.
- If possible, draw a picture, or read a book.

Ask:

If you feel really impatient when waiting to use some materials, go to lunch, or move on to another subject, and you were at a 4 or a 5 on the Feelings Thermometer, what could you do to help yourself calm down?

Use Stop and Stay Cool.

- Stop and stay cool.

Add any other relevant, appropriate ideas that the students give to the chart.

If time allows, briefly review the Stop and Stay Cool Steps.

Teamwork

15 minutes

Discuss waiting strategies.



Make sure all teams have a chance to earn an equal number of points. You may need to call on more than one team per situation.



1 point

1 minute

Team huddle to discuss the Big Q

1. Introduce the activity to discuss situationally appropriate waiting strategies.
 - Pass out one “What can you do to help yourself wait?” sheet to each team.
 - Display the sheet on the overhead or whiteboard.
 - Read the first situation aloud to the class.
 - Ask teams to decide on a strategy that would help Chilly wait for the swings and be prepared to show the strategy to the class.
 - Call on a team, and ask them to show you a strategy that might help Chilly wait.
 - Read the rest of the situations aloud, one at a time.
 - Use **Random Reporter** to call on teams to report out on a waiting strategy.
 - Award 1 team point for thoughtful responses.
2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

Think about a time when you have to wait at school—in line, waiting for a turn to speak, etc. Which waiting strategy will you use in that situation this week?

Accept reasonable answers. For example, when I have to wait in line for a drink at the water fountain, I will count to five.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Encourage general improvement in waiting in line at school.
- Have the students use a waiting strategy when they need to wait their turn to read or speak.
- Practice waiting in class to increase the amount of time that they can wait. Award points accordingly.

What can you do to help yourself wait?

Situation 1:

Chilly wants to go on the swings. They are all being used, and he has to wait.

Situation 2:

Gym class is over, and Betty is waiting in line for a drink.

Situation 3:

In art class, team 1 is using all the markers that Buster needs, and he has to wait to use them.

Situation 4:

At the school library, Owlivia is waiting in line to get a book.

Situation 5:

Dilly is done with his work and wants to use the computer. Someone else is already using it, and Dilly has to wait to use it.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Ali is in line waiting for his lunch. The line is very long, and he is at the very end of the line. He is getting impatient with waiting and wants to cut in front of other people in line.

Which waiting strategy could Ali use?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Brain Game Aim: Spotlight on Focus

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Focus Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn the importance of focusing at school and will identify strategies to improve their focusing abilities.

ADVANCE PREPARATION

- ☐ Have the Strategies for Focusing chart from unit 1 available, or make a new chart using the strategies listed in the Active Instruction part of the lesson.
- ☐ Have the Focus Brain Game cards available.
- ☐ Prepare the Focusing at School examples for the overhead/whiteboard.
- ☐ Have the Train Your Brain! and Active Listening posters displayed.
- ☐ Copy and cut out the Spelling-Word Cards—one set of cards per team. Place each set of cards in an envelope. **Note:** You may want to make cards using your actual spelling-word list for more authentic practice, especially if you have words that are easily mistaken, such as *there* and *their*. Make sure the words are mixed up well when you give them to teams.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Reintroduce focusing as an important Brain Game skill at school.
- Use tongue twisters as a way of understanding how to focus on words.
- Review focusing strategies.
- Discuss times when focusing is important at school.

Teamwork

- Teams practice focusing in an academic context.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Which focusing strategy could you use this week at school? When would you use it?

1 minute

Review focusing.



2. Review the Brain Game skill, focusing.

Today we will move on to the next Brain Game skill, focusing. We will discuss why focusing is important at school.

Point to *focus* on the Train Your Brain! poster. Remind the students of the Getting Along Together character Owlivia, who helps us remember to focus.

Review the Focus Signal (hands used like binoculars), and have the students demonstrate it.

Ask:

What does the word *focusing* mean?

Focusing means we are thinking hard and paying close attention to something.

Hold up the Focus Brain Game cards.

When we play Brain Games such as Telephone, we are practicing the skill of focusing. We get better at focusing the more we play these Brain Games.

5 minutes

Use tongue twisters to practice focusing.

3. Introduce tongue twisters as a way to practice focusing.

Let's practice focusing! I am going to give you some tongue twisters to repeat. Tongue twisters are phrases that are difficult to say quickly because each word begins with the same sound. For example:

She sells seashells by the seashore.

Have the students repeat the tongue twister until they get the idea that they really need to listen and focus on what they are saying to repeat it.

Have the students repeat this phrase a few times in a row until the words get twisted. Then give them *one* of these additional tongue twisters to repeat until the words get twisted:

Double bubble gum bubbles double.

Which watch did which witch wear?

Friendly fleas and fireflies

Penny's pretty pink piggy bank

Note: If you have additional time, have the students try the other tongue twisters.

After the students try to repeat the phrase a few times, say:

Give me a thumbs up if it was very easy to repeat the tongue twisters or a thumbs down if it was hard.

Pause while the students give a thumbs up or a thumbs down.

Ask:

How did you focus on the words to say them back correctly?

I used many of the active-listening skills to focus, I said the words slowly, etc.

Point to the Active Listening poster, and ask:

Why is active listening an important part of focusing?

You have to focus on listening to what the speaker is saying; focusing involves using our four active-listening skills, etc.

Focusing involves paying close attention to something, which is exactly what you have to do with tongue twisters.

3 minutes

Review focusing strategies.



4. Review the focusing strategies.

Make sure the Strategies for Focusing chart is posted.

Review the following strategies:

- Use the four active-listening skills.
- Pay close attention to what you are writing or reading.
- Try not to have a lot of distractions.
- Use self-talk to remind yourself to focus.
- Tell yourself to slow down.
- Use the Focus Signal to remind yourself to focus.
- If possible, write down what is being said.

Ask:

Why is it harder to focus when there are distractions—other things happening in or near the classroom?

It is harder to pay attention when other things are happening.

What can you do when there are distractions?*Try to move away, tune them out, etc.***5 minutes****Discuss times to focus at school.**

Please substitute any other relevant classroom examples that better suit your class.

- Discuss specific times at school when it is important to focus.

- Display the Focusing at School examples on the overhead/whiteboard. Ask why it would be important to focus in each of these examples.

Example 1:

Your teacher is trying to explain the difference between the words *there* and *their* and wants you to write a sentence using each of the words. Why might it be important to focus on what she is saying?

So you understand the difference between the words; so you can spell and use the words correctly in the sentence, etc.

Example 2:

Your teacher is explaining a math lesson about something new—telling time—and she wants you to tell what time it is on the clock. Why might it be important to focus on this new information about telling time?

So you understand this new math idea; so you know how to tell time, etc.

Example 3:

You are doing a science experiment—you are making a volcano! Why might it be important to focus on doing each of the steps in order?

So your volcano will work; so you use all the materials the right way, etc.

Use **Buddy Buzz** to ask:

Tell your buddy about other times at school when you really need to focus. When do you really need to focus and pay close attention?

Call on a few students to share. Write responses on the board.

We often have to focus at school when we are learning something new, listening for directions, or reading something. Many of the focusing strategies on this chart (point to chart) will help us improve our ability to focus at school.

Teamwork**10 minutes****Focus on matching spelling-word cards.**

Note: For more authentic practice, use your actual spelling-word list to create matching cards.

1 point

- Introduce the team activity to practice focusing in a school context.
 - Pass out a set of matching Focus Fun spelling-word cards to each team.
 - Have teams spread out all the cards on their desks or table.
 - Give teams a few minutes to focus on finding which spelling-word cards match each other. Have teams place the matches in piles.
 - Circulate to observe how teams are focusing and to check on correct matches.
 - Award 1 team point to teams that successfully find matches.

Team huddle:

What strategies did you use to focus on finding the matching pairs?

Use **Random Reporter** to have teams share responses.

Chart any new focusing strategies, and point out that many of the words looked very similar, so focusing on slight differences in how the words were spelled was important.



1 minute

**Team huddle to discuss
the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Which focusing strategy could you use this week at school? When would you use it?

Accept reasonable answers. For example, "When I am learning a new idea in math, I will use the four active-listening skills to listen to my teacher and other students."

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Have some *Where's Waldo?* or *I Spy* books available. Have the students focus on locating items on each page.
- Try to find other times during the day to have the students repeat the other tongue twisters in the lesson to practice focusing.
- Use the Focus Signal throughout the day.
- Play the Focus Fun Spelling Word game using distracting music or noises. Discuss ways to respond to distractions.

Focusing at School

Example 1:

Your teacher is trying to explain the difference between the words *there* and *their* and wants you to write a sentence using each of the words. Why might it be important to focus on what she is saying?

Example 2:

Your teacher is explaining a math lesson about something new—telling time—and she wants you to tell what time it is on the clock. Why might it be important to focus on this new information about telling time?

Example 3:

You are doing a science experiment—you are making a volcano! Why might it be important to focus on doing each of the steps in order?

Spelling-Word Cards

too	to	too	to
red	read	red	read
there	their	there	their
sea	see	sea	see
know	no	know	no
hear	here	hear	here

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Carmela is sharing her project with the class. She is telling how she designed her project and what she learned from it. The teacher asked the class to think of one good question about Carmela's project to show that they are focusing on what she is saying. Antonio hasn't been paying attention very well and can't think of a question. The teacher calls on him.

If you were Antonio's friend, what strategy could you suggest to help him focus better next time?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Brain Game Aim: Spotlight on Memory

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Memory Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify the importance of memory skills at school and review and practice effective memory strategies.

ADVANCE PREPARATION

- ☐ Have a copy of the book *The Magic Porridge Pot* retold by Harriet Ziefert available. **Note:** The pages are not numbered, so please number them ahead of time.
- ☐ Have the Strategies for Remembering chart from unit 1 available, or make a new chart using the strategies listed in the Active Instruction part of the lesson.
- ☐ Have the Train Your Brain! poster displayed.
- ☐ Have the Memory Brain Game cards available.
- ☐ Gather a set of six objects that can be used to create a pattern (e.g., two green crayons, two blue markers, two paper clips)—one set per team. Place the objects in a bag to easily distribute them to teams. **Note:** Give advance thought as to whether your students can create patterns using more than six objects. See the Teamwork activity for more details.
 - Note:** Try to vary the objects in each set because teams will be trading bags.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Reintroduce the Brain Game skill, remember.
- Read *The Magic Porridge Pot* to emphasize the importance of memory.
- Review important memory strategies.
- Discuss times in school when memory is important.

Teamwork

- Have teams practice remembering math patterns.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Which memory strategy will you use this week at school? When will you use it?

10 minutes

Review stopping and thinking and focusing.

Read the book, highlighting memory.

2. Review the Brain Game skill, remembering, and read a book to highlight the importance of memory.

In this unit, we have discussed two of the Brain Game skills so far. We have talked about why these Brain Game skills are important at school.

Ask:

Who can tell me which two Brain Game skills we have talked about so far?

Stopping and thinking and focusing.

Let's read *The Magic Porridge Pot* to see if you can figure out our last Brain Game skill.

- Read pages 1–10.

Ask:

What are the magic words that will make the pot cook porridge?

Little pot, cook.

What are the magic words that will make the pot stop cooking porridge?

Little pot, stop.

The book's pages are not numbered. Page 1 begins with "There once was a little girl..."

- Read page 11.

Ask:

Did the mother *remember* the right words to make the pot cook?

No.

- Read pages 12–18.

Ask:

When the mother wants the pot to stop cooking, does she *remember* to say the right words?

No.

What words does she say to stop the pot from cooking?

No more, little pot; little pot, don't cook, etc.

Remind the students that they should try to figure out the last Brain Game skill that we will discuss and that this part of the book can give them an important clue!

- Read the rest of the book.

Ask:

How does the little pot finally stop cooking porridge?

The little girl remembers the correct words, “Little pot, stop.”

Use **Buddy Buzz** to say:

This book gave us a clue as to which Brain Game skill we will talk about today. Tell your buddy which Brain Game skill you think it is.

Call on several students to respond until someone says, “Remembering.”

Point to *remembering* on the Train Your Brain! poster, and tell the students that we will be working on that skill today.

Refer to the GAT character Chilly, who helps us practice remembering information.

Remind the students of the Remember Signal (hand massaging temple), and have them practice using it.



4 minutes

Review memory strategies and the importance of memory at school.

3. Review memory strategies and times in school when memory is important.

Remembering things is very important in this book because if the mother had remembered the right words to say, she could have gotten the pot to stop cooking.

Ask:

If you were one of the mother's neighbors, what advice could you give her to remember the right words to say?

Call on a few students to respond.

Let's take a look at the memory strategies that we already brainstormed in the beginning of the year.



Post and review the Strategies for Remembering chart:

- **Make sure you understand what you need to remember.**
- **Focus on what to remember.**
- **Repeat what you need to remember in your head.**
- **Visualize what you need to remember.**
- **Group, or chunk, similar things together.**
- **Write down what you need to remember if possible.**

Add any new memory strategies that the students give to the chart.

Hold up the Memory Brain Game cards.

Ask:

Which Brain Games have we played that helped you practice remembering?

Examples: Going to Grandma's, Here Is Your Ice-Cream Sundae!, On My Pizza, I Like, etc.

Use **Buddy Buzz** to ask:

What things are important to remember at school? When do you need to use your memory skills at school?

Call on several students to respond.

Rules, routines, facts from different subjects, etc.

Write the student answers on the board.

Remembering information is important for every part of school, and the Memory Brain Games help you practice getting better at remembering.

Teamwork

10 minutes

Practice remembering.

Note: You can use objects that are as varied or as similar as you want, depending on your students' ability to remember the patterns. Give teams more objects if you think they can remember more complicated patterns.

1. Introduce the team activity to practice remembering in an academic context.

There are many important ideas that we have to remember in school. For example, in math, we often have to remember patterns.

Let's play a game to practice remembering a pattern. A pattern is something that is repeated.

Place six objects in a pattern, possibly on the ledge of the board or some other visible place for the class to see. For example: red crayon, blue crayon, scissors, red crayon, blue crayon, scissors.

For instance, these objects are in a pattern.

Ask:

What is the pattern?

Red crayon, blue crayon, scissors, red crayon, blue crayon, scissors.

Take the objects away.

Ask:

Who can remember the pattern?

Call on a student to respond.

This is a good opportunity for you to use your memory strategies. In order to remember the pattern of objects, you could focus on the objects to remember, repeat what you need to remember in your head, visualize what you need to remember, or group, or chunk, similar things together.

- Have team members count off into 1s, 2s, 3s, and 4s.
- Give each team a bag with six (or more, depending on your class) objects that can be made into a pattern. **Note:** Tell teams that each teammate will get a chance to put the objects into a pattern.
- Begin with the number 1s creating the first pattern. He or she should let all of his or her teammates see the pattern, cover it up, then remember and tell what the pattern is. Then have the number 1s put the objects back in the bag.
- Have the number 1s call on a teammate to ask:

Can you remember the pattern?

- Have the teammate tell the pattern. Then have teams give a thumbs up if their teammate remembered the pattern correctly.
- Repeat this process with the number 2s on each team.
- Have teams switch bags with another team to give them new objects to place in a pattern. Have the 3s and 4s repeat the above steps.
- After everyone on the team has had a turn, use **Random Reporter** to call on teams to explain which memory strategies they used to remember the patterns.
- Award 1 team point when a team thoughtfully explains the memory strategies they used.
- Collect all the bags.



1 point

Summarize the importance of memory skills at school.

1 minute

Team huddle to discuss the Big Q

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Which memory strategy will you use this week at school? When will you use it?

Accept reasonable answers. For example, when I have to remember my math facts this week, I will repeat them over and over in my head until I remember them.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Ask the students if they remember their phone numbers or addresses. Make it a goal that they remember one of these things by the end of the week.
- Point out other ways that the students can use their memory skills in math, such as remembering basic math facts, how to tell time, how to count money, etc.
- Ask the students to use their memory skills for reading comprehension and recall.
- Bring in memory games such as Go Fish! for the students to practice remembering.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Zarah and her friend Tomás are studying their spelling words to be ready for the spelling quiz at the end of the week. Zarah keeps getting stuck on how to spell a few of the words. She just can't seem to *remember* how to spell them.

Which memory strategies could Tomás suggest to Zarah?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Brain Game Aim Wrap-Up

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Note: Be sure to emphasize which skill you are practicing during the game.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will review the three Brain Game skills (stopping and thinking, focusing, and remembering) and directly apply them to usage at school.

ADVANCE PREPARATION

- ☐ Have the Train Your Brain! poster displayed.
- ☐ Have the Brain Game cards available.
- ☐ Have the strategy charts (from previous lessons) for each Brain Game skill available.
- ☐ Prepare the Name that Brain Game Aim! sheet for the overhead or whiteboard. **Note:** If you have access to items such as buzzers for each team or a real/pretend microphone to make this feel like a real game, your students may really enjoy it!
- ☐ Copy the "Have I improved my Brain Game skills?" Self-Check—one per student. **Note:** Please compare the self-assessments that the students completed in unit 1 with this mid-year self-assessment so you can evaluate the students' growth and improvement in the Brain Game skills.
- ☐ Prepare the Brain Game Self-Check for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the Brain Game skills and their cognitive purpose.

Teamwork

- Play Name that Brain Game Aim! to practice identifying how the Brain Game skills are used at school.
- Self-assess improvement in the Brain Game skills.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Which Brain Game skill will you most try to improve? Name one strategy that you will use to improve it.

1 minute

Review the Brain Game skills and their purpose.

2. Review the three Brain Game skills and their cognitive purpose.

Emphasize that during this unit, we have learned how playing the Brain Games helps us at school. Every time we play a Brain Game, we are practicing a skill that helps us in the classroom.

Ask:

Who can remind me what the three Brain Game skills are?

Stop and think, focus, and remember.

Point to the Train Your Brain! poster after you review each skill, and demonstrate the corresponding hand signals.

Hold up some Brain Game cards that correlate to each skill as you explain.

- **Stopping and thinking is an important skill to make sure we stop and think before we do or say something we might regret. We especially learned the importance of not interrupting others and being able to wait.**
- **Focusing is another key skill to use at school. When we focus, we pay close attention and use our active-listening skills.**
- **Remembering is very important in school. There are a lot of things to remember in all of your subjects!**

During this unit, we also reviewed and added strategies to use to get better at each skill. We will work on these strategies all year and continue to play these Brain Games so we can improve our skills!

Briefly review a strategy for each Brain Game skill. Point to the strategy chart for each Brain Game skill as a point of reference.



Teamwork

18 minutes

Play Name that Brain Game Aim!



If you think making this game a bit competitive will not work in your classroom, you can simply call on one team per school situation as long as all teams have a chance to earn an equal number of points.

2 points

Please feel free to substitute other relevant school situations for your class.

1. Introduce the team activity Name that Brain Game Aim! to apply the Brain Game skills to school.

Today we are going to play Name that Brain Game Aim!, a game to practice understanding how the Brain Game skills help you in school.

Display the Name that Brain Game Aim! category sheet on the overhead or whiteboard.

Explain how the game works:

- Assign one person on each team to be the reporter.
- Have each team take a turn choosing a school category.
- Randomly call on a team. Ask the team which school category they chose.

Note: Put an *x* through the category once it is chosen so other teams know they will have to choose a different category.

- Read aloud each school situation (below) that involves one of the Brain Game skills.
- Have all teams discuss which Brain Game skill (stopping and thinking, focusing, or remembering) would be important to use in this situation and why.
- After discussing and deciding on an answer, the reporter for each team should quickly raise his or her hand to say which Brain Game skill would be most important and why. **Note:** The first reporter to raise his or her hand will be called on to respond first.
- Award 2 points to the team if they correctly do the following:
 - 1 point for correctly naming the appropriate Brain Game skill
 - 1 point for stating a reason that the team thinks this Brain Game skill would be important in this situation

Have teams do a practice round first.

Practice Round:

Read the following situation.

Playground: You are outside playing with a hula hoop and set it down for a second to talk to a friend. Another student picks up your hula hoop and starts using it. You want to go over and take it back from her.

Which Brain Game skill would be important in this situation? Why?

Stop and think because you would need to stop and think before deciding what to do next.

After teams discuss which Brain Game skill they have chosen and why, call on the first team reporter who raises his or her hand to respond, but *do not* award points yet because this is just a practice round.

- Begin the game using the directions explained above.
- After reading each school situation, ask:

Which Brain Game skill would be important in this situation? Why?

School Situations:

Math class: Your teacher wants you to memorize the steps for subtracting with borrowing.

Remember.

Playground: You want to jump rope, but no one will share his or her jump rope with you.

Stop and think.

Reading class: The teacher says that she wants you to find all the spelling words that end with *-ing*.

Focus.

Cafeteria: Someone trips you while you're waiting in line to get lunch.

Stop and think.

Science class: Your teacher explains the three things that plants need to grow. You need to know these things to plant your seeds and help your plant grow.

Remember.

Field trip: Everyone in the class is supposed to pick a buddy for the field trip. You think your best friend will pick you, but she picks someone else instead.

Stop and think.

Library: You are waiting in line to check out a book and are getting frustrated because there are many other students in front of you.

Stop and think.

Social studies class: You know most of the answers to the questions that your teacher is asking and want to interrupt the other students who are giving incorrect answers.

Stop and think.

Gym: In dodgeball, another student accidentally hits you in the face with the ball.

Stop and think.

Praise teams for a great job of understanding the Brain Game skills and the strategies to improve those skills!

5 minutes**Brain Game
Self-assessment**

2. Have the students self-assess their improvement in the Brain Game skills.

- Make sure the strategy charts for all three Brain Game skills are posted.
- Pass out a Brain Game self-check to each student.
- Display the self-check on the overhead/whiteboard.
- Read each sentence aloud, pausing between each cognitive skill to have the students individually complete the self-assessment.
- Collect the assessments for future reference.

Note: Please save these self-assessments to compare with those that the students completed at the beginning of the year to evaluate improvement. There will also be an end-of-the-year assessment given in the final unit to note overall growth and improvement, so please save all self-assessments.

1 minute**Team huddle to discuss
the Big Q**

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

Which Brain Game skill will you most try to improve? Name one strategy that you will use to improve it.

Accept thoughtful answers. For example, I will try to improve my memory skills by repeating what I have to remember in my head.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Keep the strategy charts posted to occasionally review the strategies to improve each skill.
- Encourage the students to use the Brain Game skills outside the classroom (in the hallway, in the cafeteria, etc.).
- Remind the students to use the Brain Game skills by demonstrating the hand signals, and encourage the students to use the Brain Game skills at home.
- Review and compare the self-assessments that the students did at the beginning of the year with the one they completed in this lesson. Note growth and improvement.

Name that Brain Game Aim!



math class

playground

**reading
class**

cafeteria

**science
class**

field trip

library

**social
studies class**

gym



Have I improved my Brain Game skills?

Brain Game Self-Check

Name _____

Date _____



FOCUS

I have gotten better at following a teacher's directions the first time.

_____ **Not at all**_____ **A little**_____ **A lot**

I have gotten better at focusing on finishing my work on time.

_____ **Not at all**_____ **A little**_____ **A lot**

I have gotten better at using my active-listening skills to focus on learning something new.

_____ **Not at all**_____ **A little**_____ **A lot**

STOP AND THINK



I have gotten better at not interrupting.

_____ **Not at all**_____ **A little**_____ **A lot**

I have gotten better at waiting.

_____ **Not at all**_____ **A little**_____ **A lot**

I have gotten better at stopping and thinking before I do or say something.

_____ **Not at all**_____ **A little**_____ **A lot**

(Continued)

REMEMBER

I have gotten better at remembering something new that I learned.

_____ **Not at all**

_____ **A little**

_____ **A lot**

I have gotten better at remembering math facts.

_____ **Not at all**

_____ **A little**

_____ **A lot**

I have gotten better at remembering class routines.

_____ **Not at all**

_____ **A little**

_____ **A lot**

Choose one Brain Game skill that you have improved. Write it here: _____

Write one strategy you used to get better at that skill: _____

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

You notice that your friend Tyisha is having a hard time paying attention to the teacher's directions about how to do a worksheet.

Which Brain Game skill does Tyisha need to work on? Which strategies could you suggest that she use?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Unit 5: **Hurdles on the Path to Teamwork**

UNIT OVERVIEW

Unit Focus

In this eight-lesson unit, the students will learn about strategies to get over hurdles that get in the way of being a strong team. These hurdles include previously learned concepts such as excluding others, interrupting, and not waiting and a new hurdle, teasing. All these hurdles can shred the social fabric of a positive classroom community, and the students need to learn to get over them.

Throughout the unit, the students learn and practice strategies to master better self-control and further develop their empathy and interpersonal skills. Understanding, practicing, and ultimately mastering these strategies will foster better teamwork among the students now and in the future. The team cooperation goals, conflict solvers, Stop and Stay Cool, empathy skills, and Stop and Think skills are specifically revisited. The last lessons of the unit emphasize the idea that we treat others the way we want to be treated. This familiar statement is used as a guide for the students to be prosocial, adept members of a community.

Unit Outcomes

Students will:

- understand the value of the community and how their actions affect the community;
- participate as active and successful members of a team and community;
- identify actions and exhibit behaviors that foster friendship and teamwork;
- identify actions that are hurtful and understand why they are inappropriate;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- express emotions to others in effective ways;
- relate others' experiences to their own experience;
- identify effective strategies for coping with social dilemmas and conflicts;
- take action to correct hurtful situations;
- identify the feelings of others;
- assert themselves in an appropriate manner;

- control inappropriate responses in favor of more appropriate behavior;
- discuss appropriate and inappropriate responses to hurtful behaviors;
- identify ways to help and encourage others to eliminate hurtful behaviors; and
- effectively manage group situations and include others.

Books Used in Unit:

Chrysanthemum by Kevin Henkes

When I Care about Others by Cornelia Maude Spelman

Hurdles to Teamwork: Interrupting and Not Waiting

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Note: Try to work through the entire deck of cards as the year progresses.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will be introduced to the concept of hurdles to teamwork (behaviors that get in the way of effective teamwork), will revisit two hurdles to teamwork (interrupting and not waiting), and will understand the importance of stopping and thinking and using the team cooperation goals to jump these hurdles to teamwork.

ADVANCE PREPARATION

- ☐ If eight weeks have passed since you last changed teams, please change your team groupings. Prior to this lesson, create preplanned teams using techniques described in the *Getting Along Together 2nd Edition Teacher's Guide* to organize the students into new teams. Teams should not be randomly created. Remember to relabel the Team Tally and Team Success! posters accordingly.
- ☐ Prepare the image of the Olympic hurdler for the overhead or whiteboard.
- ☐ Find two objects (something *small and safe* for the students to jump over without getting hurt, such as a small box or a large book) to act as the hurdles to teamwork for the students to jump over. **Note:** Use index cards to label the hurdle objects: "Interrupting" and "Not Waiting."
- ☐ Have the Hurdles on the Path to Teamwork poster ready to be displayed. **Note:** A copy of the poster is included with this lesson.
- ☐ Have a dry erase marker available to label the hurdles.

- ☐ Make sure the strategy charts for not interrupting and waiting (from unit 4, Brain Game Aim) and the classroom rule “No one gets left out,” are displayed.
- ☐ Make sure the Team Cooperation Goals poster is displayed.
- ☐ Have the Getting Along Together puppets available.
- ☐ Prepare the Hurdles Stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.
- ☐ Sign and copy the Parent Peek letter—one per student.

Agenda

Active Instruction

- Introduce the idea of a hurdle, and review the previously learned hurdles: interrupting and not waiting.
- Discuss the connection between hurdles and the team cooperation goals.
- Connect empathy skills and stopping and thinking to jumping the hurdles to teamwork.

Teamwork

- Role-play situations involving the hurdles to teamwork using the Getting Along Together puppets.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket and the Parent Peek.

Active Instruction

1 minute

Announce the Big Q.

1 minute

Explain hurdles.



1. Announce the Big Q for this lesson.

Big Q: How do the team cooperation goals, practice active listening and everyone participates, help us jump the hurdles to teamwork?

2. Introduce the new unit’s topic, hurdles to teamwork. Explain what a *hurdle* is.

Display the picture of the Olympic hurdler on the overhead/whiteboard.

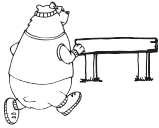
There are different sports played in a special event called the Olympic Games. This is a picture showing one of the sports.

Point to the picture, and ask:

Does anyone know what the person in this picture is doing?

If your students do not recognize what is happening in the picture, explain what a hurdle is.

He is running a race and jumping over a hurdle. A *hurdle* is something that gets in our way and that we need to get past. It takes a lot of practice and hard work to jump over hurdles.

8 minutes**Introduce the topic,
hurdles to teamwork.****Let's see what it's like to jump over a hurdle.**

Have your hurdle ready, and model jumping over it.

3. Introduce the new unit, and review interrupting and not waiting from the Brain Game Aim unit and excluding others from the Friendship unit as hurdles to teamwork.

An athlete in the Olympics jumps over hurdles, and in our new unit, we will jump over hurdles to teamwork to become super teams. We will think about hurdles that get in the way of us being good teammates and stop us from working well together as a team. We will brainstorm strategies that we can use to get past these hurdles. We all want to work on becoming super teams!

- Display the Hurdles on the Path to Teamwork poster. Point out Betty, and explain that Betty is jumping the hurdles to teamwork, and her teammates are helping and encouraging her.
- Briefly review the hurdle, interrupting.

Write "Interrupting" on the first blank hurdle, and point to it.

Note: Use a dry erase marker to label the hurdles.

The first hurdle to teamwork that Betty is jumping is the hurdle of interrupting.

In our last unit, we talked about why it is important not to interrupt, and we discussed some strategies for not interrupting.

Ask:

Why do you think interrupting is a hurdle to teamwork? Why does interrupting make it hard to work as a super team?

We don't hear what everyone thinks; everyone doesn't get to participate in discussions, etc.

Make sure the strategy chart for not interrupting is posted, and ask the students to refer to it if necessary.

Tell me one way that you could stop yourself from interrupting.

Take a deep breath; keep your lips closed; wait until the person completely finishes his or her sentence, etc.

Point to the Team Cooperation Goals poster, and ask:

Which team cooperation goal will most help us remember to jump the interrupting hurdle?

Practice active listening.

One way to jump the hurdle of interrupting is to actively listen to others. We also talked about stopping and thinking about how someone else feels when we interrupt him or her. Stopping and thinking about what other people have to say is a great way to jump the hurdle of interrupting. Let's practice jumping that hurdle now!

Call on a student to jump the hurdle of interrupting (using the object that you have provided), and emphasize why it is important to jump that hurdle in our classroom.

Note: This may be a good opportunity to give the Cool Kid a special job.

- Briefly review the hurdle of not waiting.

Write “Not Waiting” on the second blank hurdle, and point to it.

The second hurdle to teamwork that Betty is jumping is the hurdle of not waiting.

Ask:

Why do you think not waiting is a hurdle to teamwork?

Because if we don't wait our turn, we may have conflicts with other team members; not waiting shows that we don't care about what our teammates want or need, etc.

Make sure the strategy chart for waiting is posted, and ask the students to refer to it if necessary.

Tell me one way that you could help yourself wait.

Use your imagination; slowly count to 10; try to think about something else; stop and stay cool; use self-talk, etc.

Waiting shows that we are trying to take turns and be positive team members and that we are stopping and thinking about others. Let's practice jumping that hurdle now!

Call on a student to jump the hurdle of not waiting (using the object that you have provided), and emphasize why it is important to jump that hurdle in our classroom.

Jumping the hurdles to teamwork will help to strengthen teams so you can all become super teams!

Teamwork

15 minutes

Role-play the hurdles, interrupting and not waiting.



1. Role-play situations involving the hurdles, interrupting and not waiting.

- Pass out a set of the Getting Along Together puppets to each team.
- Remind the students of the strategies for not interrupting and waiting, which should be posted.
- Display the Hurdle Stories about interrupting or not waiting on the overhead or whiteboard, and read them aloud.
- Have half the teams role-play and discuss the questions for story 1 while the other half of the teams role-play and discuss story 2.
- Use **Random Reporter** to call on teams to share responses.

Note: Although many students may enjoy using the puppets, feel free to simply discuss the stories.

If there are only four students per team, have one student role-play two characters.

Make sure all teams get a chance to share responses since there are many different strategies for waiting and not interrupting.

Story 1:

Buster and his teammates—Chilly, Betty, Dilly, and Owlivia—are trying to answer the Big Q. Every time someone tries to talk, Buster talks over them and doesn't listen to his teammates.

Which hurdle to teamwork is this?

Interrupting.

Name one strategy that Buster could have used to jump this hurdle to teamwork.

Accept reasonable responses, for example, Buster could take a deep breath.

Story 2:

Betty and her classmates—Chilly, Dilly, Owlivia, and Buster—are very hot after playing basketball. When they go to get a drink at the water fountain, Betty tries to cut in front of them in line.

Which hurdle to teamwork is this?

Not waiting.

Name one strategy that Betty could have used to jump this hurdle to teamwork.

Accept reasonable responses, for example, Betty could Stop and Stay Cool and wait her turn.

1 minute

Team huddle to discuss the Big Q

- Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

How do the team cooperation goals, practice active listening and everyone participates, help us jump the hurdles to teamwork?

So we remember to listen to our teammates, so we don't interrupt people on our team, so we include everyone, so we listen to everyone's ideas, etc.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Create an informational poster about one of the hurdles discussed and strategies to overcome that hurdle.
- Note when characters in stories need to jump hurdles to teamwork and which strategies they use.
- Encourage the students to make sure that everyone participates.
- Highlight when the students are jumping the hurdles to teamwork, such as when they are waiting and not interrupting.



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

We've all probably been in situations when we were younger in which we felt left out or put in a difficult situation. Our new unit, Hurdles to Teamwork, is all about behaviors such as these that get in the way of working together effectively as a team. Throughout the unit, we will brainstorm strategies to help us jump over each hurdle, emphasizing the Cool Rule, "Treat others the way you want to be treated."

Here are a few ways that you can help your child practice jumping the hurdles to teamwork at home:

- Discuss the importance of including others.
- Have your child tell you about strategies that he or she can use to not interrupt or to wait patiently.
- Share a time when you helped someone who was having a hard time.
- With your child, think of someone in your family or neighborhood who stands up for others and speaks out when he or she sees someone being teased or treated unkindly.
- Help your child make a banner or poster about the Cool Rule, "Treat others the way you want to be treated." Hang this somewhere in your house!

Sincerely,

Your Second-Grade Teacher

What's a hurdle?





Hurdle Stories

Story 1

Buster and his teammates—Chilly, Betty, Dilly, and Owlivia—are trying to answer the Big Q. Every time someone tries to talk, Buster talks over them and doesn't listen to his teammates.

Which hurdle to teamwork is this?

Name one strategy that Buster could have used to jump this hurdle to teamwork.

Story 2

Betty and her classmates—Chilly, Dilly, Owlivia, and Buster—are very hot after playing basketball. At the water fountain, Betty tries to cut in front of them in line.

Which hurdle to teamwork is this?

Name one strategy that Betty could have used to jump this hurdle to teamwork.

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

5 minutes

Part I: Review the week. Set a goal.

Introduce

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Your team is sharing responses to some story questions, and one of your teammates, Ayana, keeps talking over you.

Which hurdle to teamwork is part of this situation? How could you help Ayana jump this hurdle?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Hurdle to Teamwork: Excluding Others

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will understand why excluding others is a hurdle to teamwork and identify strategies for dealing with exclusion when it happens to them or when it happens to someone else. The students will also be introduced to a new conflict solver, “Find something else to do.”

ADVANCE PREPARATION

- ☐ Have the Hurdles on the Path to Teamwork poster displayed and dry erase marker to label the hurdle.
- ☐ Find another physical hurdle in your classroom, and label it “excluding others.”
- ☐ Make sure the no-exclusion rule is posted: “No one gets left out.”
- ☐ Have two pieces of chart paper available. Title one chart paper “What to Do if I Am Left Out.” Title the other chart paper “What to Do if I See Someone Else Being Left Out.”
- ☐ Ask a student to design a new conflict solver card with the sentence “Find something else to do.” Be prepared to post it near the other conflict solver cards during the lesson. Laminate it if possible.
- ☐ Have the Team Cooperation Goals poster displayed.
- ☐ Copy the Responding to Exclusion Story—one per team.
- ☐ Prepare the Responding to Exclusion Story for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

- ☐ Optional: Consider having a Class Council suggestion box for the students to write topics (such as exclusion) that they would like to discuss during Class Council.

Agenda

Active Instruction

- Review the hurdles, interrupting and not waiting, and the definition of a *hurdle*.
- Discuss the hurdle of excluding others.
- Identify strategies for dealing with exclusion when it happens to you or when you see it happening to someone else.
- Introduce another conflict solver, find something else to do.

Teamwork

- Discuss exclusion situations, highlighting the importance of “I” Messages and standing up to the person who is excluding others.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: How is a team stronger if everyone participates and no one is left out?

1 minute

Review the hurdles.

2. Display the Hurdles on the Path to Teamwork poster. Review what a hurdle is and the previously discussed hurdles to teamwork: interrupting and not waiting. Briefly review the strategies for jumping those hurdles.

1 minute

Introduce the hurdle, excluding others.

3. Introduce excluding others as a third hurdle to teamwork.

Write “Excluding Others” on the third blank hurdle, and point to it.

The third hurdle to teamwork that Betty is jumping is the hurdle of excluding others.

Ask:

We talked about including and excluding others in our Friendship unit. Using your memory skills, who can tell me what “excluding others” means? What does it mean to exclude someone?

Excluding means leaving someone out.

Why is leaving people out a hurdle to teamwork?

We all need to work together on our teams; everyone needs to be a part of team activities; if we leave people out, they won’t feel like they are part of the team, etc.



Note: Make sure the sentence strip with the no-exclusion classroom rule on it is posted.

Review the classroom rule introduced in unit 2: “No one gets left out of our classroom.”

Even though we have this great classroom rule that no one gets left out, it may happen sometimes. At times, you may be left out of an activity. At other times, you may see someone else being left out.

Give an example of a situation in which someone is left out.

Example: A few friends you would like to play with are outside. When you ask them if you can join in their game, they say, “No.”

Ask:

How do you feel in that situation? How do you feel when you are left out?

Sad, hurt, etc.

Add any new feelings to the Feelings Tree.

It does not feel good to be left out. Our feelings may get hurt, and we might feel sad, upset, or angry.

4 minutes

Strategies to use if you are being excluded



It may be useful to have a Class Council suggestion box in case the students need to discuss a certain hurdle in the classroom without using specific names or situations. Explain how to write an anonymous note and where to put it to discuss a topic at Class Council.



4. Brainstorm strategies to use if you are being excluded.

Use **Think-Pair-Share** to ask:

What could you do when you are left out?

On the chart paper titled “What to Do if I Am Left Out,” summarize the following key strategies, incorporating any relevant ideas that the students have brainstormed.

- Use Stop and Stay Cool.

Note: If you have time, review the Stop and Stay Cool Steps.

- Give an “I” Message (e.g., “I feel hurt when you don’t include me”).
- Find other friends to be with who make you feel happy or comfortable.
- Find something else to do.

Sometimes if you are being excluded, it may be helpful to just find something else to do. You can try playing something on your own or with other friends/classmates.

Finding something else to do is a new conflict solver.

Post the new conflict solver card, find something else to do, near the other conflict solver cards. Remember to laminate it if possible.

- Get help. Ask an adult for help if you are feeling very excluded.

Review the conflict solver, get help, as a strategy to use if you are really being excluded. Point to this strategy on the conflict solver cards.

Getting help is the last strategy that you should use if you are feeling excluded. It is a conflict solver you could use if you can’t solve the problem on your own. Sometimes we need to talk to a teacher, parent,

or other caring family member or friend to get help and advice. Most situations don't involve getting help because there are other strategies to use on your own before you need to get help from an adult.

Give an example of a time when a student should get help and a time when he or she does not need to get help.

3 minutes

**Strategies to use
if someone else is
being excluded**



5. Brainstorm strategies to use if you see someone else being excluded.

Let's talk about what to do if you see someone else being excluded.

Give an example of a situation in which you see someone else being left out.

Example: You and a group of friends are playing outside. Another friend asks to play with all of you, and someone else in the group says, "No."

Use **Think-Pair-Share** to ask:

What could you do to help a person who is being left out?

On the chart paper titled "What to Do if I See Someone Else Being Left Out," summarize the following key strategies for helping someone else who is feeling excluded, incorporating other relevant student ideas.

- Use empathy skills:
 - Stop and think about how the other person might feel. **Note:** Use the Stop and Think Signal.
 - Think about a time when you have been in the same situation.
 - Show that you care about the person.
- Include the person.
- Stand up to the person doing the excluding by using an "I" Message or making a request. For example, say, "I don't agree with you. I want him/her to play/work with us."

Ask:

How might you feel if you had to say that you don't agree with leaving someone out?

Call on a few students to share responses.

It is hard to stand up and say that you don't agree with someone. But we know that leaving someone out is not what we do in our classroom. Everyone participates, and no one gets left out because everyone in our classroom is an important part of our community.

Letting others know when we feel left out is part of jumping this hurdle to teamwork. Helping other people who are being left out is also part of jumping this hurdle. Let's jump this hurdle to teamwork now!

Call on a student to physically jump the hurdle, excluding others, and emphasize that we will be jumping that hurdle in our classroom because we want to make sure that everyone is included.

Point to the Team Cooperation Goals poster.

Ask:

Which team cooperation goal will most help us remember to jump the hurdle of excluding others?

Everyone participates.

Making sure that everyone participates is a great way to jump the hurdle of excluding others.

Teamwork

15 minutes

Discuss responses to exclusion situations.



1. Have teams discuss the strategies for responding to exclusion.

- Pass out a Responding to Exclusion Story to each team.
- Display the Responding to Exclusion Story, and read it aloud.

Shanequa is jumping rope with her friend Alessandro. Vishva asks if she can jump rope too. Shanequa says, “No! We already started playing. There’s no room for you.”

Note: If you have time, you may want to identify three students to act out this scenario in front of the class instead of just reading it.

- Have teams do a team huddle to discuss the following two questions:

Team huddle:

What is Vishva’s “I” Message?

What can Allesandro do or say to help Vishva?

- Assign a writer on each team to record responses.
- After the discussion, use **Random Reporter** to have teams share their “I” Messages and what the bystander did or said.
- Optional: Award 2 points, 1 point for the “I” Message and 1 point for what the bystander could do or say.



Optional: 2 points

1 minute

Team huddle to discuss the Big Q

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

How is a team stronger if everyone participates and no one is left out?

You hear everyone’s ideas; everyone does part of the work for the team; everyone can help one another; you feel like you are an important part of your team, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Assign team projects with specific roles in which every team member participates and no one gets left out.
- Encourage the students to play games outside that include anyone who wants to play.
- Talk with the gym, art, or other specials teachers about providing activities that encourage inclusion.
- Remind the students that Class Council is a good place to brainstorm class concerns and that they can leave a note for the teacher before Class Council to raise the issue of exclusion.

Responding to Exclusion Story

Shanequa is jumping rope with her friend Alessandro. Vishva asks if she can jump rope too. Shanequa says, “No! We already started playing. There’s no room for you.”

What is Vishva’s “I” Message?

What can Alessandro do or say to help Vishva?

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Celeste is playing tag with a group of friends outside. When Shantell asks if she can join the game, one of Celeste's friends, Ashley, says, "No, you need to find other people to play with."

What "I" Message could Shantell give? What could Celeste say to stand up for Shantell so she can join the game?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Hurdle to Teamwork: Mean Teasing and Empathy

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will be introduced to a new hurdle to teamwork, teasing, and will review using empathy skills during teasing situations.

ADVANCE PREPARATION

- ☐ Have the Hurdles on the Path to Teamwork poster displayed and dry erase marker to label the hurdle.
- ☐ Have the book *Chrysanthemum* available. The pages are not numbered, so number them ahead of time. **Note:** Since this book is long, only *half* of the book will be read in this lesson. The other half will be read in the next lesson.
- ☐ Have the teasing hurdle object labeled and ready for the students to jump over.
- ☐ Post the empathy chart from unit 3, lesson 6. If you didn't save it, make a new chart with the following three questions:
 - How does the person feel?
 - Have I ever felt the same way before?
 - What can I do or say to show that I care?
- ☐ Prepare the Teasing and Empathy Skills page for the overhead/whiteboard.
- ☐ Copy and cut the Teasing and Empathy Skills page—one story per student. **Note:** The students will be paired for this activity. There are two stories; one partner should get story 1, and the other partner should get story 2.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the previously discussed hurdles: interrupting, not waiting, and excluding others.
- Introduce teasing as a hurdle to teamwork.
- Read the book *Chrysanthemum* to highlight an example of teasing in the classroom.
- Review empathy skills.

Teamwork

- Apply empathy skills to teasing situations.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

3 minutes

Review hurdles and brainstorm new hurdles. Introduce teasing as a hurdle.

1. Announce the Big Q for this lesson.

Big Q: How do our empathy skills help us jump the teasing hurdle?

2. Review the previously discussed hurdles, interrupting, not waiting, and excluding others, and introduce teasing as a hurdle to teamwork.

Display the Hurdles on the Path to Teamwork poster. Point to interrupting, not waiting, and excluding others, and briefly review why they are hurdles to teamwork.

Interrupting is a hurdle to teamwork because we need to hear from everyone on our team; not waiting is a hurdle to teamwork because everyone on a team needs to take turns to do things; excluding others is a hurdle to teamwork because it leaves teammates out.

Use **Buddy Buzz** to ask:

Let's think about what else might be a hurdle to teamwork. What other hurdle gets in the way of teams being able to work, learn, and play together well?

Note: Be sure to guide the discussion so the students definitely conclude that teasing is a hurdle to teamwork.

- Call on a few students to respond. Write responses on the board.

Examples: Being bossy, saying mean things, etc.

- Consolidate the answers, making sure to include teasing as a primary hurdle to teamwork.

Write "Teasing" on the fourth blank hurdle on the Hurdles to Teamwork poster.

Teasing is a big hurdle to teamwork that we will look at closely in this unit. Teasing is when we make fun of someone. Teasing definitely gets in the way of our ability to work together as teams.



Choose two key hurdles that the students have brainstormed that are different from the four hurdles already on the poster. Write them on the last two blank hurdles.

Note: You can follow up on these other two hurdles at another time to extend and connect the concept of hurdles to teamwork.

9 minutes

Read the first half of *Chrysanthemum*.

Note: You may need to explain the phrase “roll off our backs.”

3. Differentiate types of teasing, and read the book *Chrysanthemum* to illustrate teasing at school.

There are different kinds of teasing. Sometimes our friends may gently tease us about something, and it is good to laugh when we are teased this way. This kind of teasing isn’t usually hurtful if it is done playfully. This kind of teasing is not something we need to tell the teacher because it is not serious, so we can just let it “roll off our backs.”

There is another kind of teasing that involves saying mean words to people by calling them names or putting them down. This kind of mean teasing is not OK in our classroom. Mean teasing is a big hurdle to teamwork because it hurts people’s feelings and gets in the way of being a super team.

Let’s read *Chrysanthemum* to see how mean teasing affects a student in her classroom.

Begin reading *Chrysanthemum*. **Note:** Remember that you will only read half of the book in this lesson.

Read pages 1–5. Ask:

How does Chrysanthemum feel about her name?

She thinks her name is absolutely perfect. She enjoys writing it, saying it, hearing it, etc. She loves her name.

Read pages 6–10. Ask:

What happened to make Chrysanthemum change her opinion about her name?

The other students laughed at her name. They said it was too long.

How do you think Chrysanthemum feels about her name now?

Sad, miserable.

When Victoria and some of the other girls keep teasing Chrysanthemum about her name, her feelings are hurt, and she “wilts.” This kind of teasing is mean teasing.

Read pages 11–14. Ask:

How do Chrysanthemum’s parents try to help and comfort her?

They made her favorite dinner. They hugged and kissed her and played Parcheesi with her.

The book’s pages are not numbered. Please number the pages, beginning with the page that starts “The day she was born...” as page 1.

Read pages 15–17. Ask:

Think about how Victoria, Rita, and Jo are teasing Chrysanthemum in a mean way. What is mean teasing?

Accept reasonable answers.

Mean teasing is when we make fun of someone over and over just like Victoria and the other girls keep teasing Chrysanthemum day after day. They call her names and put down her name. Teasing usually hurts people's feelings when it is done repeatedly. People who tease like this often do it in front of others who will think the teasing is funny, and sometimes, like in this book, others also join in on the teasing.

Tell the students that you will finish the book in the next lesson.

3 minutes

**Connect empathy
to teasing.**

4. Connect empathy skills to teasing as a way of helping a person who is being teased.

Let's think back to our unit on empathy to help us understand how Chrysanthemum might be feeling. Think about how Chrysanthemum feels. Think about a time when you felt like Chrysanthemum, and think of ways that someone could show that he or she cares about Chrysanthemum's feelings. Using our empathy skills can help us jump the teasing hurdle.

Post the empathy chart with the following questions:

- How does the person feel?
- Have I ever felt the same way before?
- What can I do or say to show that I care?

Point to each of the questions as you ask:

How does Chrysanthemum probably feel about being teased?

Sad or hurt.

Think about a time when you felt the same way.

If you think your students would feel comfortable sharing, ask them to share their responses. Otherwise just have them take some time to *think*.

If you were one of Chrysanthemum's classmates, what could you do or say to show that you care about her feelings?

Tell Chrysanthemum how much you like her name, ask her to play with you, etc.

Using our empathy skills helps us jump the teasing hurdle. Let's practice jumping that hurdle now!

Have a student physically jump the hurdle of teasing (using the object that you have provided).

Teamwork

9 minutes

Apply empathy skills to teasing situations.



Please note that students do not have to share a time they felt that way if they are uncomfortable.



1 minute

Team huddle to discuss the Big Q

4 minutes

2 points



1. Introduce the activity to discuss teasing and how to apply the three empathy skills to help others in teasing situations.
 - Project the Teasing and Empathy Skills page on the overhead or whiteboard. Read both stories aloud.
 - Pair the students on each team.
 - Pass out both stories to each partner pair. **Note:** There are two stories. Make sure that one partner gets story 1, and the other partner gets story 2.
 - Have partners discuss and answer the empathy questions based on each story and then share their responses with each other.
 - If time allows, have partners share their responses with the rest of their team, and use **Random Reporter** to call on partnerships to answer one of the empathy questions.
2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

The Big Q:

How do our empathy skills help us jump the teasing hurdle?

They help us think about how others feel when they are being teased; they help us remember a time when we felt that way; they help us try to put ourselves in our teammates' shoes; they help us remember to be kind and encouraging; they help us do something to show that we care about our teammates, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Find time to discuss other hurdles that the students have suggested and ways to overcome these obstacles to teamwork.
- Have paper and markers available for the students to make cards to show empathy toward others whenever they find it necessary.
- Read *Ira Sleeps Over* by Bernard Waber to talk about teasing and empathy.
- Highlight examples of characters who tease or are teased in stories that you read and how the empathy skills could have helped in the situation.
- Point out examples of the students using empathy skills.

Teasing and Empathy Skills

Story 1

Betty is in art class and knocks over the paint by mistake onto her picture. She quickly cleans up the spilled paint, but she has tears in her eyes. Buster says, “Gosh, Betty is such a crybaby.” Other kids start laughing. Betty walks away with her head down.

How does Betty feel? _____

Think about a time when you felt that way. *If you want, you can tell your partner about that time.*

If you were in the class, what could you do or say to show that you care about Betty? _____



Story 2

Chilly is playing kickball. When it is his turn to kick the ball, he misses. Owlivia says, “Do you need glasses to see the ball better?” Everyone starts laughing at Chilly. Chilly storms away from the field, stomping his feet.

How does Chilly feel? _____

Think about a time when you felt that way. *If you want, you can tell your partner about that time.*

If you were playing with everyone, what could you do or say to show that you care about Chilly? _____



30 minutes Unit 5 | Lesson 3

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Enrique is painting a sun in art class. Chang teases him, saying that it looks like a big lemon. Many other students laugh at what Chang is saying. Enrique tries to cover his painting so no one can see it.

Imagine that you are in Enrique's class. Use your empathy skills. How does Enrique feel? Think about a time when you felt the same way. What could you do or say to show that you care about Enrique?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Mean Teasing: How do I respond?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will understand the feelings associated with being teased and will brainstorm and practice strategies to respond if they are being teased. The students will be introduced to the feeling, embarrassed and the new conflict solvers, ignore once and laugh it off.

ADVANCE PREPARATION

- ☐ Have the book *Chrysanthemum* available.
- ☐ Have the Feelings Tree available.
- ☐ Draw a web organizer on chart paper, including eight circles as offshoots. In the center, write, "If I am teased, I could..."
- ☐ Ask the students to design two conflict solver cards titled, "Laugh it off" and "Ignore once." Be prepared to post them near the other conflict solver cards. Laminate them if possible.
- ☐ Prepare the Responding to Teasing stories for the overhead/whiteboard.
- ☐ Copy the Responding to Teasing page—one per team.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the teasing hurdle and why teasing is a hurdle to teamwork.
- Finish reading a book about teasing, *Chrysanthemum*.
- Introduce the conflict solvers, ignore once and laugh it off.
- Brainstorm strategies for responding to teasing.

Teamwork

- Practice using strategies to respond to teasing situations.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: What is one strategy that you can use if someone teases you?

Note: Remind the students not to use any real names.

9 minutes

Review teasing, and finish reading *Chrysanthemum*.

2. Review the teasing hurdle. Finish reading *Chrysanthemum*, and identify the feelings involved in being teased, especially the feeling embarrassed.

In our last lesson, we talked about the teasing hurdle, and we started reading a book about teasing called *Chrysanthemum*.

Ask:

Give an example of mean teasing that causes hurt feelings like we read about in *Chrysanthemum*.

Accept reasonable responses, for example, when someone relentlessly teases someone about how they look.

Why is teasing a hurdle to teamwork?

Accept reasonable responses.

We know that teasing is a hurdle to teamwork because it hurts our teammates' feelings. It makes it hard to work as a team when someone is being teased.



Briefly review pages 15–17 of *Chrysanthemum*. Ask:

Who can remember some of the things that the girls say to tease Chrysanthemum about her name?

They say things like, “Let’s pick her,” or “Let’s smell her.” They say, “A chrysanthemum is something that lives in a garden with worms.”

Use **Buddy Buzz** to have the students discuss the following:

Tell your buddy how you would feel if you were Chrysanthemum and people were teasing you about your name.

Call on a few students to share responses.

Chart any new feelings on the Feelings Tree discussing where to place them.

Sometimes when people are being teased, they may feel hurt, sad, worried, or lonely.

Read pages 18–21. Ask:

How does the teasing affect Chrysanthemum?

It makes her feel sad. She has bad dreams.

Read pages 22–25.

The girls continue to tease Chrysanthemum about her name, saying that it’s so long that it doesn’t even fit on her name tag and that she is named after a flower.

Read page 26 to the end of the book.

Emphasize that Mrs. Twinkle shows empathy toward Chrysanthemum by telling the students that her first name is long too and that she is also named after a flower. She also tells the students that if her baby is a girl, she may name it Chrysanthemum.

Giving an “I” Message is a good way to handle a teasing situation. “I” Messages help us to be clear about how we feel and to let others know how we are feeling.

There are also other win-win ways to handle mean teasing.

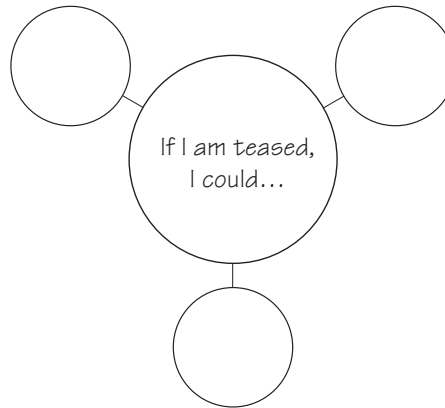


Use **Think-Pair-Share** to have the students discuss the following:

Tell your partner what else you might do to respond to the teasing if you were Chrysanthemum.



Post the web organizer with at least eight circles as offshoots of the center circle. Make sure the center of the web is titled “If I am teased, I could...” Chart the following strategies, making sure to incorporate ideas that the students generated for responding to teasing.



If I am teased, I could...

- *Use an “I” Message.*
- *Ignore the teasing once.*



Introduce the new conflict solver, ignore once, and post it near the other conflict solver cards.

Ignoring the teasing once is a new conflict solver. It can be really helpful because the person doing the teasing may not think it is fun if you don’t give him or her any attention.

- *Stop and stay cool.*

If necessary, review the Stop and Stay Cool Steps.

- *Use the conflict solver, laugh it off.*

Introduce the conflict solver, laugh it off, as a useful strategy to divert the teasing. Post and explain the conflict solver card.

Laugh it off is another new conflict solver. In some situations, it might be best to just laugh about the teasing. You might be able to stop the teasing if you laugh it off because it might not be fun for the teaser if you are laughing too! Also, if you stop and think about it, maybe it really is funny!

Give an example of how you could laugh it off when someone is teasing you.

- *Use self-talk. For example, you could say to yourself, “Even though I don’t like the teasing, I can handle it.”*
- *Tell the teaser to stop or cut it out.*
- *Play with other friends who treat you nicely.*
- *When necessary, use the conflict solver, get help.*

In some situations in which the teasing keeps getting worse, you may need to ask an adult for help. This is not something you need to do in most situations, but rather, as a last resort when the other strategies didn't work.

Emphasize that you can get help by talking to the teacher or another caring adult. The students can also leave a note to discuss the topic of teasing (without using names) at Class Council.

There are at least eight different ways to handle being teased. Using any of these ideas will help us build stronger teams and classrooms!

Teamwork

15 minutes

Apply strategies to respond to teasing



1 point

1. Teams will practice using the strategies to respond to teasing situations.
 - Pass out a Responding to Teasing page to each team.
 - Display the Responding to Teasing stories on the overhead/whiteboard, and read them aloud.
 - Have the teams do a team huddle to discuss one of the strategies that the character could use to respond to the teasing in the situation. **Note:** Make sure the strategy web for responding to teasing is posted.
 - Have teams choose one strategy to share and why they chose that strategy.
 - Use **Random Reporter** to have teams share responses.
 - Award 1 team point for each thoughtful response.

Story 1:

Chilly's teammate makes fun of his webbed feet. He says, "I thought you were a duck; quack, quack, quack!"

Sample responses could include laugh it off, ignore once, etc.

- Ask teams to think of an "I" Message that Chilly could give in this situation. Call on one or two teams to share their "I" Messages.

I feel sad because you are making fun of my feet.

Story 2:

Betty's class has just learned some new spelling words. Every time they practice spelling the words, Betty gets them wrong. Another student teases her, saying, "Do you even know how to spell your name?"

Sample responses could include use an "I" Message, use self-talk, and tell the teaser to stop or cut it out.

- Ask teams to think of an "I" Message that Betty could give in this situation. Call on one or two teams to share their "I" Messages.

I feel sad because you are making fun of my spelling.

**1 minute**

Team huddle to
discuss the Big Q

Debrief by emphasizing the importance of using one of the strategies to respond to teasing and of getting help from an adult or other caring person if the strategies are not working.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What is one strategy that you can use if someone teases you?

Note: Remind the students not to use any real names.

Accept reasonable responses, for example, laugh it off, ignore it once, etc.

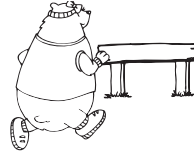
Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read *Crazy Hair Day* by Barney Saltzberg to continue the discussion on teasing, empathy, and feelings associated with teasing.
- Encourage the students to use “I” Messages throughout the day.
- In reading class, have the students note the feelings that the characters have in teasing situations.

Responding to Teasing



Story 1:

Chilly's teammate makes fun of his webbed feet. He says, "I thought you were a duck; quack, quack, quack!"

Which strategy could Chilly use to respond to the teasing?



Story 2:

Betty's class has just learned some new spelling words. Every time they practice spelling the words, Betty gets them wrong. Another student teases her, saying, "Do you even know how to spell your name?"

Which strategy could Betty use to respond to the teasing?



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Hamid gets a brand-new shirt with black and white stripes on it that he really likes. He is excited to wear it to school the next day. When he walks into the classroom, Carmen teases him, saying, "Hey look, it's a zebra!"

What is an "I" Message that Hamid could give? How else might Hamid respond to the teasing?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Mean Teasing: How do I help others?

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game whenever time allows during the day/week, explaining that this lesson requires the students to stop and think about how someone feels when being teased.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will identify and practice strategies for helping someone else who is being teased. These strategies include: refuse to join in on the teasing or laughing; stop and think; use the three empathy skills; be a friend by saying kind and encouraging words to the person being teased; speak up and say, "Stop teasing!"; and use the conflict solver, get help.

ADVANCE PREPARATION

- ☐ Draw a web organizer with six circles as offshoots on chart paper titled "I can help someone else who is being teased by..."
- ☐ Make sure the physical teasing hurdle in your classroom is set up and labeled so a student can model jumping over it.
- ☐ Make sure the Team Cooperation Goals poster, the empathy chart, and the conflict solver cards are posted.
- ☐ Copy the Finish the Story paper—one story per student.
- ☐ Prepare the Finish the Story paper for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Explain a classroom teasing situation, and review strategies that the teased person could use in that situation.
- Brainstorm and chart strategies for helping a person who is being teased, emphasizing that everyone has a responsibility to stop the teasing and that the teaser should apologize for hurting someone's feelings.

Teamwork

- Have the students write the ending to a story using a strategy to help a person who is being teased.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: What are two things that you could do if you see mean teasing going on?

10 minutes

Review strategies that a teased person could use, and brainstorm ways to help the teased person.



1. Announce the Big Q for this lesson.

2. Review strategies that a teased person could use, and brainstorm ways to help the teased person.

In today's lesson, we will continue to talk about teasing as a hurdle to teamwork.

In our last lesson, we talked about strategies that a person who is being teased could use. Today we are going to talk about things we can do if we see mean teasing happening to someone else.

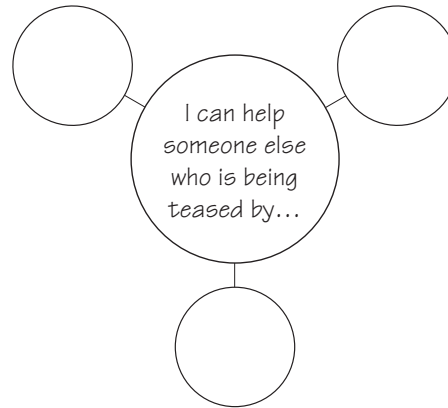
Ask:

In the book *Chrysanthemum*, the story could have been different if the other girls had not joined in on the teasing with Victoria. Which strategies could the other girls have used to stop the teasing?

Not laugh, say kind and encouraging words, or tell Victoria to stop.



Post the “I can help someone else who is being teased by...” web organizer. Chart the following strategies, making sure to incorporate ideas the students generated:



Use the Stop and Think Signal.

- *Stop and think; use the three empathy skills.*
- *Refuse to join in on the teasing or laughing.*

Ask:

Why is it important to not join in on the teasing and laughing?

Because if you do, it seems like you agree with the teaser, it hurts the person's feelings even more, etc.

- *Change the subject, and talk about something else.*

For example, if someone were being teased because he or she couldn't hit the baseball, you could ask the person if he or she wants to go on the swings with you.

- *Be a friend; say kind and encouraging words to the person being teased.*
- *Speak up and say, “Stop teasing!”*

Emphasize that standing up to a teaser is very challenging, but if more people speak up, it will be harder for the teaser to continue his or her behavior. Ask:

Why is it everyone's responsibility to stop the teasing in our classroom?

We are all part of a classroom community, we all need to help one another, etc.

So if you see someone being teased, stop it! Super teammates help one another!

- *Use the conflict solver, get help.*

If you know that mean teasing is happening and will be hard to stop, tell an adult who can help.

Remember: It may be useful to have a Class Council suggestion box in case the students need to discuss a certain hurdle in the classroom without using specific names or situations.

Remind the students that they can also bring up teasing in Class Council by leaving a note if they do not want to bring it up in class with the teacher. Remind students not to use any real names.

Ask:

What should the teaser do after he or she has said mean things to someone?

Apologize.

Using any of these strategies will help us jump the teasing hurdle.

Have a student jump the teasing hurdle.

Teamwork

14 minutes

Finish the Story activity



1. Introduce the activity to practice helping someone who is being teased.

- Pass out a Finish the Story paper to each student. **Note:** You can either give each teammate a random story or give the team the same story.
- Display the stories, and read them aloud.
- Explain that each team member will finish the story using one of the strategies to help the person being teased.

Point to the web organizer for students to review strategies.

For example, they might end the story by saying, “Owlivia, stop teasing Dilly,” or by doing something to show that they care about Dilly.

- After all teammates have written their endings to the story using one of the strategies, have them share their endings with their teammates.
- If there is time, use **Random Reporter** to have teams share their story endings and strategies with the class.
- Optional: Award 1 team point for each thoughtful response to teasing that uses one of the strategies.



1 point

1 minute

Team huddle to discuss the Big Q

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

What are two things that you could do if you see mean teasing going on?

You could think about how it feels to be teased; ask the person to do something with you; tell the teaser to stop; don't laugh or join in; show empathy, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- In social studies, ask the students to give examples of historical figures who stood up for others.
- Remind the students that Class Council is a good place to brainstorm class concerns and that they can leave a note for the teacher before Class Council to raise the issue of teasing.
- If you see someone teasing another student, give the teaser the Stop and Think Signal, and remind him or her to think about how the teasing will make the other person feel.

Finish the Story

Finish the Story 1

Chilly, Dilly, Betty, Owlivia, and Buster are all in line to get lunch. Dilly accidentally trips and spills his lunch all over the floor. Owlivia teases, “Dilly is so spilly!” Chilly and Buster start laughing, but Betty...



Finish the Story 2

Dilly is new to the school and a little shy. When he walks into the classroom, he sits by himself because he doesn't know anyone. Betty teases, “Hey hard shell. Where's your fur?” Owlivia and Buster start laughing, but Chilly...



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
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- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Esmeralda is at the library with her class. When she goes to check out her books, Angel says, "Why do you always pick kindergarten books?" Some of the other kids laugh.

How could one of the other kids in the class help Esmeralda? Which strategies could Esmeralda use to help herself in this situation? What should Angel do?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Don't be such a tattletale!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will learn to differentiate between tattling and reporting and will identify appropriate and inappropriate times to tell an adult about a hurdle's behavior.

ADVANCE PREPARATION

- ☐ Have the Hurdles on the Path to Teamwork poster displayed.
- ☐ Prepare the Tattling vs. Reporting stories for the overhead or whiteboard.
- ☐ Have two sentence strips prepared: one titled "Tattling" and one titled "Reporting." Leave space to define each word.
- ☐ Prepare a piece of chart paper with two circles: one labeled "Tattling" and the other labeled "Reporting."
- ☐ Have sticky notes available—one per student. **Note:** Please make sure the sticky notes are large enough for a student to write a sample situation on.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the four hurdles to teamwork.
- Introduce the difference between tattling and reporting.

Teamwork

- Have teams identify examples of tattling and reporting situations.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q,
and briefly review the
four hurdles.

1. Announce the Big Q for this lesson.

Big Q: What is an example of a situation in which it would be important to report a hurdles behavior to a teacher?

Display the Hurdles on the Path to Teamwork poster, and briefly review the four previously discussed hurdles: interrupting, not waiting, excluding others, and teasing.

9 minutes

Tattling vs. reporting



2. Introduce the difference between tattling and reporting about hurdles behavior.

- Display the Tattling vs. Reporting stories on the overhead or whiteboard.
- Read the two stories aloud.

Ask:

In both stories, the student tells the teacher about what someone did to him or her.

What is the difference between the two stories?

Story 1 is about tattling, and story 2 is about reporting.

In story 1, Buster is smiling, and he seems to be gently teasing Owlivia about something that is true—she is very smart. The teasing doesn't continue, and it seems like a situation that Owlivia could have solved on her own if she had tried.

In story 2, Chilly continues to tease Buster throughout the day. Buster tries other strategies, but they don't seem to be working. He reports the problem to the teacher because he can't seem to make the teasing stop on his own.

Post the tattling and reporting sentence strips. Ask:

What does *tattling* mean? What does *reporting* mean?

Call on several students to respond.

- Define *tattling* and *reporting*. Add the definitions to the sentence strips.

***Tattling* is telling about a small problem to try to get someone in trouble.
Reporting is getting help to solve a difficult problem that you cannot solve on your own.**

Point to the conflict solver, get help, and emphasize that getting help is important for solving tough problems and should be used as a last resort when other strategies don't work.

Ask:

Why would reporting a difficult classroom problem help us jump the hurdles to teamwork but tattling wouldn't?

Call on several students to respond.

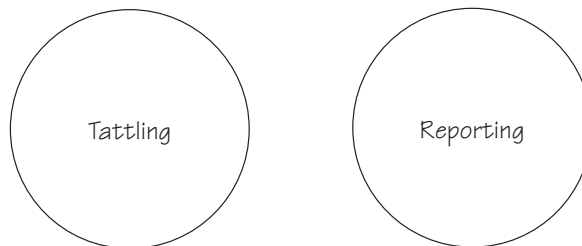
**Reporting can help to solve the conflict and change the hurdles behavior because you are getting suggestions from an adult who can help you.
 Tattling just gets people in trouble and can make a problem worse.**

Teamwork

15 minutes

**Situations involving
tattling or reporting**

1. Introduce the activity to have the students give examples of tattling and reporting hurdle situations.
 - Post the Tattling and Reporting chart paper.



- Give each student a sticky note.
- Assign the students 1s or 2s. Have the 1s write down a tattling situation on their sticky notes. Have the 2s write down a situation in which they should report a problem. **Note:** Make sure the students know that they should not use any real names.
- When they are finished writing, have the students post their notes around either the Tattling circle or the Reporting circle.
- Read a few different examples of tattling and reporting.

1 minute**Team huddle to
discuss the Big Q**

- Debrief by highlighting the importance of not tattling, but rather, reporting to the teacher about big problems involving hurdle behaviors that the students cannot solve on their own.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What is an example of a situation in which it would be important to report a hurdles behavior to a teacher?

Accept thoughtful responses, for example, when someone is teasing in a mean way and won't stop.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read the book *Don't Squeal Unless It's a Big Deal: A Tale of Tattletales* by Jeanie Franz Ransom. The book explains when to squeal and when to solve conflicts on your own.
- During the day, help the students identify and think through whether they are tattling or reporting on someone.

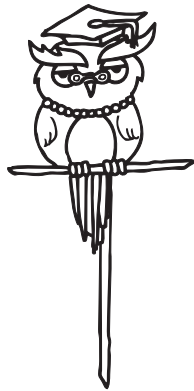
Tattling vs. Reporting

What is the difference between these two stories?

Story 1:

Owlvivia is very smart and usually knows the answers to many of the questions. Buster smiles and gently teases her, saying, "Smarty pants!"

Owlvivia tells the teacher what Buster did.



Story 2:

Buster gets to school late because he had a dentist appointment. When he comes into the classroom, Chilly teases him, saying, "No wonder you were late! It must have taken all day for the dentist to clean your teeth because they're so big!" Chilly continues to tease Buster all day, and he does this often, even though Buster has tried to ignore him and has asked him to stop.

Buster decides to tell the teacher about the situation.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Daniel has a lot of freckles on his face. Another student in the class, Antonio, is constantly teasing him about his freckles, saying, "Hey freckle face!"

Should Daniel report this incident to the teacher? If so, is he tattling or reporting? Which win-win strategies could Daniel use in this teasing situation before he tells the teacher?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Use the Cool Rule at school!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will be introduced to the Cool Rule—treat others the way you want to be treated—and will learn how the Cool Rule helps you jump the hurdles to teamwork.

ADVANCE PREPARATION

- ☐ Have the Hurdles on the Path to Teamwork poster displayed.
- ☐ Write the following on a sentence strip: “Cool Rule: We treat others the way we want to be treated.”
- ☐ Have the four physical hurdle objects labeled and set up in your classroom. Have a sentence strip with “Super Teams” written on it placed near the hurdles. Place the hurdles in a row so the students will be able to jump over them and then reach the Super Teams sign.
- ☐ Have the book *When I Care about Others* by Cornelia Maude Spelman available. **Note:** The pages are not numbered, so you should number them in advance.
- ☐ Have the Feelings Tree displayed.
- ☐ Prepare the Cool Rule stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the four hurdles to teamwork.
- Introduce the Cool Rule: “We treat others the way we want to be treated.”
- Read *When I Care about Others*, a book about treating others the way we want to be treated.

Teamwork

- Identify how the Cool Rule helps us jump the hurdles to teamwork.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Which of the four hurdles—interrupting, not waiting, excluding others, or teasing—do you think our class most needs to work on? Which strategies will help us jump that hurdle?

3 minutes

Review the hurdles and strategies. Introduce the Cool Rule.

2. Briefly review the four hurdles to teamwork (interrupting, not waiting, excluding others, and teasing), and introduce the Cool Rule.

Point to each hurdle on the poster as you review it.

Give examples of strategies for jumping each hurdle, such as:

- You can use active listening to help you not interrupt your teammates.
- You can count to 10 or use Stop and Stay Cool to help you wait.
- You can make sure that everyone participates so you don’t exclude others.
- You can stop and think about teasing and say kind and encouraging words to someone who has been teased.

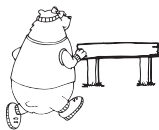
Note: Model the Stop and Think signal.

Introduce the Cool Rule as a way to overcome the hurdles to teamwork. Point to Betty’s T-shirt on the Hurdles to Teamwork poster, and ask a student to read what is written on the shirt.

“We treat others the way we want to be treated.”

Explain that this rule helps to make a successful, cooperative classroom if everyone follows it.

This is called the Cool Rule because all the Cool Kids in our class follow this rule to jump the hurdles to teamwork! Following the Cool Rule means we stop and think about how we want to be treated, and then we treat others this way. It reminds us to use our empathy skills. If you



think about how others feel or think about a time when you felt that way, you can make a good decision about how to treat others based on how you would want them to treat you. The Cool Rule helps us have a cooperative class in which we care about one another.

Post the sentence strip with the Cool Rule written on it.

The Cool Rule is important to think about when we are trying to jump the hurdles to teamwork.

Ask:

How does the Cool Rule help us jump the four hurdles to teamwork?

Using the Cool Rule reminds us that we wouldn't want people to interrupt, tease, or exclude us, so we won't do that to them.

Just like Betty, we need to use the Cool Rule to jump the hurdles of interrupting, not waiting, excluding others, and teasing so we can all become super teams.

Let's jump all the hurdles to teamwork now!

Call on four students to physically jump the four hurdles to teamwork and reach the Super Teams sign!

Note: This may be a good opportunity to give the Cool Kid a special job.

3. Read the book *When I Care about Others* to solidify the idea of treating others the way we want to be treated.

Read pages 1–10. Ask:

What examples does the author give to help us understand the Cool Rule—that we treat others the way we want to be treated?

The author gives examples such as “I don't like to be teased so I don't tease” and “I don't push because I don't like to be pushed.”

Read page 11 to the end. Ask:

What are some examples of the characters thinking about how they want to be treated and treating others the same way?

“I am friendly because I like it when someone is friendly to me.”

“I say nice things because I'm happy when someone says nice things to me.”

This book helps us understand how happy we feel when we care about others and treat people the way we want to be treated. It also reminds us to use our empathy skills and to stop and think about others.

Ask:

How do you feel about yourself when you show that you care about others by following the Cool Rule?

Happy, proud, confident, etc. because you know you are treating others kindly.

Add any new feelings to the Feelings Tree, discussing where they should be placed.

6 minutes

Read *When I Care about Others*.

The book's pages are not numbered. Page 1 begins with the text “When I'm hurt, somebody cares...”

The Cool Rule reminds us to care about others and know that others care about us! It helps us jump all the hurdles to teamwork so we can all be super teams!

Teamwork

15 minutes

Identify how the Cool Rule helps us jump the hurdles to teamwork.



1 point

Make sure all teams have an equal chance to earn points.

1. Introduce the activity to have teams identify how the Cool Rule helps us jump the hurdles to teamwork.
 - Tell the students that you will read a few short stories, and they will answer two questions about each story with their teams.
 - Write the following questions on the board, and have the students answer them in a team huddle:

Which hurdle is described in this story?

How could the Cool Rule help to jump that hurdle?

- Display the stories on the overhead/whiteboard.
- Read each story aloud to the class.
- Have teams discuss the questions after each story.
- Use **Random Reporter** to have teams share responses to one of the questions after each story.
- Award 1 team point for each thoughtful response.

Story 1:

During a team huddle, Carmela really wants to share her ideas! They are ready to just burst out of her. She really wants to talk over her teammates to tell them what she thinks.

Sample response: Interrupting.

Story 2:

Miguel needs a green crayon to draw grass to complete his picture. His teammates are using all the green crayons. It seems like he has been waiting forever, and he would really like to just grab a green crayon from a teammate.

Sample response: Not waiting.

Story 3:

Maria and Mattea are playing hopscotch at recess. Johanna comes along and asks if she can play too. Maria doesn't really want Johanna to play and wants to say, "No, we don't need any more players."

Sample response: Excluding others.

Story 4:

Derek is in gym class, and everyone is playing baseball. He is not usually such a good hitter. A student on the other team, Alfred, is really good at playing baseball and wants to win. When Derek gets up to bat and misses, Alfred wants to tease him and say, “You couldn’t hit the ball if you tried.”

Sample response: Teasing.

1 minute

**Team huddle to
discuss the Big Q**

- Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Which of the four hurdles—interrupting, not waiting, excluding others, or teasing—do you think our class most needs to work on? Which strategies will help us jump that hurdle?

Accept thoughtful responses.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read the book *Because Brian Hugged His Mother* by David Rice to the class to continue discussing the concept of treating others the way we want to be treated. This book helps to extend the idea that treating others the way we want to be treated has a domino effect and encourages others to pass along the kindness.
- Review the other two hurdles that your class brainstormed in lesson 3, and discuss how the Cool Rule would help overcome those hurdles to teamwork.

Cool Rule Stories



Story 1:

During a team huddle, Carmela really wants to share her ideas! They are ready to just burst out of her. She really wants to talk over her teammates to tell them what she thinks.

Story 2:

Miguel needs a green crayon to draw grass to complete his picture. His teammates are using all the green crayons. It seems like he has been waiting forever, and he would really like to just grab a green crayon from a teammate.

Story 3:

Maria and Mattea are playing hopscotch at recess. Johanna comes along and asks if she can play too. Maria doesn't really want Johanna to play and wants to say, "No, we don't need any more players."

Story 4:

Derek is in gym class, and everyone is playing baseball. He is not usually such a good hitter. A student on the other team, Alfred, is really good at playing baseball and wants to win. When Derek gets up to bat and misses, Alfred wants to tease him and say, "You couldn't hit the ball if you tried."

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Ellie is a new student in the class. On the first day of school, she opens her lunchbox and takes out her sandwich with onions. Miguel says to his friends, "Ooh, what's that smell? It's coming from Smelly Ellie's lunchbox." All of Miguel's friends laugh. Ellie puts her lunch away.

How could Miguel have acted differently if he had followed the Cool Rule?

What could Miguel's friends have done differently if they had followed the Cool Rule?

Which strategies could Ellie use to help herself in this situation?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Practicing the Cool Rule by Saying Kind and Encouraging Words

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will practice the Cool Rule (“We treat others the way we want to be treated”) at school by saying kind and encouraging words to others and by creating a class book of kind and encouraging words.

ADVANCE PREPARATION

- ☐ Make sure the sentence strip with the Cool Rule is posted.
- ☐ Have materials for the Cool Rule Book of Kind and Encouraging Words:
 - One piece of construction paper and markers for each student
 - Material to bind the book (binder rings, string, etc.)
 - Any other art supplies you have available (e.g., stamps, stickers, etc.) **Note:** Once the booklet is complete, display it so the students, teachers, parents, and other staff members can read it.
- ☐ Copy the Grade 2 Cool Rule Book of Kind and Encouraging Words page to use as the front cover of the class book. **Note:** You may want to mount the cover on construction paper.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the Cool Rule, and highlight the importance of saying kind and encouraging words to others as a way of applying the Cool Rule in the classroom.
- Practice saying kind and encouraging words to others in difficult situations.

Teamwork

- Make a class book of kind and encouraging words about each student.
- Summarize the main concepts of the unit.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: What is an example of a meaningful compliment that is not superficial?

4 minutes

Review the Cool Rule, and practice applying it.



1. Announce the Big Q for this lesson.

2. Review the Cool Rule, and discuss the importance of saying kind and encouraging words to others as a way of following the Cool Rule.

Ask:

In our last lesson, we learned the Cool Rule. What is the Cool Rule?

We treat others the way we want to be treated.

Point to the Cool Rule on the sentence strip.

The Cool Rule helps us jump the hurdles to teamwork by reminding us that interrupting, not waiting, excluding others, and teasing are things that we wouldn't want anyone to do to us. It also reminds us to say kind and encouraging words to others because we would want others to say kind and encouraging words to us.

Ask:

We have been practicing saying kind and encouraging words to the Cool Kid throughout the school year. What do we call these kind and encouraging words?

Compliments.

Compliments are kind and encouraging words that we say to others.

Use **Buddy Buzz** to have the students discuss the following:

Give your buddy a good compliment. Say something kind and encouraging to him or her that is not superficial. A good compliment is one that refers to something that the person did or a wonderful quality that the person has rather than something that the person is wearing or owns.

Ask a few students to share their kind and encouraging words.

Ask:

How does it make you feel when someone says something kind or encouraging to you?

Happy, proud, confident, etc.

Add any new feelings to the Feelings Tree, discussing where to place them.

Having others say kind and encouraging words to us is how we want to be treated in our classroom, so we need to say kind and encouraging words to others. Giving compliments is a way of following the Cool Rule!

4 minutes

Practice saying kind and encouraging words to others in difficult situations.

- Have the students practice saying kind and encouraging words to others in difficult classroom situations.

It is especially important to say kind and encouraging words to others when they are having a hard time.

Imagine this situation. Chilly is in math class, and he is having a hard time solving a problem. Everybody else is done, but Chilly is still working. Think about the Cool Rule.

How would you want to be treated if you were Chilly in this situation?

Call on a few students to respond.

The students may suggest that they would want someone to help him or say something encouraging to him.

Instead of teasing Chilly or making fun of him because he is having a hard time, what are some kind and encouraging words that you could say to him?

Ask several students to share.

For example, the students might say, "Sometimes, I get stuck on math problems too."

How do you think Chilly would feel if someone said kind and encouraging words to him at this moment?

He might feel much happier because no one is making fun of him; he may feel supported by his teammates; he may feel that others are nice and helpful to him.

Treating others the way we want to be treated by saying kind and encouraging words, especially when someone is having a hard time, is the way to be sure that we have super teamwork and a great classroom community.

Teamwork

15 minutes

Make a class book of kind and encouraging words.

If you have other supplies that you think your students would enjoy using, such as stickers, stamps, etc. distribute those also.

1. Introduce the activity to have teams creatively express the Cool Rule by saying kind and encouraging words to others.

- Tell the students that they will make a classroom book of kind and encouraging words for others.
- Show the students the cover of the Grade 2 Cool Rule Book of Kind and Encouraging Words.
- Pass out supplies to each student: one piece of construction paper, markers (if needed), and any other art supplies.
- Have the students write their names on their sheets of construction paper and then decorate them as creatively as they want. **Note:** Tell the students to leave enough space on the paper so their teammates have room to write kind and encouraging words.
- When they are done decorating their pages, ask the students to stop and think about their teammates.

Note: Model the Stop and Think Signal.

Ask:

What are some kind and encouraging words that you could say about each of your teammates? Think of one sentence that you could write.

Examples include “Derek is good at using Stop and Stay Cool,” “Juliana is a good artist,” or “Zahra always tries her best.”

- Have the students pass around their pieces of construction paper to their teammates so each team member can write a kind and encouraging sentence about them.
- Have the students return the page and read what others wrote about them. Ask the students how they feel about what others wrote.
- If time allows, have a few students share what others wrote about them.
- Collect all the papers. At the end of the day, bind them together in a booklet using a ring binder, string, etc., and display!

Note: It would be great to hang or display the class book near the sentence strip with the Cool Rule on it.

1 minute

Summarize the unit’s concepts.



1 point

1 minute

Team huddle to discuss the Big Q

2. Summarize the main concepts taught in the unit.

Team huddle:

- Call on teams to share one thing they learned during the unit about getting over the hurdles to teamwork.
- Use **Random Reporter** to call on teams to share responses.
- Award 1 point for each thoughtful response.

3. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

What is an example of a good compliment that is not superficial?

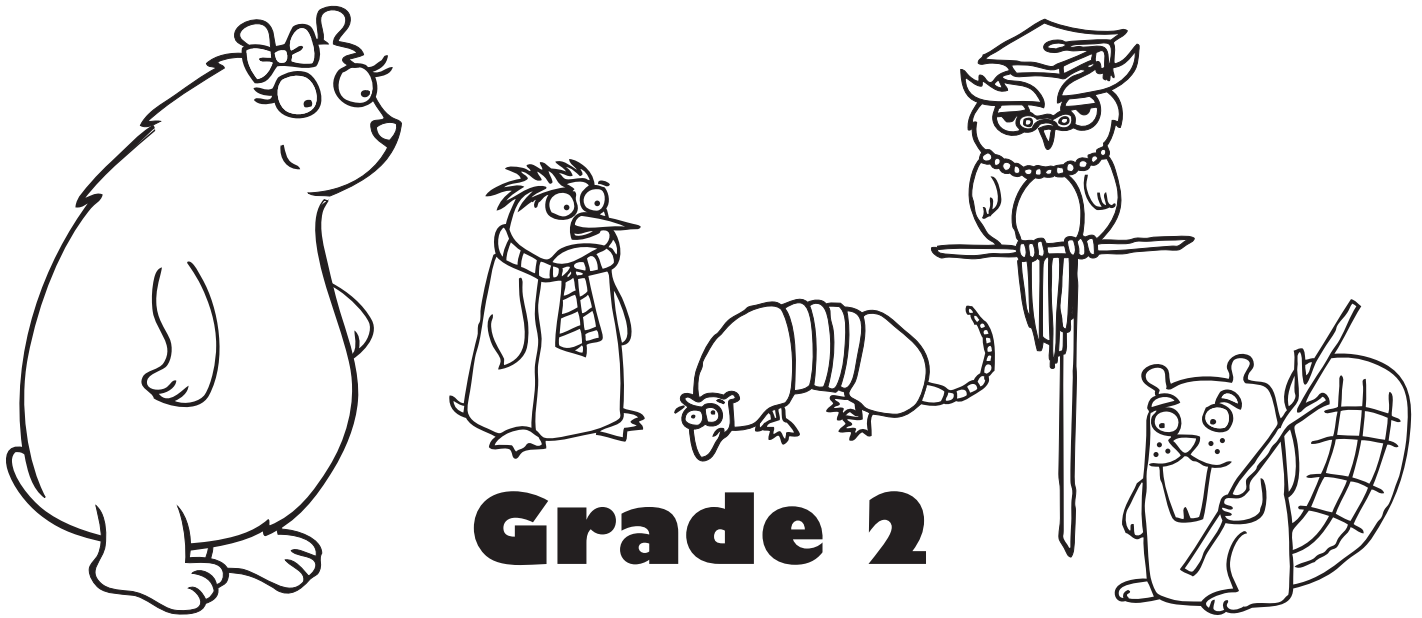
Accept reasonable responses, for example, “You are a really good active listener.”

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- If you have a stamp that says “Super” on it, stamp the student’s hands any time you hear someone saying kind and encouraging words. Emphasize that super teams use kind and encouraging words, especially when others are having a hard time.
- Ask the students to share the kind and encouraging words that others wrote about them with the whole class.
- Highlight any demonstrations of using the Cool Rule at school!



Grade 2

Cool Rule Book of Kind and Encouraging Words



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Renaka is writing her answers to some questions about the story she read. She seems frustrated because she can't remember how to spell the word *has*. She writes "haz" on her paper. Cory sees her paper and knows that she has spelled the word wrong.

If Cory follows the Cool Rule, what are some kind and encouraging words that he could say to help Renaka? How might Renaka feel if Cory does this?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Unit 6: **Stop and think before you act!**

UNIT OVERVIEW

Unit Focus

In this three-lesson unit, the students will learn the importance of stopping and thinking in difficult situations rather than acting impulsively or with limited or inaccurate information. The three lessons build on the previous concepts and strategies that help the students internalize and master response inhibition, one of the three fundamental cognitive-regulation skills taught throughout the Getting Along Together curriculum.

Over the three lessons, the students will review self-control strategies that they can use to give themselves time to think, especially in situations that evoke strong feelings such as unfair situations. They will also learn that certain situations are not immediately clear or easy to interpret, such as determining whether a situation was accidental or intentional, and in those situations, it is necessary to stop in your tracks and get the facts. Finally, the students will learn that in a decision-making situation, they need to stop and think about different choices they could make to respond to the situation and predict the consequences of those choices.

Unit Outcomes

Students will:

- control inappropriate responses in favor of more appropriate behavior;
- identify effective and ineffective outcomes to conflict;
- utilize a variety of self-control techniques to meet the demands of the situation;
- identify the intensity of feelings in themselves and others;
- manage or cope with unfair situations;
- identify when others' actions are by accident or on purpose;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- understand and recognize fairness and unfairness;
- formulate a simple plan of future action;
- predict the outcomes of actions; and
- use consequential thinking to consider outcomes of a variety of possible solutions to a problem.

Books Used in Unit:

None

Stop first when you have strong feelings!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week. **Note:** Try to work through the entire deck of cards as the year progresses.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will understand the importance of self-control in situations that involve strong feelings, especially unfair situations, in which you need to stop and think before you act.

ADVANCE PREPARATION

- ☐ Have the Train Your Brain! poster displayed.
- ☐ Have two sentence strips available.
- ☐ Have the Feelings Thermometer and a marker available to color it.
- ☐ Have a piece of chart paper titled Strategies for Stopping available.
- ☐ Have red crayons available, if necessary.
- ☐ Copy and cut the "Stop before you act without thinking!" paper—one per student.
- ☐ Prepare the "Stop before you act without thinking" paper for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.
- ☐ Sign and copy the Parent Peek letter—one per student.

Agenda

Active Instruction

- Introduce the unit's topic, stop and think before you act!
- Discuss self-control strategies to use in situations that involve strong feelings such as unfair situations.

Teamwork

- Discuss situations that cause strong feelings and strategies for stopping before you act without thinking.
- Teams do a team huddle to answer the Big Q.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Why is *stopping* and *staying calm* the first step in responding to a situation in which you have strong feelings?

2 minutes

Introduce the unit's topic.

2. Introduce the new unit's topic, stop and think before you act!

We are starting a new unit today called Stop and Think Before You Act. In this new unit, we will talk about different situations in which we need to stop and think so we can make good decisions about how to act.

Model and review the Stop and Think Signal.



Write the unit's topic on the board: Stop and think before you act.

Point to *stop and think* on the Train Your Brain! poster, and remind the students that this is one of the Brain Game skills that we have been working to improve all year.

Explain that an unfair situation is one in which it is important to stop before you act without thinking.

One situation in which you need to stop and think before you act is when you have strong feelings about something. Sometimes we have strong feelings when we think something is unfair. In these situations, we need to do the following:

Write these ideas on the two sentence strips:

- a. **Stop. Find a way to control yourself so you have time to think.**
- b. **Think through ways to respond to the situation and what might happen next.**

Keep these sentence strips posted throughout the unit.

Today we are going to focus on the first part: stopping our bodies and finding ways to control ourselves in situations in which we have strong feelings, especially unfair situations. Then we will focus on the thinking that we need to do in these situations.

Explain that situations that seem unfair can make people very angry, and we may react in ways that we may later regret if we are not able to stop, stay cool, and then think through the situation.

Provide examples of situations that seem unfair and might cause second graders to feel very mad such as:

Note: If you have time, you could briefly act out these situations.

- You want to be the line leader, but every day the teacher picks someone else to be the line leader.
- Fellow students won't share classroom supplies (the computer, crayons, etc.).
- You go outside to play, and there are no balls or jump ropes left.

Point to the Feelings Thermometer, and color it to the number 4 or 5 to show how mad the student is. After each example, say:

Raise your hand if you think you might have a hard time stopping and thinking in this situation.

If you have time, ask the students to give examples of other school situations that may seem unfair, such as when there aren't enough balls to play with outside, when the teacher doesn't call on you to answer, when you have to share a classroom supply, etc.

Sometimes unfair situations cause us to feel really mad, and it is very hard to stop our actions. For example, when someone hits you with a ball, or your best friend leaves you to play with someone else, or you get in trouble for something you didn't do. In these situations, we need to stop, cool down, and then think through the situation carefully so we make good decisions.

7 minutes

Chart strategies for stopping.

3. Chart strategies for stopping.

Use **Buddy Buzz** to have the students tell their buddies one way that they could stop themselves in the line leader situation or another example that you gave. Use the following sentence starter:

“One way I could stop myself *before* I act without thinking is...”

Call on a few students to share responses.



Chart relevant student responses on the Strategies for Stopping chart. Be sure to include the following:

- Take deep, slow breaths.
- Count quietly to 5.
- Use the Stop and Stay Cool Steps.
- Take a break.
 - Ask your teacher if you can get a drink of water to calm down.
 - Go to the Thinking Spot.
- Use self-talk.
- If possible, walk away from the situation.

Choose one of these self-control strategies, and ask the students to try the strategy the next time they think something is unfair or have strong feelings.

Highlight the main idea of the lesson:

When we have strong feelings, especially in situations that we might think are unfair, it is important to stop our bodies and control our actions so we don't do something we wish we hadn't. Stopping our bodies gives our minds time to think about the situation.

Teamwork

15 minutes

Discuss situations that cause strong feelings and strategies for stopping and thinking.



1 minute

Team huddle to discuss the Big Q

1. Introduce an activity to practice thinking about situations that cause strong feelings and ways to cope with the strong feelings before you act without thinking.
 - Pass out a “Stop before you act without thinking!” sheet to each student.
 - Display the sheet on the overhead/whiteboard. Read it aloud. Have each student check off one situation in which he or she might have strong feelings.
 - Have each student color the Feelings Thermometer to mark the intensity of the feeling in that situation.
 - Have the students check off one strategy that they could use to stop themselves before they act without thinking in that situation.
 - Have all teammates share responses with one another.
2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes**2 points**

The Big Q:

Why is *stopping* and staying calm the first step in responding to a situation in which you have strong feelings?

So you don't act in a way that you wish you hadn't; so you show that you are the boss of your feelings; so you avoid a big conflict; so you show that you are being a good teammate; so you could avoid getting into trouble, etc.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Review/play the “Stop and Think” video and the four Stop and Think steps.
- Read *When Sophie Gets Angry* by Molly Bang to discuss how Sophie stops and gives herself time to think.
- To emphasize the idea of stopping and thinking about the topic of unfairness, have the books *It's Not Fair* by Amy Krouse Rosenthal or *The Sandbox: (Making Good Choices) A Book about Fairness* by Don Rowe available.
- Have the students bring in newspaper articles about people who may have been treated unfairly, and discuss how they responded.
- In social studies, find examples of groups who were treated unfairly and how they responded.



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

“That’s not fair!” “You did that on purpose!” Do these two statements sound familiar?

In our new unit, we will talk about situations in which we need to stop and think before we act. In particular, we will focus on situations in which something seems unfair or unclear. Students will learn the importance of stopping themselves from acting to give themselves time to think through a problem. In situations that are unclear, they need to stop in their tracks and get the facts! Students will practice brainstorming different ways to respond to a problem and evaluate their solutions so they make the best decision possible.

Here are a few ways that you can help your child practice stopping and thinking before he or she acts at home:

- Practice the Stop and Stay Cool Steps so your child gives himself or herself time to think.
- Watch a TV show with your child, and have your child decide whether the person in the show made a good decision. Help your child think through what else the person might have done.
- Help your child think through two different ways of responding to a situation and what would happen next based on each response.
- Have your child tell you the stop and think strategies that he or she has learned at school! Praise him or her for using them!

Sincerely,

Your Second-Grade Teacher

Stop before you act without thinking!

- Check off one situation that would make have strong feelings.

____ When you get the smaller
half of a cookie

____ When you get in trouble for
something you didn't do

____ When someone hits you
with a ball

____ When someone teases you
or calls you a name

- Color the Feelings Thermometer for how mad you would feel in that situation.

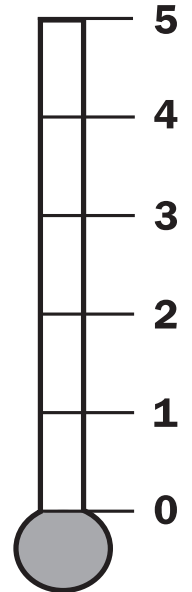
- One way I could stop myself before I act without thinking in this situation is...

____ Take deep, slow breaths.

____ Use the Stop and Stay Cool Steps.

____ Count to 5.

____ Take a break.



Stop before you act without thinking!

- Check off one situation that would make you have strong feelings.

____ When you get the smaller
half of a cookie

____ When you get in trouble for
something you didn't do

____ When someone hits you
with a ball

____ When someone teases you
or calls you a name

- Color the Feelings Thermometer for how mad you would feel in that situation.

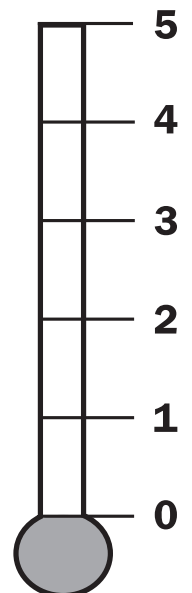
- One way I could stop myself before I act without thinking in this situation is...

____ Take deep, slow breaths.

____ Use the Stop and Stay Cool Steps.

____ Count to 5.

____ Take a break.



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

There is one cookie left. Issabah and Brittany both want it. Brittany breaks the cookie in half, and she takes the bigger half for herself. Issabah gets the smaller half. It seems so unfair, and she is really mad!

What could Issabah do to stop herself and stay calm?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Stop in your tracks, and get the facts!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will understand that in situations in which it is unclear what happened, especially situations that may have been accidental or on purpose, it is important to ask a question to get the facts about what happened.

ADVANCE PREPARATION

- ☐ Ready the role-playing situation in Active Instruction ahead of time so you are prepared to act it out. Think ahead of time about which student you will choose to act it out with you.
- ☐ Ask a student to prepare a conflict solver card: Stop in Your Tracks and Get the Facts. Laminate it.
- ☐ Copy and cut out the "Stop in your tracks, and get the facts, detectives!" stories—one per team. Place them in a grab bag for teams to reach in and choose a story. **Note:** In story 2, a bathroom pass is mentioned. If you do not use bathroom passes in your classroom, cross this out, and substitute it with another relevant class item.
- ☐ Prepare a copy of the "Stop in your tracks, and get the facts, detectives!" stories for the overhead or whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Role-play and discuss an accidental or on-purpose situation.
- Explain the importance of stopping in your tracks and getting the facts in a situation before deciding how to respond.

Teamwork

- Teams will stop in their tracks and get the facts to brainstorm clarifying questions to ask in unclear situations.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: How will stopping in our tracks and getting the facts in an unclear situation help our class have fewer conflicts?

4 minutes

**Introduce and role-play
an accidental or
on-purpose story.**

2. Introduce another stop and think situation: accident vs. on purpose.

In our last lesson, we discussed how important it is to stop before you act without thinking in situations that involve strong feelings such as unfair situations. Another situation in which you need to stop and think before you act is when you are not sure what happened, especially when you are not sure whether something happened by accident or on purpose. In these situations, it is important to stop first using some of the strategies that we discussed in our last lesson, such as stopping and staying cool. Then you can give yourself time to think.

Role-play the following story in which it is unclear whether something happened by accident or on purpose. Choose a student to help you act it out. You should act out the part of the person who is bumped into.

Note: You do not need to read this story aloud. Briefly explain it to the role-playing student, and act it out.

Note: If this story idea is not relevant to your class, please feel free to change it to another situation.

Pretend that you and the other student are walking down the hall to lunch. The other student is absently looking out a window and accidentally bumps into you, and you stumble. You are sure that he or she bumped into you on purpose and start blaming him or her for doing so.

After role-playing, ask the student who is role-playing with you:

How do you think I feel since you bumped into me?

How do you feel when I accuse you of bumping into me on purpose?

Add any new feelings to the Feelings Tree.

After dramatizing the story, have the class raise their hands:

- if they think this situation happened by accident.
- if they think this situation happened on purpose.

Ask:

Is it OK for me to start accusing _____ of bumping into me when I am not even sure what happened? Is that a win-win solution to a problem?

Call on a few students to respond.

5 minutes

Understand the importance of stopping in your tracks and getting the facts in a situation before deciding how to respond.

3. Introduce the idea that in unclear situations, such as knowing whether something happened by accident or on purpose, it is important to stop and think to get the facts about the situation first.

Situations like this are unclear. Sometimes when things are not clear, we assume; without knowing for sure, we guess that someone did something on purpose, and we start blaming him or her for what happened.

Ask:

In the situation that we just acted out, are you really sure that _____ bumped into me on purpose?

Call on a few students to respond.

When you are not sure, it is important to stop first to give yourself time to think.

Briefly review the self-control strategies that you can use so you can think clearly about the situation.

After you stop, you need to think. What do you need to do?

Find out what really happened, don't jump to conclusions, get the real story, etc.

You need to try a new conflict solver: stop in your tracks, and get the facts.

Post the new conflict solver card, and have the students repeat this phrase.

Ask:

What could I do in this situation to get the facts about whether _____ tried to bump into me on purpose?

Ask a question.

What question(s) could I ask _____?

Why did you bump into me? How did that happen?

Model asking the role-playing student one of these questions, and have the student explain that it happened by accident because he or she wasn't paying attention while in line.



Ask:

After _____ explains that (he/she) accidentally bumped into me, what else could _____ do since (he/she) did bump into me and I stumbled?

Apologize.

If we do something wrong, whether it is by accident or on purpose, it is important to apologize.

Point to *apologize* on the conflict solver cards.

Teamwork

15 minutes

Students will be detectives and brainstorm clarifying questions.



Note: There are four stories, so if you have eight teams, two teams will each get the same story.

1. Introduce an activity to have teams role-play and ask questions in an unclear story.
 - Review the story about bumping into someone in Active Instruction. On the board, write one of the questions you could have asked in that situation before accusing the person of doing it on purpose. For example: Why did you bump into me? What happened?
 - Display the “Stop in your tracks and get the facts, detectives!” stories on the overhead or whiteboard. Read the stories aloud.
 - Have the grab bag ready, and have teams choose one of the stories from the grab bag.
 - Tell the teams that they will be detectives who stop in their tracks and get the facts, and they will think of one question they could ask in their situation to get the facts about what actually happened. They will write this on their detective sheets, just like you did on the board. **Note:** Emphasize the idea that getting the facts will help us avoid automatically blaming others for something.
 - Assign a writer for each team.
 - Have teams read through their stories and write a question.
 - Use **Random Reporter** to call on teams to share responses.

Mystery Story 1: When you return from lunch, you see a few of your pencils spilled on the floor.

Ask:

What question could you ask to get the facts so you don’t start blaming someone for knocking down your pencils?

Do you know why my pencils are on the floor?

Mystery Story 2: The bathroom pass is missing.

Ask:

What question should the teacher ask to get the facts so she doesn’t start blaming anyone for losing the bathroom pass?

Has anyone seen the bathroom pass recently?

Mystery Story 3: You go to the bathroom, and when you return, you see that your favorite eraser is on another student's desk.

Ask:

What question could you ask to get the facts so you don't start blaming anyone for taking your eraser?

Do you know how my eraser got here?

Mystery Story 4: You get up to give your paper to your teacher, and you see that your jacket is knocked off your chair and lying on the floor.

Ask:

What question could you ask to get the facts so you don't start blaming someone for knocking down your jacket?

Does anyone know how my jacket got on the floor?

Highlight the main idea of the lesson:

Stopping in your tracks and getting the facts is very important in situations in which we aren't sure what happened. Asking questions to find out what really happened is the best way to handle this situation so we don't immediately start blaming and accusing someone of doing something.

1 minute

Team huddle to discuss the Big Q

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

How will stopping in our tracks and getting the facts in an unclear situation help our class have fewer conflicts?

We will let our bodies calm down so we have time to think; we won't automatically start blaming someone; we won't accuse someone of doing something so quickly; we will try to ask a question to better understand the situation, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Read the book *Mr. Peek and the Misunderstanding at the Zoo* by Kevin Waldron to discuss the importance of getting the facts in unclear situations such as misunderstandings.
- Use the phrase “Stop in your tracks, and get the facts,” during the day whenever a student wants to tell you that someone did something to him or her.
- Discuss news or movies in which problems were caused by misunderstandings in which it isn’t clear if something happened by accident or on purpose.
- If you have used a Class Council suggestion box, encourage the students to write any situations in which they aren’t sure if something happened by accident or on purpose (without using real names). Discuss these situations at Class Council, and brainstorm helpful questions to ask.

Stop in your tracks, and get the facts, detectives!



Mystery Story 1

When you return from lunch, you see a few of your pencils spilled on the floor.

Question: _____



Mystery Story 2

The bathroom pass is missing.

Question: _____



Mystery Story 3

You go to the bathroom, and when you return, you see that your favorite eraser is on another student's desk.

Question: _____



Mystery Story 4

You get up to give your paper to your teacher, and you see that your jacket is knocked off your chair and is lying on the floor.

Question: _____



Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Colette just got a brand-new pencil with sparkles all over it. She loves using it to write, and Marquia tells Colette how much she likes her pencil too. Colette gets up to throw some trash away. While she is doing that, the pencil falls on the ground. Then Marquia steps on it by accident, and it breaks in half.

What questions could Colette ask to get the facts about what happened? How will this help her understand that the pencil was broken by accident? How will this help her make a better decision about how to respond?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Stop and Think It Through

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Stop and Think Brain Game of your choice whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will understand the importance of thinking about ways to respond in tough situations and of predicting the consequences of your actions to make good decisions.

ADVANCE PREPARATION

- ☐ Make sure the Stop and Think sentence strips from lesson 1 are posted.
- ☐ Prepare a copy of the Stop and Think It Through Practice sheet for the overhead or whiteboard.
- ☐ Copy the Stop and Think It Through Team sheet—one sheet per team.
- ☐ Prepare the Stop and Think It Through Team sheet for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the importance of stopping strategies, and introduce the idea of thinking through your options in tough situations and predicting what might happen next.
- Role-play a tough situation. Model thinking of two possible ways to respond in the situation, and predict what the outcome might be for responding each way.

Teamwork

- Work in teams to think of possible ways to respond in tough situations and the outcomes of each response.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Why is it better to stop *and* think *before* you act instead of doing the first thing that comes to mind, even in situations in which someone does something on purpose?

1 minute

Review stopping, and explain the importance of thinking.

2. Review the strategies for stopping and getting the facts. Then introduce the idea of thinking through options and predicting the outcomes of behavior in tough situations.

In our previous lessons, we talked about why it is important in unclear situations to stop first and get the facts. Getting the facts helps us start to think about creating the best solution for the situation.

Point to the sentence strip that reads, "Stop. Find a way to control yourself so you have time to think."

Today we are going to talk about what to do after we stop. After we stop, we are going to think through the choices that we have for responding. Stopping and thinking through our choices and about what might happen next when we make each choice will help us make a good decision about what to do.

Use the Stop and Think Signal.

8 minutes

Stop and think through the options and what might happen next.

Point to the sentence strip that reads, "Think through ways to respond to the situation, and what might happen next."

3. Model how to stop and think through the options in a tough situation and predict what might happen next.

- Display the Stop and Think It Through Practice sheet on the overhead/whiteboard.

Dilly is reading a story aloud in class, and keeps getting stuck on a lot of hard words. Owlivia says, "You read like a kindergartener."

In a situation like this, Dilly needs to think through his choices about how to respond.

- Model completing the chart.



Choice 1 (write the following choice on the chart):

He could yell at Owlivia for teasing him.

Ask:

What might happen next?

Dilly might get in trouble, or it might lead to a bigger conflict.

Write one of the predicted consequences on the chart under the heading “What might happen next?”

Now let’s think through another way of handling the situation. Dilly could stop first to give himself time to think.

Choose one of the ways to stop, and check it off.

Ask:

How else could Dilly respond to this situation now that he has given himself time to think?

Ignore the teasing once, etc.

Write and explain the following choice under the heading Choice 2:

Dilly could ignore the teasing once and continue reading.

Ask:

If Dilly ignores the teasing and continues reading, what might happen next?

Call on a few students to respond.

Write the following prediction under the heading “What might happen next?”

Owlivia might stop, because it isn’t very fun to tease when someone is ignoring you.

Give me a thumbs up if choice 2 is the better choice!

Pause while the students respond.

If time allows, have the students brainstorm a third choice and possible outcome.

Highlight the main idea of the lesson:

Sometimes when we are in a tough situation, we might choose the quickest solution. In this situation, our first reaction might be to act on our anger, but the quickest solution is not always the best solution.

Giving yourself time to stop and think about how to respond to the situation and what might happen next helps you make better choices.



Teamwork

15 minutes

**Stop and Think It
Through charts**



The focus here is on predicting outcomes to make good decisions, not looking for the right answer.

1. Introduce a team activity to practice stopping and thinking through your options and what might happen next.

- Pass out a Stop and Think It Through Team sheet to each team.
- Tell the students that they will complete this chart just like the one that was modeled in the Active Instruction part of the lesson.
- Display the Stop and Think It Through sheet on the overhead/whiteboard.
- Read aloud the story and the first choice that the character could make.

Team huddle:

- Have teams discuss and write what might happen next if the character makes that choice. Call on a team to report out.
- Have teams check off a strategy that Chilly could use to “stop.”
- Have teams brainstorm and write a second choice that Chilly could make.
- Have teams write a prediction for what might happen next if Chilly makes that choice.
- Have teams write a third choice that Chilly could make and a prediction for what might happen next if Chilly makes that choice in the what might happen next.
- Have teams decide which response is Chilly’s best choice and circle it.
- Use **Random Reporter** to have teams explain their selections for a solution to Chilly’s problem and why they selected that choice.



1 minute

**Team huddle to
discuss the Big Q**

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Why is it better to stop and think before you act instead of doing the first thing that comes to mind, even in situations in which someone does something on purpose?

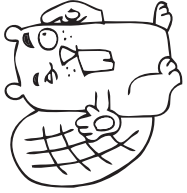
You might make better decisions; you can stop yourself from getting into trouble; you can think about how you feel, etc.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- In reading class, have the students make predictions about what characters might do or how a story might end.
- Read *Lilly's Plastic Purse* by Kevin Henkes, *Ruby the Copycat* by Peggy Rathman, or *Timothy Goes to School* by Rosemary Wells to discuss the different choices that the characters make or could make in those situations and the consequences of those choices.



Stop and Think It Through

Practice

Owlivia said that Dilly reads like a kindergartener.

Choice 1: Dilly could....

What might happen next?

Stop!

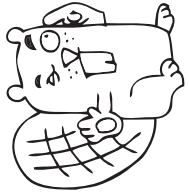
- ___ Take deep breaths.
- ___ Stop and stay cool.
- ___ Count quietly to 5.
- ___ Walk away.

Choice 2

What might happen next?

Choice 3

What might happen next?



Stop and Think It Through

Team

Chilly is playing baseball outside. Buster hits him with the ball.

Choice 1: Chilly could...

What might happen next?

throw the ball back at Buster's head.

Stop!

- ___ Take deep breaths.
- ___ Stop and stay cool.
- ___ Count quietly to 5.
- ___ Walk away.

Choice 2

What might happen next?

Choice 3

What might happen next?

30 minutes Unit 6 | Lesson 3

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - Role-play the following scenario if that will help the class achieve this week's goal. Or use a scenario of your own choosing.

Note: You may need to join the role-play to model and encourage participation.

Alexis goes outside to play with her best friend Tamika, but Tamika says she is playing with someone else, and Alexis can't join them.

What choices could Alexis make to respond to the situation? What might happen next if she makes those choices?

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Unit 7: **Wrap-Up: Reflect, review, and celebrate!**

UNIT OVERVIEW

Unit Focus

In this final three-lesson unit, the students will review, internalize, and integrate important Getting Along Together skills that have been learned throughout the year. They will self-assess their individual progress in these skills, and they will celebrate that the progress the class has made as a whole! They will also think about how to use these skills and strategies in the future, particularly over the summer.

Unit Outcomes

Students will:

- review, reflect on, and celebrate individual and class progress in key skills and strategies learned throughout the year;
- self-assess their growth in Getting Along Together skills; and
- plan how to use Getting Along Together skills over the summer.

Books Used in Unit:

None

Getting Along Together: Reflect and Review, Part I

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will review and self-assess their improvement in the Getting Along Together skills and strategies that have been taught throughout the year.

ADVANCE PREPARATION

- ☐ Make sure the following materials (at a minimum) are posted to prepare for the gallery walk: the Active Listening poster; the Feelings Tree, the Peace Path poster; the Train Your Brain! poster; the Feelings Thermometer; the Stop and Stay Cool poster; and the deck of Brain Game cards.
Note: Please post any other charts that you may have, such as the Making Friends strategies chart, empathy charts, and the lists of Brain Game skill strategies.
- ☐ Copy the Getting Along Together self-assessment—one per student.
- ☐ Prepare the Getting Along Together self-assessment for the overhead or whiteboard.
- ☐ Have the self-assessments from the beginning and middle of the year available to compare how much progress the students feel they have made in Getting Along Together.
- ☐ Think ahead of time about specific examples of students who have improved their Getting Along Together skills. Be prepared to share these examples during the lesson.
- ☐ Copy and cut out the Home Connections tickets—one per student.
- ☐ Sign and copy the Parent Peek—one per student.

Agenda

Active Instruction

- Do a gallery walk to visually remind the students of key Getting Along Together skills using the posters, Brain Game cards, etc.

Teamwork

- Self-assess improvement in Getting Along Together skills over the past year, and share responses with a partner.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

- Announce the Big Q for this lesson.

Big Q: Which Getting Along Together skill did you improve the most over the year? How did you get better at it?

9 minutes

Gallery walk to review Getting Along Together skills

- Introduce the last unit of Getting Along Together: a review, reflection, and celebration of the year.

In this unit, we will review the Getting Along Together skills that we have learned during the year, think about which skills we have gotten better at, and celebrate our success!

- Have the Getting Along Together materials visible around the classroom.
- Do a gallery walk with your students around the classroom to visually remind them of key Getting Along Together components.
- Briefly pause and highlight important posters, charts, and ideas.
- Have the students return to their seats.
- Use **Random Reporter** to call on teams to tell one important idea that they learned from Getting Along Together.
- Have teams give a little cheer, pat themselves on the back, and acknowledge all the new skills they have learned!



15 minutes

Self-assessment and sharing progress

Teamwork

- Introduce the activity for the students to self-assess their improvement in the Getting Along Together skills and share responses with a partner.
 - Pass out a self-assessment form to each student.
 - Display the self-assessment on the overhead/whiteboard. Read statements 1–3: focus, stop and think, and remember.
 - Have the students write a strategy that they used to improve their cognitive skills.



The goal of the self-assessment is for the students to reflect on the progress they have made over the course of the year and to celebrate that progress.

Note: Make sure strategy charts for each Brain Game skill are posted.

- Highlight and celebrate student improvement whenever possible during the self-assessment.

Use **Buddy Buzz** to have partners pick the Brain Game skill that they most improved on and share one strategy that they used to get better at that skill. If you have time, call on a few students to share responses.

I got better at remembering by repeating in my head what I had to remember.

- Read statements 4–6: Stop and Stay Cool, “I” Messages, and win-win conflict solvers.
- Have the students put a check mark next to how much progress they have made in each of these skills over the course of the year.

Use **Buddy Buzz** to have partners tell about a time when they recently used Stop and Stay Cool, an “I” Message, or a win-win conflict solver. If you have time, call on a few students to share responses.

- Collect the self-assessments. When you have time, compare these assessments with the ones that students completed at the beginning and middle of the year.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

1 minute

Team huddle to discuss the Big Q

Reflection

4 minutes

2 points



The Big Q:

Which Getting Along Together skill did you improve the most over the year? How did you get better at it?

Accept reasonable answers, for example, I got better at calming down by using Stop and Stay Cool.

Home Connections

Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- If possible, meet with the students and parents to discuss the progress that the students have made over the course of the year. Have copies of today’s assessment and the assessments from the beginning and middle of the year.
- Read the book *I Knew You Could* by Craig Dorfman to highlight an example of the value of working hard, improving skills, and being successful.



Parent Peek Letter

Dear Second-Grade Parent or Family Member:

We are starting our last unit to review and celebrate the great progress that your child has made in Getting Along Together throughout the year! Thank you for all of your support for the Getting Along Together program!

Here are a few ways that you can help your child practice some of the Getting Along Together skills at home:

- Review the Getting Along Together Summer Plan form with your child to think of other ways that your child could work on the skills over the summer. Have your child circle any strategies that he or she will work on over the summer.
- Try to do some of the suggested activities with your child during the summer. Have fun!
- Please take a look at the back of the card to read through the compliments that your child was given for being a super teammate this year!

Thank you for supporting the Getting Along Together skills at home!

Sincerely,

Your Second-Grade Teacher

Getting Along Together Self-Assessment

How have I improved since the beginning of the school year?

Name _____

Date _____



1. Focus

One strategy that I have used to get better at focusing (on following directions, getting schoolwork done on time, or learning something new) is: _____



2. Stop and Think

One strategy that I have used to get better at stopping and thinking (before I do or say something, to wait patiently, or to not interrupt) is: _____



3. Remember

One strategy that I have used to get better at remembering (something new I just learned, class routines, math facts, etc.) is: _____



4. Stop and Stay Cool

How often do you use Stop and Stay Cool?

___ **Never** ___ **Sometimes** ___ **Most of the time**



5. "I" Messages

How often do you use "I" Messages to say how you feel?

___ **Never** ___ **Sometimes** ___ **Most of the time**



6. Win-Win Conflict Solvers

How often do you think you solve conflicts using the conflict solvers?

___ **Never** ___ **Sometimes** ___ **Most of the time**

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week's goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.

Instead of role-playing a scenario, celebrate class growth in GAT skills over the year. Choose an example of a GAT skill or strategy that the class has improved on since the beginning of the year, and highlight it. Have the students demonstrate this skill if possible. Invite the class to comment on their favorite parts of Class Council meetings and how the meetings have helped the class.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Getting Along Together: Reflect and Review, Part II

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will review and demonstrate an understanding of important Getting Along Together skills.

ADVANCE PREPARATION

- ☐ Prepare a copy of the Getting Along Together Jeopardy game sheet for the overhead or whiteboard.
- ☐ Consider having buzzers, prizes, etc. to add to the fun of the game.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Have teams give a cheer for all the progress that they have made in Getting Along Together!

Teamwork

- Play Getting Along Together Jeopardy to review the Getting Along Together skills.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

Big Q: Which Getting Along Together skill has most helped our class to get along well together? How has it helped?

1 minute

Give a team cheer.

1 minute

Announce the teamwork activity.

1. Announce the Big Q for this lesson.

2. Remind the students that in the last lesson, they thought about how much they had improved their Getting Along Together skills. Have teams give themselves a big cheer to acknowledge the hard work they have done this year!

3. Announce that today we will play a fun game, Getting Along Together Jeopardy, to review all the Getting Along Together skills that we have learned.

Teamwork

22 minutes

Play Getting Along Together Jeopardy.



You could make this game even more fun and interactive by having buzzers, prizes, etc.

Note: Although Jeopardy is usually played by asking a question, it is probably easier to have the students just give the answer.

If you think your class may not enjoy competing, teams can simply answer questions and earn points.

1 point

Note: Make sure that all teams have a turn to choose the category.

1. Introduce Getting Along Together Jeopardy as a fun way to review the Getting Along Together skills.
 - Display the Getting Along Together Jeopardy game sheet on the overhead or whiteboard.
 - Tell teams that they will work together to think of answers to the questions under each Getting Along Together category.
 - Assign one person on each team to be the reporter.
 - Read each category: Conflict Solvers, Brain Games, “I” Messages, Friendship/Empathy, and Hurdles/Stop and Think.
 - Tell teams that you will read a question under each category. Each team will get a turn to choose a category.
 - Call on a team reporter to choose a category.
 - Read one question under that category.
 - After listening to the question, *all* teams should discuss the answer. When they know the answer to the question, the team reporter should raise his or her hand as quickly as possible. The first team reporter who raises his or her hand gets to answer first.
 - If the team reporter correctly answers the question, the team earns 1 point! If the team incorrectly answers the question, call on a new team to answer, and award 1 point if they answer correctly.
 - Put an “X” through the category box once it is chosen so the teams know which categories are left.

Questions:

Conflict Solvers

Which conflict solver could you use when two people want to use the class computer at the same time?

Share, take turns, find something else to do, or compromise.

If you yell at someone because he or she took the last jump rope and you wanted it, which conflict solver could you use?

Apologize.

If you accidentally tear someone's paper, which conflict solver could you use?

Fix the problem by taping it, or apologize.

Brain Games

What is one Brain Game that helps you practice remembering, and how does it help you practice this skill?

Here Is Your Ice-Cream Sundae, On My Pizza, I Like, Going to Grandma's, etc.

Which strategy could you use to help you focus in the Brain Game, Telephone?

Use the active-listening posture; think hard, and pay close attention; say back what you heard; ask a question if you don't understand something; try not to have a lot of distractions, etc.

When you play the Brain Game, The Pickler, which strategy could you use to help yourself stop and think so you don't smile or laugh?

Count quietly to 5, or take a deep breath.

"I" Messages

When someone makes fun of you for reading a word wrong, what "I" Message could you give?

I feel sad because I don't like to be teased.

What "I" Message could you give when your classmates are giving you compliments for being the Cool Kid?

I feel happy because I like hearing positive comments about myself!

What "I" Message could you give when you are up to bat and have missed hitting the ball three times in a row?

I feel frustrated because I can't seem to hit the ball today.

Friendship/Empathy

What classroom rule do we have for making sure that everyone is included?

No one gets left out.

What is one thing you could do to make a new friend?

Introduce yourself by looking at the person and telling the person your name, ask him or her what his or her name is, or ask the person to do something with you.

What could you do or say to someone to show that you care about him or her when he or she is feeling frustrated because he or she can't read a word correctly?

Tell him or her about a time when you had difficulty reading a word, ask him or her if he or she wants some help, etc.

Hurdles/Stop and Think

If someone teases you because you are having trouble solving a math problem, what is the first thing you should do?

Stop by using Stop and Stay Cool, taking a deep breath, etc.

Complete this sentence: If I am not sure whether something happened by accident or on purpose, I should stop in my tracks and _____.

Get the facts.

Think of two ways that you could respond to this situation and what might happen next: Your best friend says she can't play with you today because she is playing with someone else.

Tell her she is mean. Then she might get mad at you. Or play with someone else for the day. Then you might make a new friend.

1 minute

Team huddle to discuss the Big Q

- Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.

Reflection

4 minutes

2 points



The Big Q:

Which Getting Along Together skill has most helped our class to get along well together? How has it helped?

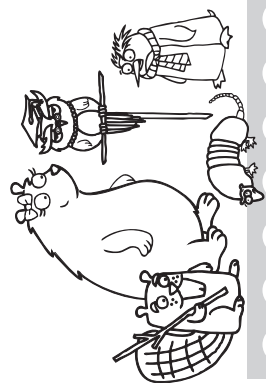
Accept reasonable answers. For example, learning about the hurdle, not interrupting, and strategies for not interrupting has helped our class have better discussions.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

- Ask the students to brainstorm bonus questions for the Getting Along Together Jeopardy game to earn extra points.
- Have the students create a new game to play to review the Getting Along Together skills and strategies. Play it in class, and have them take it home to play over the summer.



Getting Along Together Jeopardy

Conflict Solvers	Brain Games	“I” Messages	Friendship/ Empathy	Hurdles/ Stop and Think
1 point	1 point	1 point	1 point	1 point
1 point	1 point	1 point	1 point	1 point
1 point	1 point	1 point	1 point	1 point

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- Goal setting:
 - Review last week’s goal, and assess progress.
 - Identify a new goal.
 - Brainstorm strategies using the graphic organizer.
 - Post the goal and strategies for meeting the goal.
 - In this and any remaining Class Councils (except for the last Class Council of the year described in lesson 3), brainstorm times over the summer when the students could use their GAT skills. Use the graphic organizer to target specific skills. For example, in the center of the graphic organizer, write “Stop and Stay Cool.” Have the students think of times over the summer when they might need to use this skill. Ask questions such as “What are some situations in which it might be hard to stop and stay cool over the summer?” Emphasize the practice of any GAT skills over the summer such as active listening, win-win solutions, focus, memory, Stop and Think, etc.
 - Continue to highlight skill improvement in specific areas.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Let's celebrate!

Getting Along Together Routines

Cool Kid: Choose a Cool Kid, and solicit compliments daily. Write three of these compliments on the Cool Kid certificate, and present it at Class Council.

Cooperative Challenge: Locate this week's challenge on the Schoolwide Cooperative Challenges list. Remember that the entire school is working on the same challenge, so all school staff should watch for opportunities to reward the desired behavior when they see it.

Brain Game: Play a Brain Game of your choice to reinforce a skill that you think your class needs to improve whenever time allows during the day/week.

Team Points: Tally team points at the end of the day, and celebrate point totals with the students.



Key Point of the Lesson: Students will plan how to use the Getting Along Together skills over the summer and will give and receive affirmations about their work as positive teammates.

ADVANCE PREPARATION

- ☐ Have the Getting Along Together Summer Plan card ready to distribute—one per student.
- ☐ Write each student's name at the top of the I am a SUPER Teammate! card.
- ☐ Think about a compliment that you could give to each student, and write it on the I am a SUPER Teammate! card ahead of time, or be prepared to write a compliment for each student during the lesson.
- ☐ Prepare a copy of the Getting Along Together Summer Plan page and the I am a SUPER Teammate! sheet for the overhead or whiteboard.
- ☐ Have the Train Your Brain! poster available.
- ☐ Prepare any materials that you will need for the celebration activity described at the end of the Teamwork activity.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Discuss the summer plan for working on Getting Along Together skills.

Teamwork

- Give and receive super teammate compliments.
- Optional: Based on how much time you have left in the school year, complete an end-of-the-year celebration project. See lesson for details.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Announce the Big Q.

1. Announce the Big Q for this lesson.

Big Q: Which Getting Along Together skill will you try to use over the summer? How will you use this skill?

9 minutes

Discuss the summer plan for working on Getting Along Together skills.

2. Introduce the Getting Along Together Summer Plan form.

You have done such a great job of improving your Getting Along Together skills, and the good news is that you can keep using these skills over the summer!



Display the Getting Along Together Summer Plan on the overhead or whiteboard. Read through the four different ways to solve problems over the summer.

Distribute the Getting Along Together Summer Plan cards to each student.

Note: Make sure to give students the correct card because you have written their names on the "Super Teammate" side of the card.

Use **Buddy Buzz** to have the students discuss the following:

Tell your buddy which of these four ways to solve problems will be easiest for you to do and which one you really want to improve on over the summer.

Call on several students to share ideas about which solutions they will try to improve on over the summer.

Read through the activities that the students could do over the summer to keep their trained brains strong. Point to the Train Your Brain! poster, and give the signal for each skill as you explain.

Use **Buddy Buzz** to have the students discuss the following:

Think of one way that you could keep working on the Brain Game skills over the summer.

Call on several students to share responses.

Teamwork

15 minutes

Give and receive super teammate compliments.

1. Introduce the super teammate sheet.
 - Remind the students that giving compliments and being kind to their teammates have been important parts of Getting Along Together, just as they have done all year with the Cool Kid.
 - Tell the students that they will think of a compliment for each of their teammates.
 - Ask the students to turn the Summer Plan cards over to the Super Teammate side of the card. **Note:** Have the students write their names at the top of the paper if you haven't already done so.
 - Have the students pass around their cards to their teammates. Have each teammate write a compliment for each of their teammates. **Note:** At this time, you could circulate and write a compliment for each student unless you have already done so in advance.
 - Have teammates read the compliments on their papers and share any of them with their teammates.
 - Allow the students to take these cards home.

1 minute

Team huddle to discuss the Big Q

1 or 2 weeks, as long as time allows

Celebration project

Note: Each project can last more than one week, depending on how much time you have left in the school year.

2. Have the students do a team huddle to discuss the Big Q and be prepared to answer it using Random Reporter. Award team points for thoughtful responses.
3. Optional: Complete one of the following end-of-the-year activities to wrap up the Getting Along Together curriculum:
 - Create a banner, poster, quilt, mural, or another art project to highlight important Getting Along Together skills learned throughout the year.
 - Have teams create a goal book or poster to highlight what they want to work on this summer.
 - Have your class work with another second-grade classroom to prepare a presentation for the school about Getting Along Together. Invite the parents or family members to see the performance.
 - Do a community service project to highlight the importance of showing empathy toward others.
 - Have teams create a news-broadcast video about an important Getting Along Together skill.

Reflection

4 minutes

2 points



The Big Q:

**Which Getting Along Together skill will you try to use over the summer?
How will you use this skill?**

Accept reasonable responses, for example, I will try to use my memory skills by chunking/categorizing the grocery list.

Home Connections

Pass out one Home Connections ticket to each student at the end of the lesson. Remind the students to bring their Home Connections tickets back tomorrow. Celebrate class completion of homework at the end of every Class Council.

Extend and Connect

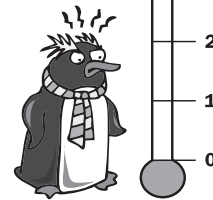
- Have the students set a goal for a Getting Along Together skill that they would like to improve over the summer.
- Read *Oh, the Places You'll Go* by Dr. Seuss to encourage the students to think about their future possibilities and how using the Getting Along Together skills can help them reach their goals.
- For students who need extra help in a Getting Along Together skill, consider making a reminder book of specific strategies that they could use to improve that skill over the summer.

**Getting
Along
Together**
2nd Edition

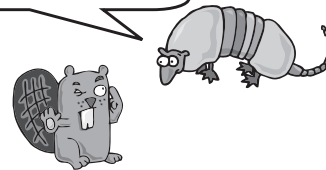
Summer Plan

To solve problems this summer, I am going to:

- Use the Feelings Thermometer and Stop and Stay Cool when I have a strong feeling.
- Use win-win solutions to solve conflicts.
- Use "I" Messages to tell how I feel about a problem.
- Stop and Think before I act!



I feel _____
because _____



Stop and Think

To keep my trained brain strong this summer, I will do these kinds of activities:

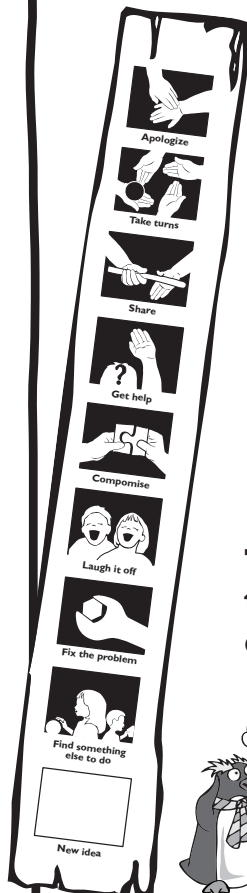
- Pick a word of the day, and clap my hands when I hear that word.
- Try to remember a list of 5–10 things my family needs to buy at the grocery store.
- Play The Pickler or Don't Break the Sugar Bowl.



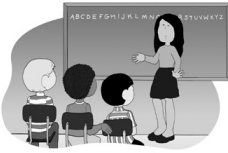
Focus



Stop and Think



Remember



Practice
Active Listening.

**Think about
how the
other person
might feel.**



Complete Tasks.



Help and
Encourage Others.

I am a **SUPER** Teammate!

Compliments from my teammates:

1. _____

2. _____

3. _____

Compliments from my teacher:

**Use
the
COOL
RULE!**



Everyone Participates.

**Stop
in your tracks,
and get the
facts!**



Explain Your Ideas/
Tell Why.

**Stop
and
stay cool!**

Weekly Class Council Meeting Guide

ADVANCE PREPARATION

- ☐ Have the graphic organizer ready to use.
- ☐ Calculate team points. Have team stickers available.
- ☐ Consider specific examples of what the class did well this week.
- ☐ Identify an area or two for improvement so you can help the students set a measurable goal for the week.
- ☐ Prepare the Cool Kid certificate.

20 minutes

Part I: Review the week. Set a goal.

- Review the week, highlighting and celebrating examples of what went well, with input from the students.
- If this is the final Class Council meeting of the year, encourage general reflection, and celebrate the growth of the class throughout the school year. Have the students give specific examples of class growth and goals that they have met throughout the year. Highlight opportunities to use Getting Along Together skills over the summer.

10 minutes

Part II: Celebrate

- Award the team celebration stickers. Celebrate with team cheers!
- Present the Cool Kid certificate.
- Celebrate the return of the Home Connections tickets.

Complete part II by having a class party! Celebrate by playing Brain Games, performing skits, dancing, having a pizza party, etc.

The Getting Along Together DVD

We are very pleased to include the attached DVD with your purchase of the teacher's manual. This DVD includes the animations used in your grade-level lessons.

This DVD will play either in a stand-alone DVD player or in your computer DVD player.

Getting Along Together

2nd Edition

To succeed in school and life, students need to master reading, math, and other academic skills. Developing those skills requires that students *learn how to learn*, both independently and with others. Getting Along Together 2nd edition is a schoolwide program and curriculum that helps students build these skills and apply them both in and out of the classroom. It teaches students strategies to focus their thinking, manage their behavior, build positive social relationships, and understand and cope with their feelings—all in ways that support learning and life success.



The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

These programs were originally developed at Johns Hopkins University.