

Getting Along Together

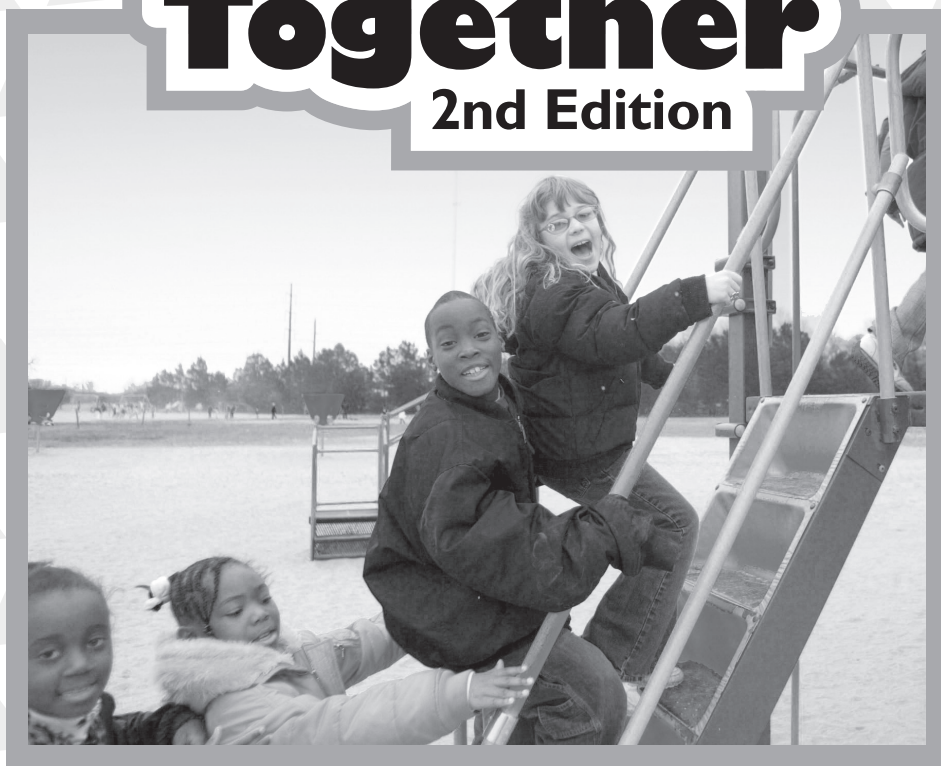
2nd Edition



Grade 3 Teacher's Manual

Getting Along Together

2nd Edition



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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 3 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 3: Getting Along Together

Teacher Program

Prep Guidelines

Checklist of SFAF-provided GAT materials per classroom:

GAT 2nd Edition Start-Up Kit	Grade-Level 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 Bags <input type="checkbox"/> Craft sticks <input type="checkbox"/> Plastic chips <input type="checkbox"/> GAT2 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 3 <input type="checkbox"/> Getting Along Together 2nd Edition DVD <input type="checkbox"/> GAT2 Teacher/Team/Student blackline masters for grade 3 Note: These are also available on the SFAF Online Resources. <input type="checkbox"/> Grade 3 Think-It-Through sheets (30 pack) <input type="checkbox"/> GAT2 Grade 3 Trade Books <i>A Listen Lesson Learned</i> <i>Matthew and Tilly</i> <i>Iris and Walter and the Field Trip</i> <i>How Do I Stand In Your Shoes</i> <i>Jamaica Tag-Along</i> <i>Teammates</i> <i>Do Unto Otters</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 BLM) ideally placed in protective plastic, the 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 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 GAT 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 opening 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 appropriately express their feelings—all in ways that support classroom learning and life success.

In the course of the initial two weeks of daily Getting Along Together lessons, the students will be taught the following fundamental program concepts:

- Teamwork and cooperation are critical for learning.
- Active listening, paying attention, and waiting are important skills for teamwork and learning.
- Emotional self-awareness, including understanding and appropriately expressing emotions, is critical for constructive teamwork and for a positive classroom community.
- Conflict is a normal part of life for children and adults, but conflicts can and should be resolved peacefully.
- Conflict involves feelings (sometimes intense feelings of anger or frustration).
- Focus, self-control, and memory are critical cognitive skills for school success.

To help them internalize these concepts, the students will learn specific Getting Along Together skills and techniques. Emotional-management techniques include the Feelings Thermometer, Stop and Stay Cool, Stop and Think, and “I” Messages. Conflict-resolution strategies include win-win solutions, conflict solvers, and the Peace Path. The three cognitive skills—focus, memory, and self-control—are strengthened by playing Getting Along Together Brain Games.

Additional Getting Along Together classroom routines intended to enhance teamwork and peaceful problem solving include the team cooperation goals, Cool Kid, the Cooperative Challenge, weekly Class Council meetings, and the awarding of team points.

Unit Outcomes

Thinking and Cognitive Skills

Students will:

- use listening skills during team discussion and active instruction in the classroom to take in, retain, and access information;
- sustain attention on a task through multiple strategies;
- ignore distractions while doing a task;
- control inappropriate responses in favor of more appropriate behavior;
- utilize a variety of self-control techniques to meet the demands of the situation;
- remember and follow directions and utilize a variety of effective strategies to do so;
- understand the link between focus and memory;
- understand the link between comprehension and memory;
- learn memory strategies;
- remember and manipulate information in memory; and
- formulate a simple plan of future action (including goal setting).

Emotional-Management Skills

Students will:

- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- identify the intensity of feelings in themselves and others;
- understand how feelings and behaviors influence each other;
- learn effective and appropriate methods to express emotions to others;
- use a variety of techniques to regulate emotions, such as anxiety and anger; and
- use a variety of techniques to calm themselves down.

Interpersonal and Conflict-Resolution Skills**Students will:**

- participate as active and successful members of a team;
- understand the value of community;
- understand that conflict and anger are normal parts of life, but how they handle them is important;
- understand effective and ineffective outcomes to conflict;
- use listening skills to elicit and understand the feelings and opinions of others;
- understand that people may feel differently from themselves; and
- understand classroom expectations and exhibit appropriate classroom behavior.

Books Used in Unit 1:

A Listen Lesson Learned by Betsy Wilmerding

Matthew and Tilly by Rebecca C. Jones

Introduction to Getting Along Together and the Importance of Teamwork

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: 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.



Key Point of the Lesson: Students will be introduced to the Getting Along Together program and some of its supporting routines. They will get to know their teammates, understand the importance of teamwork, review the five team cooperation goals, and understand team points.

ADVANCE PREPARATION

Make sure you have prepared your classroom according to the Getting Along Together Program Prep guidelines located prior to this lesson.

Note: For the opening two weeks of school, Getting Along Together is taught **daily**. The first lesson takes 90 minutes, and the next nine lessons take 60 minutes. When you begin to teach Getting Along Together lessons **weekly**, the lessons are 30 minutes.

- ☐ Divide the students into teams of four students each (You may have some teams of five.), following the guidelines for team set-up described in the *Getting Along Together 2nd Edition Teacher's Guide*. Teams should not be randomly assigned.
- ☐ Suggested fun ways to put the students into your preplanned teams:
 1. Make enough copies of the Car Team Cards provided, so there is one for each student. Decide who will be on which team, and then who will get which car picture. As the students arrive, hand each student the appropriate car pictures. Then ask the students to find and sit with people who have the same picture.
 2. Before the students arrive, organize a deck of cards into six to eight sets of four matching numbers/faces (i.e., four jacks, four aces, four 2s, etc.). As the students arrive, hand each student one of the playing cards; then ask all the aces to find one another and sit together; ask all the kings to sit together; etc. If you need to have a few teams of five students, ask the aces and the kings to sit in one team, etc.

3. Think of six to eight different categories such as food, sports, musical instruments, etc. As the students arrive, hand each student a picture of something in one of the categories such as a hamburger; a baseball player; or a guitar. The students then have to figure out which category they belong in and sit with the students who share their category. You will need to find pictures in magazines or make them yourself.
 4. Use another idea of your choosing.
 - ☐ Determine partners within teams.
 - ☐ Give each team a number until they come up with their team names (which they do at the end of this lesson), and use those numbers on the Team Success poster. Numbering the teams will allow you to keep track of team points before teams have team names.
 - ☐ Write the name of each student on a craft stick for choosing the Cool Kid randomly; place all the sticks in a permanent container.
 - ☐ Have a sentence strip posted that says "Our Cool Kid is: _____." Feel free to create a more elaborate, celebratory Cool Kid poster; either now or in the second half of the year; to use when each student is the Cool Kid for the second time.
 - ☐ Have one Cool Kid certificate ready.
 - ☐ Have the Team Tally and Team Success posters displayed, and have the "Super," "Great," and "Good" stickers ready to show to the students.
 - ☐ Write the Big Q on the sentence strip, so it is ready to post during the lesson. **Note:** You will announce and post the Big Q at the beginning of every lesson, and teams will answer it at the end of every lesson.
 - ☐ Prepare the "Group or Team" DVD for viewing. It is on the Getting Along Together 2nd Edition DVD provided in your classroom kit. Watch it before you show it to the students so you know what to expect and to ensure that the equipment works.
 - ☐ Copy the Group or Team worksheet—one per team.
 - ☐ Copy the team cooperation goals paper that depicts the five goals—one per team. If possible, laminate the papers, or use protective plastic covers.
 - ☐ Copy the Teammate Bingo sheet—one per student.
 - ☐ Prepare a chart entitled "Meaningful compliments are:" with the following bullets:
 - kind and encouraging words
 - detailed and tell why
 - about actions, not things
 - ☐ Have ready the materials you will need for the team tower-building activity: fifteen index cards per team, a roll of invisible tape per team, and markers and colorful stickers (if you have them).
- Note:** This activity is an excellent team-building experience, so you are strongly encouraged to provide the necessary materials. If you cannot supply them, either substitute the activity of making a team poster that illustrates the team name (Provide posterboard, markers, magazines, glue, etc.), or choose another team-building activity from the list provided in the *Getting Along Together 2nd Edition Teacher's Guide*.
- ☐ Sign and copy the Parent Peek letter—one per student.

Agenda

Active Instruction

- Have the students get into their teams.
- Briefly introduce Getting Along Together.
- Introduce the Cool Kid routine, and explain meaningful compliments.

Teamwork

- Introduce and practice the Zero Noise Signal.
- Use the talking sticks to begin teammate introductions.
- Play Teammate Bingo.
- Watch and debrief the “Group or Team” video.
- Review the team cooperation goals, and connect them to the concepts in the DVD.
- Introduce the Big Q.
- Explain team points.
- Introduce the team tower-building activity.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek. Homework will start in the third week of school.

Active Instruction

5–10 minutes

Get the students into their predetermined teams, and introduce Getting Along Together.

1. Divide the students into teams of four students per team (or five students if necessary) using one of the suggested methods described in the Advanced Preparation section.
2. Introduce the students to Getting Along Together.

Say:

Welcome to Getting Along Together for third graders. Some of you may have had these lessons in previous grades, so you know that Getting Along Together teaches us how to be better teammates who can express our feelings appropriately, solve conflicts, and be listening and caring friends. Getting Along Together also helps us build strong brain muscles so we bring the strongest brains we can to our teamwork and learning.

5 minutes**Introduction to
the Cool Kid and
meaningful compliments**

Reminder: There are four ongoing routines in Getting Along Together: the Cool Kid, the Cooperative Challenge, Brain Games, and team points. By the end of lesson 3, you will have introduced them all.



3. Introduce the students to the first of three critical Getting Along Together routines: the selection of the Cool Kid.

- Select the name of the Cool Kid from the marked craft sticks. Post the student's name in the appropriate space, and explain that he or she is the Cool Kid for the whole day!
- Explain that everyone else in the class will remember all the Cool Kid's positive actions—especially those that enhance teamwork—so the class can give meaningful compliments to him or her at the end of the day.
- Show the students a Cool Kid certificate. Explain that the Cool Kid will receive the Cool Kid certificate at the end of the day.

4. Introduce the concept of meaningful compliments.

- Ask:

What is a compliment?

Take one or two responses.

A compliment is a nice statement that we say to someone about something that he or she did, made, owns, etc.

- Point to the meaningful-compliments chart. Say:

In our class, we want to give *meaningful* compliments. Listen closely to the difference in these two compliments.

- Pick two students, and ask them to pretend that they are in art class.
- Model two different kinds of compliments, one vague and one specific. For example, say to the first student:

“Nice painting.”

- Say to the second student, being sure to use his or her name:

“_____, I love how you added that scarecrow to your painting. It really looks like a cornfield now. That addition made the painting come to life!”

- Ask:

Which compliment would you rather receive and why?

Take one or two responses.

The second one because it is detailed and tells why, which makes it more meaningful.

- Say:
I am going to give two people a compliment, and I want you to think about which one is about the person and which one is about a thing.
- Pick two students.
- Model two different kinds of compliments, one about someone's possessions and another about someone's character and actions.
- For example, say to the first student:
“_____, **your sneakers are cool!**”
- Say to the second student:
“_____, **you were so kind to help Andre clean out his locker!**”
- Ask:
Which compliment was about the person's actions, and which compliment was about a thing that the person owns?

Call on one student.

The locker compliment was about positive actions. The sneakers compliment was about a thing.

- Ask:
Why does a compliment about something that someone did or said mean more than a compliment about something the person owns?

Call on one student.

A person has to think and work hard to do or say something good. A person can be lucky to have fancy shoes or some other possession, but he or she did not have to try hard or work hard for that.

- Summarize, pointing to the meaningful-compliments chart.
In our class, we want to compliment people in a kind and detailed way for actions, not things. A meaningful compliment is for something that a person did, made, or said to be a great team member and classmate.
- Remind the students to remember all the great teamwork behaviors that today's Cool Kid demonstrates so they can give him or her meaningful compliments at the end of the day.
- Try to give the Cool Kid special jobs, and invite him or her to be your special helper as much as possible.

Teamwork

5 minutes

Zero Noise Signal and teammate introductions

Practice the Zero Noise Signal frequently over the next few days, stressing the concept of practice leading to better, quicker results. In a day or so, you can consider giving team points for quick responses to the signal.

10 minutes

Teammate Bingo

5 minutes

Discussion about groups vs. teams

Have the students use **Buddy Buzz** to quickly talk about answers to these questions with partners.

- When the students are ready to begin the teamwork activities, introduce the Zero Noise Signal.
 - Have the students practice getting quiet quickly with their eyes on you two or three times.
- Have the students get to know their teammates.
 - Make sure that one person on each team has the talking stick and that the students understand that only the person holding the stick may speak.
 - Ask each person to say his or her name and favorite singer, and highlight the need to listen to one another.
 - After everyone has had a turn to speak, ask the students to pass the stick again, this time instructing each student to introduce another teammate by name and tell who his or her favorite singer is.
 - Circulate, checking for and encouraging good listening.
 - Introduce Teammate Bingo, an activity designed to help the students get to know their teammates better.
 - Read aloud the directions for Teammate Bingo to complete the cards, and tell the teams to begin. Allow 2 or 3 minutes for this.
 - When they have completed the bingo cards, ask the students to use the talking stick and share with their teammates one new fact that they learned about one teammate by playing the bingo game.
- Introduce the topic of “What is a team?”
 - Ask:

What is a team?

Take one or two responses.

A team is a group of people working or playing together, like a basketball team or a football team.
 - Use **Buddy Buzz** to ask:

What is an example of a team that is not a sports team? Tell a buddy what it is and why it is a team.

Examples might be a musical group, a medical team, a construction crew, etc.

Call on two students to share responses.

 - Use **Buddy Buzz** to say:

Tell your buddy about a team you were on and how you knew it was a team and not just a group of people in the same room.

Call on one or two students to share responses.

20 minutes

DVD and team completion of related answer sheet



4. Introduce the “Group or Team” DVD.

- Explain that teams will now watch a video about the difference between a team and a group and that in their teams, they will answer the questions that the video asks.
- Hand out the Group or Team worksheets, one per team. Allow teams about 20–30 seconds to discuss each team/group question.
- Play the video, and have teams grade their papers when the narrator gives the answers.
- Debrief by asking teams to identify the key differences between a team and a group.
- Use **Random Reporter** to have each team share one trait of a team. Chart the traits that make up a team, and refer to the chart when discussing the following team cooperation goals. Sample answers include:

Team members work together toward a shared goal; they help one another; they listen to one another; teammates can have different jobs, but they all have the same goal, etc.

5 minutes

Introduction of team cooperation goals and their application to the video

If possible, laminate the papers depicting the team cooperation goals or put them in protective plastic covers, and post a copy where each team can see it.

5. Review with the students the Success for All team cooperation goals.

- Pass out the Team Cooperation Goals paper depicting each of the goals, one per team.
- During discussion of the goals, highlight the team traits chart from the video discussion to praise the students for already identifying key teamwork principles.
- Explain the team cooperation goals as follows:

Practice active listening: Listen closely to everything your teammates are saying.

Help and encourage others: Help your teammates when they are having problems, and tell them when they are doing a great job.

Everyone participates: All team members need to be included; no one gets left out.

Explain your ideas/Tell why: Make sure that your teammates understand what you mean when you are giving an idea.

Complete tasks: Work with your teammates to finish your assignment.

- Use **Buddy Buzz** to ask:

Think about one of the human team examples from the video (firemen, students, musicians, etc.). What could go wrong if that team did not use each of the team cooperation goals?

Call on one or two students to share responses.

2 minutes**Introduce the Big Q.**

6. Introduce the Big Q.

- Explain that in every Getting Along Together lesson all year, you will ask a Big Q, which is a question about one of the main points of the lesson. At the end of every lesson, the students will discuss the Big Q in their teams and answer it as a team.
- Announce and post today's Big Q, which the students will need to answer at the end of today's lesson:

Big Q: How will the team cooperation goals help us to be a team, not just a group or a crowd?

- Remind the students that their teams need to be able to answer that question at the end of today's lesson.
- Explain that, starting tomorrow, you will announce the Big Q at the beginning of the lesson so the students know what they need to answer at the end of the lesson.

5 minutes**Introduce team points.**

During Getting Along Together, each team should be earning a minimum of 5 points each day. Take every opportunity to award points so teams achieve at least their minimum. Be especially generous with points in these early days of Getting Along Together.

It can be hard to remember to give team points in the beginning of the year; and sometimes doing so feels disruptive. You will find that it gets smoother and easier as the year progresses.

7. Explain team points.

- Show the students the Team Tally poster, the Team Success poster, and the “Super,” “Great,” and “Good” stickers, and explain that at the end of every week, there will be a celebration of how well each team did earning points.
- Explain that teams will earn 1 team point each time any team member demonstrates one of the team cooperation goal behaviors.
- Explain that teams will earn 2 team points for answering the Big Q that you will ask at the end of each Getting Along Together lesson.

Note: Eventually, the students will also get team points for the Cooperative Challenge, which you will introduce in the next lesson. There are also opportunities for teams to earn points during some of the team activities; these are clearly noted in the directions for the activity. Finally, you are encouraged to use team points in other ways if they help to motivate your students. See the Getting Along Together Program Prep guidelines for a description of the various ways that the students can earn points.

8. Introduce a team-building activity, Team Tower Building.

- Remind the students that teams that show any of the team cooperation goals during the activity will earn points for their teams.
- Give each team about fifteen index cards, a roll of invisible tape, some colorful stickers, and markers. Ask each student to write his or her name on one of the cards.
- Explain that each team has to construct a tower of index cards using all the cards, **but that each team member can only use one hand.** Teams must use all fifteen cards. Team members will have to work together so the final product looks like a tower of some kind.

Note: If the one-hand rule is too hard and frustrating, feel free to allow the use of both hands. Also, you may need to give the hint that the students try folding the cards.

15 minutes**Team tower-building and team names**

During Teamwork, circulate and award team points, pointing out examples of students and whole teams showing good teamwork skills. Remember to pay special attention to the Cool Kid for the end-of-day compliments.

1 point per team
cooperation goal behavior



- Give teams a few minutes to plan; they should use the talking stick so everyone has a turn to give an idea. Then they have about 5 minutes to complete the project.
- During the activity, circulate among the teams, and give points for the demonstration of specific team cooperation goals.
- After the towers are completed, have the students look at one another's work to see the different approaches that each team took. The students should also see where their personalized cards ended up in each tower.
- Debrief, asking teams to discuss and identify which teamwork skills allowed them to complete the project. Use **Random Reporter** to call on one or two teams to answer.

9. Ask each team to think of a team name.

- The team name can be based on a common interest, a favorite book, a favorite sports team or music group, etc.
- The students should take turns presenting their ideas using the talking stick, and then reach consensus on a team name.
- Add each team name to the Team Tally and Team Success! posters.

Reflection

5 minutes

The Big Q
2 points for each
well-supported and
thoughtful response

1 minute for team huddle;
4 minutes to share responses



The Big Q:

How will the team cooperation goals help us to be a team, not just a group or a crowd?

Note: Encourage use of the talking stick as teammates have a team huddle to discuss the question for 1 minute. Then use **Random Reporter** to ask teams to share one idea that is relevant to the question.

We will listen to one another and work together to reach a goal; we will have everyone's participation, not just a few; we will say kind and encouraging words to one another; we will explain why we think our ideas are useful; we will work until the job is finished.

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.

Extend and Connect

- Keep the students in their Getting Along Together teams.
- Award team points all day for demonstration of the team cooperation goals.
- Find teachable moments to reinforce the themes from the Getting Along Together lessons. For example, highlight any examples or benefits of good teamwork and the team cooperation goals from academic subjects such as reading and social studies.
- Read *City Green* by DyAnne DiSalvo-Ryan as a great example of teamwork in action. Ask the students to identify examples of the team cooperation goals in the book.
- Ask teams to think of a word or phrase that describes the different qualities of a good teammate, using the word *teammate* as an acrostic. For example:

T = *Tries to listen to other teammates*

E =

A =

M =

M =

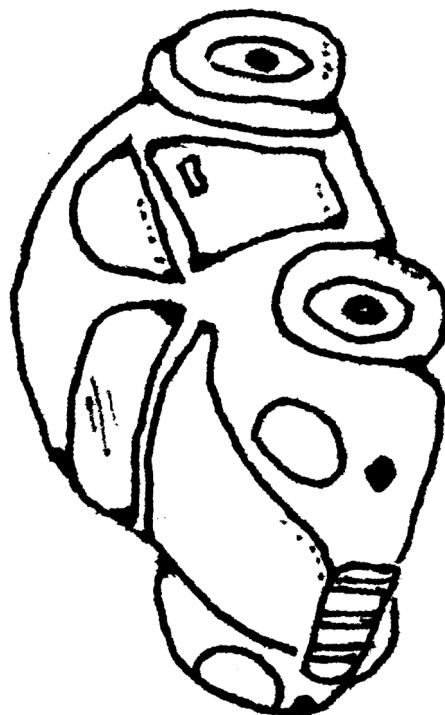
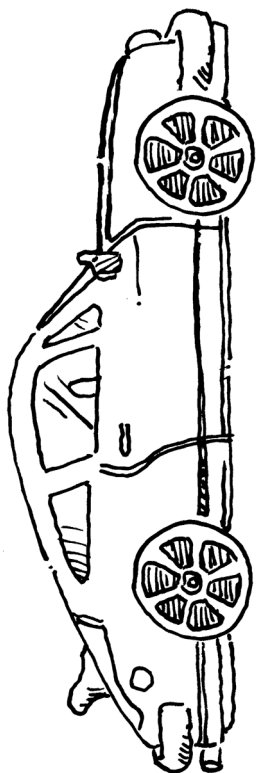
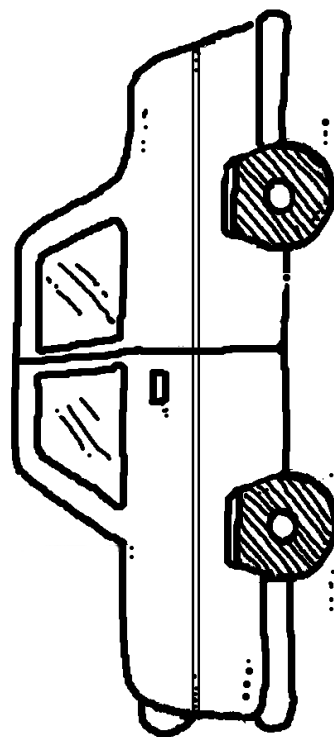
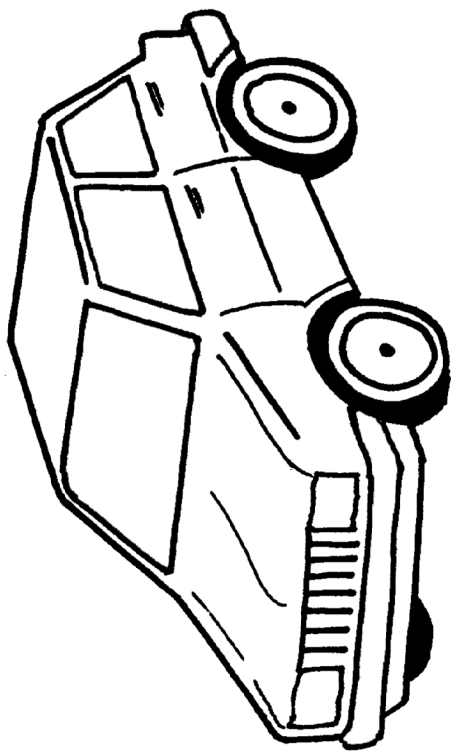
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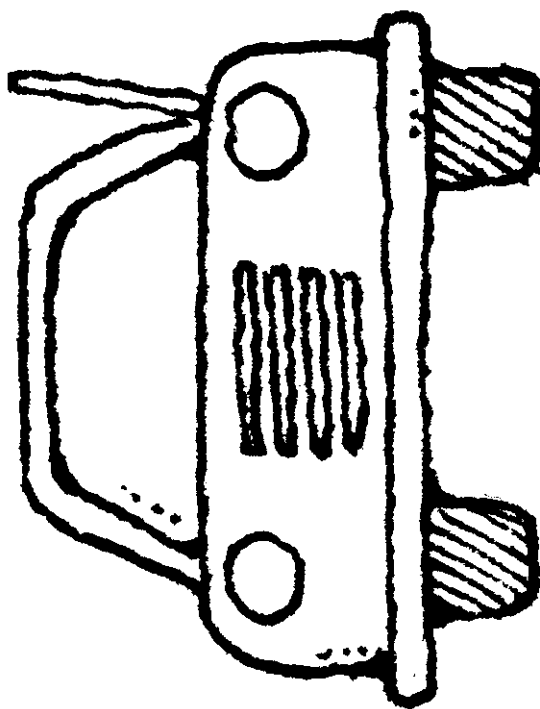
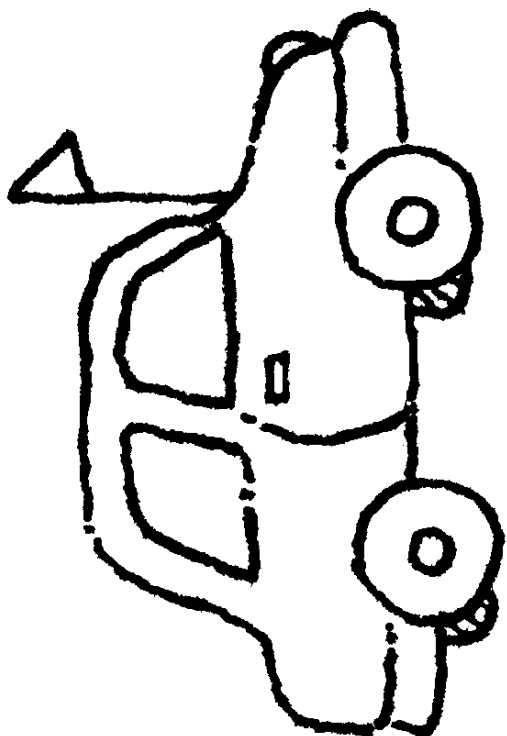
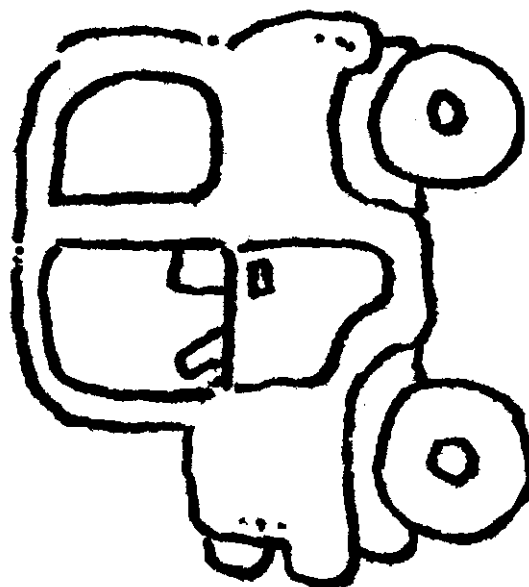
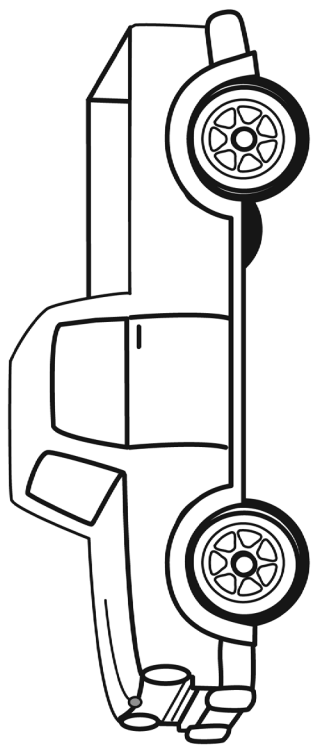
T =

E =

- Create opportunities for the students to practice kind and encouraging words. For example, have teams or partners toss a penny or paperclip back and forth without dropping it or do a certain number of pushups, etc. During the challenge activity, the students should practice saying kind and encouraging words to one another.

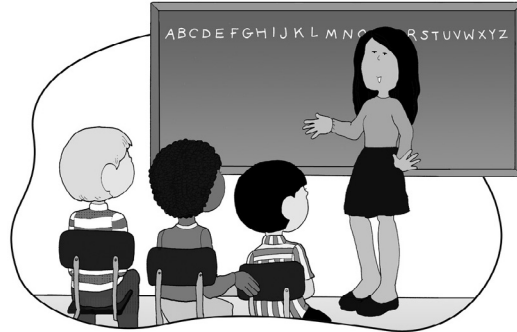
Team Cards



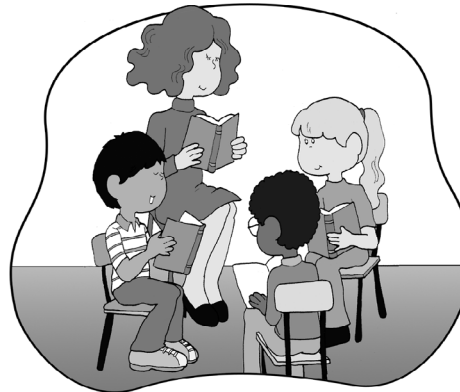


Team Cooperation Goals

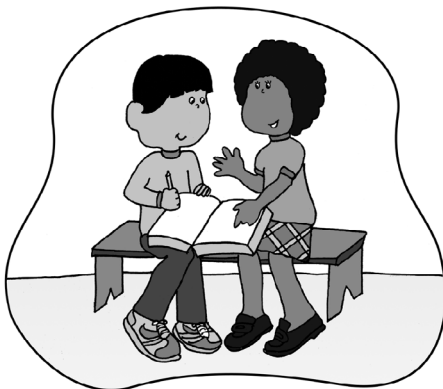
**Practice Active
Listening**



**Explain Your Ideas/
Tell Why**



**Everyone
Participates**



**Help and
Encourage Others**



**Complete
Tasks**

GROUP OR TEAM?

Talk to your teammates, and circle the answer that your team chooses!

Picture #1: The student puppets



GROUP OR TEAM?

Picture #2: The cows



GROUP OR TEAM?

Picture #3: The firemen



GROUP OR TEAM?

Picture #4: The math students



GROUP OR TEAM?

Picture #5: The fish in the tank



GROUP OR TEAM?

Picture #6: The plow horses



GROUP OR TEAM?

Picture #7: The students in rows



GROUP OR TEAM?

Picture #8: The musical band



GROUP OR TEAM?

Teammate Bingo

Directions: Learn about your teammates! Ask each teammate one of the questions, and fill in the box with the answer. Then, have your teammate sign his or her name in that box. To fill in all the boxes, you will have to ask one or two people more than one question. When everyone on your team has completed the Teammate Bingo worksheet, have everyone give a thumbs up and quietly say, “Bingo!”

Name _____

																	
What is your favorite food?						What sport do you like to play?						What is your favorite ice cream?					
Name:						Name:						Name:					
What are the names of your brothers or sisters?						What is your favorite book?						What is your favorite TV show?					
Name:						Name:						Name:					
What is your favorite song?						What is your favorite color?						What is your favorite movie?					
Name:						Name:						Name:					



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Every day we have to work with other people and get things done. Learning all the skills necessary to be a great team member and effective student is not always easy. 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 and to help create a peaceful and productive classroom environment.

Your child will learn teamwork and how to identify and express feelings appropriately, while learning to resolve conflicts in a positive manner and to see situations from another person's point of view.

In the program, the students will also play Brain Games, which are fun games designed to help the students practice and improve focus, memory, and self-control.

Finally, the students will have a weekly class meeting, called a Class Council, which is a time to celebrate class successes and set goals for class improvement.

Starting the third week of school, the students will have weekly homework in Getting Along Together that will be due the day after it comes home. The homework involves a parent or another adult and encourages your child to review what he or she learned in the lesson that day. Thank you for helping your child complete and return that homework.

To support the opening unit of Getting Along Together, here are a few activities you can try at home:

- Work as a family team to do chores around the house. Talk about what made you a good team!
- Tell your child about a team that you have been on.
- Ask your child to tell you how and why to give an "I" Message to share a feeling.
- Have your child model the four parts of active listening.
- Have your child show you how he or she is learning to focus, remember, and stop and think. Together, think of times when you and your child could use those skills at home.
- Ask your child to tell you about a favorite Brain Game. Try playing it at home!
- Ask your child to describe Class Council. Tell your child about any similar group in which you have been involved.

Sincerely,

Your Third-Grade Teacher

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.

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 will learn and practice the Active-Listening Signal and the four critical active-listening skills:

- the active-listening posture,
- focus,
- say it back/paraphrase, and
- ask questions.

ADVANCE PREPARATION

- ☐ Post the Active Listening poster.
- ☐ Have the book *A Listen Lesson Learned* available. Consider putting the key discussion questions on sticky notes on the appropriate pages of the book so you can read the book without looking at the Getting Along Together lesson plan.
- ☐ Copy the three Silly Stories so you can show them on the overhead or whiteboard if that helps your class. **Note:** All GAT2 projectables are included on the Online Resource Center.
- ☐ Copy the teamwork questions for the Silly Stories activity—one sheet per team.
- ☐ When you introduce the Cooperative Challenge, write it on the appropriate permanent space so the students can see it all week long. The list of challenges for the year is included with this lesson.

Agenda

Active Instruction

- Select a Cool Kid.
- Announce the active-listening topic.
- Announce the Big Q.
- Introduce the teacher-student role-play to demonstrate the importance of active listening.
- Review the remaining three parts of active listening: focus, say it back, and ask questions.
- Introduce the second ongoing Getting Along Together routine, the Cooperative Challenge.
- Read *A Listen Lesson Learned*, and debrief the story.

Teamwork

- Introduce the Silly Stories team activity to practice active listening.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

**Introduction to the lesson
and Big Q**

1. Select the Cool Kid.
2. Announce that today the students will review and practice active listening.
 - Announce and post 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 does good active listening make people better teammates?

4 minutes

Role-play demonstration

For the demonstration,
choose a student who will
enjoy acting.

3. Model a demonstration about why active listening matters.
 - Ask one student to come up to the front and pretend that he or she is a parent whose child just crawled into the lion's cage at the zoo. You, the teacher, are the zookeeper. The parent should tell you worriedly about the child in the cage with the dangerous lion.
 - As the student talks, you, the zookeeper, model **NOT** listening. For example, file your nails, read papers, hum, talk over the speaker, don't make eye contact, etc.
 - Say:

Give me a thumbs up or down if you think the zookeeper showed good active listening.

Look for thumbs down.

- Use **Buddy Buzz** to say:

Tell a buddy what the zookeeper did and did not do to show active listening.

Call on one or two students.

The zookeeper did not make eye contact, was busy doing other things while the parent was talking, talked while the parent was talking, etc.

- Use **Buddy Buzz** to say:

Tell a buddy how the parent probably *felt* when the zookeeper was not listening.

Call on one or two students.

Frustrated, upset, mad, etc.

3 minutes

Introduction to Active-Listening Signal and posture

4. Introduce the Active-Listening Signal and the Active Listening poster.

- Point out that the five animals on the poster are the Getting Along Together characters who will help the students get better at the Getting Along Together skills: Betty the bear, Owlivia the owl, Buster the beaver, Chilly the penguin, and Dilly the armadillo. Tell the students that they will know these animals very well by the end of the year! Note that these characters are also on the Cool Kid certificate.
- Remind the students that when they see the Active-Listening Signal, they need to get into the active-listening posture right away. Have the students practice responding to the signal and assuming the posture: eyes on you, being quiet, and sitting still with hands in lap as per the poster.

Note: If points motivate your students, award team points to the students who get into the posture quickly.

8 minutes

Introduction to three remaining parts of active listening

5. Referring to the Active Listening poster, introduce the three remaining parts of active listening: focus, say it back, and ask questions.

- Briefly explain **focusing**.

To focus when listening means to work very hard to hear, see, and understand whatever a speaker is telling or showing you. You have to turn your brain, ears, and eyes on high and tune out other distractions such as noise or something going on outside.

Focusing is a very important skill, and we are going to spend lots of time on it tomorrow.

- Briefly explain **say it back**, or *paraphrasing*.

To “say it back” means that you repeat back in a shortened way, using your own words, what the other person said. Saying it back shows the speaker that you have been listening closely, and it is a way to check that you heard correctly.

Tell a very quick story (15–20 seconds) about something that happened to you once. Have one partner paraphrase/say back the story to the other partner.

If most of your students had Getting Along Together lessons last year, you should be able to review the concepts quickly.

Another word for “say it back” is *paraphrase*; feel free to introduce this vocabulary word. You can also use the word *retell* if that is a reading term you use.

Call on one student to paraphrase the story for the class; check for understanding of the skill.

- Briefly explain **ask questions**.

Good active listeners ask questions about what a speaker just said. They ask questions to make sure they understood what the speaker meant, to get more information about what the speaker said, and to make the speaker feel heard.

- Explain that:

To make a cheese soufflé, you have to separate the egg yolks and the egg whites and whip the egg whites until they form peaks.

Call on one or two students to ask you a question about what you just said that will help them check for understanding.

Feel free to choose some other unusual explanation, such as changing a flat tire or directions to a specific place, that will require the students to ask clarifying questions.

2 minutes

Explain the Cooperative Challenge.

To ensure that teams are earning at least 5 points per day, you should look for any opportunities to reward the students who are demonstrating the Cooperative Challenge.

6. Introduce another ongoing Getting Along Together routine, the Cooperative Challenge.

- Explain that a Cooperative Challenge is a specific Getting Along Together behavior that the students will practice all week to earn points for their teams.
- Teams earn 2 points each time you (or another adult in the school) see a student doing the targeted behavior. **Note:** The students may also report that they, or a teammate, did the behavior if you did not see it yourself.
- Each week there will be a new Cooperative Challenge that you will announce during the Monday Getting Along Together lesson.
- Explain that the Cooperative Challenge is schoolwide, and everyone in the whole school will work on the same challenge each week.
- Announce that this week's Cooperative Challenge is to practice active listening; post the challenge in the appropriate space on the Getting Along Together bulletin board.

15 minutes

Read and debrief the book.

7. Read *A Listen Lesson Learned*.

- Explain that the class is going to read a book about the GAT characters, two of whom have a really hard time with active listening. As you read the book, ask the students to think about how the four parts of active listening could have helped Chilly and Buster.
- Read pages 1–4. Say:

Give me a thumbs up if you think Chilly and Buster are listening to Betty.

Look for a thumbs down.

- Ask:

What makes you think that they are not using good active listening?

Neither Chilly nor Buster are making eye contact with Betty, they are moving around, they are focusing on the boats and the race and not on Betty. They are not using say it back or asking questions, etc.

- Ask:

How do you think Betty feels?

Call on one student.

She feels frustrated, annoyed, etc.

- Read pages 5–11. Ask:

Betty just gave Chilly and Buster some important information. Why didn't they hear her, and what do you think might happen?

They were not using good active listening and they were being noisy. Now they might get stung by bees on the way to the party!

- Read pages 12–15. Ask:

Give me a thumbs up if you think Chilly and Buster got all the facts about the party.

Look for a thumbs down.

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

If Chilly and Buster had used their active-listening skills while Betty told them about the party, what would they have done differently?

Call on one or two students.

Chilly and Buster would have stopped moving around. They would have put down the boats and looked Betty in the eye. They would not have interrupted her while she was talking. They would have used say it back and asked questions about anything they did not hear or understand.

- Say:

Buster and Chilly did none of those things. Let's see what is going to happen next!

- Read through page 20. Ask:

How do you think Chilly and Buster feel?

Call on one student.

They feel embarrassed, sorry, ashamed, guilty.



For a description of Think-Pair-Share, see *Getting Along Together 2nd Edition Teacher's Guide*. In general, T-P-S is a more deliberate process than Buddy Buzz.

- Finish the book. Say:

Give me a thumbs up if you think this book teaches us that using active listening will help us be better friends to the people we care about.

Look for a thumbs up.

- Say:

The book also teaches us that, if we do not use good active listening, we get things wrong and make mistakes. Active listening helps us get the facts right. So good active listening helps us be both better friends and better students!

- Reread the first page of the book. Use **Think-Pair-Share** to ask:

What is the big difference between hearing and using active listening? If you are really listening, are you using just your ears, or are you also using other parts of your body?

Call on one or two students.

If you are using active listening, you are using your ears, eyes, and brain. You are looking at the speaker. You are thinking about what the speaker is saying.

Teamwork

20 minutes

Silly Stories team activity

Have the numbers and corresponding jobs written on the board so the students can remember their jobs.



You might need to give an example of a good active-listening question, such as "Did you say their ears were on their knees?"

1. Introduce the team activity, Silly Stories, to practice active listening.

- Ask the students to get into pairs within their teams, and count off 1s and 2s. Roles are as follows:

1s: Say it back.

2s: Ask questions.

Note: If you have more than four students on a team, two students can ask questions, so have one number 1 and two number 2s.

- Explain that you are going to read a Silly Story aloud; everyone needs to use excellent active listening! After you finish the story, the 1s are going to say it back to their partners, and the 2s are going to think of good active-listening questions to ask about the story.
- Before you read the story, give the Active-Listening Signal, and award team points for use of the active-listening posture.
- Read the first Silly Story, showing it on the overhead or whiteboard if that is helpful for your class.

Yesterday a spaceship landed in my yard, and two aliens from the planet Zip got out. They were very friendly, but they looked pretty funny. Their ears were on their knees, and they walked on their hands. They said they were hungry, and they ate my broom.



**1 point for correctly
answering all
three questions**

Remember to redo the roles
on the board.

- Ask the 1s to say back the story, in their own words, to their partners.
- Use **Random Reporter** to call on a few number 1s to share responses that demonstrate paraphrasing.
- Ask the 2s to think of one good question that would help them check that they heard the story correctly. Have them tell that question to their partners.
- Use **Random Reporter** to call on a few number 2s to share responses that demonstrate asking questions.
- Pass out the Silly Stories Teamwork Questions sheets. Explain that if everyone on the team used active listening, the team should have no trouble answering the three questions on the Silly Stories Teamwork Questions sheet. **Make sure the story is not still visible on the overhead/whiteboard!**
- Ask all the team members to answer the questions to the first Silly Story together.

Note: If your students are motivated by points, consider offering a point to teams that answer all three questions correctly on this and the next two stories.

2. Repeat the entire activity using the second Silly Story. This time, reverse the partners' roles:

2s: Say it back.

1s: Ask questions.

- Read the second story, and repeat the directions:

Yesterday a magic man knocked on my door while I was having lunch and said I could use his magic wand for one hour. The first thing I did was turn my green beans into candy. Then I turned my bike into a sports car and my bathtub into a swimming pool.

- After partners practice saying it back and asking questions, have teams answer the questions to the second Silly Story. Use **Random Reporter** as time allows.
3. If time allows, repeat the activity with the third Silly Story. Have partners switch roles again.

I like different foods. I like to eat peanut butter and toothpaste mixed together. And I like pepper on my ice cream. And I love apples dipped in soap. For supper, I am going to have ham and worms. Does that sound good to you?

- After partners practice saying it back and asking questions, have teams answer the questions to the third Silly Story. Use **Random Reporter** as time allows.

Reflection

5 minutes**The Big Q**

**2 points for each
well-supported and
thoughtful response**



The Big Q:

Why does good active listening make people better teammates?

Good listeners get accurate information from the speaker, which helps teams do good work; good listeners paraphrase and ask questions to make sure that they heard the information correctly; good listeners are focused and tune out distractions so they make well-prepared teammates; good listeners make their teammates feel valued and appreciated, 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.

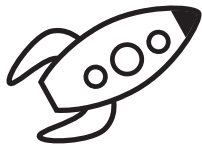
Extend and Connect

- Look for teachable moments to highlight any examples and benefits of good teamwork and active listening from other academic subjects and from real life. For example, what might happen if one explorer/astronaut/scientist/pilot/ER doctor, etc. did not listen to another and/or did not understand what the other was saying?
- The *Amelia Bedelia* books are a great way to illustrate the value of say it back and ask questions. Because Amelia uses neither of those skills, she makes one mistake after another!
- Read some short fables to the students, and have them paraphrase and ask questions about what a character said. For example, the students can paraphrase Aesop's *Fox and the Crow* and practice asking clarifying questions, like "What did the crow say to the fox that caused her to drop the cheese?"

GAT2 Schoolwide Cooperative Challenges

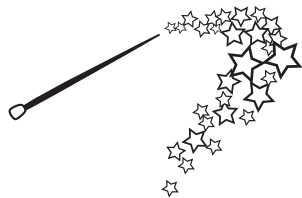
- Week 1** Use active listening.
- Week 2** Use Stop and Stay Cool.
- Week 3** Use “I” Messages.
- Week 4** Use the Peace Path.
- Week 5** Demonstrate a focusing strategy.
- Week 6** Demonstrate a Stop and Think strategy.
- Week 7** Use “I” Messages.
- Week 8** Practice apologizing.
- Week 9** Demonstrate 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.

Silly Stories



Story #1:

Yesterday a spaceship landed in my yard, and two aliens from the planet Zip got out. They were very friendly, but they looked pretty funny. Their ears were on their knees, and they walked on their hands. They said they were hungry, and they ate my broom.



Story #2:

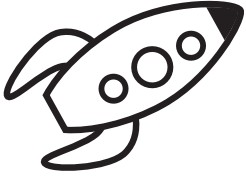
Yesterday a magic man knocked on my door while I was having lunch and said I could use his magic wand for one hour. The first thing I did was turn my green beans into candy. Then I turned my bike into a sports car and my bathtub into a swimming pool.



Story #3:

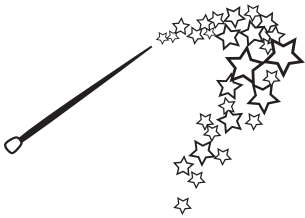
I like different foods. I like to eat peanut butter and toothpaste mixed together. And I like pepper on my ice cream. And I love apples dipped in soap. For supper, I am going to have ham and worms. Does that sound good to you?

Silly Stories Teamwork Questions



Story #1 Questions

1. What was the name of the planet?
2. Where were their ears?
3. What did they eat?



Story #2 Questions

1. What was I doing when the magic man came to my house?
2. What had the candy been before I got the magic wand?
3. What did I turn my bike into?



Story #3 Questions

1. What do I have with my apples?
2. What do I put on my ice cream?
3. What am I eating with my ham for supper?

Introduction to Brain Games and Focus on Focusing

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 Who is the leader? whenever time allows during the day/week. **Note:** The Brain Game card has a suggestion for a quicker version of this game to be played in teams.

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 learn about Brain Games. They will begin with a Focus Brain Game and will learn specific strategies for improving their focus, including:

- active listening,
- ignoring/removing/putting away distractions,
- self-talk (telling themselves to stay focused),
- writing/taking notes, and
- picturing themselves as focused, with eyes, ears, and brain on the job!

ADVANCE PREPARATION

- ☐ Have the Brain Game deck of cards available. Be ready to post the name of today's Brain Game, Who is the leader?
- ☐ Review the game, and be sure that you understand how to play it.
- ☐ Post the Train Your Brain! poster.
- ☐ Have chart paper titled How to Be Good at "Who is the leader?" available.
- ☐ Have chart paper titled Times in School We Most Need to Focus available.

- ☐ Have chart paper titled Strategies for Focusing in School available. **Note:** Save the two charts about focusing. You will need them again in unit 4.
- ☐ Copy the Focus Self-Assessment form—one per student. Also make a projectable version for the overhead/whiteboard if that will help your students. **Note:** Save the assessments once they are completed. During the year, you will reassess to check on any progress that the students have made in this skill area.

Agenda

Active Instruction

- Introduce the students to the Brain Game cards and the Train Your Brain! poster.
- Introduce the focusing theme, and connect it to active listening.
- Announce the Big Q.
- Teach the students the hand signal for focusing.
- Play the Focus Brain Game, Who is the leader?, and debrief.

Teamwork

- Introduce the team activity in which the students identify times in school that require focus.
- Introduce the team activity in which the students identify specific strategies to help increase their focus in school, including practicing active listening, limiting distractions, using self-talk, writing down information, and visualizing.
- Give each student a Focus Self-Assessment form. When the students are finished, collect and save the forms.

Reflection: Ask the Big Q.

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

Active Instruction

3 minutes

**Introduction to
Brain Games**

1. Introduce Brain Games.

- With the students sitting in a circle on the floor, show them the deck of cards. Explain that they will play Brain Games all year to make their brains as strong as they can be. Say:

Playing a Brain Game is like taking our brains to the gym and getting our mind muscles stronger and stronger.

- Point to the relevant parts of the Train Your Brain! poster as you explain the Brain Games. Say:

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

- **The orange Brain Game cards help the remembering part of our brains to get stronger.**
- **The green Brain Game cards help the stop-and-think part of our brains to get stronger so we get better at stopping and thinking before we act.**
- **The blue Brain Game cards help the focusing part of our brains to get stronger.**

5 minutes

Connect active listening to Focus Brain Games, announce the Big Q, and teach the Focus Signal.

2. Connect focusing to yesterday's lesson on active listening, and announce the Big Q.

- Remind the students that they spent yesterday practicing the four parts of active listening and reviewing how important they are for teamwork and learning.

- Ask:

What are the four parts of active listening?

Call on one student.

The active-listening posture, focus, say it back, and ask questions.

- Ask:

If we are going to keep working on being great active listeners, which Brain Game category do you think will most help us with our active-listening skills?

Call on one student.

Focusing games since focusing is part of active listening.

- Ask:

Who can remind us what focusing means? What does it look, sound, and feel like?

Call on one student.

Focusing is turning our brains, ears, and eyes on high and paying very close attention. We listen quietly and concentrate hard, etc.

- Announce that the students will focus on focusing for the rest of the lesson.
- Announce and post the Big Q that the students will answer at the end of the lesson.

Big Q: What are three suggestions you could give a teammate to help him or her focus really well in school?

3. Teach the students the hand signal for focusing.

- Have the students practice the Focus Signal as it is pictured on the Train Your Brain! poster.
- Explain that for the rest of the year, you will use that signal whenever there is a time that requires great focusing.



15 minutes**Play the Brain Game, and debrief.**

Refer to the *Getting Along Together 2nd Edition Teacher's Guide* for tips on how to play Brain Games.



Consider having the Cool Kid play one of the roles in the game.

4. Introduce the Focus Brain Game, Who is the leader?

- Write the name of the game in the appropriate space.
- Explain to the students how to play the game.
- Select the detective to leave the room. Select the leader, and play the game as directed on the card.
- Use the following questions to debrief the first round of the game to identify which strategies the students used to play well. As the students answer your debriefing questions, chart the focusing themes about **listening hard, watching closely, paying careful attention**, etc. on the chart titled How to Be Good at “Who is the leader?”

- Ask the detective:

What did you do to figure out who was leading the group?

I looked really closely at everyone playing the game to see where their eyes were looking; I listened and watched closely to see/hear when a movement changed; I looked at people's faces to see if anyone was giving away that he or she was the leader; etc.

- Ask the leader:

What did you do to lead the group without the detective catching you?

I made sure that the detective was not looking at me when I switched up the movements, so I had to watch the detective closely to see where he or she was looking, etc.

- Ask the rest of the students:

What did you do to follow the leader without giving away who the leader was?

I tried to watch the leader without staring directly at him or her; I watched everyone else closely to see if the actions changed or concentrated quietly so I could follow the leader; I listened hard to hear if the patterns and movements changed, etc.

- Point to the chart titled How to Be Good at “Who is the leader?” and highlight/summarize the students' efforts to focus, saying:

It sounds like everyone really focused to play this game. Concentrating, listening closely, watching carefully, and having your eyes and ears turned on high are all examples of focusing.

5-7 minutes**Play the game a second time, with distractions, and debrief.**

5. Play the game a second time, this time introducing a number of challenges to make the game much harder to play.

- After you send a new detective out of the room, pick five or six students to whisper to their neighbors throughout the game.
- Pick a few more students to play the game with their backs to the circle, telling them to follow the leader as best they can.
- Put on some fairly loud music to play during the game.

- Select a new leader and bring in the detective. Replay the game.
- Debrief playing the game with the challenges imposed, asking:

How was this round different from the last round?

It was very hard to focus and follow the leader when people were whispering, when we could not see well, and when the music was playing. It was hard for the detective because the whole group did not seem to be following the leader, etc.

Give me a thumbs up if distractions made it hard to focus during the game.

Look for thumbs up.

- Summarize that the Focus Brain Games allow the students to give their focusing brain muscles a good workout and get stronger so we can all learn to focus even if there are distractions.

Teamwork

7 minutes

Team huddle to identify when the students need to focus in school.

During team huddle, remember to circulate and award points for the team cooperation goals.



1. Have the students return to their desks and sit in their teams.
2. Ask teams to brainstorm times in school when we most need to focus.
 - Explain that now that they have practiced focusing, the students are going to consider why and when focusing matters in school.
 - Have teams conduct a team huddle using the talking stick.
 - Use **Random Reporter** to elicit one idea per team.
 - As the students respond, chart their answers on the paper titled Times in School We Most Need to Focus. Your chart will probably include the following:
 - *When a teacher is giving directions*
 - *When a teacher is explaining something new*
 - *When we are doing something new or hard*
 - *When anyone, the student or adult, is speaking*
 - *When we have a task that must be completed*
 - *Other?*
3. Help the students identify strategies that help them focus.
 - Turn to the chart titled Strategies for Focusing in School.
 - Have the students brainstorm strategies to help them focus in the situations that they just suggested.
 - Have teams conduct a team huddle using the talking stick.
 - Use **Random Reporter** to elicit one idea per team. Chart team responses on the chart titled Strategies for Focusing in School.

7 minutes

Team huddle to identify strategies for focusing.

Teach/define the word *strategy* if the students do not know it.



- If the students do not suggest all the following strategies, be sure to add them to the list and discuss each one.

- *Active listening*
- *Ignore or put away distractions.*

Have the students discuss *how* they would ignore distractions. What would they do?

- *Use self-talk about staying focused.*

Note: Define self-talk as what we say to ourselves. To avoid distraction or to keep our minds from wandering, we can tell ourselves to pay attention.

- *Write down what is being said.*
- *In your mind, picture yourself being focused, with eyes, ears, and brain on the job.*
- *Other strategies that your students suggest*

- Keep this chart posted where everyone can see it, and remind the students of these focusing strategies in the weeks ahead.

5–7 minutes

Focus Self-Assessment



4. Administer the Focus Self-Assessment.

- Pass out a self-assessment form to each student.
- If necessary, project the form and review how to complete it as a class.
- When the students are finished, ask them to share and compare their answers with their teammates to see who finds which tasks easy or hard.
- Collect and save the self-assessments. Remind the students of the importance of *practice* to improve; that is the purpose of Focus Brain Games. The students will have a chance to re-evaluate themselves in a few weeks to see whether their focusing skills have improved.

Reflection

5 minutes

The Big Q

2 points



The Big Q:

What are three suggestions you could give a teammate to help him or her focus really well in school?

Note: Cover up the focus strategies chart!

Remind him or her about using active listening, keeping his or her eyes on the job, keeping his or her eyes on the speaker, limiting noise and other distractions, writing down what is being said, keeping the workspace free of distractions, giving the Focus Signal, 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 reading, math, and all subjects throughout the day.
- Use the Focus Signal as a reminder for times when especially good focus is required.
- Remind the students of the focusing strategies listed on the chart in the classroom, especially before teaching something new or hard. Encourage the students when you see them using the strategies.
- When reading about a character who needs to improve his or her focus, ask the students for suggestions.
- Review all aspects of active listening, and ask the students how each aspect contributes to improved focus.
- Suggest that the students look at picture books with hidden objects that require focused concentration, such as *Where's Waldo?* Ask them to think about how they look, feel, and sound when they are focusing hard on finding the hidden pictures.



Focus Self-Assessment

Name _____

Date _____

Rate yourself! How easy or hard is it for you to **focus** in school situations?

Circle the answer that describes you!

1. Using active listening when the teacher is explaining something brand new is:

easy for me. sometimes hard for me. always hard for me.

2. Focusing when the teacher is giving directions is:

easy for me. sometimes hard for me. always hard for me.

3. Focusing when there are distractions in the classroom is:

easy for me. sometimes hard for me. always hard for me.

4. Focusing on school when my brain wants to think about something else is:

easy for me. sometimes hard for me. always hard for me.

Check how often you use these focusing strategies.

Focusing Strategy	A Lot	Sometimes	Never
Active listening			
Ignoring or removing distractions			
Writing down what I need to focus on			
Self-talk about staying focused			
Picturing myself completely focused			

Exploring 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 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 Who is the leader? whenever time allows during the day/week. **Note:** The Brain Game card has a suggestion for a quicker version of this game to be played in teams.

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 about the Feelings Tree as a tool for identifying and categorizing a wide range of feelings words. The students will practice expressing feelings, using “I” Messages, and gauging the intensity of feelings using the Feelings Thermometer.

ADVANCE PREPARATION

- ☐ Have the Feelings Tree posted and the leaves ready to use and post on the tree.
- ☐ Have a stack of Feelings Leaves ready for use in this lesson and in the weeks ahead. A page of Feelings Leaves is included with the lesson.
- ☐ Have the Feelings Thermometer posted, and have a red dry-erase marker available.
- ☐ Prepare the “What is my Feelings Leaf?” scenarios for the overhead/whiteboard.
- ☐ Prepare the scenarios for Taking My Feelings Temperature and “I” Messages for the overhead/whiteboard.
- ☐ Have one copy of the Taking My Feelings Temperature worksheet and one red crayon or pen available per student.
- ☐ For the “What is my Feelings Leaf?” activity, have four leaves per student and one sheet of feelings words per team.
- ☐ Be sure that the students have access to pencils and scrap paper.

Agenda

Active Instruction

- Introduce the topic of feelings.
- Announce the Big Q.
- Introduce the Feelings Tree, and begin to apply Feelings Leaves to it.
- Introduce the concept that *feelings affect how we act*.
- Introduce/review “I” Messages.
- Introduce a partner exercise to help with feelings identification and vocabulary.
- Introduce the Feelings Thermometer to convey the concept that feelings come in different intensities.

Teamwork

- Introduce the teamwork activity, “What is my Feelings Leaf?” to practice labeling feelings.
- Introduce the teamwork activity, Taking My Feelings Temperature, to practice gauging the intensity of feelings.
- Introduce the teamwork activity to practice giving “I” Messages.

Reflection: Ask the Big Q.

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

Active Instruction

5 minutes

Introduction to the topic of feelings and the Big Q

1. Announce that today’s topic is feelings, and explain what they are and how to express them.
 - Remind the students that so far in GAT, they have reviewed teamwork, the team cooperation goals, and active listening—all skills that will help us have a peaceful and productive classroom community.
 - Explain that being able to talk about and understand our own feelings and other people’s feelings will also help to create a peaceful and productive classroom community.
 - Announce and post the Big Q 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 will using “I” Messages in our teams help our teammates better understand us?

- Use **Buddy Buzz** to ask:

How many different feelings can you and your buddy think of in 15 seconds?

5 minutes**Introduction to the Feelings Tree**

- The students may use pencil and paper if they choose. After 15 seconds, call on two or three students to share responses.
- Write approximately five of the reported feelings words onto Feelings Leaves. (Choose feelings words other than *mad*, *sad*, and *happy* to write on the leaves).

2. Introduce the students to the Feelings Tree.

- Show how some of the branches have a feeling label (“mad,” “sad,” and “happy”).
- Show the students your five Feelings Leaves, and ask them to help you decide where to put each one on the tree. For example, if the feeling is *excited*, it would probably go on the “happy” branch.
- Explain that feelings often belong in feelings families, which are groups of feelings words that are related, but different, such as *happy* and *excited* or *sad* and *disappointed*.
- Conclude by letting the students know that as a class, they will continue to add leaves to the Feelings Tree all year and that the Feelings Tree can be a good reference for identifying feelings.

7 minutes**Introduction and practice of “I” Messages****tps**

3. Introduce and/or review the purpose of “I” Messages.

- Explain that once we know how we feel, it is important to be able to tell other people how we feel. People need to know how we feel because *feelings affect how we act*.

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

If you just learned that your grandmother, whom you love and see every day, was moving far away and you might not see her for a whole year, how do you think you might act around your friends in school or at the playground that day?

Call on a few students to share responses.

I might be very quiet and not feel like doing anything fun; I might be grumpy and not fun to play with; I might feel like crying and being alone, etc.

- Highlight that *feelings affect how we act*, which is why we need to be able to identify them and talk about them. When you tell your friends how you feel, they may understand why you are acting a certain way.

4. Introduce/review how to give an “I” Message.

- Say:

In our classroom, whenever we want to tell another person how we feel, we will use an “I” Message. We will say, “I feel (name the feeling) because (tell why).”

- Write on the board: “I feel _____ because _____.”

- Say:

In the case of your grandmother moving away, you might say, “I feel sad because my grandmother is moving away,” or “I feel lonely because my grandmother is moving away.”

For the students who have had Getting Along Together lessons before, “I” Messages should be familiar. Move through the explanation briskly if most students are familiar with the concept, and spend more time practicing.

During the following weeks, encourage the students to find synonyms and more precise feelings words. For example, if a student uses *mad*, but *disappointed* is more accurate, try to draw that word out, and place it on the Feelings Tree, discussing which branch is most appropriate for it.

7 minutes

Introduction to the Feelings Thermometer

For the students who have had Getting Along Together lessons before, the Feelings Thermometer should be familiar. Move through the explanation briskly if most students are familiar with the concept, and spend more time practicing.

- Do a quick partner practice. Read each of the following sentences, one at a time, and ask partners to give each other an “I” Message after each one.

Your name gets picked at a toy store to win a new toy of your choice.

Call on one or two pairs to share responses.

I feel happy, excited, delighted, surprised, etc. because I won the toy.

Someone trips you on purpose at the playground.

Call on one or two pairs to share responses.

I feel angry, mad, hurt, or embarrassed because that person tripped me.

- Point to the Feelings Leaves if the feelings named are already on the tree. Add any new feelings words to the tree.
- Summarize that we will use “I” Messages all year when we talk about how we feel.

5. Introduce/review the Feelings Thermometer.

- Point to the feeling *excited* on the Feelings Tree, and explain that feelings come in all sizes. Say:

If I know that I am going to have ice cream after dinner, I am a little excited about that. It is good but not over-the-top exciting. If I know that I am getting a brand-new free bike of my choice (or any example that resonates with your students), I am very excited about that!

- Point to the feeling *scared* on the Feelings Tree. Use **Buddy Buzz** to say:

Tell your buddy about a time when you might be a *little* scared and a time when you might be *very* scared.

Call on one or two students to share responses.

- Summarize that feelings come in different sizes. Explain that another way to talk about this idea is to look at the Feelings Thermometer. Point to the Feelings Thermometer poster. Ask:

What is a thermometer?

Take one or two responses.

A thermometer measures hot and cold and all the degrees in between.

- Explain that a thermometer can tell how cold or hot it is outside and how cold or hot our bodies are. We can use a Feelings Thermometer to measure how strong our feelings are.
- Write the word *excited* on the line on the Feelings Thermometer poster. Say:

When I am excited about having ice cream, I might be a 1 or a 2 on the Feelings Thermometer. When I am very excited about getting a fancy bike, I am a 5 on the thermometer!

- Color the thermometer appropriately for each example.
- Explain that some feelings words make it clear where the person is on the thermometer. Ask:

What would be a number-5 word for *scared*?

Terrified, petrified, horrified.

What would be a number-5 word for *angry*?

Furious, outraged, livid.

What would be a number-1 word for *angry*?

Annoyed, irritated.

- If any of these words are not already on the Feelings Tree, add them.

Teamwork

10 minutes

“What is my Feelings Leaf?” activity



1. Introduce the team activity, “What is my Feelings Leaf?”

- Explain that the activity will help the students express how they would feel in a situation and add some new feelings to the Feelings Tree.
- Give each team a sheet of feelings words, and give each student three Feelings Leaves.
- Using the overhead or whiteboard, show the first “What is my Feelings Leaf?” scenario to the class, and read it aloud:

You get the answer to a really easy spelling question wrong, and everyone laughs.

- Each student should pick one of the words from the sheet of feelings words that describes how he or she would feel in that situation and write it on the leaf. Explain that the students may also choose a new feeling that is not on the list.
- Ask teammates to share and compare, reminding them that different people can have different feelings about the same situation.
- Show the second scenario; repeat the directions.

You get picked to recite a poem in front of the whole school.

- Show the third scenario; repeat the directions.

You forgot your permission slip for the field trip that is due today!

- Show the fourth scenario; repeat the directions.

You break the teacher’s stapler but don’t tell her that you did it.

- Collect the Feelings Leaves and add them to the Feelings Tree when there is time, discussing with the students where to put them and why.

10 minutes**Taking My Feelings
Temperature activity**

Make sure the students understand how to color the thermometer, i.e., from the bottom up to the selected number.



2. Introduce the activity, Taking My Feelings Temperature.

- Explain that since the students are now good at identifying feelings, they will practice measuring where their feelings are on the Feelings Thermometer.
- Pass out the Taking My Feelings Temperature worksheet and a red pen or crayon to each student.
- Ask the students to get in pairs, with their backs to each other. In the case of an uneven number, groups of three will work.
- Explain that you will show/read four different situations, one at a time. The students need to identify the feeling that each situation gives them and write it on the space provided. Then they will mark in red where that feeling is on the Feelings Thermometer (1, 2, 3, 4, or 5).
- Using the overhead or whiteboard, show and read the four scenarios entitled Taking My Feelings Temperature and “I” Messages Scenarios, pausing after each for the students to write in their feelings and color the thermometer.
- After completing the worksheet for all four scenarios, pairs should compare their papers with each other and note the similarities and differences.
- Debrief by calling on three or four pairs, asking:

Did you and your partner have the same feelings or different feelings?

If you had the same feelings, did you feel them at the same number or a different number on the Feelings Thermometer?

5–7 minutes**Practicing “I” Messages**

3. Practice giving “I” Messages.

- Using the overhead or whiteboard, return to the scenarios from the previous activity.
- Ask the students to get into partnerships and count off into 1s and 2s. Ask the 1s in each partnership to give an “I” Message to the 2s for the first scenario: **The TV says a tornado might come to your neighborhood.**
- Point to the “I” Message sentence starter on the board: “I feel _____ because _____,” to remind the students how to give an “I” Message.
- Ask the 2s to give their own “I” Messages about the same scenario back to the 1s.
- Repeat this activity with the next scenario: **The teacher blames you for something you did not do.**
- Circulate and listen for appropriate “I” Messages. If time allows, repeat the activity with the remaining two scenarios.
- Summarize the lesson, highlighting that:

Feelings affect our behavior.

Different people can have different feelings about the same situation.

Feelings can rate low, medium, or high.

- Conclude by saying:

When most of us have a feeling that is a 1, a 2, or even a 3, the feeling does not cause a problem. But when the feeling goes up to a 4 or 5, such as going from *annoyed* to *furious*, that stronger feeling is hard to ignore. Tomorrow we are going to talk about what to do when a feeling goes up to a 5.

Reflection

5 minutes

2 points



The Big Q:

Why will using “I” Messages in our teams help our teammates better understand us?

Since feelings affect how we act, it will help our teammates understand why we are acting a certain way; people can have different feelings about the same situation, so it is important to be able to tell exactly how we feel; there are so many feelings, it is important to be clear about which one we feel; if we choose the right word to tell our feelings, our teammates will know how strong our feeling is (i.e., mad vs. furious), 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

- Add more feelings to the Feelings Tree as they come up in other subjects.
- Ask the students to suggest an “I” Message for a character in a book or video that you might be discussing.
- Ask the students to gauge where a character from a storybook or from social studies might be on the Feelings Thermometer.
- When the students encounter an intense feelings word, such as *thrilled*, *devastated*, etc., ask them in which feelings family that word might belong and what number it would be on the Feelings Thermometer.

Feelings Words

SCARED

ANGRY

EXCITED

SURPRISED

NERVOUS

EMBARRASSED

FRUSTRATED

SHOCKED

DISAPPOINTED

GUILTY

WORRIED

TERRIFIED

JEALOUS

PROUD

OTHER _____

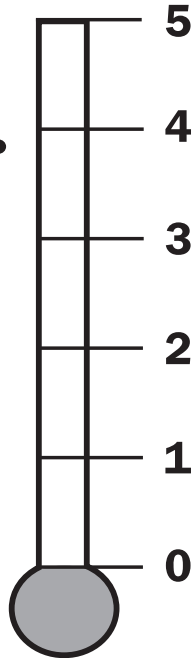
Taking My Feelings Temperature

Name _____

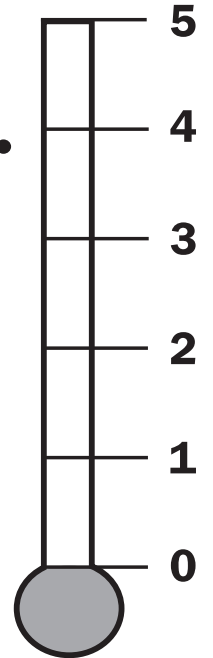
Date _____

1. I feel

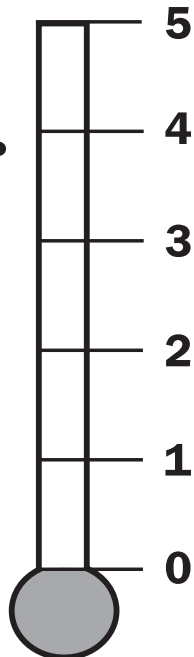
_____.

**2. I feel**

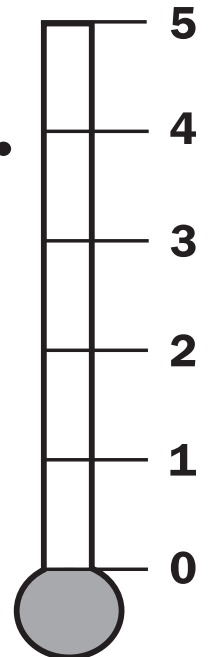
_____.

**3. I feel**

_____.

**4. I feel**

_____.



What is my Feelings Leaf? Scenarios

1. You get the answer to a really easy spelling question wrong, and everyone laughs.
2. You get picked to recite a poem in front of the whole school.
3. You forgot your permission slip for the field trip that is due today!
4. You break the teacher's stapler but don't tell her that you did it.

Taking My Feelings Temperature and “I” Messages Scenarios

1. The TV says a tornado might come to your neighborhood.
2. The teacher blames you for something you did not do.
3. Someone spilled water on your poster and it is ruined.
4. You wanted the lead role in the play, but someone else got it.

Feelings Leaves



Managing 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 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 Who is the leader? whenever time allows during the day/week. **Note:** The Brain Game card has a suggestion for a quicker version of this game to be played in teams. If your students seem ready for a new Focus Brain Game, play Shazam!

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 how to recognize intense feelings and how to calm down using the Stop and Stay Cool Steps. They will also identify their own anger buttons. Going forward, Stop and Stay Cool will be a primary calming technique used in the classroom.

ADVANCE PREPARATION

- ☐ Post the Stop and Stay Cool poster.
- ☐ Be ready to draw a graphic organizer to use in the lesson. See the lesson for an example.
- ☐ Have the Getting Along Together 2nd Edition DVD with the video, Stop and Stay Cool, available. Try to watch it before the lesson so you know what to expect regarding the content and the available technology.
- ☐ Prepare a Feelings Leaf with the word *calm*.
- ☐ Copy and cut the three different Cool-Down Clues (i.e., being angry looks, sounds, and feels like) so each team gets one clue. Make sure that at least one team is working on each of the three clues. Be ready to chart responses.
- ☐ Have one copy of the "What makes me mad?" worksheet and one red crayon or marker available per student.
- ☐ Prepare the "What makes me mad?" worksheet for the overhead/whiteboard, if it will help your class.

Note: Today is the fifth lesson of Getting Along Together, and it concludes one week of lessons. Today, therefore, is the day to tally team points for the week and award a super, great, or good sticker to each team member. Write “super,” “great,” or “good” next to each team’s name on the Team Success poster, depending on which level of achievement each team earned.

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. You will award the team stickers during Class Council.

Agenda

Active Instruction

- Introduce the lesson theme of number-5 feelings, with a focus on anger.
- Announce the Big Q.
- Use the Feelings Tree to review different words for anger that convey different intensities.
- Introduce the concept that unchecked anger can lead to regrettable actions.
- Identify and discuss various calming strategies.
- Introduce and practice the Stop and Stay Cool Steps.
- Show the Stop and Stay Cool video.
- Introduce the feeling *calm*.
- Introduce the concept that Stop and Stay Cool is also effective with other intense emotions such as frustration or worry.

Teamwork

- Introduce the teamwork activity, “What makes me mad?”
- Introduce the teamwork activity, Cool-Down Clues.
- Introduce the role-play activity to practice the Stop and Stay Cool Steps.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduction to the lesson
and the Big Q

1. Introduce the lesson focus on learning to manage strong feelings.

- Remind the students that yesterday they talked about naming feelings, using “I” Messages, and understanding that feelings come in different strengths. Today they will talk about what to do when an uncomfortable feeling hits a 5 on the Feelings Thermometer.
- Announce and post 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 will using Stop and Stay Cool help our classroom be a peaceful and productive community?

5 minutes

Introduction to
number-5 feelings

2. Introduce “number-5 feelings.”

- Say:

When a good feeling, such as happy or proud, hits a 5 on the Feelings Thermometer, that is a very good thing! But when a difficult feeling, such as mad, sad, or frustrated, hits a 5, that can be a problem.

First, let’s take a look at the feeling *mad*.

- Point to the different words for *mad* on the Feelings Tree. Ask the students to identify which words are number-5 words for *mad*, such as *furious*.
- Explain that the problem with number-5 anger is that it can lead us to do something that we regret. Tell a quick story to illustrate. For example:

One rainy day I went out to get the mail, and the door slammed behind me and locked! I was furious that I was locked out in the rain, and I did not stop and think calmly about what to do to solve the problem. Instead, I yanked so hard on the doorknob that it came right off. Now I had two problems: I had a broken doorknob, and I was still stuck out in the rain!

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

Think of another example in which being a number-5 furious might make a person do something that he or she later wished had not happened.

Call on a few students to share responses.

3. Introduce calming strategies, including Stop and Stay Cool.

- Explain that you are now going to talk about what to do when a strong feeling, such as anger, shoots up to a number 5 to get back down to a 1 or a 2 before you do something you regret.
- Ask the students to close their eyes and imagine a situation that would make them very angry.

Feel free to give your own example.

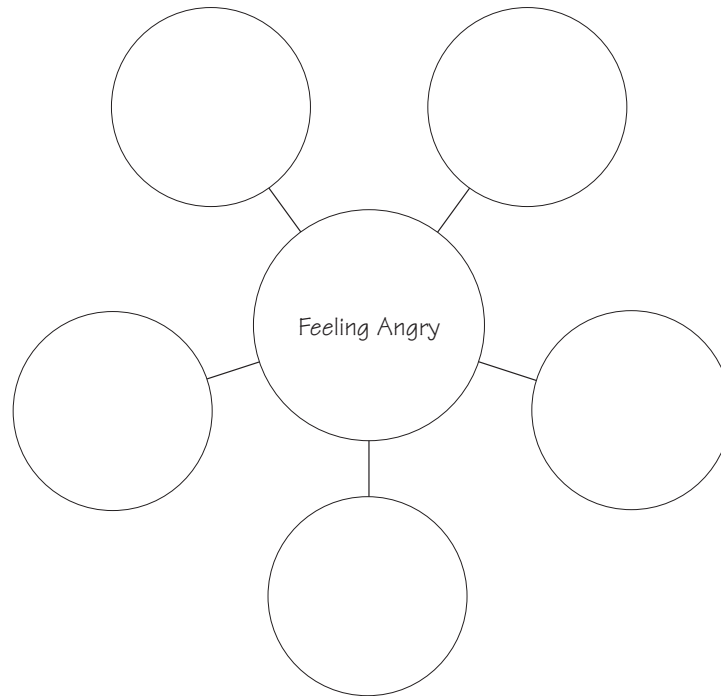


You may need to give another example, such as a girl gets so mad when her brother breaks her bike that she pushes him, and then she gets punished.

5 minutes

Introduction to Stop and
Stay Cool

- Ask the students to think about what that anger feels like on the inside and what it looks like on the outside.
- Use **Think-Pair-Share** to ask:
When you feel really angry like that, what do you do that helps you calm back down?
- Use the graphic organizer to debrief the student responses.



- Call on a few students to share responses. The students may suggest that they leave the room, pound a pillow, or use self-talk to calm themselves back down, etc.
- Write their ideas on the graphic organizer.
- Tell the students that another strategy for moving down on the Feelings Thermometer is called Stop and Stay Cool. Write that phrase as a calming option on the graphic organizer.
- Point to the Stop and Stay Cool poster, and say:

Here is Chilly the penguin. He can teach us what to do when we feel so mad that we are about to do or say something we will wish we had not!

8 minutes

Stop and Stay Cool
video and discussion



4. Show the Stop and Stay Cool video.

- Debrief the video by asking:

We talked about how when we get up to a 5 in anger or frustration, we often end up doing something that we wish we had not done.

What happened to Chilly when he was so mad about missing the fish?

Many students may be familiar with Stop and Stay Cool, in which case explain the steps briefly.

If your students feel that a Chilly hug is too babyish, you and your students can modify that step. They can cross their arms or put their hands on the opposite shoulders, etc. They can also call it a Chilly check, instead of a Chilly hug.

2–3 minutes

Review/Practice the Stop and Stay Cool Steps.

2 minutes

Discussion of *calm*

5 minutes

Broadening Stop and Stay Cool to other emotions

Call on one or two students.

He got really upset and banged his head.

What were the differences between how Chilly looked and acted when he was a 5 and when he was back down to a 1?

Call on one or two students.

He was no longer red in the face, he stopped acting wild and out of control, and he was able to focus and catch the fish.

Why did being calm help Chilly catch the fish in the end?

He was able to focus, he was in control of his actions, etc.

5. Use the poster to review the five steps to Stop and Stay Cool.

- Ask the students to stand and practice the five steps. As a group and in unison, have them say each step, using Chilly's words, and perform each action. When they get to the fifth step, ask them to sit back down in their seats in the same relaxed pose as Chilly.

6. Introduce the feeling *calm* as the goal of Stop and Stay Cool.

- Add *calm* to the Feelings Tree. Ask which branch it should go on, the *happy* branch or its own branch?
- Ask for any other words in the *calm* feelings family; try to elicit *relaxed* and *peaceful*.

7. Introduce the concept that Stop and Stay Cool works with other uncomfortable strong emotions as well, not just anger.

- Point to *frustrated* on the Feelings Tree. Give some examples of frustration, such as you just cannot get your drawing to look right, so you rip it up in frustration.
- Use **Buddy Buzz** to say:

Tell your buddy about a time when you felt really frustrated in school.

Call on one or two students to share responses.

- Ask the students to imagine themselves in that frustrating situation and then to practice using Stop and Stay Cool to get back to calm. Pause while they do so.
- Ask the students to identify any other words on the Feelings Tree that would cause problems if it went to a 5. The students may identify *worried*, *nervous*, or *embarrassed*. Stress that with all these feelings, Stop and Stay Cool can help us calm down and not do something that we regret.
- Summarize that Stop and Stay Cool will be an important tool this year, helping our classroom be peaceful and productive.

Teamwork

10 minutes

“What makes me mad?” activity



Add any new words to the Feelings Tree that come up. Feel free to teach words such as *irate*, *livid*, etc.

Offer examples if the students seem to need help getting started. Also, remind the students not to name any student names.



10 minutes

Cool-Down Clues activity

1. Explain that the students will do three team activities to help them identify their own anger buttons and to practice the Stop and Stay Cool Steps.

2. Introduce the “What makes me mad?” activity.

- Explain that all of us get mad sometimes. Life is sometimes unfair or frustrating, and getting mad is normal. While we all get mad sometimes, we do not all get mad about the same things. We each have our own individual anger buttons, or situations that make us really mad.
- Share one of your own anger buttons, such as people who cut in line at the check-out, etc.
- Highlight that if we know what our own anger buttons are, we can be ready to stop and stay cool when that situation arises.
- Pass out a “What makes me mad?” worksheet to each student, and make sure that each student has a red crayon or marker.
- Project the worksheet on the overhead/whiteboard if that helps your class.
- Go over to the Feelings Tree, and ask the students for feelings words that mean just a little mad.

Annoyed, irritated.

- Ask the students to identify or suggest number-5 anger words.

Furious, irate, enraged, livid.

- Ask the students to think of a personal anger button in school that would make them a 1 on the Feelings Thermometer, write or draw that situation in the space above the first thermometer, and color the thermometer up to the 1.
- Ask the students to think of a personal anger button in school that would rank as a 5. Then ask them to write or draw that situation in the space above the second thermometer and color the thermometer up to the 5.
- Ask the students to share their papers with a partner, and look for similarities and differences in their answers. Encourage the use of active listening so the students can share both their own and their partners’ responses.
- Use **Random Reporter** to call on one person from each team and ask him or her to share first his or her own number-5 anger button, and then his or her partner’s number-5 anger button.
- Remind the students that a number-5 anger button will need Stop and Stay Cool!

3. Introduce the Cool-Down Clues activity.

- Explain to the students that now that they have spent time thinking about *what* makes them angry, they will think about what anger feels, looks, and sounds like so they can recognize *when* to cool down.
- Hand out one of the three Cool-Down Clues papers to each team. Make sure that at least one team is working on each type of clue (i.e., looks like, sounds like, or feels like). More than one team can work on the same clue.



- Have teams brainstorm and record on their paper what anger looks, sounds, or feels like.
- Use **Random Reporter** to have each team read out their clues. Record the clues on chart paper that is headed as follows:

Cool-Down Clues		
Looks Like	Sounds Like	Feels Like

- Highlight that when we see, hear, or feel these clues, we know it is time to cool down!
- Stress that the students need to pay particular attention to these clues when a situation involves one of their anger buttons.

5 minutes**Stop and Stay Cool
role-plays**

- Introduce the role-play activity to practice the Stop and Stay Cool Steps.

- Have the students act out a number-5 situation with a partner, either one from the “What makes me mad?” worksheet or another situation. Remind them to pretend! No hitting, pushing, etc. is allowed!
- Each partner should take a turn acting out his or her scenario. Each partner should act out both the situation that makes him or her mad and the Stop and Stay Cool Steps for each scenario.
- Circulate during the role-plays. Ask:

What might have happened if you did not stop and stay cool?

How did your body feel when you went through the Stop and Stay Cool Steps?

Reflection

5 minutes**2 points**

The Big Q:

How will using Stop and Stay Cool help our classroom be a peaceful and productive community?

Since people will know how to calm down, they will not say and do things that they regret and that make a situation worse; people will be able to calm down and get back to work, which will be good for teamwork; people will not shout, throw things, or be disruptive, etc.

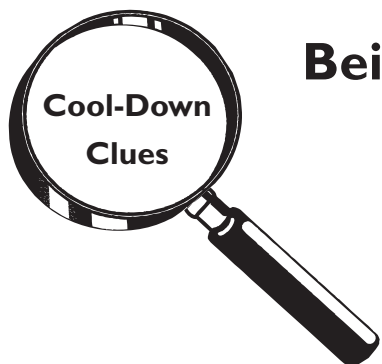
Home Connections

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

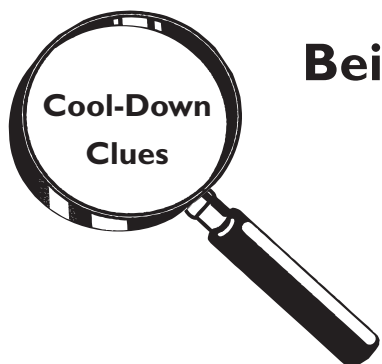
Extend and Connect

- Look for opportunities to suggest that a character from a reading text or a social studies text could benefit from using the Stop and Stay Cool Steps.
- Highlight historic figures, such as Martin Luther King, Jr. or Ruby Bridges, who had good Stop and Stay Cool skills, evidenced by their ability to maintain self-control in extremely challenging situations.
- Create moments for a quick practice of the Stop and Stay Cool Steps, such as when waiting in line. Remind the students that the more they practice the steps, the more quickly the steps will come to mind when needed!

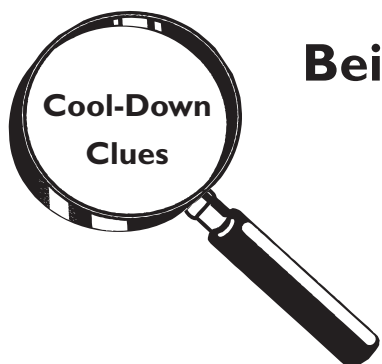
Cool-Down Clues



Being Angry Looks Like:



Being Angry Sounds Like:



Being Angry Feels Like:

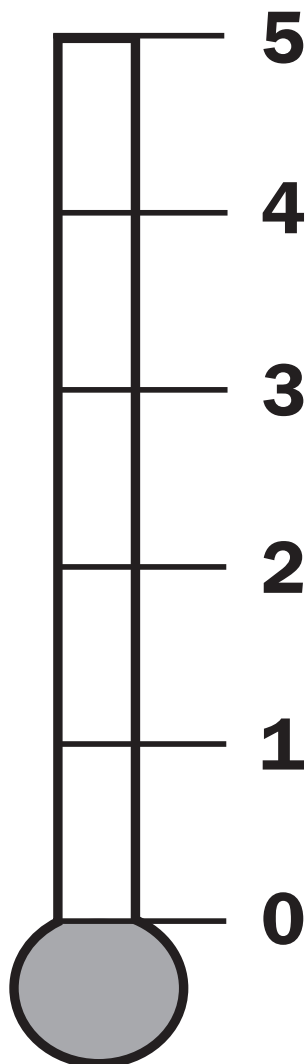


What makes me mad?

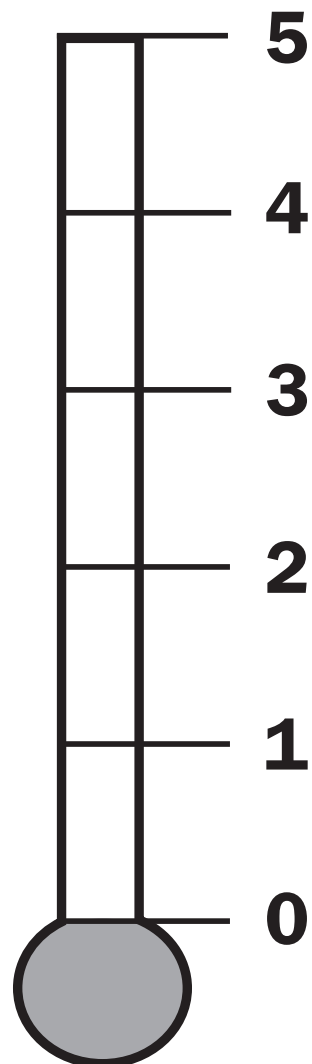
Name _____

Date _____

Number 1 Mad



Number 5 Mad



Stop and Stay Cool Steps



Introduction to Stop and Think Brain Games

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 Freeze 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 being able to stop and think before acting and will learn strategies for doing so, such as:

- using the Stop and Think Steps (taught in the video),
- seeing yourself in control, in your mind,
- breathing/counting,
- using self-talk and telling yourself to stop and think,
- ignoring/limiting distractions,
- sitting on your hands/buttoning your lips,
- using the Stop and Stay Cool Steps, and
- taking a break (for example, go to the Thinking Spot).

ADVANCE PREPARATION

- ☐ Have the Train Your Brain! poster in full view.
- ☐ Have the Brain Game deck of cards available. Read the directions for the game Freeze ahead of time so you are ready to teach it to the students.
- ☐ Have the "Stop and Think" video available. It is on the Getting Along Together 2nd Edition DVD provided in your start-up kit. Watch it ahead of time so you know what to expect.
- ☐ For Freeze, have some music that you can stop and start available, if possible.

- ☐ Have one chart paper titled In School, We Need to Stop and Think Before We: and another chart paper titled Strategies to Stop and Think Before We Act. **Note:** Save these two charts. You will need them again in unit 4.
- ☐ Copy the Stop and Think Self-Assessment form—one per student. Make a projectable version for the overhead/whiteboard if it helps your class. **Note:** Save these assessments. During the year, you will reassess to check on any progress that the students have made in this skill area.
- ☐ Write the new weekly Cooperative Challenge (for week 2) on a sentence strip, and post it.
- ☐ Since this lesson is the start of a new week of lessons, remember to restart the weekly Team Tally point-keeping to award team stickers at the end of the week.

Agenda

Active Instruction

- Review the purpose of Brain Games.
- Explain that the Stop and Think Brain Games help the students practice the *stop* part of the Stop and Stay Cool Steps.
- Announce the Big Q.
- Teach the students the Stop and Think Signal.
- Teach and play the game Freeze.
- Debrief the game, asking the students to assess their strengths and weaknesses in the game.
- Show/debrief the “Stop and Think” video.

Teamwork

- Introduce a team huddle to identify times in school when the students need to stop and think before they act.
- Introduce a team huddle to identify strategies for stopping and thinking before acting.
- Revisit Stop and Stay Cool as one strategy for stopping and thinking before acting.
- Hand out self-assessments for the students to complete individually.
- Ask the students to share and compare their assessments with a partner.
- Collect and save the assessments.

Reflection: Ask the Big Q.

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

Active Instruction

5 minutes

Introduce Stop and Think Brain Games and the Stop and Think Signal; announce the Big Q.

1. Remind the students about the purpose of Brain Games.

- There are three skills that Brain Games help us practice: focusing, stopping and thinking before we act, and remembering.
- Point to the Train Your Brain! poster, and quickly review the Focus Signal.
- Point to the signal for Stop and Think, and say that the next category of Brain Games helps us practice stopping and thinking before we act.
- Ask:

Who remembers what we learned from Chilly in our last Getting Along Together lesson?

Stop and Stay Cool.

What is the first thing that Chilly learns to do after he realizes that he is losing control?

He stops.

- Say:

The Stop and Think Brain Games help us practice the *stop* part of Stop and Stay Cool. We need to stop so we can calm down our bodies enough to use our brains.

These Brain Games help us all get good at learning to *stop and think before we act* in lots of different situations.

- Announce the Big Q for this lesson.

Big Q: What are the steps that Buster learned to stop and think, and how did they help him and his team of friends?



10 minutes

Play and debrief Freeze.

2. Teach the students the Stop and Think Signal.
3. Announce that the students will play Freeze, a Stop and Think Brain Game.

- Teach the students the game.
- Play three or four rounds, beginning with the simplest version of just freezing when the music stops, as directed on the card.
- Each time you play, ask the students to freeze for a bit longer than the time before. Stress the importance of truly freezing in place, silently.
- As the students freeze, ask them to be aware of what freezing feels and looks like; have them get a picture in their minds of how they look in that position.
- Help the students analyze their own strengths, weaknesses, and strategies in playing Freeze. Say:

I want you to stop and think about whether the freezing part of the game Freeze is easy or hard for you.

Pause while the students think. Ask:

If freezing is hard for you, what makes it hard?

Take responses from a few students.

The students may say it is hard or uncomfortable to be still, it is hard not to look at friends and laugh, etc.

- Ask:

If freezing is easy for you, what do you do to help yourself freeze and not move?

Call on a few students to share their strategies.

- Summarize that games such as Freeze help us get better at stopping and thinking before we act. Say:

When you play a game like Freeze, you are giving the self-control muscles in your brain important practice so they can get strong enough to be the boss of your body.

When your brain is the boss, you will not say or do something that will make the situation worse.

10 minutes

Show and debrief the Stop and Think video.



4. Introduce the “Stop and Think” video.

- Say:

It is not easy to remember to stop and think. It takes real concentration in a game like Freeze, and it can take concentration in real life. Let’s watch this video and see how Buster learns to stop and think.

- Show and debrief the video, asking the students to reflect on what Buster learned.
- Review the Stop and Think steps:
 1. Recognize a number 4 or 5 feeling.
 2. Stop!
 3. Breathe.
 4. Think of a win-win decision and do it!
- End this section by saying:

Buster found a way to stop and think. Let’s look at how we can work on stopping and thinking before we act in school.

Teamwork

7–9 minutes

Team huddle to identify times when the students need to stop and think

You may need to give an example to get the students started, such as “On the playground, we need to stop and think before we grab the basketball away from a little first-grader,” etc.



1. Help the students identify times in school when they need to stop and think before acting.

- Explain that now the students are going to consider why and when stopping and thinking matters in school.

- Ask the students to brainstorm the following question in a team huddle:

When in school do we need to use this skill of stopping and thinking before we act?

- Give the students 1 minute to discuss in their teams using the talking sticks.
- Use **Random Reporter** to elicit one idea per team.

- As the students respond, chart their answers on the chart titled In School, We Need to Stop and Think Before We. Your chart will probably include the following:

- *say or do something hurtful to someone.*
- *interrupt because we are excited to give our idea.*
- *do not keep our hands to ourselves.*
- *hit or yell at someone.*
- *cut in line.*
- *do not wait for our turn in a game.*
- *say or do something we will regret (i.e., knock something down, tear something up) because we are angry or frustrated at a 4 or a 5 on the Feelings Thermometer.*
- *Others?*

7–9 minutes

Team huddle to identify Stop and Think strategies



2. Ask the students to consider which strategies work best for helping ourselves stop and think before we act.

- Ask the students to brainstorm the following question in a team huddle:

Which strategies help you *stop* yourself from calling out or *stop* yourself from doing something you might later regret when you are angry or frustrated?

- Give the students 1 minute to discuss in their teams using the talking sticks.
- Use **Random Reporter** to elicit one idea per team.
- As the students respond, chart their answers (rewording and explaining them as necessary) on the chart titled Strategies to Stop and Think Before We Act.

You may need to guide and rephrase the responses to get a list of four or five specific Stop and Think strategies.

Note: Remember to save all charts to use in unit 4.

7 minutes

**Stop and Think
self-assessment**

- Possible answers include:

- *Using the Stop and Think Steps that we learned from Buster.*

Note: Pause and review the Stop and Think Steps.

- *Self-talk, for example, saying, “I will not move until I see the thumbs-up signal,” or “I will not call out even though I know the answer.”*
- *Seeing myself, in my mind, being in control.*
- *Breathing and/or counting quietly to pass the time while I wait my turn.*
- *Taking a break and going to the Thinking Spot.*
- *Ignoring distractions, for example, not looking at other students if they make it hard for me to stay in control.*
- *Sitting on my hands or buttoning my lips.*
- *Using the Stop and Stay Cool Steps.*
- *Other strategies?*

3. Have the students self-assess their Stop and Think strengths and weaknesses.

- Explain that the students will now evaluate how hard or easy it is for them to stop and think before they act in school.
- Pass out one Stop and Think Self-Assessment form per student.
- If necessary, project the form and review as a class how to complete it.
- Ask the students to complete the form.
- Ask the students to compare their answers with a partner, comparing what is harder or easier for each other.
- Collect and save the assessments.
- Summarize that over the next few weeks, the students will practice using these charted strategies for stopping and thinking, in addition to practicing the skill by playing Stop and Think Brain Games. Then the students will reassess themselves in a few weeks to see whether they have improved.

Reflection

5 minutes**2 points**

The Big Q:

What are the steps that Buster learned to Stop and Think, and how did they help him and his team of friends?

The four steps are:

1. *Recognize a number 4 or 5 feeling, like excited.*
2. *Stop!*
3. *Breathe.*
4. *Think of a win-win decision, and do it.*

They helped Buster listen and follow directions. They helped him be a part of the team instead of being annoying to his teammates. Because Buster could focus and listen, he was a big help to his team, and they completed the nest successfully.

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 identify characters in stories or social studies who were either good or bad at stopping and thinking before they acted. Ask which strategies each character could have tried.
- Keep your eye out for age-appropriate news stories of real people who did not stop and think! Bring the stories in for class discussion.
- Remind the students to use both the Focus Signal and the Stop and Think Signal to help themselves and one another during the course of the school day.
- Encourage the students to think of a particular time at home when they could constructively remind themselves to stop and think.



Stop and Think Self-Assessment

Name _____

Date _____

How easy or hard is it for you to **stop and think** before you act?

Circle the answer that describes you!

1. To not call out, even when I am really excited to give the answer:

Easy for me

Sometimes hard for me

Always hard for me

2. To keep my hands to myself:

Easy for me

Sometimes hard for me

Always hard for me

3. To stop before I say something mean or hurtful to someone:

Easy for me

Sometimes hard for me

Always hard for me

4. To stop and stay cool when I am at a 4 or a 5 on the Feelings Thermometer:

Easy for me

Sometimes hard for me

Always hard for me

5. To wait my turn in class or in a game:

Easy for me

Sometimes hard for me

Always hard for me

Check how often you use these Stop and Think strategies.

Stop and Think Strategy	A Lot	Sometimes	Never
Seeing myself in control, in my mind			
Breathing/Counting			
Ignoring distractions			
Sitting on my hands/Buttoning my lips			
Using the Stop and Stay Cool Steps			
Using self-talk to remind myself to stop and think			
Taking a break			
Using the Stop and Think Steps			

Introduction to Conflict and Conflict Resolution

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 Freeze 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 what a win-win solution to a conflict is and why it is the most effective way to solve a conflict.

ADVANCE PREPARATION

- ☐ Have one win-win, one win-lose, and one lose-lose card per team. **Note:** Cards come three to a page, so you will need to cut them.
- ☐ Have the set of conflicts for "Judge that solution!" ready to use on the overhead/whiteboard if that helps your class.
- ☐ Read through the list of ten win-win conflict solver terms (the *Teacher Guide to Win-Win Conflict Solvers*,) so you understand the Getting Along Together terminology and definitions. As the students work to identify win-win solutions to conflicts, they will come up with many of these solutions on their own, but it is important that the class develops a common vocabulary for the solutions. If you have read and understood the suggested conflict solver terms, you can guide the students as they identify and label their own solutions.
- ☐ For the activity called Solving Conflicts in a Win-Win Way, copy the conflict situations. Then cut the sixteen situations into strips, and fold each strip over. Put the folded strips in a bag or envelope so you can hand them out randomly, one to each team. There are enough scenarios to do the activity twice, or three times if you have five or fewer teams.

- ☐ Have copies of the Menu of Possible Win-Win Conflict Solvers available—one per team. Make a copy of it for use on the overhead/whiteboard if that helps your class.
- ☐ Have the Taking Turns items (timer; coin, straws, rock, paper, and scissors) ready to display.
- ☐ For the activity in which student pairs make a win-win conflict solver card, have one large index card and some colored markers and/or crayons ready for each pair of students in your class.
- ☐ Have a piece of chart paper titled Win-Win Conflict Solvers available.

Agenda

Active Instruction

- Introduce the topic of conflict, and announce the Big Q.
- Explore three key points about conflict.
- Introduce the concepts of win-lose, lose-lose, and win-win.

Teamwork

- Introduce the team activity, “Judge that solution!”
- Introduce the team activity, Solving Conflicts in a Win-Win Way.
- Introduce the team activity, making a win-win conflict solver card.

Reflection: Ask the Big Q.

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

Active Instruction

2 minutes

Introduce the topic of conflict and the Big Q.

1. Introduce the topic for the day, exploring conflict.
 - Remind the students that Getting Along Together is a program that helps our class to be peaceful and productive. Skills, such as active listening, focusing, using “I” Messages to tell our feelings, and practicing how to control them when they get too high on the Feelings Thermometer, all help us have a peaceful and productive classroom.
 - Explain that knowing what to do when we have an argument or a conflict with another student will also help us have a peaceful and productive classroom.
 - Define *conflict* as occurring when two or more people cannot get along or agree.
 - Announce the Big Q for this lesson.

Big Q: Tell about a time when you used a win-win conflict solver. Why was it a win-win solution?

2 or 3 minutes

Introduce three key points about conflict.

10 minutes

Introduce win-lose, lose-lose, and win-win solutions.

If your class is already familiar with these concepts, move quickly through the explanations.

2. Introduce and elaborate on the three keys points about conflict:

- Conflict is a normal part of everyday life.
- Conflict affects our feelings.
- A conflict can be solved.

3. Introduce the concepts of win-lose, lose-lose, and win-win solutions.

- Explain that the class will now focus on what makes a good and a not-so-good solution to a conflict. Explain that there are three kinds of solutions: win-lose, lose-lose, and win-win.
- Write the three terms on the board.
- Introduce a scenario to illustrate a win-lose, a lose-lose, and a win-win solution. Begin with win-lose. Say:

You are arguing with another student about who gets the last basketball in gym. You grab the ball and run off. The ball is all yours.

- Ask:

Who won the conflict and why?

Take two or three responses. Allow a variety of responses; there is no right answer.

- Say:

Some of you might say that you won since you got the ball; your classmate has no ball and lost. We call the end to that conflict a win-lose solution. You won; your classmate lost.

- Remind the students that conflict affects our feelings. Ask:

How does your classmate feel right now?

Call on one or two students.

Mad, furious, hurt.

- Use **Buddy Buzz** to have the students make a prediction.

What do you think your classmate might do next?

Call on one or two students.

He or she might tell a teacher and get you in trouble, he or she might yell or cry, he or she might take something that belongs to you to get you back, etc.

- Highlight that if the classmate does any of those things, then the two of you are going to end up in another conflict. Summarize that:

The problem with win-lose solutions is that they do not solve the conflict.

- Explain lose-lose solutions. Say:

Imagine that when you and your classmate are arguing about the last ball, the gym teacher walks by. He is annoyed by all the fighting, takes the ball, and says, “No one can have it because of all the arguing.”

That is a lose-lose solution.

- Ask:

Why would I call that a lose-lose solution?

Take a few responses.

Both students lost; no one got the ball.

- Introduce win-win solutions. Explain that a win-win solution is one in which both people get some of what they want, and both people come away from the conflict feeling satisfied.



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

What is a win-win solution to this basketball conflict, one in which you and your classmate both win?

Call on two or three pairs.



Share the ball. Take turns. Compromise or make a deal (i.e., you can have the ball if I borrow your cool pen). Forget the ball altogether, and find something else to do.

- Summarize that in a win-win solution, both people might not get everything they want, but they get most of what they want, *and* they solve the conflict.

Teamwork

10 minutes

Judge that solution!



1. Introduce the activity, “Judge that solution!”

- Tell the students that now they are going to play a game called “Judge that solution!” using win-win, win-lose, and lose-lose cards.
- Give each team a set of the three cards.
- Explain that you will read a situation. Teams will discuss it and decide whether it is a win-win, a win-lose, or a lose-lose solution. If it helps your class, show the scenarios on the overhead/whiteboard.
- When teams have made a decision, use **Random Reporter** to call on one team to answer. The person called on will hold up the card for win-win, win-lose, or lose-lose.
- Call on a different team for each situation. In the interest of time, read only as many situations as you have teams.
- The situations are as follows:

Do the first situation as a class to demonstrate the activity, if necessary.

1. **There is one piece of yummy chocolate cake left. Bob and Evan both want it. Bob grabs the cake and gobbles it up. Evan is mad.**

Win-lose.

2. **There is only one basketball left in the ball box, and both Amanda and Tamika want to shoot baskets. They decide to play Around the World and use the ball together.**

Win-win.

3. **There is only one swing open, and both Shaquille and Jerome want to use it. They agree to climb together on the jungle gym rather than fight over the swing.**

Win-win.

4. **Brenda wants to listen to loud music in the house; her sister Andrea wants peace and quiet. Andrea grabs the music player and hides it.**

Win-lose.

5. **Riley and Pedro are arguing over who gets to use the teacher's stapler. The teacher is annoyed by the fighting, takes the stapler, and locks it in the drawer.**

Lose-lose.

6. **There is only one Hula-Hoop, and both Jackie and Alicia want to use it. They flip a coin to see who goes first and then agree to take 5-minute turns.**

Win-win.

7. **Tyrone wants to play the new video game first, before his brother. He locks his brother out of the basement where the video player is so his brother cannot play at all.**

Win-lose.

8. **Marie and Shauna both want to be the line leader. They ask the teacher if they can stand side by side and lead the line together.**

Win-win.

9. **Jamaica and Inez both want the Hula-Hoop, and they are each pulling on it. The teacher says, "You two are going to break this!" and she takes it away from them both.**

Lose-lose.

15 minutes

Applying conflict solvers



2. Introduce the activity, Solving Conflicts in a Win-Win Way.

- Give each team a copy of the Menu of Possible Win-Win Conflict Solvers and show it on the overhead/whiteboard, if it helps your class.
- Explain that this is a starting list of win-win ways to solve conflicts. Ask teams to read the list (or read it as a class) and begin to think about how these ideas could be win-win solutions.

Note: If they have questions about what the terms mean, you can give an example as defined in the *Teacher Guide to Win-Win Conflict Solvers*, but you are encouraged not to spend a lot of time defining/explaining and instead to move on to solving the conflicts. The conflict solver terms will become clear once the students start applying them.

- Show the students the Taking Turns Bag and its contents. Briefly review how each item in the bag helps the students take fair turns.
- Demonstrate the activity by solving the following conflict as a class. Read aloud:

Juan and Antoine both want to use the class computer during free time, and each wants to play a different game.

- Ask teams to think of one or two win-win solutions to this problem, using the Menu of Possible Win-Win Conflict Solvers as a guide.
- Call on one or two students for suggestions.



Take turns, share (maybe choosing another game they can both enjoy), find something else to do (such as playing checkers instead), or compromise (Juan can have the computer if Antoine can borrow his baseball mitt, etc.).



- As the students share, chart their responses on the paper titled Win-Win Conflict Solvers. It is important that you use the same terms that are on the Menu of Possible Win-Win Conflict Solvers (and on your *Teacher Guide to Win-Win Conflict Solvers*) so the class can develop a common vocabulary for the various win-win solutions and suggest these solutions when using the Peace Path.
- After the class demonstration, begin the team activity.
- From the prepared bag or envelope, randomly select one conflict for each team. Each team should have a different conflict.
- Instruct teams to read their conflicts.
- Using a team huddle and the talking sticks, teams should decide which win-win conflict solver(s) would work to solve the conflict.
- Use **Random Reporter** to call on each team to share responses. Each team should read their conflict and tell which solution(s) they picked and why.
- As teams report out, continue to chart their answers on the chart titled Win-Win Conflict Solvers. A teacher sheet with suggested answers is provided. Refer to it for possible responses, and guide the student responses if necessary.
- By the end of the activity, all or most of the ten win-win conflict solvers from the Menu of Possible Win-Win Conflict Solvers should be on your chart. If any are missing, add them, and define each as per the teacher guide definition. You might also have additional solutions that the students suggested.
- Repeat the activity with the remaining conflict examples as time allows. There are enough scenarios to do the activity twice, or three times if you have five or fewer teams.

Teams may use more than one conflict solver; for example, it might be appropriate to both apologize and fix the problem.

10 minutes**Make win-win conflict solver cards.**

3. Introduce the partner activity to make a classroom set of win-win conflict solver cards for use on the Peace Path and in school in general.

- Ask the students to get into partnerships within their teams.
- Give each partnership a large index card, markers, and scrap paper for sketching drafts.
- Randomly assign each partnership one of the win-win conflict solvers from the charted list. There should be a minimum of ten, though your class may have come up with more.

The minimum list of ten includes take turns, apologize, share, laugh it off, get help, compromise, talk it out, ignore once, fix the problem, and find something else to do.

- Since you probably have more than ten partnerships in your class, some partnerships will work on the same conflict solvers.
- Ask partners to write the name of the conflict solver in big letters on the top of the card and decide how to illustrate the term underneath.
- Make some suggestions, for example, if a partnership has **Share**, they might draw two people using the same computer or dividing a piece of pizza. If the partnership has **Ignore once**, they might draw someone with his or her eyes closed, back turned, etc.
- Give partners 5–7 minutes to complete the cards. Circulate as they work, and ask for examples of when they might use that conflict solver. Also, award points for team cooperation goals.
- Explain that over the next few days, the students will practice win-win solutions to conflicts on the Peace Path and that they will use these cards then.
- Collect the cards. Laminate them if possible. Choose one of each conflict solver, and post them all near the Peace Path under the heading “Win-Win Conflict Solvers.” Also, have a few blank cards under the heading “New Idea”; the students can complete these cards as new ideas come up during the school year.

If your students care about whose cards are selected for the display, be sure to rotate the cards as the year progresses. Or post all the cards, grouped by conflict solver.

Reflection

5 minutes**2 points****The Big Q:**

Tell about a time when you used a win-win conflict solver. Why was it a win-win solution?

Answers will vary, but be sure that they are win-win solutions.

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

- Be alert for all teachable moments involving examples of win-win, win-lose, and lose-lose solutions that your students or characters in a book use.
- Social studies can offer examples of successful or unsuccessful conflict solvers, and the students can discuss events in those terms.
- As often as possible, use the same vocabulary as the ten conflict solvers, encouraging the students to compromise, find something else to do, talk it out, apologize, etc.
- If you see the students in a conflict, give them the Stop and Think Signal, and remind them to consider one of the win-win conflict solvers.
- Suggest that the students make a poster to illustrate the three truths about conflict: conflict is normal, conflict affects feelings, and a conflict can be solved!

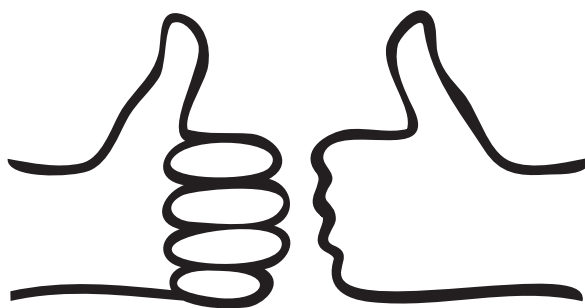
Judge that solution!



1. There is one piece of yummy chocolate cake left. Bob and Evan both want it. Bob grabs the cake and gobbles it up. Evan is mad.
2. There is only one basketball left in the ball box, and both Amanda and Tamika want to shoot baskets. They decide to play Around the World and use the ball together.
3. There is only one swing open, and both Shaquille and Jerome want to use it. They agree to climb together on the jungle gym rather than fight over the swing.
4. Brenda wants to listen to loud music in the house; her sister Andrea wants peace and quiet. Andrea grabs the music player and hides it.
5. Riley and Pedro are arguing over who gets to use the teacher's stapler. The teacher is annoyed by the fighting, takes the stapler, and locks it in the drawer.
6. There is only one Hula-Hoop, and both Jackie and Alicia want to use it. They flip a coin to see who goes first and then agree to take 5-minute turns.
7. Tyrone wants to play the new video game first, before his brother. He locks his brother out of the basement where the video player is so his brother cannot play at all.
8. Marie and Shauna both want to be the line leader. They ask the teacher if they can stand side by side and lead the line together.
9. Jamaica and Inez both want the Hula-Hoop, and they are each pulling on it. The teacher says, "You two are going to break this!" and she takes it away from them both.

Win-Win Solutions Cards

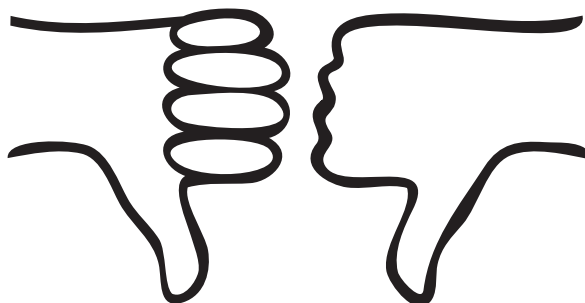
Win-Win



Win-Lose



Lose-Lose



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.

Menu of Possible Win-Win Conflict Solvers



Take turns.

Compromise.

Apologize.

Get help.

Laugh it off.

Talk it out.

Ignore once.

Fix the problem.

**Find something
else to do.**

Share.

New idea?

Scenarios for Solving Conflicts in a Win-Win Way

Kate wants to watch a scary movie on TV, and Colleen wants to watch a funny movie.



Kyle and Mario see a cool toy dump truck in the sandbox. They each want to play with it first.



There is one donut left, and both Darius and Juan want it.



Jack and Tyrell both want to use the class computer during free time, and each wants to play a different computer game.



Sal is playing near a castle of blocks that Don built. Sal bumps into the castle by accident and knocks part of it down.



Yolanda and Kia sleep over at their grandmother's house, where there is a bunk bed. Both girls want to sleep on the top bunk.



Kim and Tawanda are making cookies. Kim wants to make the cookies with raisins, and Tawanda wants to make them with chocolate chips.



Shawna says that Devon's new shoes are ugly. Devon says that Shawna's new haircut looks much uglier than his shoes.

Juanita says that Inez's drawing of a dog looks more like a cat.



Both Ricky and Zain want to be the line leader.



India and Kyla are coloring a map together. They both want to color in the water part of the map.



There are ten minutes left for free time. Tia wants to swing, and Nia wants to shoot baskets.



Eva and Tom have one dollar to spend together. Tom wants to buy candy, and Eva wants to buy chips. They do not have enough money for both.



Al and Rita both want to use the blue marker at the same time.



Ella and Tyla are playing a card game, and they begin to fight about the rules. Each girl thinks she is right.



At recess, Manny trips Angel by accident. She yells that Manny tripped her on purpose.

Scenarios for Solving Conflicts in a Win-Win Way



Teacher sheet with suggested answers

Following are possible responses to the scenarios in the activity, Solving Conflicts in a Win-Win Way. The students may also think of other ideas that are not listed here.

Kate wants to watch a scary movie on TV, and Colleen wants to watch a funny movie.

Take turns (i.e., flip a coin, draw straws), find something else to do, or compromise (I will watch your movie if I can have the last cookie.).

Kyle and Mario see a cool toy dump truck in the sandbox. They each want to play with it first.

Take turns (i.e., flip a coin, draw straws), share, or compromise.

There is one donut left, and both Darius and Juan want it.

Share, find something else to do (or eat), or get help.

Jack and Tyrell both want to use the class computer during free time, and each wants to play a different computer game.

Take turns (i.e., flip a coin, draw straws), find something else to do, compromise, or share.

Sal is playing near a castle of blocks that Don built. Sal bumps into the castle by accident and knocks part of it down.

Fix the problem, apologize.

Yolanda and Kia sleep over at their grandmother's house, where there is a bunk bed. Both girls want to sleep on the top bunk.

Take turns (i.e., flip a coin, draw straws), share, or compromise.

Kim and Tawanda are making cookies. Kim wants to make the cookies with raisins, and Tawanda wants to make them with chocolate chips.

Compromise (make raisin chocolate chip cookies), share (i.e., share the dough so each can make her own cookies).

Shawna says that Devon's new shoes are ugly. Devon says that Shawna's new haircut looks much uglier than his shoes.

Apologize, laugh it off, ignore once, or talk it out.

Juanita says that Inez's drawing of a dog looks more like a cat.

Ignore once, apologize, or laugh it off.

Both Ricky and Zain want to be the line leader.

Take turns (i.e., flip a coin, draw straws), compromise, or get help.

India and Kyla are coloring a map together. They both want to color in the water part of the map.

Share, take turns, or compromise.

There are ten minutes left for free time. Tia wants to swing, and Nia wants to shoot baskets.

Compromise (swing for 5 minutes, then shoot baskets for 5 minutes), or find something else to do.

Eva and Tom have one dollar to spend together. Tom wants to buy candy, and Eva wants to buy chips. They do not have enough money for both.

Take turns (i.e., flip a coin, draw straws), find something else to do (or buy), or compromise.

Al and Rita both want to use the blue marker at the same time.

Take turns (i.e., flip a coin, draw straws), compromise, or get help.

Ella and Tyla are playing a card game, and they begin to fight about the rules. Each girl thinks she is right.

Find something else to do, or get help.

At recess, Manny trips Angel by accident. She yells that Manny tripped her on purpose.

Talk it out, apologize.

Introduction to the 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 Freeze whenever time allows during the day/week. If your students are ready for a new Stop and Think Brain Game, try Simon Says.

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 how conflicts can be solved in win-win ways, be introduced to the Peace Path, and practice giving and receiving “I” Messages, which are a critical part of the Peace Path conflict-resolution process.

ADVANCE PREPARATION

- ☐ Have a copy of *Matthew and Tilly* by Rebecca C. Jones available. The pages are not numbered, so number them yourself.
- ☐ Consider writing the discussion questions for *Matthew and Tilly* on sticky notes and placing them on the appropriate pages so the lesson can move along briskly.
- ☐ Have the Peace Path ready for display and discussion with the students. Be sure that the student-made conflict solver cards are posted by the Peace Path.
- ☐ Prepare two charts as follows, or make a projectable version from the copy provided with this lesson.

How to Give an “I” Message

- Look the other person in the eye.
- Use *I*.
- Say a feeling.
- Explain why clearly.

How to Receive an “I” Message

- Look the speaker in the eye.
- Listen without talking.
- Say the “I” Message back.

- ☐ Prepare Feelings Leaves for *hurt, crabby, grouchy, lonely, and sorry* to add to the Feelings Tree.
- ☐ Prepare the “I” Message situations for the overhead or whiteboard. You will show them to the whole class, one at a time.

Agenda

Active Instruction

- Introduce the lesson.
- Announce the Big Q.
- Read and discuss *Matthew and Tilly*.
- Within the context of the book, review the Feelings Thermometer, the Stop and Stay Cool Steps, and win-win solutions.
- Introduce the students to the Peace Path and review “I” Messages.

Teamwork

- Introduce the thumbs up/thumbs down activity to distinguish between effective and ineffective “I” Messages.
- Introduce the team activity of giving, receiving, and evaluating “I” Messages.

Reflection: Ask the Big Q.

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

Active Instruction

1 minute

Introduce the lesson and the Big Q.

1. Introduce the lesson on “I” Messages and the Peace Path.

- Explain that today the students will review “I” Messages and learn about using the Peace Path.
- Announce the Big Q for this lesson.

Big Q: Why are “I” Messages better for solving a conflict than “you” Messages like Tilly and Matthew used?

15 minutes**Read and discuss
the book.**2. Read and debrief *Matthew and Tilly*.

- Explain that you are going to begin the lesson with a book called *Matthew and Tilly*, a story about two friends who have a conflict.

- Read pages 1–13. Ask:

What do you call it when someone breaks something but the person did not mean to?

An accident.

Since that broken purple crayon belonged to Tilly, what do you predict might happen next?

Take one or two predictions.

- Read pages 14 and 15, and ask:

When Tilly said, “You broke my crayon,” to Matthew, what kind of voice did she use?

She used a crabby voice.

How do you think that voice made Matthew feel?

Mad because he did not break it on purpose or maybe hurt that Tilly is not being more understanding about it.

Point to those feelings on the Feelings Tree as the students name them. If *hurt* is not already on the Feelings Tree, add it.

- Ask:

Why do you think Matthew answered back in a grouchy voice?

Because Tilly was making him mad and acting like he broke the crayon on purpose.

- Go over to the Feelings Tree, and add leaves with the words *crabby* and *grouchy*. Discuss where to put them (probably on the *mad* branch).
- Connect the story to the Feelings Thermometer, saying:

When anger gets too high on the thermometer, people often say or do things that they might wish they had not.

What are some of the words that both Tilly and Matthew say that they might later wish they had not said?

Picky, stupid, stinky, mean.

- Read pages 16 and 17.

Remind the students about what they said anger looks like and sounds like. Ask:

How does Matthew go up the stairs?

He stomps.

- Highlight that stomping is a good clue to Matthew that he is moving way up on the Feelings Thermometer. Ask:

When Matthew realizes that he is moving up the Feelings Thermometer, what could he do to help himself calm back down?

Stop and stay cool.

- Say:

If both Matthew and Tilly had used Stop and Stay Cool right away, maybe they could have stopped themselves and not used words like *stupid* and *stinky*, and they could have avoided the conflict altogether. Instead, Matthew and Tilly are having a conflict.

- Read pages 18–23.

Remind the students that conflict affects how people feel. Show the pictures of Matthew and Tilly on pages 21 and 22. Ask:

What are some words to describe how both Matthew and Tilly feel now that they are in this conflict?

Lonely, sad, sorry that the fight happened, regretful, disappointed, etc.

- If any of these words are not on the Feelings Tree, add them, discussing where to put them on the tree.
- Explain that this book shows us that conflicts can be solved, and read the rest of the book. Ask:

Look at the win-win conflict solver cards posted next to the Peace Path. Which one did Matthew and Tilly choose to end the conflict?

Apologize.

- Ask:

Why was it a win-win solution that Matthew said he was sorry and then Tilly said she was sorry too?

They both had to say something that was not easy to say, and they both felt better. It was not a case of one person feeling good while the other still felt sad or mad.



- Explain that apologizing is one good win-win way to fix a conflict, but there is often more than one way to solve a problem. Use **Think-Pair-Share** to ask:

Looking at the conflict solver cards again, what other win-win conflict solvers could Matthew and Tilly have tried?

Call on two or three students.

Laugh it off (both decide that fighting over a crayon is silly); fix the problem (repair or replace the broken crayon); find something else to do (ride bikes, or play Hide and Seek); get help (ask a parent for another crayon).

- Summarize that any of those would be win-win solutions in which both people feel good about the way the conflict is resolved.

2 minutes

**Show the students
the Peace Path.**

3. Introduce the Peace Path, the tool that the students will use in their classroom to find win-win solutions to the kinds of conflicts that Matthew and Tilly just had.

- Show the students the Peace Path; highlight the three steps:

Tell the problem, which we do by using “I” Messages.

Brainstorm solutions, which need to be win-win solutions.

Solve the problem, which means agreeing on a win-win solution and putting it to work.

5 minutes

**Review “I” Messages
in the context of
the Peace Path and
Matthew and Tilly.**

4. Review “I” Messages in the context of the Peace Path and *Matthew and Tilly*.

- Stress that an “I” Message is about how you feel. It emphasizes that you own your feelings. It is different from a “you” Message that blames the other person for how you feel, i.e., “You made me mad.”

- Explain that Tilly and Matthew were not good at using “I” Messages.

Reread pages 12–15.

- Ask:

When Matthew accidentally breaks the crayon and Tilly is upset, does she give an “I” Message or a “you” Message?

She gives a “you” Message: “You broke it; you always break everything.”

- Ask:

How do you think those “you” Messages made Matthew feel?

Hurt, mad, like he was being blamed for an accident, etc.

- Ask:

How could Tilly have expressed her feelings using an “I” Message?

Call on one student.

She could have said, “I feel sad/disappointed because you broke my crayon,” or “I feel sad because my crayon is broken.”

- Ask:

What might Matthew’s “I” Message back to Tilly be?

Call on one student.

“I feel hurt because you think I did it on purpose.”

- Highlight that “I” Messages help to solve problems on the Peace Path; blaming “you” Messages make them worse.

7 minutes

Review how to give and receive “I” Messages.

5. Revisit how to give “I” Messages using the prepared chart or overhead.

- Explain that the “I” Message speaker should:
 - look the other person in the eye,
 - use *I*,
 - say a feeling, and
 - explain why clearly.
- Elaborate on the final point, explaining that when you give an “I” Message, you must tell the other person exactly why you feel the way you do.
- Have the students listen for the difference between these two statements:

“I feel mad because you get on my nerves.”

“I feel mad because you took my pencil without asking.”

- Ask:

Which one tells the other person exactly why you feel the way you do?

Take one student response.

The second one tells why clearly. Many things can be annoying, so the person might not know what behavior he or she did that bothered the speaker.

6. Explain how to receive an “I” Message using the prepared chart or overhead.

- Explain that the “I” Message receiver should:
 - look the speaker in the eye,
 - listen without talking, and
 - say the “I” Message back.
- Connect “I” Messages and active listening, asking:

When else do we use paraphrasing or Say It Back?

During active listening.

- Highlight that when solving a conflict on the Peace Path, all parts of active listening are very important.
- Using the example “I feel mad because you took my pencil without asking,” model how to give and receive an “I” Message with a student, following all the steps outlined above. For example:

Teacher: I feel mad because you took my pencil without asking.

Student: You feel mad because I took your pencil without asking.

- Ask for a thumbs up/thumbs down if you and the student both followed all the steps correctly.

Choose a student who enjoys role-plays.

Teamwork

6–8 minutes

Thumbs up/down activity



1. Explain that the students will do two team activities to practice giving and receiving “I” Messages so they will be ready to use them on the actual Peace Path tomorrow.
2. Introduce a thumbs up/thumbs down team activity to practice identifying appropriate “I” Messages.
 - Explain that you are going to give some “I” Messages. Teams will decide if the “I” Message follows the four key points listed on the How to Give an “I” Message chart. Point to the chart or overhead.
 - Go over to a different student for each “I” Message, and give that student the “I” Message. Pause after each one for teams to discuss.
 - Using the talking sticks, team members should discuss and decide to give a thumbs up (appropriate “I” Message) or thumbs down (poor “I” Message).
 - Use **Random Reporter** to call on one team per “I” Message to explain their answer. Debrief after each “I” Message.
 - Give the first “I” Message.

Note: Do **not** look at the student as you say the following:

You are a dum-dum.

Thumbs down: no eye contact, did not use I, did not express a feeling, it is a “you” Message.

Note: Do look at the student as you give following “I” Messages:

I feel sad because you called me a baby.

Thumbs up: used I, said a feeling, explained why clearly, used eye contact.

I feel mad because you keep poking me in my back with your foot.

Thumbs up: used I, said a feeling, explained why clearly, used eye contact.

You are mean not to share your candy.

Thumbs down: did not use I, did not say a feeling.

I feel sad because you will not share your candy.

Thumbs up: used I, said a feeling, explained why clearly, used eye contact.

I feel frustrated because you are bugging me.

Thumbs down: did not explain why clearly.

I feel frustrated because you are humming loudly, and I cannot hear the teacher.

Thumbs up: used I, said a feeling, explained why clearly, used eye contact.

15 minutes**Team activity giving and receiving “I” Messages**

3. Introduce the partner activity, giving and receiving “I” Messages.

- Make sure the two charts, How to Give an “I” Message and How to Receive an “I” Message, are clearly visible.
- Be ready to show the “I” Message scenarios on the overhead/whiteboard.
- Have the students get into partnerships within their teams. Assign the roles of partner 1 and partner 2.
- Explain that you will read a scenario from the overhead or whiteboard. Using the charted “I” Message steps, partner 1 will give an appropriate “I” Message, and partner 2 will say it back.
- All partners will practice giving and receiving “I” Messages. Then you will use **Random Reporter** to call on one partnership to demonstrate for the class. Teams will then discuss the demonstration and give a thumbs up or down to indicate whether the partners did it correctly. Teams who give a thumbs down need to explain what the partners forgot to do.
- Model the first scenario for the class with a student. You should give the “I” Message and follow the steps on the “I” Message chart, and the student should receive the “I” Message by following the steps on the receiving chart.
- Show the first situation—**Your partner tells you that your new shoes are ugly and out of style**—on the overhead or whiteboard. Demonstrate with a student partner. For example:

Teacher: **I feel hurt because you said my new shoes are ugly.**

Student: *You feel hurt because I said that your shoes are ugly.*

- Ask teams to evaluate the role-play and to give a thumbs up/thumbs down. Teams also need to be able to explain why they gave a thumbs up or down.
- After your initial demonstration, begin the activity by showing the second “I” Message situation on the overhead or whiteboard: **Your partner breaks the zipper on your new backpack.**
- Ask partner 1 to give an “I” Message and partner 2 to receive it. Circulate as partners practice, listening and correcting as needed.
- Use **Random Reporter** to call on one partnership from one team and ask them to demonstrate for the class. Remind teams to watch and listen closely. Teams discuss whether to give a thumbs up/thumbs down. Be sure to ask teams to explain why they gave a thumbs up or down.
- Continue the activity, getting through as many of the situations as time allows. Make sure that partners **take turns** giving and receiving “I” Messages.
- Conclude the lesson by saying:

Today we did a lot of practice giving and receiving “I” Messages. Tomorrow we will use this skill on the Peace Path when two people are having a conflict. In a conflict, both people give and receive “I” Messages, and then they go on to solve the conflict in a win-win way.

Reflection

5 minutes**2 points**

The Big Q:

Why are “I” Messages better for solving a conflict than “you” Messages like Tilly and Matthew used?

“You” Messages sound like blaming and make the other person more mad; “I” Messages explain instead of blame; “I” Messages help the other person understand why you feel the way you do; it is important to tell people how we feel and why; “I” Messages use active listening, which means the two people are listening respectfully to each other, 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

- If you hear the students giving “you” Messages, ask them to restate them as “I” Messages.
- In reading, if characters use “you” Messages, ask the students to restate them as “I” Messages. Discuss why an “I” Message would be more effective.
- Take every opportunity to model using “I” Messages.
- Highlight characters in books who resolve conflicts in a win-win way and those who do not.

How to Give/Receive an “I” Message

How to Give an “I” Message

- Look the other person in the eye.
- Use *I*.
- Say a feeling.
- Explain why clearly.

How to Receive an “I” Message

- Look the speaker in the eye.
- Listen without talking.
- Say the “I” Message back.

“I” Message Scenarios

Your partner tells you that your new shoes are ugly and out of style.

Teacher: Give an “I” Message.

Student partner: Receive the “I” Message.

Your partner breaks the zipper on your new backpack.

Partner 1: Give an “I” Message.

Partner 2: Receive the “I” Message.

Your partner knocks your books all over the floor and does not help you pick them up.

Partner 2: Give an “I” Message.

Partner 1: Receive the “I” Message.

Your partner does not wait for you to go to recess.

Partner 1: Give an “I” Message.

Partner 2: Receive the “I” Message.

Your partner laughs at you because you dropped your book bag, and papers went everywhere.

Partner 2: Give an “I” Message.

Partner 1: Receive the “I” Message.

Your partner will not share his or her math book even though you left yours at home.

Partner 1: Give an “I” Message.

Partner 2: Receive the “I” Message.

Your partner makes fun of the way that you eat your pizza.

Partner 2: Give an “I” Message.

Partner 1: Receive the “I” Message.

Practicing the 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 Freeze or Simon Says 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 three steps of the Peace Path and practice them in their teams.

ADVANCE PREPARATION

- ☐ Have the Peace Path posted and visible for all to see.
- ☐ Have the video about using the Peace Path available. It is on the GAT 2nd Edition DVD provided in your start-up kit. Watch it before the lesson so you know what to expect.
- ☐ Make sure the charts from lesson 8 describing how to give and receive "I" Messages are clearly visible.
- ☐ Have a set of the Getting Along Together puppets, an 8.5 x 11 inch copy of the Peace Path, and two different observer checklists per team.
- ☐ Have the stories and checklists for the teamwork activity ready to show on the overhead or whiteboard if that is helpful for your class.

Agenda

Active Instruction

- Explain that today the students will practice the complete Peace Path.
- Announce the Big Q.
- Quickly review Stop and Stay Cool as a possible prestep to the Peace Path.

- Show the Peace Path video.
- Demonstrate how to use the Peace Path using teacher-student role-play.

Teamwork

- Introduce two scenarios for teams to use for Peace Path practice.

Reflection: Ask the Big Q.

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

Active Instruction

5 minutes

Introduce the Peace Path and the Big Q, and review Stop and Stay Cool.

1. Introduce the topic for the day: practicing using the Peace Path to resolve classroom conflicts in a peaceful win-win way.

- Announce the Big Q for this lesson.

Big Q: What are some differences between a classroom where the students are Peace Path experts and a classroom where no one knows how to do any parts of the Peace Path?

2. Review the Peace Path, and revisit the Stop and Stay Cool Steps.

- Go over to the Peace Path, and point to the pictures of Chilly and Owlivia. Explain that they are pictured here because they are going to help us get good at using the Peace Path.
- Remind the students of the importance of using the Stop and Stay Cool Steps before trying the Peace Path. Say:

It is good that Chilly is pictured here to remind us about something we might need to do *before* we use the Peace Path. What skill has Chilly taught us?

Stop and Stay Cool.

- Ask for a quick review of the Stop and Stay Cool Steps.
- Highlight that if a conflict makes one or both people really upset—a 5 on the Feelings Thermometer—they need to stop and get cool before they can solve the problem. Say:

Unless we are calm, we cannot do the thinking and active listening that the Peace Path requires.

- Return to the Peace Path, and review the three steps:

Tell the problem, which we do by using “I” Messages and then saying them back.

Brainstorm solutions, which need to be win-win solutions like the conflict solvers.

Solve the problem, which means agreeing on a win-win solution and putting it to work.

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

3. Show the Peace Path video, and debrief it.

- Announce that the students are going to see a video with our Getting Along Together friends demonstrating how to use the three steps on the Peace Path.
- Show the video.
- Ask:

When the cartoon began and Chilly and Buster were fighting, what might have happened if they did not learn how to use the Peace Path?

Call on one or two students.

They could have refused to play with each other and both been lonely. They could have maybe hit each other. They could have both gotten in trouble with an adult, which would be a lose-lose solution, etc.

- Ask:

Instead, they solve the problem in a win-win way. In fact, they think of two win-win solutions to try. What are they?

Call on a student.

Taking turns and sharing.

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

Looking at our conflict solver cards, can you think of some other conflict solvers they could have tried?

Call on one or two students to share responses.

Laugh it off, find something else to do, compromise.

10 minutes**Role-play demonstration
of the Peace Path**

Choose a student who will be comfortable doing the role-play.



If the student needs help, remind him or her of the charts about how to give and receive “I” Messages. If necessary, prompt and guide him or her.

4. As a demonstration for the class, model how to use the Peace Path, with you and a student acting as the blue and green characters.

- Ask the class to imagine that you and the student are two students in the class.
- Read aloud the following story that you and your student partner will solve on the Peace Path.

Someone in our class brings in a bag of cookies (Substitute any treat that appeals to your class.) **for a snack. After everyone has had one, there is one cookie left, and I want it.** _____ (Name the student.) **wants it too. I start to grab it, and** _____ **says, “Hey, that’s not fair, give me that.” I say, “Well, I saw it first.” The teacher hears us arguing, and she sends us to the Peace Path.**

- Explain that you will be the green person, and your partner will be the blue.
- Begin step 1, **tell the problem.** Pointing to the directions on step 1, you (green) give an “I” Message:

“I feel mad because I should get the cookie. I saw it first.”

- Remind your partner (blue) to say it back. Stress the use of active listening and eye contact.

You feel mad because you think you should get the cookie since you saw it first.

- Pointing to the directions where the student is standing, explain that now your partner gives his or her “I” Message.

“I feel mad because it is not fair that you get the last cookie.”

- You say it back.

“You feel mad because you do not think it is fair that I get that last cookie.”

- Begin step 2, **brainstorm solutions**. Point to the conflict solver cards near the Peace Path. You choose one, probably **share**.
- Ask your partner to suggest a conflict solver. **Note:** It will likely be the same one (share), though either of you could suggest another one such as find something else to do, compromise (i.e, make a deal, such as you can have the cookie if I can play with your new watch), or a new idea.
- Begin step 3, **solve the problem**. Discuss and agree on a win-win solution. If you agree to share, you can pretend to break the cookie in half.

Teamwork

10–15 minutes

First puppet role-play



1. Introduce the teamwork activity in which the students will use the Getting Along Together puppets and the Peace Path to solve conflicts between the Getting Along Together characters.

- Hand out the puppets, an 8.5 x 11 inch copy of the Peace Path, and two observer checklists (one for each story) to each team.
- Explain that for story 1, the 1s will be Chilly, the 2s will be Buster, and the 3s and 4s (and 5s) will be the observers with a checklist to complete.
- Write on the board:

1s = Chilly

2s = Buster

3s, 4s, 5s = observers



- You will read story 1 (see below) aloud. You may also show it on the overhead or whiteboard as you read if that is helpful to your class.
- After you read the story, the students who are playing Chilly and Buster will go through each Peace Path step: say the problem, brainstorm solutions, and solve the problem. They will **stop after each step** of the Peace Path for the observers to complete the corresponding section of the observer checklist. Project the checklist if that helps you explain the activity.



- After teams have completed both the role-play and the observer checklist for story 1, use **Random Reporter** to have each team share the conflict solver they chose and whether Chilly and Buster received all checks on the observer form.
- Probable win-win conflict solvers for story 1 are: share, take turns, compromise (i.e., make a deal, such as you can have the shovel first if I can taste one of your apples, etc.), get help (maybe someone has another shovel), or a new idea.

Note: If points are motivating to your students, consider awarding 1 team point to each team for receiving all checks on the observer checklist.

Story 1:

Chilly and Buster both want to do some gardening, and there is only one shovel. Chilly says, “Hey, I need this shovel to dig up my potatoes.” Buster says, “Well, I need it to plant my apple tree.” Chilly says that potatoes are better than apples, and Buster says that apples are better than potatoes. Dilly and Betty walk by as the argument is heating up, and they tell Chilly and Buster to go to the Peace Path immediately!

10–15 minutes

Second puppet role-play

2. Repeat the activity, but change roles for story 2.

- Write on the board:
 - 1s, 2s, 5s = observers
 - 3s = Dilly
 - 4s = Owlivia

Note: The most probable win-win conflict solver for story 2 is to apologize. When the students role-play apologizing, make sure that both Owlivia and Dilly apologize and accept the other person’s apology.

The students might also choose to laugh it off, talk it out (For example, each says, “I was just kidding. I did not mean to hurt your feelings.”), get help, or a new idea.

Story 2:

Dilly got new basketball sneakers with orange and green stripes. Dilly is usually shy and quiet, but he is so excited to show off his new shoes that he runs up to Owlivia and says, “Look at my new shoes!” Owlivia says, “Those shoes are dumb. I have never seen a real basketball player wear shoes like those!” Dilly wants to cry; instead, he says, “Well, at least I don’t wear a stupid square hat!” Just then, Betty walks by and takes Dilly and Owlivia over to the Peace Path.

Reflection

5 minutes**2 points**

The Big Q:

What are some differences between a classroom where the students are Peace Path experts and a classroom where no one knows how to do any parts of the Peace Path?

A class of Peace Path users will tell one another how they feel and will not blame or accuse; the students will work together to solve problems instead of making them worse; the students in a conflict will make sure that both students feel good about the solution; classroom problems will be solved in a win-win way, 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

- Highlight any occasions in which characters in a book could have benefitted from using the Peace Path. Ask the students to role-play the characters through the process of using the Peace Path.
- Encourage the students to approach interpersonal problem solving from the vantage point of how *both* people can come away feeling good about the solution.
- Many social studies topics lend themselves to the question, “What could have been a win-win solution to this conflict?”
- Ask the students to role-play Matthew and Tilly as they go through the Peace Path.

Stories for Teamwork Activity

Story 1

Chilly and Buster both want to do some gardening, and there is only one shovel. Chilly says, “Hey, I need this shovel to dig up my potatoes.” Buster says, “Well, I need it to plant my apple tree.” Chilly says that potatoes are better than apples, and Buster says that apples are better than potatoes. Dilly and Betty walk by as the argument is heating up, and they tell Chilly and Buster to go to the Peace Path immediately!

Story 2

Dilly got new basketball sneakers with orange and green stripes. Dilly is usually shy and quiet, but he is so excited to show off his new shoes that he runs up to Owlivia and says, “Look at my new shoes!” Owlivia says, “Those shoes are dumb. I have never seen a real basketball player wear shoes like those!” Dilly wants to cry; instead, he says, “Well, at least I don’t wear a stupid square hat!” Just then, Betty walks by and takes Dilly and Owlivia over to the Peace Path.

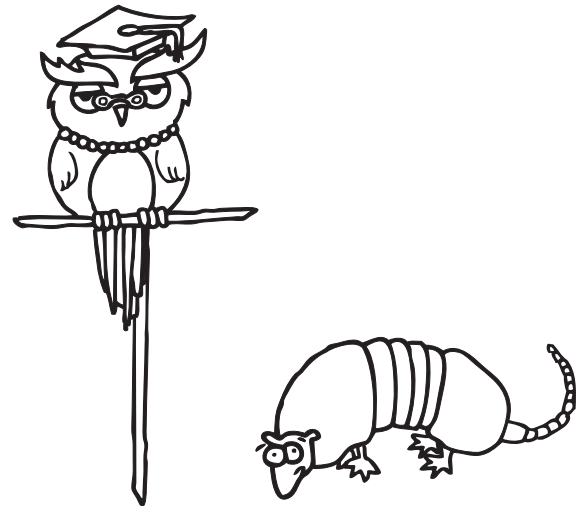
Observer Checklist for Story 1

Peace Path	Part 1	Yes	No
Step 1: Tell the problem.	Chilly gave an “I” Message that used the sentence starter “I feel _____ because _____.”		
	Buster said the “I” Message back.		
	Buster gave an “I” Message that used the sentence starter “I feel _____ because _____.”		
	Chilly said the “I” Message back.		
	Chilly used good eye contact.		
	Buster used good eye contact.		
Peace Path	Part 2		
Step 2: Brainstorm solutions.	Chilly said a win-win conflict solver.		
	Buster said a win-win conflict solver.		
Peace Path	Part 3		
Step 3: Solve the problem.	Chilly and Buster talked and agreed on a win-win conflict solver to try.		
	They chose _____.		



Observer Checklist for Story 2

Peace Path	Part 1	Yes	No
Step 1: Tell the problem.	Dilly gave an “I” Message that used the sentence starter “I feel _____ because _____.”		
	Owlvivia said the “I” Message back.		
	Owlvivia gave an “I” Message that used the sentence starter “I feel _____ because _____.”		
	Dilly said the “I” Message back.		
	Dilly used good eye contact.		
	Owlvivia used good eye contact.		
Peace Path	Part 2		
Step 2: Brainstorm solutions.	Dilly said a win-win conflict solver.		
	Owlvivia said a win-win conflict solver.		
Peace Path	Part 3		
Step 3: Solve the problem.	Dilly and Owlvivia talked and agreed on a win-win conflict solver to try.		
	They chose _____.		





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 _____.



Introduction to the Thinking Spot and to Memory Brain Games

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 On My Pizza, I Like 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 purpose of the Thinking Spot and its materials. They will also learn the purpose of Memory Brain Games and strategies for improving memory. These strategies include:

- focusing;
- comprehending, making sure you understand what you have to remember;
- repeating words in your head;
- making a mind movie, picturing in your mind what you need to remember;
- writing down information;
- listening for patterns, rhymes, and familiar sounds; and
- making up a story about what you need to remember.

ADVANCE PREPARATION

- ☐ Make sure that all the items you need for the Thinking Spot are in place:
 - the Taking Turns Bag with straws, a coin, a timer; and the Rock, Paper, Scissors card;
 - a stack of Think-It-Through sheets in some kind of protective plastic;
 - the 8.5 x 11 inch version of the Peace Path in some kind of protective plastic;
 - the 8.5 x 11 inch Stop and Stay Cool poster in some kind of protective plastic; and
 - the Settle-Down Jar (Optional; see the *Getting Along Together 2nd Edition 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.).

Note: If your Thinking Spot area is small and you are concerned about materials getting scattered, consider providing a bin or box for the items.

- ☐ Have a sample Think-It-Through sheet available to show as an overhead, and/or have copies available so the students can see the form when you explain it.
- ☐ Have the Brain Game deck available. Read the card for On My Pizza, I Like ahead of time so you can explain the game to the students.
- ☐ There is a short phrase in Italian as part of the lesson. Try to practice the pronunciation before you teach the lesson.
- ☐ Prepare two charts, one titled Strategies for Remembering and the other titled What We Need to Remember in School. **Note:** Save these two charts. You will need them in unit 4.
- ☐ Have the poem “Supper for Orson” available for you to read aloud.
- ☐ Copy the “What did Orson Omar Dante Pig have for supper?” answer sheet—one copy per team.
- ☐ Copy the Memory Self-Assessment form—one per student. **Note:** Save the forms that the students complete in this lesson. During the year, you will reassess to check on any progress that the students made in practicing this skill area.
- ☐ Remember to tally team points at the end of the day and update totals for the students. 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. You will award the team stickers during Class Council.

Agenda

Active Instruction

- Introduce the students to the Thinking Spot and its materials.
- Introduce the students to the third category of Brain Games, memory games.
- Announce the Big Q.
- Play the Brain Game On My Pizza, I Like.
- Explain focusing and comprehension as two critical keys to remembering information.

Teamwork

- Help the students brainstorm times when having strong memory skills in school is critical.
- Help the students identify some additional key strategies for improving memory.
- Practice memory strategies with the poem activity.
- Have the students complete their individual memory self-assessments.

Reflection: Ask the Big Q.

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

Active Instruction

6–8 minutes

Introduce the Thinking Spot.

1. Introduce the students to the Thinking Spot in your classroom.
 - Explain that in the past two weeks, the students have learned many Getting Along Together strategies and routines to help us have a peaceful and productive classroom community. The Thinking Spot is a place where the students can go to use and practice the Getting Along Together concepts.
 - Go over to the Thinking Spot, and point out and explain each of the items on the table: the Taking Turns Bag, the Peace Path, the Stop and Stay Cool Steps, and the Settle-Down Jar.
 - Introduce the students to the Think-It-Through sheets. Show one on the overhead, or hand out a few copies so everyone can see them. Explain that if someone is having a problem, either alone or with another student, completing this sheet is a good way to think it through to decide what to do next.

Explain that a student (or two students if the problem is interpersonal) can ask your permission to go to the Thinking Spot to complete a form and then should bring it back for you to review as soon as you are able to do so.
 - Summarize that the Thinking Spot is a place for the students to go to use the Getting Along Together skills, to calm themselves down, and/or to stop and think things through.

10 minutes

Introduce Memory Brain Games, the Big Q, and how to play On My Pizza, I Like.



2. Introduce the third and final category of Brain Games: memory games.

- Remind the students about the purpose of Brain Games, to train our brains and help us get good at focusing, stopping and thinking before we act, and remembering.
- Explain that today the students will learn about the Memory Brain Games. Transition the students to this activity by pointing out that there have been a lot of new ideas and strategies to remember this week. Memory Brain Games will exercise our memory muscles so our brains get good at remembering.
- Say:
After two weeks of reviewing and learning so many Getting Along Together ideas and routines, this is the perfect time to work on making our memories strong.
- Announce the Big Q for this lesson.

Big Q: What three tips could you give to a friend who has trouble remembering important information in school?

3. Announce that the students will now play the Brain Game On My Pizza, I Like.

- Review the Remember Signal on the Train Your Brain! poster.
- Teach the new Brain Game, On My Pizza, I Like.
- Begin the game by giving the Remember Signal.
- Play the game, and then debrief it with the students.
- Ask:

If it was hard for you to remember the ingredient list and the order in which they were added, why was it hard?

Take one or two responses.

It is hard to remember something you did not pick yourself. Once the list of ingredients becomes more than a few, it is hard to keep them straight. It is hard to think about what you would add and also listen to other people at the same time.

4 minutes

Connect memory and focus.



4. Help the students understand *focusing* as a critical strategy for remembering.

- On the chart titled Strategies for Remembering, write “Focus when being told what to remember.”
- Say:
Remember that our first Brain Games were about focusing. Focusing is key to remembering. If you are not focusing when someone is telling you something, you probably will not remember it.
- Illustrate the importance of focusing. Give the Active-Listening Signal, and wait for quiet and listening readiness.
- When the students are ready, ask them to listen and memorize the following rhyme. Say the rhyme slowly and clearly twice.

“Ice cream, candy, and new toys are always fun for girls and boys.”

- Ask the class to say it back in unison, which they should be able to do easily. Highlight that they were able to remember because they were focused when you taught the rhyme.

- Highlight how hard it would be to remember if they were not focused. Ask:

If half the class had been whispering, humming, and giggling when I was teaching the rhyme, what would have happened when I asked you to say it back?

- Take a few responses, highlighting the important connection between focusing and remembering.

5 minutes

Connect memory, comprehension, and active listening.



5. Help the students grasp *understanding/comprehension* as a second critical strategy for remembering.

- On the chart titled Strategies for Remembering, write “Understand what you need to remember.”

- Say:

To remember something, we need to focus on it, and we also need to understand it. For example, give me a thumbs up if you understand what ice cream, candy, and new toys are.

Pause for the thumbs up. Then ask:

Can you *remember* the words “ice cream, candy, and new toys”?

- Ask the students to repeat the phrase. Then wait about 5–10 seconds, and without you repeating it, ask them for the phrase again, which they should be able to do easily. Comment on how well they remembered.
- Next, ask them to remember the following words (Say the phrase only once.):

“*Gelati, caramelle, e giocattoli nuovi.*”

(pronounced Je-LAH-tee ca-ra-ME-lay, e geo-cattolee new-ovee)

Note: This is the Italian translation for “ice cream, candy, and new toys.”

- Have the students repeat the phrase. Then wait about 5–10 seconds, and without you repeating it, ask them for the phrase again. When the students struggle to repeat the words, explain that this is the Italian translation for “ice cream, candy, and new toys.”

- Say:

Those words were really hard to remember because you did not understand them. But “ice cream, candy, and new toys” is easy to remember because we understand what the words mean and what the objects are.

- Highlight the importance of understanding what you are asked to remember.



- Connect comprehension to active listening. Use **Think-Pair-Share** to ask:
If you are asked to remember something that you do not understand, which parts of active listening should you use?
Ask questions and say it back.
- Summarize that two keys to remembering information are to *focus* when learning the information and to be sure that you *understand* it.

Teamwork

3 minutes

Team huddle to identify times in school that require memory.



1. Help the students identify times in school when they need to use their memory.
 - Explain that now that the students have practiced remembering, they will think about when and why remembering matters in school.
 - Use a team huddle to ask each team to come up with one example of the kind of information that they have to remember in school.
 - Use **Random Reporter** to chart the student responses on the What We Need to Remember in School chart. Your chart will probably include:
 - *class routines*
 - *directions*
 - *all the rules for reading and math*
 - *stories*
 - *facts from social studies and science*
 - *people's names*
 - *vocabulary*
 - *other ideas*

7 minutes

Identify additional memory strategies.

2. Ask the students to consider additional strategies for remembering.
 - Explain that teams will now work together to share what memory strategies they use.
 - Referring to the chart titled Strategies for Remembering, point out that the class has already talked about two strategies:
 - **Focus** when being told what to remember.
 - **Understand** what you have to remember.
 - Say:
Think back to the pizza game or to when I asked you to remember the rhyme “Ice cream, candy, and new toys are always fun for girls and boys.” What did you do to help yourself remember?



The students should be able to identify many of the strategies themselves, though you may need to help the students articulate them. You may need to prompt them with an example such as, “Some people remember things by repeating them over and over in their heads.” Do your best to draw the information out of the students, but also be sure to teach those strategies that they do not identify on their own.

- Give teams 1 minute to share their personal memory strategies with one another using the talking sticks.
- Use **Random Reporter** to ask each team to share two memory strategies.
- Rewording and explaining as necessary, chart the student responses on the strategy chart. Responses should fall into the following general strategies for remembering:
 - Repeat what you need to remember to yourself over and over.
 - Make a mind movie. (Picture what you need to remember.)
 - Write it down when allowed.
 - Listen for patterns, rhymes, or familiar sounds. **Note:** Explain this strategy as follows:

For example, during the pizza game, if three items in a row were pickles, pepperoni, and peanut butter, you might remember the three Ps. Or you might listen to see if there are words that rhyme (*cake* and *steak*) or go together (*peanut butter* and *jelly*). Or a word might sound like what it means, for example, *tornado* has *torn* in it, and things get torn down by a tornado.

- Make up a story about what you need to remember. **Note:** Explain this strategy as follows:

For example, if you need to remember a list of foods, make up a story about buying them in the store or about some funny person or animal eating them.

- Other ideas?

10 minutes

Poem activity

3. Introduce the poem activity to practice memory strategies.

- Explain that the students will now practice these strategies in a team exercise involving the funny poem “Supper for Orson.”
- Before reading the poem, explain that farmers often feed their pigs table scraps and leftovers.
- Pass out one poem answer sheet per team. Ask teams to select a writer, or appoint one per team.
- Note-taking during the reading of the poem is not allowed. If the students ask if they can write down foods as you read the poem, praise them for thinking of that strategy but explain that this is one of those times when writing is not allowed, so they need to rely on other strategies.
- Explain that after you read the poem, teams will work together to remember as many kinds of food as they can in 1 or 2 minutes.

10 items = 1 point

More than

10 items = 2 points

- Teams that can remember ten kinds of food earn 1 point; teams that can remember more than ten earn 2 points.
- Before reading the poem, quickly review the memory strategies on the chart.
- After teams have completed the answer sheets, award points as appropriate.
- Debrief the activity by asking:

How did you remember all the different foods?

Which memory strategies were most helpful?

Did anyone try a new memory strategy that you had not tried before?

5 minutes

Memory self-assessment

4. Administer the Memory Self-Assessment.
 - Explain that the students will now evaluate how hard or easy it is for them to remember information in school.
 - Pass out a Memory Self-Assessment form to each student.
 - Ask the students to complete the form.
 - Ask the students to share and compare their answers with their teammates, comparing what is harder or easier for one another.
 - Collect and save the assessments.
 - Summarize that over the next few weeks, the students will practice using these charted strategies for remembering, in addition to practicing the skill by playing Brain Games. Then the students will reassess themselves a few times throughout the year to see how their skills have improved.

Reflection

5 minutes

2 points



The Big Q:

What three tips could you give to a friend who has trouble remembering important information in school?

Note: Cover up the memory strategies chart!

Make sure that you focus when you get the information; make sure that you understand the information; repeat the information in your head; make a picture of the information in your head; think about whether the information reminds you of something else; listen for a pattern that will help you remember; write the information down, etc.

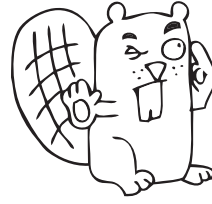
Home Connections

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

- At the beginning of the day, ask your students to remember some specific piece of information, such as a directive, a science fact, a date in history, etc. and ask them which memory strategies they will use to help them remember it. At the end of the day, see how they did, and debrief the activity.
- Give short-term opportunities to practice memorization of a short poem, lyric, phrase, etc. Debrief by asking the students which memory strategies they used.
- Redo the Omar Pig exercise in a few weeks to check for improved memory. Review the memory strategies before you reread the poem.
- Encourage the students to use the Thinking Spot.

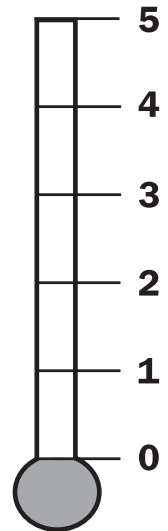
Think-It-Through



Name _____

1. What is the problem?

2. How do you feel? **I feel** _____.



3. Is anyone else part of the problem? If so, how do you think that person feels?

I think that person feels _____.

4. Check off what you want to do next. **I want to:**

___ **stop and stay cool and return to the group.**

___ **choose a conflict solver to try.**

___ **use the Peace Path.**

___ **talk to a caring adult/teammate.**

___ **let it go and move on.**

___ **Other idea?** _____

Memory Self-Assessment



Name _____

Date _____

How easy or hard is it for you to **remember**? **Circle the answer that describes you!**

1. Remembering a list of names or things that someone reads to me:

Easy for me**Sometimes hard for me****Always hard for me**

2. Remembering a new person's name:

Easy for me**Sometimes hard for me****Always hard for me**

3. Remembering the rules for reading:

Easy for me**Sometimes hard for me****Always hard for me**

4. Remembering math facts:

Easy for me**Sometimes hard for me****Always hard for me**

5. Remembering the teacher's directions:

Easy for me**Sometimes hard for me****Always hard for me**

6. Remembering to do something later in the day:

Easy for me**Sometimes hard for me****Always hard for me**

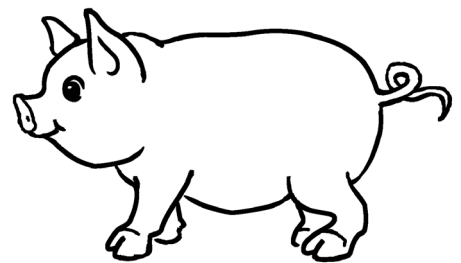
Check how often you use these memory strategies.

Memory Strategy	A Lot	Sometimes	Never
Focusing			
Making sure that I understand what I need to remember			
Repeating words in my head			
Picturing in my mind what I need to remember			
Writing down what I need to remember			
Listening for patterns, rhymes, and familiar sounds			
Making up a story about what I need to remember			

Supper for Orson

Orson Omar Dante Pig
Saw supper coming and did a jig.
His dish overflowed with yummy leftovers
From a day of meals at Farmer Rover's.
Rhonda Rover's half-eaten pancake,
And Mrs. Rover's overcooked flank steak.
Good news, it seems that Baby Meg
Once again refused her egg.
She also said, "I won't" to toast,
A buttery bite he loved the most.
Next, joyful Orson chewed something dandy,
All the Rovers' old Halloween candy.
Then rice and beans and a taco shell,
Mixed with sour milk, what a glorious smell.
Two bites of sugary apple pie,
Six potato chips and one salty french fry.
Suddenly, Orson bit into a fig.
"I do NOT like that," said the picky pig.
He spat it out and nosed around,
Hooray, a pizza crust he found!
Two apple cores and a banana peel,
Then, half a cupcake—what a deal!
But all too soon supper was over,
And the dish went inside with Farmer Rover.
Orson felt a wave of sorrow,
But cheered up, thinking about tomorrow.

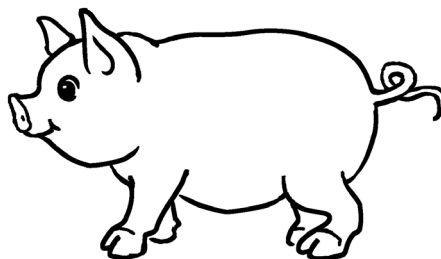
Elizabeth G. Wilmerding



This poem is a tribute to Shel Silverstein's "Sarah Cynthia Sylvia Stout" and E. B. White's Wilbur.

What did Orson Omar Dante Pig have for supper?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.



Introduction to Class Council

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.

Note: 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 at the end of *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.

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 On My Pizza, I Like or another Memory Brain Game of your choice whenever time allows during the day/week. Remind the students to use their memory strategies!

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



Key Point of the Lesson: The students will practice the two parts of the Class Council meetings:

1. review the previous week's goals to identify both class strengths/successes and class concerns, then set a class goal for the upcoming week; and
2. celebrate team successes, award team points and team stickers, and celebrate the Cool Kid.

ADVANCE PREPARATION

Note: 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 (note new procedures), a Cooperative Challenge, a Brain Game, and team points as part of your regular weekly routines (see above).

- ☐ Draw a graphic organizer on the board (see the lesson for an example), or make a copy of the Class Council Brainstormer which is included in this lesson.

- ☐ Have the 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 help guide the class toward a goal for the next week.
- ☐ Have the Chilly puppet ready to use during Class Council. See the *GAT 2nd Edition Teacher's Guide* for suggestions about how to use Chilly during Class Council.
- ☐ Copy and cut out the Home Connections tickets—one per student. Home Connections tickets are located in the set of blackline masters, and samples are included in this lesson.

Agenda

Active Instruction

- Introduce the Class Council concept.
- Announce the Big Q.
- Introduce the purpose and structure of the Class Council meeting.
- Discuss and model how to review the week and brainstorm ideas for goal setting.
- Review team point totals, and talk about how the class will celebrate and award super, great, and good team stickers.
- Introduce the Home Connections tickets.

Teamwork

- Practice the Class Council routines.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 minutes

**Introduce Class Council
and the Big Q.**

1. 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 shorter Getting Along Together lesson at the beginning of each week (preferably on Monday) and a weekly class meeting, called Class Council, at the end of the week (preferably on Friday). Say:

Today we will learn about a class meeting that we will have each Friday called Class Council. We will have these meetings to talk about what is going well with our class and what may need some work.
 - Announce the Big Q for this lesson.

Big Q: What are three things that your team could do to help the class meet this week's Class Council goal?

- Use **Buddy Buzz** to ask:

What is a meeting? Have you ever been to a meeting or seen adults in a meeting?

A meeting is a group of people who get together to talk about something, make sure they all understand something, or work together to solve a problem.

- Highlight the importance of active-listening skills during Class Council. The students 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

Introduce the two parts of Class Council.

2. Explain that Class Council will have two parts.

- Explain that part 1 will be **reviewing and goal setting**. The class will discuss the past week, identifying and celebrating all that went well. Say:

For example, we all might say that our class did a great job lining up and being quiet in the halls and that we heard lots and lots of “I” Messages.

- Explain that the class will then consider an area that may need some work. From this discussion, the class will set a goal to work on for the following week. Say:

For example, we may decide that we are having a hard time sharing the computer. We will discuss ways to solve the problem, and we will make it a goal for the next week to do a better job of sharing the computer.

- Explain that if a Getting Along Together skill, such as using conflict solvers, will help the class meet the goal, we might practice that skill again during Class Council. Explain that the class might also practice a different Getting Along Together skill, even if it is not related to the goal but would still benefit the class.

Note: Suggested scenarios for skill practice are provided for each Class Council going forward.

- Explain that part 2 will be time for **celebrating!** You will pass out stickers for super, great, and good teams and give cheers! The students will talk about how each team was able to meet with success. The students will also celebrate the week's Cool Kid.
- The class will also celebrate the return rate of the week's Home Connections tickets. Show the tickets to the students, and explain how to use them. During the school year, consider setting goals for the return rate of the tickets, and celebrate meeting those goals in Class Council.

Teamwork

15 minutes

Class Council practice

Feel free to call to mind any key events in your class' week.

1. Tell the students that they will now practice for the first Class Council on Friday. Say:

Let's practice how to review the week. Let's all close our eyes and think back about last week. Remember, we talked about Stop and Think, win-win solutions, conflict solvers, and the Peace Path, etc.

- Ask:

What are some things that you think our class did really well last week?

Call on two or three students.

For example, the students may say the class is doing a great job sharing materials in their teams and using conflict solvers.



- Guide the students to identify two or three specific areas of success. Chart the successes, and highlight class achievement.
- Introduce goal setting by identifying a classwide problem area and brainstorming possible solutions. Emphasize that this is a time to identify something that involves the entire class, not an interpersonal problem among a few people.
- Use **Think-Pair-Share** to say:

I want you to close your eyes again and think about last week, but this time I want you to think about something that did not go very well. Tell your partner a class concern that you think we need to work on.

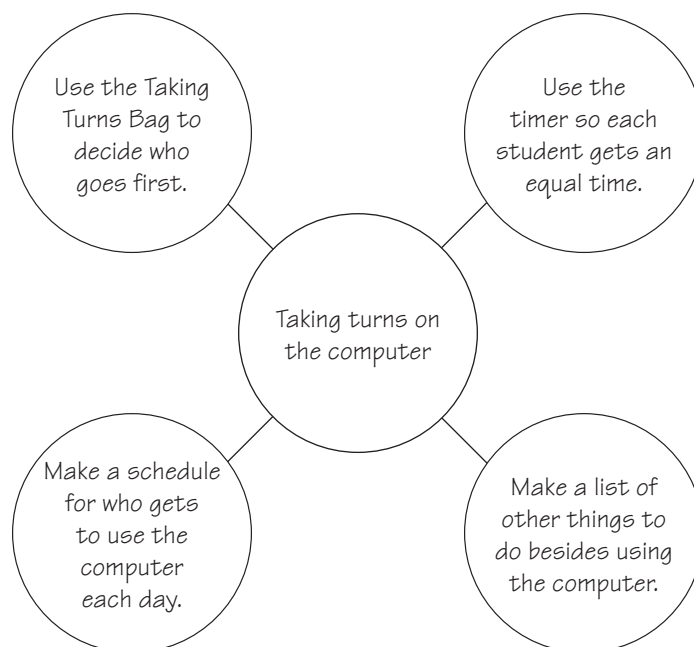


Call on one or two students.

For example, the students may say they need to work on Stop and Stay Cool or taking turns on the computer.

- Chart the ideas, and then help the class select one. Assure the students that other suggestions can be considered in the next Class Council if the issue remains a concern.
- Write the chosen problem in the middle of the Class Council graphic organizer. Explain that you will use the outside circles to record ideas for ways to solve the problem. Elicit ideas from the students, and write them on the graphic organizer (see the following sample).

If you have a particular problem area in mind, you may guide the students toward it.



- Explain that next week the students should try to use one or more of the possible solutions whenever the issue arises in class.
- 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 a few times all week instead of daily. Post the goal in the classroom under the heading “Class Council Goal.”
- Explain that at the first real Class Council meeting at the end of the week, the students can see how they are doing with solving the chosen class concern. Make sure that the graphic organizer and goal are visible all week long.

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 and debrief if you feel that they need additional practice with win-win solutions. Also, feel free to include your own scenario from something you witnessed with your class, but make sure not to use real names of any students. Then ask questions that are relevant to the scenario.

FINDING WIN-WIN SOLUTIONS

Lynda and Ramón are outside playing at recess. Lynda gets to the swings first, and Ramón grabs the swing away from her. Both students want to swing now!



Class Council is a great place to do team and class cheers!

Have two students role-play the scenario. Debrief by asking:

What are some win-win solutions to this situation?

2. Briefly explain part 2 of Class Council, in which the students will celebrate their successes with team stickers and the Cool Kid certificate.
 - 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. Each team member will be awarded a sticker, and you will write the team’s status on the Team Success poster.
 - Encourage teams to work really hard this week so they can have lots 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.

Note: Use the Weekly Class Council Meeting Guide included in this lesson for this Friday’s first Class Council.

Reflection

5 minutes**2 points****The Big Q:**

What are three things that your team could do to help the class meet this week's Class Council goal?

Accept all reasonable, thoughtful responses.

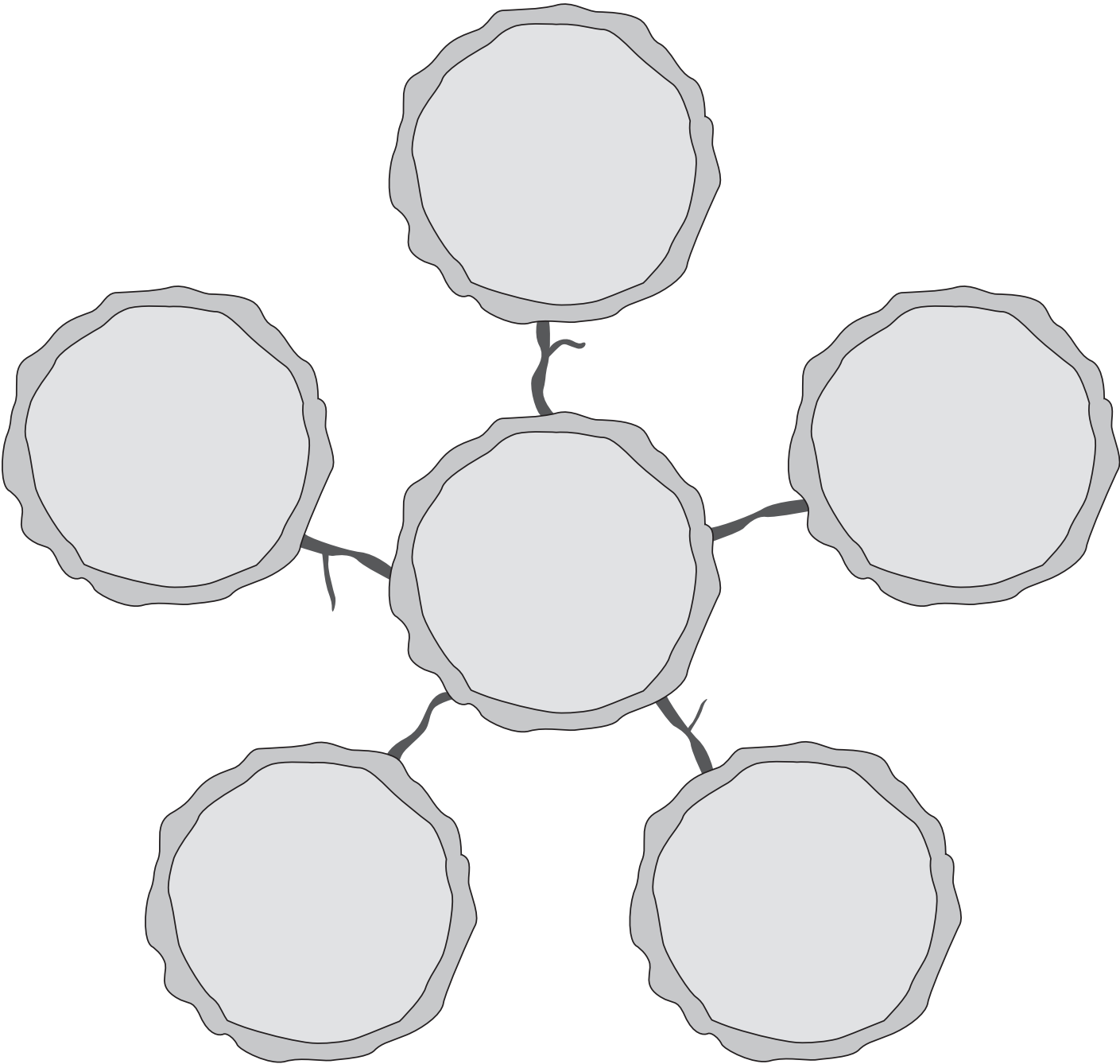
Home Connections

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

- Remind the students to think about how things are going in the classroom all week to prepare for the Class Council.
- Find teachable moments throughout the day to remind the students to use:
 - active-listening skills;
 - Focus, Stop and Think, and Remember;
 - Stop and Stay Cool and the Feelings Thermometer;
 - “I” Messages (“I feel _____ because _____.”);
 - win-win solutions and conflict solvers; and
 - the Peace Path and the Thinking Spot.
- In the weeks ahead, consider setting Class Council goals that encourage practice of one of the three Brain Game skills: focusing, stopping and thinking, and remembering.

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

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

- ☐ 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.

Michael is supposed to copy his spelling words three times. He gets the first few finished, but then the words get longer. Every time he tries to write them, he makes a mistake. Soon he gets so mad that he tears up all the pages in his spelling notebook. Now he has to start all over.

What could Michael have done to avoid losing control? When could he have done it? How could the situation have had a different ending if Michael had not lost control?

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 unit on friendship 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, including others, and the behaviors of a good friend. The students will identify new feelings associated with friendship: shyness, happiness, loneliness, and being excluded. The students will discuss how to be a good friend and practice solving thorny issues and conflicts that come up in friendships.

As they explore the topic of friendship, the students will review and apply specific Getting Along Together concepts and skills, including how to use Stop and Stay Cool in shy situations, how to identify and express feelings using “I” Messages, how to use win-win solutions and the Peace Path in the context of friendship, and how to use the cognitive skill Stop and Think to resolve conflict situations with friends.

Unit Outcomes

Students will:

- understand the value of the community and of each member within it;
- identify the feelings, perceptions, and points of view of others;
- identify actions and exhibit behaviors that foster friendship;
- identify basic emotions and understand situations that cause these emotions;
- understand the difference between feelings and behaviors;
- use a variety of techniques to regulate their emotions, such as anxiety related to feeling shy;
- identify that people may feel differently from themselves;
- understand that conflict and anger are normal parts of life;
- understand how their actions affect the community;
- identify actions that are hurtful, and understand why they are inappropriate;
- express emotions to others in effective ways;
- understand effective and ineffective outcomes to conflict;

- use active listening skills to elicit and understand the feelings and opinions of others; and
- identify effective strategies for coping with social dilemmas and conflict.

Books Used in Unit:

Iris and Walter and the Field Trip by Elissa Haden Guest

The Importance of Friendship and How to Make a 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.

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 express the value of friendship and the feelings associated with it. The students will also practice the four steps to making a new friend:

- look at the person, smile, and say hello;
- exchange names;
- say something kind; and
- suggest something to do together.

ADVANCE PREPARATION

- ☐ Prepare the pictures of playing alone and with friends for the overhead/whiteboard.
- ☐ Cut the Alien New-Friendship Scenarios into strips so you have a set of six scenarios per team. Fold them over, and place them in some kind of grab bag or bowl.
- ☐ Have Feelings Leaves ready to use.
- ☐ Prepare the story about Planet Lonely for the overhead/whiteboard.
- ☐ Create a large sentence strip that reads, "No one in our class gets left out!" and be ready to post it when you get to that part of the lesson.
- ☐ Have a chart titled Four Steps to Making a Friend available.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Use pictures and ask questions to introduce the topic of friendship.
- Announce the Big Q.
- Help the students express why friends matter.
- Help the students identify positive feelings associated with friendship.
- Use the Planet Lonely story to help the students explore the feeling of loneliness.
- Introduce the no-exclusion rule.
- Use the Planet Lonely story to elicit and chart the four steps to making a new friend.

Teamwork

- Introduce the team activity to practice making a new friend.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

1 minute

Introduce the topic of friendship and the Big Q.



1. Introduce the new unit, and announce the Big Q.

- Using the overhead projector or whiteboard, show the students the contrasting sets of pictures, with individual activities on the left and friend-based activities on the right.

- Ask:

What is one big difference between the pictures on the right and those on the left?

Call on one student.

In the pictures on the left, people are playing alone; in the pictures on the right, they are playing with their friends.

Our new unit is about friendship, just like the pictures of friends on the right.

- Announce the Big Q.

Note: Explain that the students will learn about Planet Lonely later in the lesson.

Big Q: A visitor from Planet Lonely described it as a sad planet. Why would it be sad to live on a planet where no one had any friends?

1 minute

Explore why friends matter.

2. Explore why having friends is important.

- Use **Buddy Buzz** to ask the students to think of some reasons that we all need to have friends.

Many activities cannot be done alone, so we need friends with whom to do them; friends make us happy and make us feel good inside; friends look out for us when we need help, etc.

2 minutes

Explore feelings associated with friendship.

3. Use the Feelings Tree to explore the feelings associated with friendship.

- Use **Buddy Buzz** to ask the students how friends make us *feel*.

How does it make you feel if a friend waits for you to go to lunch or helps you clean your locker?

Happy, cared for, liked, cheerful, etc.

- Write any new feelings on Feelings Leaves if they are not already on the Feelings Tree, and discuss where to put them.

3 minutes

Introduce Planet Lonely.



4. Introduce Planet Lonely, where no one has a friend.

- Ask the students to pretend that you are an alien from Planet Lonely.
- Read the following story aloud:

I come from Planet Lonely. It is a sad planet where no one has a friend. Everyone walks alone because no one has a friend to walk with. The school lunchroom on Planet Lonely is silent because no one talks to anyone. The students eat in silence and then go back to class. No one goes to the playground because no one has any friends to play with. There are no games on Planet Lonely because they take at least two people to play.

- Ask:

Would you like to live on Planet Lonely? Why or why not?

- Take a few responses.

How do the people who live on Planet Lonely feel?

Sad, lonely, etc.

- If it is not already there, add *lonely* to the Feelings Tree, and discuss where to put it (probably on the *sad* branch).

Lonely may already be on the tree from the discussion of Matthew and Tilly's conflict; if so, remind the students that those characters felt lonely after their argument.

1 minute

Announce the rule.

5. Announce the rule that no one in our class gets left out.

- Refer to the team cooperation goal, everyone participates, and stress the inclusion rule as fundamental in your class and in the school.
- Post the rule.

7 minutes

Chart the steps for making a friend.

6. Elicit and chart the four steps to making a new friend.

- Remind the students that they are pretending that you come from Planet Lonely. Explain that the problem with the people on Planet Lonely is that no one knows how to make a friend.



You may need to jumpstart and guide the discussion by asking, “What would the first step be? Would you smile? Would you say hello? Would you exchange names?” etc.

- Say:
I have been sent here to your classroom on the planet Earth so you can teach me how to make a friend.
- Point to the chart titled Four Steps to Making a Friend.
- Use **Buddy Buzz** to ask the students to discuss the four steps to making a friend that they could give to the aliens from Planet Lonely to teach them how to make a friend.
- Call on a few students for input into the chart titled Four Steps to Making a Friend. When complete, the chart should include the following four simple steps:
 1. Look at the person, smile, and say hello.
 2. Say your name, and ask the other person’s name.
 3. Say something kind, such as “I like your hat.”
 4. Suggest something to do together.
- Have the students repeat the steps out loud.
- Announce:
I will take the chart back to Planet Lonely! Thank you for your help!

Teamwork

10 minutes

Make friends with an alien.

Passing out the scenarios can be a good job for the Cool Kid.

For the demo, choose a student who enjoys acting and will enjoy picking a silly alien name.

1. Introduce the team activity to practice making a new friend.
 - Explain that the students will use the four steps to practice making a new friend with an alien from Planet Lonely.
 - Give each team the bag or bowl with the different scenarios (folded over) in which the alien from Planet Lonely and the Earthling have to make friends.
 - Ask the students to get into pairs, and have partners count off into 1s and 2s. (The students can work in groups of three if necessary.)
 - The 1s are the Earthlings in the pictured situation (e.g., at the birthday party, at the playground, etc.) trying to make friends with the 2s, who are the aliens.
 - Each pair picks a scenario and acts it out, closely following the steps to making a friend outlined above.
 - The 1s initiate the conversation, and the 2s respond.
 - Encourage the aliens to choose funny alien names for themselves!
 - Before the students begin the activity, model an example.
 - Pick one of the scenarios, and read it aloud.
 - Choose a student to be the alien while you are the Earthling.

Suggested role-play demonstration:

Smile at your alien partner, look him or her in the eye, and say, “**Hello, my name is _____. What is your name?**”

The alien might answer, “*My name is Gork.*”

You, the Earthling, respond, “**Gork, that is a nice space helmet you have. Do you want to _____ (fill in as per scenario) with me?**”

- Begin the activity, and have the student pairs choose as many scenarios as they have time to complete.
- Pairs should take turns being the alien and the Earthling.
- Circulate and award team points. Make sure both members of each pair are talking and that they are following the four steps for making a friend.
- End by using **Random Reporter** to call on one pair per team to demonstrate one of their role-plays for the class.



Reflection

5 minutes

2 points



The Big Q:

A visitor from Planet Lonely described it as a sad planet. Why would it be sad to live on a planet where no one has any friends?

Living on a planet where no one has friends would be sad because no one has anyone to play, laugh, or talk with. There are so many activities that need at least two people. We need friends to feel happy. We need to feel that someone cares about us. It feels good to care about other people and to make them happy, etc.

Home Connections

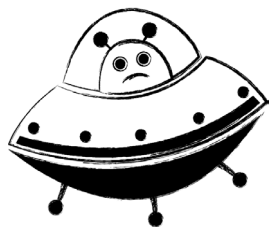
Pass out a Parent Peek for each student to take home. This paper outlines the main ideas that will be taught during the unit. Also, at the end of the lesson, pass out one Home Connections ticket to each student. Collect the Home Connections tickets the next day, and celebrate class completion of homework at the end of every Class Council.

Extend and Connect

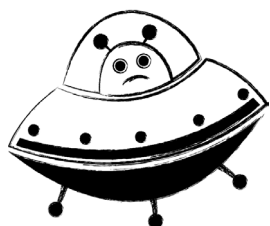
- Have the students find examples of characters who either reach out to make a new friend or who practice inclusion.
- Encourage the students to make a new friend at lunch, outside, or in special classes, and to share the experience with the class.
- Invite the students to add illustrations to the chart of the steps to making a friend.
- Read *Disappearing Desmond* by Anna Alter, which celebrates the transformational power of friendship. Ask the students what they do to be like Gloria, who helps Desmond feel “more bright and colorful.”



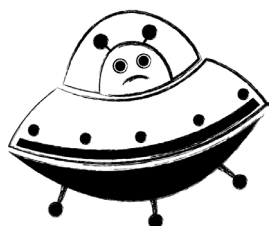
Alien New-Friendship Scenarios



The space alien from Planet Lonely comes to a birthday party.

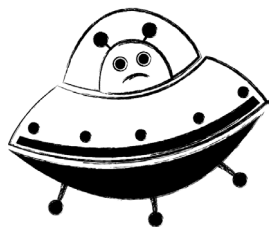


The space alien from Planet Lonely comes to the school cafeteria.

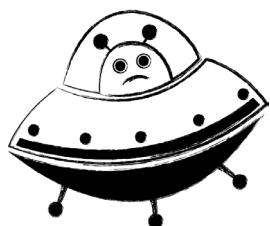


The space alien from Planet Lonely comes to the playground.

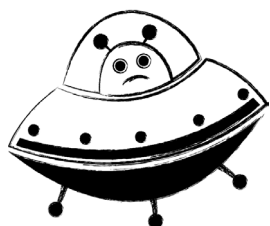




The space alien from Planet Lonely comes to basketball practice.



The space alien from Planet Lonely comes to reading class.



The space alien from Planet Lonely comes to art class.



Planet Lonely

I come from Planet Lonely. It is a sad planet where no one has a friend. Everyone walks alone because no one has a friend to walk with. The school lunchroom on Planet Lonely is silent because no one talks to anyone. The students eat in silence and then go back to class. No one goes to the playground because no one has any friends to play with. There are no games on Planet Lonely because they take at least two people to play.



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Think about how many songs, movies, and books are about the power of friendship. Think about what your good friends mean to you and what you mean to them. There is no question about it—friends matter!

Today in Getting Along Together, your child began a new unit on friendship. Over the next six weeks, your child will explore why friendship matters, how to make a new friend, what the qualities of a good friend are, and how to resolve conflicts with friends in a win-win way.

Here are a few ways that you can help with this unit at home:

- Tell your child about a time from your childhood when you made a new friend. Who was it, and how did you become friends with that person?
- Tell your child about a time from your childhood when you felt shy. What did you do to feel less shy? Did you ever help a shy person feel more comfortable in a situation?
- Sit back to back with your child, and write or draw about what you each think are the three most important qualities of a good friend. Then turn around and compare your lists, and discuss the similarities and differences. There is no right or wrong answer!
- Make up a story together in which two friends use one of the win-win conflict solvers that your child has learned in Getting Along Together, such as apologizing, compromising, or talking it out.
- Tell your child about a time that someone apologized to you and how it made you feel that the person took the time to apologize.
- Share your favorite songs, movies, TV shows, or stories about friendship! Why are they your favorites?

Please remind your child about the Getting Along Together homework that is due tomorrow. Thank you for your help!

Sincerely,

Your Third-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.

Jasper does not know anyone in his new school. On the first day of school, he is standing alone, watching Max and Dante play a computer game. Max and Dante notice Jasper standing there all alone.

What “I” Message might Jasper give to describe how he feels on this first day in a new school? What steps could Max and Dante take to reach out to Jasper and make friends with him? How would Jasper feel if Max and Dante took those steps?

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 Going to Grandma's whenever time allows during the day/week. **Note:** You can call it Going to My Friend's House in honor of the unit if you want!

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 develop an awareness of when they and others feel shy and will learn coping strategies for shyness, with an emphasis on using Stop and Stay Cool Steps and self-talk.

ADVANCE PREPARATION

- ☐ Have a *shy* Feelings Leaf ready to add to the Feelings Tree.
- ☐ Copy the "How shy would I feel?" worksheet—one per student. The students will also need crayons or colored pencils.
- ☐ Prepare the "How shy would I feel?" worksheet for the overhead/whiteboard if that helps your class.
- ☐ Copy the "Help Dilly feel less shy!" worksheet—one per team.
- ☐ Have the Four Steps to Making a Friend chart from the last lesson visible.
- ☐ Have chart paper titled How Shy Dilly Could Feel Less Shy available.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the concept of shyness, and announce the Big Q.
- Explore how shyness looks, sounds, and feels.
- Add the *shy* leaf to the Feelings Tree, and discuss this feeling.

Teamwork

- Introduce the “How shy would I feel?” worksheet.
- Practice stopping and staying cool as a way to cope with shyness.
- Introduce self-talk as a second strategy for coping with shyness.
- Ask teams to brainstorm additional strategies for coping with shyness.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

5 minutes

Introduce the topic of shyness and how shyness feels, looks, and sounds; announce the Big Q.

1. Introduce the lesson, and announce the Big Q.

- Quickly review the four steps to making a new friend from last week’s lesson.
- Introduce the feeling of shyness by saying:

Who can name the feeling that a person might have who really wants to join a game of hopscotch but does not feel brave enough to go up to the group and ask to play? Or someone who will not join a sports team because he doesn’t know any of the other kids?

The feeling is shy.

- Announce the Big Q.

Big Q: If someone is new in your school and seems to feel very shy, why is it important to try to make friends with that person?

2. Explore how shyness feels, looks, and sounds.

- Use **Buddy Buzz** to ask:

How does your body feel when you are feeling shy?

Butterflies in the stomach, face can feel hot and flushed, teeth can be clenched, feel like running away, hiding, disappearing, etc.

What does a shy person look and sound like?

Probably standing alone, staring at the ground, maybe biting his or her nails or tugging on his or her shirt, probably speaking very quietly or maybe not at all, etc.



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

What is a shy person worried about?

That no one will be nice, other people will make fun of or laugh at him or her, saying something wrong, doing something embarrassing, etc.

3 minutes

Add shy to the Feelings Tree.

3. Add *shy* to the Feelings Tree, and ask the students where it belongs.

Probably near the word lonely, which is on/near the sad branch.

- Ask if there are any other words on the tree that are in the *shy* family.
Possible answers include nervous, worried, embarrassed, or scared.
- Explain that almost everyone feels shy at some point, and at those times, it is hard to feel brave enough to join the new situation.
- If you are comfortable doing so, give an example of a time when you felt shy (e.g., when you first came to work at this school).

Teamwork

5 minutes

Feelings Thermometer worksheet



1. Explain that the students will use the Feelings Thermometer to help them think about feeling shy.

- Pass out a “How shy would I feel?” worksheet to each student.
- Remind the students that we have used the Feelings Thermometer for feeling angry and frustrated; we can also use it for feeling shy.
- Project the worksheet if that is helpful to your class.
- Explain that you will read the three different situations one at a time, and the students should color up to the number that indicates how shy they would feel in each situation.
- Read the following situations aloud:

Going from second to third grade in the same school as last year

Going to a new school where you do not know anyone

Talking about a favorite movie in front of the whole class

- For the fourth Feelings Thermometer scenario on the worksheet, ask the students to think of their own situations that would put them at a 5 for shyness and record them on the worksheet.
- Ask two or three students to share their answers with the class; highlight that different people feel more or less shy about different situations.

Ask only those students who volunteer to share to do so; some students might be shy about sharing.

3 minutes

Use **Stop and Stay Cool**
for shyness.

2. Introduce Stop and Stay Cool as a good way to reduce feelings of extreme shyness.

- Say:

When we are at a number 5 for shyness, we may feel very uncomfortable, but we can help ourselves feel less shy.

- Ask:

When you were at a number 5 for anger or frustration, what did you learn to do to get back down to a 2 or a 1?

Stop and Stay Cool.

- Ask the students to close their eyes and picture themselves in their number-5 shy situation from the worksheet. Ask them to think about how they feel and look in that situation. Then ask them to go through the five Stop and Stay Cool Steps in their minds to practice cooling down.
- Call on one or two students to reflect on their experience of using the Stop and Stay Cool Steps.

3 minutes

Use **self-talk** for shyness.

3. Introduce self-talk as a second strategy for reducing feelings of shyness.

- Explain that we have used self-talk before when working on staying focused and on stopping and thinking before we act. Self-talk is what we say to encourage ourselves in a difficult situation.
- Have teams do a team huddle to think of an example of what a shy person could say to himself or herself to feel less shy. Offer examples, such as “I have made friends before,” or “I am not too shy to just say ‘Hi.’”
- Use **Random Reporter** to have a few teams share responses.

**5 minutes**

Identify additional coping
strategies for shy Dilly.



4. Help the students identify additional strategies for coping with feeling very shy by helping Dilly the armadillo.

- Present the chart **How Shy Dilly Could Feel Less Shy**.
- Write the first two strategies, Stop and Stay Cool and use self-talk, on the chart.
- Tell teams to imagine that Dilly the armadillo has come to them for advice on what to do and say to help himself feel less shy on his first day in a new school.
- Pass out the “Help Dilly feel less shy!” worksheets.
- Ask team members to talk to one another about what helps them in a shy situation and to come up with two suggestions for Dilly.
- Use **Random Reporter** to call on each team to share, and chart the responses.

If the students are having trouble getting started, offer a hint or two about what helps you in a shy situation.

Note: Your chart may have some additional strategies, but try to guide the students so they also include the ones suggested in the lesson.

- After you chart the student suggestions and add any of your own, the chart should include the following:
 - Stop and stay cool.
 - Use self-talk (for example, “I am not too shy to just say, ‘Hi,’” or “I can do this!” or “I have felt shy before and got through it.”)
 - Look for someone who seems very friendly, and go to that person first.
 - Look for another person who looks new and/or shy.
 - Tell an adult how he feels.
 - Ask someone to join him in an activity.
 - Other _____

5. Conclude with a reminder that the students who are not feeling shy can help those who are, especially by remembering the no-exclusion rule.

Reflection

5 minutes

2 points



The Big Q:

If someone is new in your school and seems to feel very shy, why is it important to try to make friends with that person?

It is sad for the new person to feel so shy and lonely. It feels good inside to reach out and be kind to someone. Everyone feels shy sometimes, so we should help one another during those times. Everyone needs a friend. Shy people need more help making friends than people who are not shy.

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

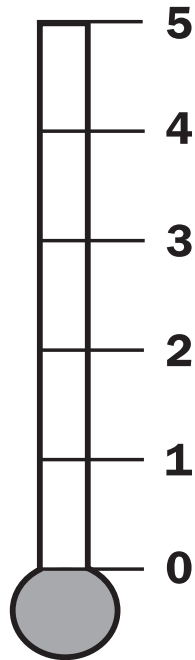
- Find examples of shy characters in books that you are reading in reading class.
- Encourage the students to help anyone they see who seems shy (at lunch, at recess, etc.).
- In Class Council, consider setting a friendship-oriented goal, such as each student will play with at least one new person this week.

How shy would I feel?

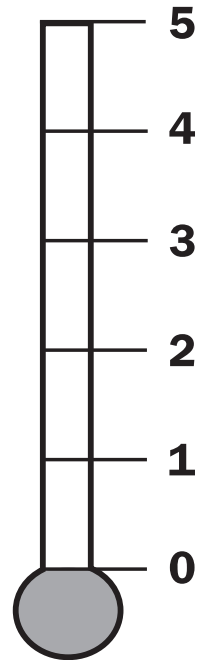
Name _____

Date _____

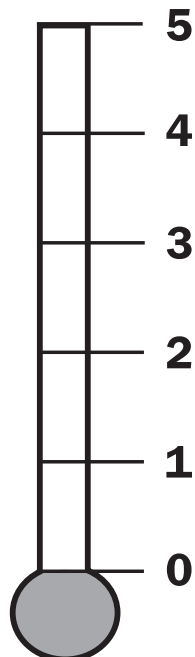
1. Going from second to third grade in my school



2. Going to a new school where I do not know anyone

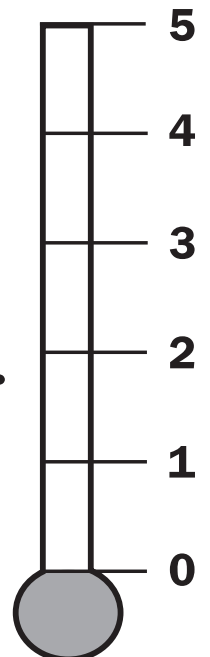


3. Talking about a favorite movie in front of the whole class



4. I would feel a number 5 shy if:

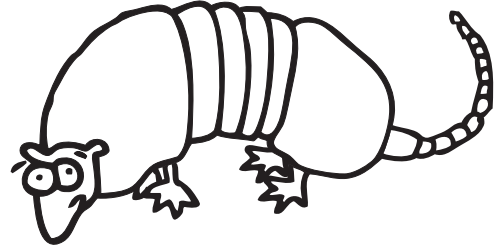
_____.



Help Dilly feel less shy!

Our team suggests that Dilly:

- use the Stop and Stay Cool Steps.
- use self-talk.



- ---

- ---

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.

Devon and his friends are playing a fun game of kickball at recess. Anquon watches the game through the fence. He loves to play kickball but is too shy to ask about joining the game.

What can Anquon do to feel less shy? What can Devon do to help Anquon 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.

What makes 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 Here Is Your Ice-Cream Sundae! 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 and discuss characteristics of a good friend and share examples of when they have demonstrated those characteristics.

ADVANCE PREPARATION

- ☐ Have the book *Iris and Walter and the Field Trip* available.
- ☐ Write the discussion questions about the book on sticky notes, and put them on the appropriate pages to save time as you read and ask questions.
- ☐ Have chart paper titled "What makes a good friend?" available.
- ☐ Be ready to add a new feelings leaf.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the concept that specific qualities define friendship.
- Read and debrief *Iris and Walter and the Field Trip* to illustrate the qualities of a good friendship.
- Introduce the concept that being best friends should not mean being friends with only one person; connect the no-exclusion rule to this idea.

Teamwork

- Introduce a team huddle exercise to identify the qualities of a good friend.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Introduce the topic of what makes a good friend.



1. Introduce the lesson's topic, how to be a good friend.

- Explain that in the last two lessons, the students learned why friends matter, how to make a new friend, and what to do when we feel shy. Today we are going to talk about how to be a good friend.
- Announce the Big Q.

Big Q: How were you a good friend to a classmate recently?

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

If another person is playing a game with me, does that mean that I definitely have a friend? Or is there more to being a friend than just playing a game together?

To be a friend, the person has to be kind and willing to share, take turns, and listen. There is more to being a friend than just being there.

- Summarize that a person has to act a certain way to be a friend.

10–12 minutes

Read and discuss the book.

2. Introduce the book *Iris and Walter and the Field Trip*.

- As you read, ask the students to think about what Iris and Walter do and do not do that makes them good friends to each other.
- Read chapters 1 and 2. Use **Buddy Buzz** to ask:

What are some clues so far that show us that Walter and Iris are good friends?

The author tells us they are best friends; they are both excited about the aquarium, so they share interests; Walter has supper at Iris's house; Iris asks Walter to be a bus buddy, and he happily says yes; they smile and are happy when they are together, etc.

Do Walter and Iris talk only to each other, or do they have other friends too? How do you know?

They have other friends. They sit next to different students in school, and they talk to their other classmates and not only to each other.

Who can use that strong memory muscle and tell me the names of their other friends?

Benny, Jenny, and Lulu.

Is it possible to have a best friend and lots of other friends too?

Yes.

- Read chapter 3. Ask:

When Iris realizes that Walter is lost, how does she feel?

She feels worried.

- Add a *worried* leaf to the Feelings Tree if it is not already there.

What does she do that shows she is a good friend?

She runs to tell Miss Cherry.

- Read the beginning of chapter 4, pages 35–37. Use **Buddy Buzz** to ask:

Why doesn't Iris want to stay with the class and see all the fun sights in the aquarium?

She is worried about her friend, and she would rather find Walter than have fun.

Iris is not thinking about herself; she is thinking about Walter and how he might feel. Why does thinking about someone else make us a good friend?

It shows that we care about that person and not just about ourselves. That is what good friends do.

- Finish reading the book. Ask:

Who ends up finding Walter?

Iris finds Walter.

- Comment that she certainly is a caring and loyal friend.

5 minutes

Discuss the importance of having many friends.

3. Introduce the idea that having a best friend does not mean you cannot also have other friends.

- Review the pictures on pages 40 and 41. Use **Buddy Buzz** to ask:

The picture of two good friends giving each other a hug shows us how much they care about each other. What does the picture on the next page show us about their friendship?

They also have other good friends.

- Explain that one part of being a good friend that Walter and Iris are very good at is allowing each other to have other friends.
- Explain that sometimes we have a best friend who tells us that we cannot have other friends and who gets mad if we play with anyone else.

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

What is the problem with one friend telling another that he or she cannot have other friends?

It is more fun to play with lots of different people; it is not nice to leave out others because your best friend told you not to include them; if you only play with one person, you can get tired of each other; it is not fair for someone to tell you who you can and cannot play with; etc.



If the term *BFF* is used in your class, include it in the discussion.

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

If someone tells you that you can only be friends with that person, is that person being a good friend? Why or why not?

No, because that person is being bossy and not letting you be kind to others or enjoy lots of other people, etc.

- Summarize that even if we have a best friend, we need to be friends with everyone in the class. Highlight the rule that no one in our class gets left out.

Teamwork

6 minutes

Team huddle: What makes a good friend?

You may need to ask some prompting questions to get the discussions started.



1. Introduce the team activity of brainstorming and charting the qualities of a good friend.
 - Show the students the chart titled “What makes a good friend?”
 - Use a team huddle to ask teams to think of one or two behaviors from the book about Iris and Walter that should be on the chart.
 - Use **Random Reporter** to ask each team to add one or two ideas to the chart.
 - Record the student ideas on the chart. The list should resemble the following:
 - someone you enjoy being with
 - likes to do many of the same things that you do
 - says yes when you ask him or her to do things, such as have lunch or be a bus buddy
 - lets you have lots of other friends too
 - cares about you and thinks about how you might feel
 - will miss out on some fun to help you if you are in trouble
 - will get you help if you need it
2. Explain that there are other qualities of a good friend that did not get mentioned in this book.



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

Think about the kind of friend you are and the kind of friend you want to have. What are some other qualities that make a good friend that are missing from this list?

- Call on a few pairs to share responses, and add three or four more qualities to the list.

Possible additions include sharing, sticking up for the other person, being kind and generous, being helpful, etc.

Reflection

5 minutes**2 points**

The Big Q:

How were you a good friend to a classmate recently?

Answers will vary, but encourage the students to be very specific in their responses, such as “When a classmate could not find a pencil, I lent mine,” or “During lunch, I asked someone to sit with me,” 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

- Highlight any examples of story characters who display the characteristics of a good friend.
- Highlight any instances of a student practicing a behavior from the “What makes a good friend?” chart.
- Continue to highlight the no-exclusion rule in your classroom.
- Read *Up and Down* by Oliver Jeffers, a picture book about one friend caring for and helping another even though their interests are different.
- Give the students an opportunity to tell, draw, or write about a time that they showed one or more of the qualities from the “What makes a good friend?” chart.

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.

Tawanda and Sally are very good friends and spend a lot of time together. Sally likes playing with Tawanda, but she likes playing with other students as well. When the girls go to the playground, Sally wants to ask Tia to join them on the swings. Tawanda tells Sally that they are best friends and that Sally can only play with her.

What is an “I” Message that Sally might give to Tawanda to explain how she feels? What classroom rule could Sally explain to Tawanda? Does a good friend tell another friend not to include others?

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.

Tricky Friendship Situations: Hurt Feelings and Conflicts

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 Simon Says whenever time allows during the day/week. Explain that practicing how to stop and think is useful when learning about handling conflicts with friends so we stay in control and think through how to solve a problem.

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 occasional hurt feelings and conflict between friends are both normal and solvable. The students will learn to use win-win conflict solvers for both situations.

ADVANCE PREPARATION

- ☐ Have the book *Iris and Walter and the Field Trip* available.
- ☐ Copy the 8.5 x 11 inch version of the Peace Path—one for each team.
- ☐ Prepare a chart titled What to Try When a Friend Hurts Your Feelings:
 - Talk it out.
 - Get help.
- ☐ Prepare the two teamwork stories for the overhead or whiteboard, if helpful.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the concept that friendship occasionally involves hurt feelings or conflict.
- Explore examples of how friends hurt our feelings.
- Review two conflict solvers for addressing hurt feelings: talk it out with an “I” Message or get help from a parent or caring adult.
- Introduce the topic of friendship and conflict.
- Review the conflict solvers and the Peace Path in terms of solving conflicts with friends.

Teamwork

- Introduce the role-play activity to practice using “I” Messages when experiencing hurt feelings.
- Introduce the role-play activity to practice using the Peace Path to resolve conflicts with friends.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1 minute

Introduce the lesson
and the Big Q.

1. Introduce the lesson topic: tricky friendship situations.

- Explain that usually our friends make us happy and feel good. But sometimes friends can hurt our feelings, and sometimes friends can have conflicts.
- Explain that today the students will talk about both of these tricky friendship situations.
- Announce the Big Q.

Big Q: Which win-win conflict solver have you used in your team? Why did you use it, and how did it help teammates remain friends?

3 minutes

Explore hurt feelings
between friends.

2. Begin by discussing friends and hurt feelings.

- Using the characters Walter and Iris, offer an example of how one friend can unintentionally hurt another friend’s feelings.

In the book about Walter and Iris, when they are talking about the field trip, Iris asks Walter, “Do you want to be bus buddies?” and he says, “Yes!” But what if Walter’s friend Benny had asked him to be bus buddies the day before and Walter had said yes to Benny? What if Iris had sat with Walter on the last field trip and really hoped that they would be bus buddies again?

- Go over to the Feelings Tree, and ask:

How do you think Iris might feel when Walter tells her that he is sitting with Benny and not with her? Is there a feeling on the tree that might fit?

Hurt, sad, or disappointed.

- Use **Buddy Buzz** to ask:

If Walter never promised to sit with Iris, was he wrong to sit with Benny?

No, Walter was not wrong. Benny was nice to ask Walter. Walter hurt Iris's feelings by accident.

- Highlight that occasional hurt feelings are a normal part of friendship. If you feel comfortable, offer a personal example such as the one below or one of your own choice:

Once my feelings were a little hurt when my really good friend had an extra ticket to a concert and she asked another friend of ours, even though that person does not really like music.

3 or 4 minutes

Introduce the talk-it-out strategy for hurt feelings.

3. Introduce the talk-it-out strategy to address hurt feelings.

- Explain that with hurt feelings, sometimes a good solution is to talk it out with your friend. You might feel better after talking it out.
- Point to the *talk it out* win-win conflict solver card posted on the wall.
- Highlight that talking something out can solve a problem and keep the problem from growing into a bigger conflict.
- Ask:

What special tool do we use when telling someone our feelings?

"I" Messages.

- Offer an example of using an "I" Message for hurt feelings, such as:

When I said to my friend, "I felt hurt because you asked Sharon to the concert instead of me," she explained that she invited Sharon because Sharon had just taken her to a movie. And she said that she really hoped I could come to the next concert. After we talked, I felt much better.

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

If Iris was hurt that Walter was not sitting with her, what "I" Message could Iris use to explain her hurt feelings?

Iris could say, "I felt hurt because you sat with Benny instead of me since we always sit together on the field trip bus."

How could Walter explain to Iris why he sat with Benny?

When Benny asked me, I thought he was nice to ask me, and you and I had not made plans, so I said yes. Let's sit together next time.

- Summarize that for hurt feelings, using "I" Messages to talk it out can really help.

Feel free to use your own example.



1 or 2 minutes

Introduce the get-help strategy for hurt feelings.



Note: If the students have additional appropriate suggestions, such as laugh if off or take a break, add these to the chart.

3 or 4 minutes

Explore conflict between friends, and review Peace Path concepts.

4. Introduce getting help as a second strategy for hurt feelings.
 - Explain that a second strategy can be to get help from a parent, a teacher, or another caring person. Sometimes just telling someone else how we feel helps us feel better. That person might also have a suggestion for how to feel better.
 - Point to the conflict solver card *get help*. Remind the students that, like talk it out, this conflict solver can help to keep a hurt-feelings situation from growing into a bigger problem.
 - To summarize, review the What to Try When a Friend Hurts Your Feelings chart:
 - **Talk it out** with the friend using “I” Messages.
 - **Get help** from a parent, a teacher, or another caring adult.
5. Introduce the second tricky friendship situation: conflict with a friend.
 - Ask if any students can remember three key points about conflict: conflicts are a normal part of everyday life, conflicts affect our feelings, and conflicts can be solved.
 - Point to the conflict solver cards and the Peace Path, and summarize that although friends might have conflicts, if all the students get very good at using conflict solvers and the Peace Path, they can resolve conflicts with their friends.
 - Use **Buddy Buzz** to ask:

What is a conflict that you might have with a friend that could be solved using one of these conflict solvers?

Two friends might fight over the same basketball, and then agree to take turns.

Teamwork

5 or 6 minutes

Partner role-play to practice talking out hurt feelings with a friend.



Note: In the Teamwork section, there are two partner role-play situations. You are instructed to use Random Reporter. In the interest of time, you can call on half the teams per situation so each team has a chance to report out.

1. Announce that teams are going to practice both of these tricky friendship situations. First they will practice using “I” Messages to talk out hurt feelings.
 - Divide teammates into 1s and 2s. The 1s will be Buster, and the 2s will be Chilly. Write on the board:

1s = Buster

2s = Chilly
 - Explain that the students will listen to a story. Then Buster needs to give Chilly an “I” Message about how he feels. Chilly needs to actively listen and respond in a way that helps him and Buster stay friends.
 - Project and read aloud the following story:

Buster brought three yummy acorn treats to the playground. He kept one and gave the other two to Betty and Dilly. Suddenly, his friend Chilly came running up and saw everyone with a treat, but there was none for him. He was hurt that Buster did not give one to him.



5 or 6 minutes

Partner role-play to practice solving a conflict with a friend on the Peace Path.



- Ask:

How can Chilly use an “I” Message to tell Buster that his feelings are hurt? How can Buster respond in a way that they can stay friends?

- Ask the student pairs to act out the situation. Circulate and listen for “I” Messages and for the students talking it out.

Chilly: I feel hurt because you gave everyone else an acorn treat but did not give me one.

Buster: I only had three acorn treats, and I did not know you were coming too. If I had known you were coming, I would have saved some for you.

- Use **Random Reporter** to call on a few teams to share responses.

Note: Call on remaining teams in the next practice role-play.

2. Explain that now the students will practice solving a friendship conflict using the Peace Path and win-win solutions.

- Pass out the copies of the 8.5 x 11 inch version of the Peace Path, one per team. Teammates need to share the Peace Path as they work with their partners.
- Announce that the 1s will be Shante, and the 2s will be Maria. Write on the board:

1s = Shante

2s = Maria

Explain that after hearing the story, the student pairs need to act it out, going through the three steps of the Peace Path.

- Project and read the following story:

Maria had worked very hard on a tall and complicated tower made out of blocks. Shante was racing to catch a paper airplane, and she crashed into Maria’s tower and knocked it down. Maria says, “Hey, you ruined my tower. I worked really hard on it, you dumbhead!”

- Ask:

How can Maria and Shante solve the conflict in a win-win way and stay friends?

- Circulate as the student pairs go through the Peace Path steps, and listen for appropriate “I” Messages, saying it back, and win-win conflict solvers.

Maria says, “I feel mad because you were not paying attention to where you were going, and you ruined my tower.”

Shante says it back.

Then Shante says, “I feel hurt because you called me a dumbhead.”

Maria says it back.



Possible win-win solutions:

- *Apologize. Shante apologizes for knocking down the tower, and Maria apologizes for using a mean word.*
- *Fix the problem. Shante helps Maria rebuild the tower.*
- *Laugh it off. They both decide that it is not a big deal and move on.*
- Use **Random Reporter** to call on teams (those who did not share responses the first time) to share how they used the Peace Path responses.

Reflection

5 minutes

2 points



The Big Q:

Which win-win conflict solver have you used in your team? Why did you use it, and how did it help teammates remain friends?

Accept all reasonable, thoughtful answers.

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

- Highlight any examples from reading or other subjects that involve hurt feelings between friends. Were the characters able to talk it out or get help?
- Take every opportunity to emphasize that occasional hurt feelings and conflicts between friends are both normal and solvable.
- Read *Friends (Mostly)* by Barbara Joose, a picture book that normalizes occasional conflict between good friends.
- Read *Angelina and Alice* by Katherine Holabird, a book that chronicles hurt feelings between friends and their resolution.
- Continue to highlight the need to stop and think to choose a win-win conflict solver; use the Stop and Think Signal as a visual reminder.



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 _____.



Buster brought three yummy acorn treats to the playground. He kept one and gave the other two to Betty and Dilly. Suddenly, his friend Chilly came running up and saw everyone with a treat, but there was none for him. He was hurt that Buster did not give one to him.

Maria had worked very hard on a tall and complicated tower made out of blocks. Shante was racing to catch a paper airplane, and she crashed into Maria's tower and knocked it down. Maria says, "Hey, you ruined my tower. I worked really hard on it, you dumbhead!"

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.

Bria's grandmother says that she is allowed to invite two friends to the movies. Bria likes Sheri and would have included her if she had been able to invite three friends. At school, Sheri finds out about the movies. Sheri tells Bria that she is mean and that they are not friends anymore.

How do you think each girl might be feeling? What is an "I" Message that each girl could give to explain her feelings? What are some possible solutions to the problem?

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.

More on Friendship: Spotlight on Apologizing

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 Head, Shoulders, Knees, and Toes 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 and practice the conflict solver, apologize. They will learn and role-play the four key steps to an effective apology:

- speak clearly,
- use eye contact,
- say the other person's name, and
- say specifically what the apology is for.

The students will also learn how to accept an apology and understand the difference between a one- and two-person apology.

ADVANCE PREPARATION

- ☐ Chart the steps to a good apology as follows:
 - Speak clearly.
 - Use eye contact.
 - Say the person's name.
 - Say, "I am sorry that I...", and say what you are apologizing for.
 - The person receiving the apology says, "Thank you."
- ☐ Have one crayon ready to use (and break) in an apologizing demonstration.

- ☐ Prepare the apology scenarios for the whiteboard/overhead.
- ☐ Copy Checklist #1 and Checklist #2—one copy per team.
- ☐ Prepare all three checklists (Teacher-Student Demonstration, Checklist #1, and Checklist #2) for the overhead or whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Explore why people apologize.
- Use a demonstration role-play to explore when and how to give an apology.
- Identify the key steps to an appropriate apology.
- Introduce the difference between a one-person and a two-person apology.
- Highlight the value in apologizing for something even if it was an accident.

Teamwork

- Demonstrate the team activity of apologizing and completing the observer checklists.
- Ask teams to complete the apologizing/checklist activities.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

8 minutes

Explore when and how to give and receive an apology; announce the Big Q.

1. Introduce today's topic: practicing the apologize conflict solver to help us solve conflicts with our friends.
 - Point to the apologize conflict solver card posted by the Peace Path.
 - Announce the Big Q.

Big Q: Pretend that I am an alien from Planet Rude, where no one knows how to apologize. On my planet, no one ever apologizes when he or she breaks someone's favorite toy or hurts a friend's feelings.

Why do Earthlings apologize to one another, and how does apologizing help friends stay friends?

2. Elicit a broad range of reasons that friends might need to apologize to one another.

- Use **Buddy Buzz** to ask:

What are some specific examples of reasons that you might need to apologize to a friend?

Breaking something by accident, hurting someone's feelings, doing or saying the wrong thing because of a misunderstanding, saying or doing something mean in anger, etc.

What exactly does a person say during an apology?

The person says, "I am sorry," and then says what he or she is sorry for.

3. Demonstrate and debrief an inappropriate apology, and then present the steps to a good apology.

- Choose a student to be a volunteer. Hand him or her a crayon. Then ask the student if you can borrow that same crayon for a second. Use the crayon, and break it in the process. With no eye contact, mumble in an unconcerned, unapologetic voice, "Whoops, it broke. Sorry about that," and then toss the crayon back on the student's desk.

Give me a thumbs up if that was a good apology.

Look for no thumbs up!

How do you think _____ felt when I said sorry like that?

Hurt, mad, that you do not feel sorry at all, etc.

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

What should I have done and said to make the apology a better one?

Call on one or two students, and try to elicit the following response.

Look the person in the eye, say what you are sorry for, do not throw the broken crayon, and say the name of the person to whom you are apologizing.

- Show the chart with the steps to a good apology. For now, cover the final step about how to accept an apology.
 - Speak clearly.
 - Use eye contact.
 - Say the person's name.
 - Say, "I am sorry that I...", and say what you are apologizing for.
- Model a good apology by apologizing properly to the student for breaking the crayon; say the student's name, use eye contact, etc.

4. Introduce how to receive an apology.

- Ask:

When you apologize to someone, what does the person whom you are apologizing to do or say?

He or she accepts the apology or says, "Thank you" for the apology.

Choose a volunteer who enjoys being in front of the class.



It is critical that the person receiving the apology clearly acknowledges and accepts it. Saying, "Thank you for apologizing," or "I accept your apology," is acceptable, but simply saying, "Thank you," seems more natural for the student.

3 or 4 minutes

Explore one-person
vs. two-person apologies.



- Ask the student in the crayon demonstration to accept your apology.
“Thank you for apologizing.”
- Uncover the rest of the chart to reveal the final step: the person receiving the apology says, “Thank you.”

5. Introduce the difference between a one-person and a two-person apology.

- Explain that sometimes one person needs to apologize to another person, and sometimes two people need to apologize to each other.
- Explain that you are going to project and read two scenarios. The students should put up one finger if it is a one-person apology or two fingers if it is a two-person apology.
 - **Brittany scratches Tomás’s favorite DVD, and he punches her in the arm. (*Two.*)**
 - **Roberta reaches for the ketchup at lunch and knocks over Alicia’s chocolate milk. (*One.*)**

2 minutes

Establish the need to
apologize for something
that was a true accident.

6. Introduce the importance of apologizing for an action even if it was a true accident.

- Ask:

When Roberta spilled Alicia’s chocolate milk, it was truly an accident; she did not mean to do that at all. Should Roberta apologize anyway? Why or why not?

Yes, because Roberta is sorry that Alicia is upset, even though Roberta did not upset her on purpose.

- Summarize that we need to apologize for something even if it was an accident, because we are sorry for upsetting the other person, so an apology will help to avoid hurt feelings and possible conflict.

Teamwork

10–12 minutes

Apology role-plays



1. Introduce the team activity to practice apologizing.

- Quickly review the steps to a good apology.
- Show the Teacher-Student Demonstration of Teamwork Activity on the overhead or whiteboard.
- Explain that in teams, two people will model a two-person apology, and the rest of the team will be observers, checking Yes or No in each box to see if each apologizer followed the steps.
- Demonstrate the activity for the class.
- Choose a student partner, and explain that you are going to pretend to laugh at his or her new shoes, and he or she is going to call you a “stupid dork” (or choose another mildly insulting term that will resonate with the class). Role-play the insulting exchange with the student.

- After the exchange, you each apologize. Tell the rest of the class to listen and watch you and the student closely!
- After both apologies are finished, go through the Teacher-Student Demonstration of Teamwork Activity sheet as a class, and ask how each of you did in each category, putting checks in the Yes or No boxes as appropriate.

2. Begin the teamwork activity with the remaining two checklists/scenarios.



- Pass out Checklist #1 to each team, and project a copy on the overhead or whiteboard. Ask each team to complete the checklist for Juan and Kia.
- Assign numbers and roles to the students in their teams according to the instructions on the checklist.
- Circulate to listen for good apologies and guide completion of the checklist as necessary.



- If time allows, use **Random Reporter** to have one or two teams demonstrate their apology role-play.



3. Pass out and project Checklist #2.

- Make sure the student apologizers and observers switch roles.
- Proceed as you did above, calling on other teams to demonstrate their apologies as time allows.

Reflection

5 minutes

2 points



The Big Q:

Pretend that I am an alien from Planet Rude, where no one knows how to apologize. On my planet, no one ever apologizes when he or she breaks someone's favorite toy or hurts a friend's feelings.

Why do Earthlings apologize to one another, and how does apologizing help friends stay friends?

Accept all 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

- If you have occasion to apologize to a student, highlight each of the steps as you go through them.
- Take any opportunity to highlight how it *feels* to receive an apology.
- Revisit the Planet Rude idea, and ask the students to imagine what daily life would be like on a planet where no one knows how to apologize. Consider using Planet Rude as the basis for a writing prompt.
- Continue to highlight the need to stop and think to choose a win-win conflict solver; use the Stop and Think Signal as a visual reminder.

Brittany scratches Tomás's favorite DVD, and he punches her in the arm.

Roberta reaches for the ketchup at lunch and knocks over Alicia's chocolate milk.

Checklist #1

Juan beat Kia at checkers. Juan said to Kia, “You sure are bad at this game.” Kia said to Juan, “Well, you cheated!”

1 = Juan; 2 = Kia; 3, 4, and 5 = observers

		Yes	No
Did Juan:	speak clearly?		
	use eye contact?		
	say the person’s name?		
	say why he was sorry?		
		Yes	No
Did Kia:	speak clearly?		
	use eye contact?		
	say the person’s name?		
	say why she was sorry?		
		Yes	No
Did both apologizers:	accept the apology?		

Checklist #2

Andre laughed when Ariel slipped in the lunchroom. Ariel was upset, so she shoved Andre and spilled his milk.

3 = Andre; 4 = Ariel; 1, 2, and 5 = observers

		Yes	No
Did Andre:	speak clearly?		
	use eye contact?		
	say the person’s name?		
	say why he was sorry?		
		Yes	No
Did Ariel:	speak clearly?		
	use eye contact?		
	say the person’s name?		
	say why she was sorry?		
		Yes	No
Did both apologizers:	accept the apology?		

Teacher-Student Demonstration of Teamwork Activity

		Yes	No
Did the teacher:	speak clearly?		
	use eye contact?		
	say the person's name?		
	say why he or she was sorry?		
		Yes	No
Did the student:	speak clearly?		
	use eye contact?		
	say the person's name?		
	say why he or she was sorry?		
		Yes	No
Did both apologizers:	accept the apology?		

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.

Arnie raises his hand to answer an easy math question, and he gets it wrong. Tamika laughs at him and says, "Are you still in kindergarten?" Arnie says back, "At least I know how to draw. That dog you drew in art looks like a dinosaur."

How do you think each person might be feeling now? Role-play a win-win solution that both students can use to solve the 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.

More on Friendship: Spotlight on 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 Don't Break the Sugar Bowl 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 when and how to compromise and will practice the skill.

ADVANCE PREPARATION

- ☐ Copy and cut the compromise scenarios into strips, and create one compromise grab bag per team. **Note:** If there are some situations specific to your class that could be resolved through compromise, feel free to add those situations (without actual student names) to the grab bag.
- ☐ Prepare the Compromise Scenarios for Active Instruction for the whiteboard/overhead.
- ☐ Prepare the Compromise Scenario for Teamwork for the whiteboard/overhead.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the concept of compromise; provide an example.
- Introduce a thumbs up/down activity regarding a specific compromise example.
- Introduce the concept that compromising is like making a deal.
- Ask the students to share a time when they compromised.

Teamwork

- Introduce the team activity using the compromise grab bag.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 minutes

**Introduce compromising;
announce the Big Q.**



4 minutes

**Thumbs up/down activity
and debriefing**



1. Introduce compromise, and announce the Big Q.

- Remind the students that in the last lesson, they focused on apologizing. Today they will focus on compromising as another win-win way to solve problems with friends.
- Announce the Big Q.

Big Q: Why is active listening important for compromising?

- Point to the word *compromise* among the conflict solver cards hanging by the Peace Path. Remind the students that compromising is making a deal so each person is happy.
- Project and read the first compromise scenario:

You and a friend are at the park, and your mother says you have to go home in ten minutes. You want to swing for the rest of the time, and your friend wants to climb on the jungle gym. You two decide that you will swing for five minutes and then climb for five minutes.

Is this a win-win solution? Why?

Yes, because both people get some of what they want.

2. Introduce the thumbs up/down activity to decide whether a situation is a compromise.

- Ask the students to listen to the next example, and use **Buddy Buzz** to decide with their partners whether it is a compromise.
- Project and read the second compromise scenario:

My sister wants to spend Saturday afternoon at the movies. I want to go shopping for new shoes. We end up going to five shoe stores, and I buy three new pairs of shoes. When we finish shopping, I say I am too tired to go to the movies, and I tell her to watch TV instead.

- Ask pairs to discuss and then give a thumbs up if it is a compromise or a thumbs down if it is not.

Look for thumbs down!

- Call on one pair to explain why the example is not a compromise.

Only one person got to spend the day as she wanted.

- Use **Buddy Buzz** to ask:

How could my sister and I have spent the day that would have been a compromise?

You could have spent half of the day shopping for shoes and the other half of the day at the movies.

- Ask:

Why is compromising a good example of a win-win conflict solver?

Both people get some of what they want, and the conflict is avoided or solved. It is not a win-lose or a lose-lose solution.

3 minutes

**Compromising as
solving a puzzle**



3. Explain that compromising requires creative ideas to make a deal that both people like. Say:

Coming up with a good compromise can be like solving a puzzle. Both people have to think of a way that they can get some of what they want. Then they have to use good listening skills to share their ideas.

- Ask the students to listen to an example of a creative let's-make-a-deal solution to a problem. Project and read the third compromise scenario:

Tamika and Andrea are sisters. There is enough of their favorite cereal for one bowl, and they both want it. So they make a deal. Tamika says to Andrea, "You can have the cereal if you will do my chore for me today." Andrea says, "That's a deal!"

- Use **Buddy Buzz** to ask:

What did Andrea get out of the deal? What did Tamika get?

Andrea got the cereal; Tamika got the day off from her chore.

- Highlight that both sisters got something that they wanted.



2 minutes

**Share compromise
examples.**

4. Have the students use **Buddy Buzz** to tell a partner about a time when they compromised with a friend or sibling.

Teamwork

10-12 minutes

Grab-bag activity



1. Explain that teams will now use a team huddle to practice compromising.

- Before beginning the team activity, do a sample scenario as a class demonstration. Project and read the following situation to the class, and ask teams to create a compromise for this situation.

Amos and Jackson are coloring a poster for science class. There are ten birds on the poster. Amos wants to color them all the same color; Jackson wants them all to be different colors.

- Ask the students to discuss the example in a team huddle. Use **Random Reporter** to call on one team to share their proposed compromise.

They each get five birds to color as they wish; Amos gets to color all the birds if Jackson gets to color all the flowers, etc.

You may need to help the students read the scenarios.

- Give each team a compromise grab bag. Ask the team to pick out one scenario. Explain that team members will take turns choosing a random scenario out of the bag.
- Using active listening and the talking sticks, teams will decide what a good compromise for each situation would be.
- After teams have decided on a compromise, use **Random Reporter** to call on one team to share their suggested compromise.
- Ask teams to pick a second scenario from the grab bag.
- After teams have decided on a compromise to the second scenario, use **Random Reporter** to call on another team to share their suggested compromise.
- Continue the activity until each team has had a chance to share their response.

Reflection

5 minutes

2 points



The Big Q:

Why is active listening important for compromising?

You have to listen to the other person's ideas for making a deal. If the other person feels that you are not listening, he or she will not want to work to find a win-win solution. If you interrupt and only care about your idea, you will not hear the other person's idea, 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

- Compromising (making a deal) happens fairly frequently during the day, between the students themselves and between the teachers and students; highlight examples as they happen so the students learn to recognize the skill.
- Continue to highlight the need to stop and think to choose a win-win conflict solver; use the Stop and Think Signal as a visual reminder.
- Read *How to Be a Friend* by Laurie Kransy Brown and Marc Brown.

Compromise Scenarios for Active Instruction

1. You and a friend are at the park, and your mother says you have to go home in ten minutes. You want to swing for the rest of the time, and your friend wants to climb on the jungle gym. You two decide that you will swing for five minutes and then climb for five minutes.
2. My sister wants to spend Saturday afternoon at the movies. I want to go shopping for new shoes. We end up going to five shoe stores, and I buy three new pairs of shoes. When we finish shopping, I say I am too tired to go to the movies, and I tell her to watch TV instead.
3. Tamika and Andrea are sisters. There is enough of their favorite cereal for one bowl, and they both want it. So they make a deal. Tamika says to Andrea, “You can have the cereal if you will do my chore for me today.” Andrea says, “That’s a deal!”

Compromise Scenario for Teamwork

Amos and Jackson are coloring a poster for science class. There are ten birds on the poster. Amos wants to color them all the same color; Jackson wants them all to be different colors.

Compromise Scenarios for the Compromise Grab Bag

Kendra and Mike are doing a writing project together. Kendra wants to write about a lost puppy, and Mike wants to write about outer space.



Kim and Tawanda are making cookies. Kim wants to make them with raisins, and Tawanda wants to make them with chocolate chips.



Maria and Tia each grab the last jump rope, and they both want to use it now!



Luis and Pedro are partners in art class, and they have to make something out of a shoebox. Luis wants to make a rocket ship. Pedro wants to make a race car.



Shawndra and Martin's grandmother is taking them somewhere fun on Saturday. Shawndra wants to go to the movies, but Martin wants to go to the zoo.



Timmy and Rhianna both want to use the class computer at the same time, but they do not want to play the same game.



Jamal and Bob both want to be the snack helper. The teacher tells them to work out a compromise!



Tonya and Tim are gluing cotton clouds onto an art project. Tonya wants the whole sky to be cloudy. Tim only wants one cloud.

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.

Julia and Fiona get to pick out a movie for the class to watch. Julia wants to watch a movie about animal rescue, and Fiona wants to watch one about a magician.

What are some possible compromises? Why would the compromises be win-win solutions?

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 learn about the concept of empathy and how to recognize and respond empathically to the feelings of others. The students will learn two central skills to facilitate empathy: how to understand another person's point of view and feelings and how to show an empathic response.

The students will begin by learning to identify their own points of view and by realizing that others may have similar or different points of view. *Point of view* is defined as the way that someone sees a situation. The students will learn that point of view influences feelings.

The students will then learn and practice the three steps to empathy, which include the concept of standing in another person's shoes and learning to respond appropriately to the uncomfortable feelings experienced by others.

The students will also learn that empathy can prevent conflict situations from escalating and that empathy skills encourage the discovery of win-win solutions to conflicts.

In all these lessons, many previously taught skills will be revisited, including active listening, "I" Messages, and the Peace Path.

Unit Outcomes

Students will:

- identify the feelings, perceptions, and points of view of others;
- identify that other people may feel differently from themselves;
- relate others' experiences to their own experience;
- understand how feelings and behaviors influence each other;
- express emotions to others in effective ways;
- use active-listening skills to elicit and understand the feelings and opinions of others;
- identify effective and ineffective outcomes to conflict;
- read social cues using a variety of sources of information; and
- use effective problem-solving skills to work through solutions to a variety of social problems.

Books Used in Unit:

How Do I Stand In Your Shoes? by Susan DeBell, PhD.

Jamaica Tag-Along, by Juanita Havill

What is point of view?

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: Choose a Brain Game from a category in which your class most needs to improve, and play it whenever time allows during the day/week.

Note: Remember to try all the games by the end of the year.

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 about and understand point of view. Specifically, the students will learn that:

- point of view is defined as the way that someone sees a situation,
- people can have varying points of view, and
- point of view affects feelings.

ADVANCE PREPARATION

- ☐ Remember to change around your Getting Along Together teams. 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.
- ☐ For the Teamwork exercise, write the following feelings words in large letters on a large piece of chart paper, or prepare the following list for the whiteboard/overhead: *disappointed, excited, happy, mad, nervous, sad, scared, shy, and worried*.
- ☐ On another piece of chart paper, or for the overhead or whiteboard, write in large letters: "From my point of view, I feel _____ because _____." Post this chart next to the feelings-words chart.
- ☐ Prepare the point-of-view story for the overhead/whiteboard.

- ☐ Prepare the point-of-view scenarios for the overhead/whiteboard.
- ☐ Have a roll of tape available—one per team.
- ☐ Have 3"x 5" index cards or pieces of paper available—five per student.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the theme of the unit: getting better at understanding how another person feels. Announce the Big Q.
- Introduce, define, and give an example of point of view.
- Tell a brief story highlighting two points of view; debrief the story as a class.

Teamwork

- Introduce the team activity in which the students identify their own and others' points of view and related feelings about a variety of situations.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

2 minutes

Introduce the unit and the Big Q.

Do not worry about defining the term *empathy* in detail; you will do that later in the unit.

1. Introduce the new unit on empathy; announce the Big Q.
 - Remind the students that the last unit was on friendship. Emphasize that part of being a good friend is caring about how that person feels. Say:

This unit is about getting better at finding out how another person feels so we can be even better friends and teammates.

- Explain that one good way to help our friends is to understand their points of view.
- Write the term *point of view* on the board.
- Ask if anyone knows what it means; take one response.
- Define *point of view* as the way that someone sees a situation.
- Announce the Big Q:

Big Q: Why is it important for good teammates and good friends to be able to understand someone else's point of view?

- Offer a simple example of point of view:

I happen to enjoy thunderstorms. I like the flashes of lightning and the noise of thunder, and I think watching them is like watching an exciting movie. So from my *point of view*, a thunderstorm is a good thing.

Ask for a show of hands of anyone who does not like thunderstorms. Then say:

From your point of view, thunderstorms are not exciting. Maybe they are noisy or scary. From your point of view, a thunderstorm is not a good thing.

5 minutes

Point of view demonstration

Feel free to choose a different controversial food that some students will like and others will not.

Try to call on the students who enjoy speaking in front of the class.

2. Help the students experience how point of view affects their perceptions and feelings.

- Say:

To teach more about point of view, I am going to ask everyone who likes raisins to stand up please.

What if I told you that for some strange reason, the government decided that raisins are suddenly against the law and can never ever be eaten in our country again?

- Call on a *seated* student, and ask:

How do you feel about the fact that you can never eat another raisin?

I feel fine since I do not like raisins.

From your *point of view*, this law is no big deal, or even a good law, since you do not like raisins. But a raisin lover has a different point of view about the law.

- Ask a *standing* student:

How do you feel about this new law?

Sad, mad, or disappointed because I like raisins and will miss them.

- Then ask the sitting student, who does not like raisins:

Pretend for a moment that you are _____. (Name the standing student who likes raisins.) If you are _____, how would you feel about the end of raisins?

I would feel sad, mad, disappointed, etc.

- The standing students may sit down. Say:

This funny exercise teaches us that we can each have a different point of view about a situation and that point of view affects how we *feel*.

_____ (name the raisin disliker) did not feel sad about no more raisins but could understand feeling sad if (he/she) looked at it from _____'s (name the raisin lover) point of view.

Highlight that we are better teammates and friends if we understand others' points of view and how they feel, even if it is different from how we feel.

3–5 minutes**Amanda and
Zelda exercise**

3. Project and read the following story, and ask the students to listen for each character's point of view.

Amanda is a very good artist, and art class is her favorite class. Zelda does not enjoy art at all. Nothing ever turns out the way she wants it to, and she would much rather play sports than go to art class.

One day the principal announces that the art teacher will be out sick for the next three weeks. Instead of art class, they will have extra gym classes. Amanda slumps in her chair with a frown, and Zelda calls out, “Yippee!” with a huge smile on her face.

- Remind the students that point of view is how a person sees a situation.
- Ask:

What is Amanda's point of view about going to art class?

Art class is really fun.

- Use **Buddy Buzz** to ask:

**With that point of view, how does she *feel* about the announcement?
What “I” Message would she give?**

I feel sad or disappointed because we are not having art.

What is Zelda's point of view about going to art class?

Art class is frustrating and no fun.

- Use **Buddy Buzz** to ask:

**With that point of view, how does she *feel* about the announcement?
What “I” Message would she give?**

I feel happy, thrilled, or excited because we are doing sports instead of art.

We know that Zelda is happy about the news of no art and more gym. But if she looked at it from Amanda's point of view, how would she feel?

Sad and disappointed.

- Summarize that *point of view* means how each of us sees a situation and that your point of view affects how you feel.

When you discuss feelings, be sure to stand near the Feelings Tree and point to the appropriate feelings. If you have not yet added *disappointed*, take the time now to define it, and add it to the tree.

Teamwork

13–15 minutes**Point-of-view activity**

1. Introduce the activity to practice identifying points of view and the accompanying feelings.

- Show the students the chart paper with the nine feelings words on it.
- Next to the feelings words post the sentence starter:

From my point of view, I feel _____ because _____.

- Give each team a roll of tape, pens or pencils, and five index cards *per student*.
- Prepare to project the point-of-view scenarios.
- Tell the students that you will read a situation aloud. Each student should pick a feeling from the charted list that best describes his or her point of view about the scenario (or pick a new feeling not on the list), write it on the index card, and tape it to his or her shirt so everyone else can see it.
- After the students have picked their feelings, they will take turns in their teams (using the talking stick) to say:

From my point of view, I feel _____ because _____.

- After each scenario, the students take off their taped feeling so they can tape on a new one for the next scenario. Tell them to flip the cards over to use them twice.
- Do the first scenario for the class to demonstrate. Project and read aloud the following scenario. Model the activity by choosing a feeling and completing the sentence:



- 1. Instead of having music class, you are having gym class, and everyone will play basketball.**

From my point of view, I feel worried because I am not very good at basketball.



- Have teams continue the activity independently.
- Complete as many of the scenarios as time allows, and use **Random Reporter** after each scenario to have one student from each team share a response. The scenarios are as follows:

- 2. You are put in a new reading group with people you don't know, and all the other students are older than you.**
- 3. You are going on an all-day field trip.**
- 4. Your class is having an ice-cream party, and the three flavors are vanilla, strawberry, and chocolate mint.**
- 5. A humongous dog is running right toward you.**
- 6. You are playing soccer in gym class.**
- 7. You are learning to dance in gym class.**
- 8. You get picked to recite a poem at the whole-school assembly.**
- 9. Your class goes to the amusement park, and you are about to get on the giant upside-down roller coaster.**

Feel free to customize the scenarios so they resonate with your class and highlight that different students can have different points of view about the same situation.

Reflection

5 minutes**2 points**

The Big Q:

Why is it important for good teammates and good friends to be able to understand someone else's point of view?

Someone's point of view affects how he or she feels; we can be better friends if we understand why someone feels a certain way; it is important to realize that not everyone sees a situation the same way so we understand when someone acts and feels differently, 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

- In reading class, ask questions that encourage the students to identify different characters' points of view.
- If you hear two students expressing different points of view on an issue, such as a school subject or activity, highlight it.

Point-of-View Story

Amanda is a very good artist, and art class is her favorite class. Zelda does not enjoy art at all. Nothing ever turns out the way she wants it to, and she would much rather play sports than go to art class.

One day the principal announces that the art teacher will be out sick for the next three weeks. Instead of art class, they will have extra gym classes.

Amanda slumps in her chair with a frown, and Zelda calls out, “Yippee!” with a huge smile on her face.

Point-of-View Scenarios

1. Instead of having music class, you are having gym class, and everyone will play basketball.
2. You are put in a new reading group with people you don't know, and all the other students are older than you.
3. You are going on an all-day field trip.
4. Your class is having an ice-cream party, and the three flavors are vanilla, strawberry, and chocolate mint.
5. A humongous dog is running right toward you.
6. You are playing soccer in gym class.
7. You are learning to dance in gym class.
8. You get picked to recite a poem at the whole-school assembly.
9. Your class goes to the amusement park, and you are about to get on the giant upside-down roller coaster.



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Have you ever cried during a movie or felt happy for a friend? Have you ever said, “If I were in your shoes, I would feel the same way”? If so, that is because you are able to understand how that other person feels; you have experienced empathy!

Today we started a new unit in Getting Along Together about empathy, which is the ability to understand how someone else feels.

The unit begins with the students learning to understand that different people can have different points of view about the same situation. The students then learn to ask themselves, “If I had that person’s point of view, how would I feel?” and “What can I do or say to help that person feel better?”

Here are some ways that you can help your child develop better empathy skills:

- Ask your child how someone on TV or in a book or someone you know feels in a particular situation. Can your child think of a time when he or she felt that way?
- With your child, think of a situation in which you might feel one way and your child feels another. For example, if a friend asked you to dog sit, you might feel worried about the extra work while your child might feel excited. Can you each see the other person’s point of view?
- Tell your child about a time when you showed empathy to a good friend by standing in his or her shoes, understanding his or her feelings, and saying or doing something supportive and kind.
- Tell your child about a time when someone showed empathy to you.

Sincerely,

Your Third-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.

Rita and Sherell's class is taking a field trip to the science museum. Rita loves going to new places, but Sherell always feels car sick on school buses.

What is each girl's point of view about the field trip, and how do you think each girl might be feeling? What "I" Message would each girl give?

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.

What is the other person's point of view?

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: Choose a Brain Game from a category in which your class most 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 to look at a situation from another person's point of view.

ADVANCE PREPARATION

- ☐ Prepare the two point-of-view stories for the overhead or whiteboard.
- ☐ Prepare the "I" Message/Point-of-View scenarios for the overhead or whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the definition of *point of view*; announce the Big Q.
- Read and debrief two versions of the same story to help the students understand two points of view of the same situation.

Teamwork

- Introduce the team activity to practice identifying and expressing two points of view in the same situation.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

**Introduce the lesson
and the Big Q.**

1. Introduce the lesson; announce the Big Q.

- Review that in the last lesson, the students learned the term *point of view*, or how someone sees a situation. They also learned that their point of view about a situation affects their feelings about that situation.
- Explain that today the students will practice how to look at a situation from another person's point of view.
- Announce the Big Q.

Big Q: Why are the four parts of active listening so important for understanding another person's point of view?

10 minutes

**Debrief the Nina
and José stories**

2. Read and debrief a story told from two different points of view.

- Use the Active-Listening Signal to ask the students to get in the active-listening posture.
- Project and read story 1 aloud (cover up story 2):

Once upon a time, a ten-year-old girl named Nina was walking down the street eating an ice-cream cone. She bought the cone with the money she earned for walking her neighbor's dog, and it was the first time she had ever been to the store all by herself. She was feeling happy and proud of herself.

Suddenly, a big teenaged boy came running down the sidewalk, bumping into other people as he went. When he reached Nina, he knocked into her arm, her ice cream fell to the ground, and the boy kept running without stopping or saying he was sorry. Nina said to herself, "What a mean boy!" and started to cry.

- Use **Think-Pair-Share** to establish Nina's point of view and her feelings.

What is Nina's point of view about what just happened? How does she see the situation?

She was minding her own business, eating an ice-cream cone that she worked hard to earn, and a mean boy ruined it all, etc.

Given her point of view, how does Nina feel about the situation?

Sad that the cone is gone, mad or hurt that the boy did not even apologize, mad that her money was wasted, etc.



Point to the identified feelings on the Feelings Tree.

If some students observe that we need more information to judge the boy, praise the observation that there might be more to the story.



Point to the identified feelings on the Feelings Tree.

- Ask:

What do you think about the boy's behavior?

The boy was not paying attention, he was careless, rude, or selfish, etc.

- Ask the students to get back into the active-listening posture to hear story 2. Project and read the story aloud.

Once upon a time, a boy named José was walking down the street on his way to play basketball. He happened to see a tiny kitten slip off a tree branch and fall a long way to the sidewalk. José ran over to the fallen kitten, picked it up, and ran like lightning to the vet's office. He ran so fast on the crowded street that he knocked into some people, including a little girl eating an ice-cream cone. Her cone fell to the ground, and she started to cry. José knew that the kitten needed the vet and that there was no time to waste, so he did not stop to help or apologize.

- Use **Think-Pair-Share** to explore José's point of view and feelings.

What is José's point of view about what happened? How does he see the situation?

There was an emergency, and he was doing what he had to do to save the kitten. He did not mean to ruin the ice-cream cone, etc.

Given his point of view, how does José feel about the situation?

He feels worried about the kitten. He is probably also sorry about the ice-cream cone, but he feels that he didn't have time to apologize.

- Highlight that Nina feels sad or mad about the ice cream; José feels worried about the kitten and maybe hopeful about trying to help the kitten. They each have a different point of view and different feelings.
- Ask:

Does this additional information about the boy who knocked into Nina make you feel differently about him? Why?

José had a good reason for being in such a rush; we see him now as a kind animal lover, not just as selfish or rude, etc.

- Summarize by explaining that understanding someone else's point of view may help us to have a clearer understanding of the whole situation and of the other person's feelings.

Teamwork

12–14 minutes

Partner role-play activity



1. Do a team activity to practice identifying and expressing different points of view.

- In partnerships within teams, the students will practice expressing one person's "I" Message and point of view. Next, they will express the other person's "I" Message and point of view.
- Model the exercise for the class with a student, showing the first scenario on the overhead or whiteboard. Role-play Barbara, and choose a student to role-play Shawna. Act out the following situation:

Barbara is finishing her math worksheet, and she wants to do a good job. Shawna has finished hers and is quietly humming. Barbara tells Shawna to be quiet because she cannot concentrate. Shawna says she can hum to herself if she wants to because she is doing it softly.

- You express Barbara's "I" Message and her point of view. For example:

"I feel mad because I want to do a good job on the paper, but I can't concentrate with that humming."

- Ask Shawna to express her "I" Message and her point of view. For example:

"I feel annoyed or mad because I am only humming very quietly, and it should not be bothering you."

- Then explain that the next part of the exercise is to say back the other person's "I" Message and point of view.

As Barbara, you say back Shawna's "I" message and point of view:

"You feel annoyed or mad because you are only humming softly."

Shawna expresses Barbara's "I" Message and point of view:

"You feel mad because you want to do well, and you need quiet to concentrate."

- Highlight that to understand another person's point of view, active listening with "say it back" is critical. Point to "Say it back" on the Active Listening poster.

2. Begin the partner activity.

- Ask the students to get into partnerships within their teams, and have partners count off into 1s and 2s.
- Project scenario 2. Each pair within a team should work on the same scenario from the board or handout.
- After partners have completed the first role-play, use **Random Reporter** to have a few pairs demonstrate the exercise for the class. Pairs should demonstrate giving an "I" Message, saying back their partner's "I" Message, and elaborating on their character's point of view.
- Repeat the partner activity with scenario 3, and use **Random Reporter** for remaining teams.

Remember to circulate during the activity and listen for appropriate "I" Messages and active listening.



Reflection

5 minutes**2 points**

The Big Q:

Why are the four parts of active listening so important for understanding another person's point of view?

Using the active-listening posture means that we are quiet and looking at the person's facial expressions. Focusing means that we are trying to understand what the other person is saying and feeling. Saying it back means that we can check to see if we understand the other person's point of view. Asking questions means that we can get more information and clarity. In general, by listening closely and saying back what we hear, we can better understand why someone feels and acts as he or she does. If we do not listen closely, we might think that everyone shares our point of view.

Note: Make sure the students include all four parts of active listening.

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

- Take opportunities to ask a student to find out another person's point of view. For example, if student A is excited about a certain activity and student B is not, ask student A to find out student B's point of view and feelings.
- Pause when reading to ask about a character's point of view and feelings.

Point-of-View Stories

Story 1:

Once upon a time, a ten-year-old girl named Nina was walking down the street eating an ice-cream cone. She bought the cone with the money she earned for walking her neighbor's dog, and it was the first time she had ever been to the store all by herself. She was feeling happy and proud of herself.

Suddenly, a big teenaged boy came running down the sidewalk, bumping into other people as he went. When he reached Nina, he knocked into her arm, her ice cream fell to the ground, and the boy kept running without stopping or saying he was sorry. Nina said to herself, "What a mean boy!" and started to cry.

Story 2:

Once upon a time, a boy named José was walking down the street on his way to play basketball. He happened to see a tiny kitten slip off a tree branch and fall a long way to the sidewalk. José ran over to the fallen kitten, picked it up, and ran like lightning to the vet's office. He ran so fast on the crowded street that he knocked into some people, including a little girl eating an ice-cream cone. Her cone fell to the ground, and she started to cry. José knew that the kitten needed the vet and that there was no time to waste, so he did not stop to help or apologize.

“I” Message/Point-of-View Practice

Scenario I for Teacher-Student Demonstration:

Barbara is finishing her math worksheet, and she wants to do a good job. Shawna has finished hers and is quietly humming. Barbara tells Shawna to be quiet because she cannot concentrate. Shawna says she can hum to herself if she wants to because she is doing it softly.

teacher = Barbara

student = Shawna

Scenario 2 for Partner Practice:

Katie is borrowing Takisha's pencil, and the point breaks. Katie sharpens the pencil so she can return it to Takisha with a good point. Takisha says, "Hey, I wanted to sharpen my own pencil. I know how sharp I like it. You should not have done that."

Katie = 1s

Takisha = 2s

If you are Katie, what is your "I" Message, and what is your point of view?

If you are Takisha, what is your "I" Message, and what is your point of view?

Now take turns saying back the other person's "I" Message and point of view!

Scenario 3 for Partner Practice:

Sandra gets really mad when Jasper gets a tiny bit of green paint on her snow boots in art class. Jasper says that it is just a tiny spot, and no one can see it. Sandra borrowed the boots from her sister and promised to take good care of them.

Sandra = 1s

Jasper = 2s

If you are Sandra, what is your “I” Message, and what is your point of view?

If you are Jasper, what is your “I” Message, and what is your point of view?

Now take turns saying back the other person's “I” Message and point of view!

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.

Amos loves art class and is good at painting. Matt gets frustrated when his paintings do not turn out well. He would rather play basketball, which he is very good at. One day, the homeroom teacher announces that the gym is closed for repairs, so the students will have extra art classes.

What is Amos's point of view about art? What "I" Message would he give about the announcement?

What is Matt's point of view about art? What "I" Message would he give about the announcement?

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.

Introduction to Empathy: Learning to Stand 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: Choose a Brain Game from a category in which your class most 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 the definition of empathy, which is understanding another person's point of view and feelings, even if it is different from your own, and then helping that person.

The students will learn the three steps to empathy:

1. Ask yourself, "If I were standing in that person's shoes, how would I feel?"
2. Think about a time when you felt that same way.
3. Do or say something to help that person feel better.

ADVANCE PREPARATION

- ☐ Have a copy of *How Do I Stand In Your Shoes?* by Susan DeBell available. **Note:** Due to time constraints, you will need to skip parts of this book. Skip page 5. When you get to pages 12–19, go through the pictures very quickly, summarizing that, "Miranda tried on all sorts of shoes, but she still did not understand what Mrs. Klemp meant." Skip page 30, and end the book after page 31. Go through the book before you read it to the students, and mark which pages to skip. Also consider writing the discussion questions on sticky notes and putting them on the corresponding pages of the book to save time as you read.
- ☐ Prepare a piece of chart paper titled Three Steps to Empathy. Under the title, write the three steps as they appear in the key points box.

- ☐ Copy and cut the eight scenarios into strips, and place them in a bag or bowl. Each team gets one. If you think your students would benefit from doing one as a class, consider having one of the scenarios ready for the overhead.
- ☐ Have talking sticks available.
- ☐ Write "embarrassed" on a Feelings Leaf to add to the Feelings Tree if it is not already there.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce and briefly define the word *empathy*.
- Introduce the book *How Do I Stand In Your Shoes?* and announce the Big Q.
- Read and debrief the book *How Do I Stand In Your Shoes?*
- Introduce and practice the three steps to show empathy.

Teamwork

- Introduce the team activity in which the students determine how to respond empathically to a given situation.

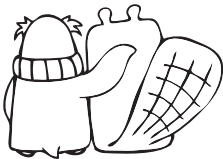
Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Introduce the concept of empathy, and announce the Big Q.



1. Introduce the topic of the lesson: empathy.

- Say:

In the last lesson, we practiced understanding another person's point of view, which is to understand how another person sees a situation. We also learned that point of view affects how a person feels.

Today we will learn how to be a good teammate and friend to someone by trying to understand how that person feels and then trying to help.

- Write the word *empathy* on the board.
- Explain that *empathy* means to understand another person's point of view and feelings, even if they are different from our own, and then to help the person with the situation.
- Cite an example of empathy. Say:

I love thunderstorms, but I know that my sister does not. She is scared of them. I can show empathy by understanding how my sister feels—even though it is different from how I feel—and trying to help her feel less scared during a storm.

- Summarize that the students will learn how to show empathy and how to understand and help a friend who has a different point of view and feelings than they do.
2. Announce that you are going to read a book about empathy called *How Do I Stand In Your Shoes?*
- Explain that the main character in the book is named Miranda.
 - Announce the Big Q.

Big Q: Why will Miranda be a better teammate and friend now that she is good at standing in other people's shoes?

10 minutes

**Read and discuss
the book.**

3. Read the book.

- Read pages 1–9 (skipping page 5).
- Use **Buddy Buzz** to ask:

From Miranda's point of view, are singing the school song, drawing straight lines, and getting homework in on time easy or hard to do?

Easy.

From Thomas Kulpowski's point of view, is singing easy or hard to do?

Hard.

- Summarize that Miranda and Thomas have different points of view about singing and different feelings about it. Miranda feels happy and confident, but Thomas feels uncomfortable and unhappy.
- Read page 10.
- Use **Think-Pair-Share** to ask:

What do you think Mrs. Klemp meant when she said that Miranda had to "learn to stand in other students' shoes"?

Call on one or two pairs to share. Highlight any answers that suggest that Miranda needs to think about a situation from someone else's point of view.

- Skip pages 12–19. Read pages 20–25.
- Summarize Mrs. Fishpond's definition of *empathy* by saying:

Mrs. Fishpond says that to show empathy, or to stand in someone else's shoes, you must think of a time when you felt the same way or pretend to be the person you are trying to understand.

- Ask:

What does Miranda do to try to stand in Thomas's shoes?

She remembers when she could not whistle and how uncomfortable and embarrassing it felt not to be good at whistling.

tps

If pressed for time, discuss feeling embarrassed later, and then add it to the Feelings Tree.

- Pause briefly to explore the feelings word *embarrassed* and to put it on the Feelings Tree. Ask for one or two definitions, and discuss on which branch to hang it. A general definition of *embarrassed* is to feel uncomfortable and maybe ashamed because you feel like you did something silly or wrong. Explain to the students that they will focus on this very common feeling in the next lesson.
- Read pages 26 and 27. Ask:

What does Miranda do to try to stand in Arlene's shoes?

She remembers a time when her own drawings would not turn out right and how frustrated she felt.

What does Miranda do to try to stand in Brian Peter's shoes?

She remembers a time when she could not concentrate well enough to complete her homework because of her father's noisy saxophone.

- Finish the book, skipping page 30 and ending on page 31. Summarize the book by saying that Miranda learns to “stand in someone's shoes” and feel what that person feels.

5 minutes

Teach the three steps to empathy.



4. Teach the three steps to empathy.

- Show the chart titled Three Steps to Empathy.
 1. Ask yourself, “If I were standing in that person's shoes, how would I feel?”
 2. Think about a time when you felt that way.
 3. Do or say something to help the person feel better.
- Ask the students to imagine that Thomas Kulpowski, with the terrible, crackling voice, is in their music class, and everyone moans or laughs when he sings.
- Use **Buddy Buzz** to ask partners to take the three empathy steps:

1. If I were standing in Thomas's shoes, how would I feel?

Embarrassed, frustrated, and sad that everyone is groaning when I sing, etc.

2. Think about a time when you felt that way.

3. What could you say or do to help Thomas feel better?

I could tell him about something I am not good at; I could tell him about a time when I felt the same way he feels; I could tell him that everyone has something they cannot do well; I could tell him to ignore the other kids; I could offer to go with him to the singing teacher for help, etc.

- Call on one partnership to model the three steps.

Note: If the students prefer not to share aloud a time when they were embarrassed, this is fine.

You may need to guide the students' answers in the class discussion so they can answer similar questions themselves during teamwork.

- Explain that you can show empathy and help a friend just by acknowledging how the person feels. Say:

Sometimes it is helpful just to say, “I know how you feel, because I have felt that way. I am sorry you feel that way.” We all feel better when we know that a friend understands us.

- Summarize that people who show empathy make great friends because they are caring and understanding!

Teamwork

8 minutes

Empathy practice

1. Introduce the team activity for empathy practice.

- Explain that each team will randomly choose one scenario from a hat or bowl. They will discuss the scenario and practice the empathy steps.
- If you think your students would benefit from doing the first one as a class, show one of the scenarios on the overhead or whiteboard, and discuss it as a class.
- Pass the hat or bowl to each team so they can choose one of the scenarios.
- Using a team huddle and the talking stick, teammates should use the scenario to practice the three empathy steps. The students should share with their teammates how they would complete the first and third questions.

Note: The students may decide whether to share aloud a time when they felt the same way. If they do share, caution them not to name names.



- Use **Random Reporter** to have each team share their scenario and responses. You should read the team's scenario aloud to the class, and then have the Random Reporter share the team's answers.

Reflection

5 minutes

2 points



The Big Q:

Why will Miranda be a better teammate and friend now that she is good at standing in other people's shoes?

She will be more understanding of other people instead of expecting them to be like her; she will be more kind and helpful to them; she will not say mean things because she will realize that there are times when she is also embarrassed or frustrated, 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

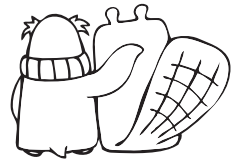
- Try to use the phrase “Put yourself in _____’s shoes; how would you feel?” when discussing a character from a book.
- Model being empathic by frequently saying, “When I put myself in _____’s shoes, I feel _____.”
- Encourage the students to ask and answer the three empathy questions, as appropriate, regarding a classmate or character from a book.
- Read *Lulu and the Birthday Party* by Belinda Hollyer, a book in which Lulu learns exactly how her brother feels in a certain situation.

Empathy Practice Scenarios



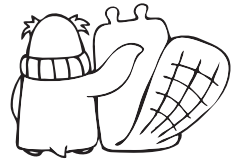
1. Arlene Lee has a very hard time drawing straight lines in art class, and another classmate said that Arlene's drawings were the worst ones she had ever seen. Arlene's eyes fill with tears.

1. How would you feel if you were in Arlene's shoes?
2. Think about a time when you felt that way.
3. What could you say or do to help Arlene feel better?



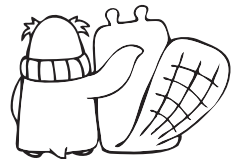
2. Brian Peters does not have his homework ready to turn in because it was too noisy at home to concentrate. Another classmate tells him that he is slow and better speed up if he wants to do well in school. Brian's face turns red.

1. How would you feel if you were in Brian's shoes?
2. Think about a time when you felt that way.
3. What could you say or do to help Brian feel better?



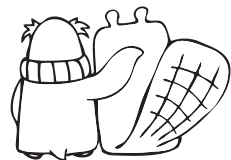
3. Jayshawn is not good at most sports, so he is picked last for kickball. His face turns red, and he has tears in his eyes.

1. How would you feel if you were in Jayshawn's shoes?
2. Think about a time when you felt that way.
3. What could you do or say to help Jayshawn feel better?



4. Sandra brings an onion sandwich for lunch, and it smells funny. No one wants to sit next to her at lunch. She sits all alone, staring at the ground.

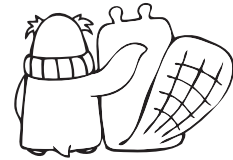
1. How would you feel if you were in Sandra's shoes?
2. Think about a time when you felt that way.
3. What could you do or say to help Sandra feel better?





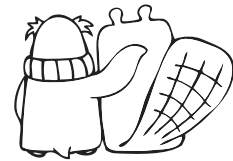
5. Rhonda wears an old, torn boy's snow coat to school, and some kids make fun of her. She starts to cry and runs to the bathroom.

1. How would you feel if you were in Rhonda's shoes?
2. Think about a time when you felt that way.
3. What could you do or say to help Rhonda feel better?



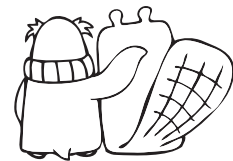
6. Nate is not a fast runner, and he usually comes in last at running games. One day everyone calls him Late Nate, and he goes to sit all by himself, far from all the other kids.

1. How would you feel if you were in Nate's shoes?
2. Think about a time when you felt that way.
3. What could you do or say to help Nate feel better?



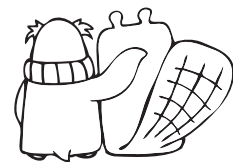
7. Carlos accidentally broke the zipper on Juan's new backpack, and Juan is telling everyone that Carlos is so dumb that he does not know how to work a zipper. Carlos's face turns red, and he puts his head down on his desk.

1. How would you feel if you were in Carlos's shoes?
2. Think about a time when you felt that way.
3. What could you do or say to help Carlos feel better?



8. The teacher told Jasper that he could not go to recess until he finished his math homework. Some kids laughed at him and said he was a math slowpoke. Jasper slams his math book shut, and there are tears in his eyes.

1. How would you feel if you were in Jasper's shoes?
2. Think about a time when you felt that way.
3. What could you say or do to help Jasper feel better?



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.

Antoine is shooting baskets and keeps missing. Marc and some other classmates start to laugh at him and call him Mr. Miss It. Antoine looks ready to cry. Marc remembers learning the three steps to empathy and decides to use them.

What are the three steps, and what would Marc do to show empathy for Antoine?

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 Practice: Spotlight on Feeling Embarrassed

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: Choose a Brain Game from a category in which your class most 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 having an empathic response toward someone who is feeling an uncomfortable feeling such as embarrassment.

ADVANCE PREPARATION

- ☐ Have the book *How Do I Stand In Your Shoes?* available.
- ☐ Have enough copies of the four different empathy letters for each student to have one. Make sure that each student in the partnership has a different letter. Consider making overheads of each letter if you want to read them as a class.
- ☐ Have the talking sticks available.
- ☐ Make sure that the Three Steps to Empathy chart is posted.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson; announce the Big Q.
- Introduce the feelings word *embarrassed*, offering examples and exploring how it feels and looks.

- Explain the universality of the feeling, which makes it well suited for empathy practice.
- Explore how to show empathy to someone who is feeling embarrassed.

Teamwork

- In partnerships within teams, have the students write empathy letters.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Review key concepts about empathy, and announce the Big Q.



1. Introduce the lesson; announce the Big Q.

- Briefly review the two key concepts taught so far.

Point of view means how someone sees a situation. For example, Miranda's point of view about singing class was very different from Thomas's. ***Point of view*** affects how we *feel* about a situation. Miranda felt happy and confident singing, but Thomas felt embarrassed.

Empathy means to understand someone even if his or her point of view and feelings are different from our own. To show empathy, we need to take the three steps. Point to the chart.

1. Ask yourself, "If I were in that person's shoes, how would I feel?"
 2. Think about a time when you felt that same way.
 3. Do or say something to help the other person feel better.
- Explain that today's lesson will focus on what to do or say to show empathy to a person who is having the uncomfortable feeling of being embarrassed.
 - Announce the Big Q.

Big Q: What is one action that makes an embarrassed person feel worse? What are two actions that show empathy and make an embarrassed person feel better?

4 minutes

Explore the feeling *embarrassed*.

2. Explore the feeling *embarrassed*.

- Point to that feeling on the Feelings Tree. Ask for other words that mean embarrassed, and post those words. Examples may include *ashamed*, *awkward*, *uncomfortable*, etc.
- Share personal experiences about feeling embarrassed when you were a child and as an adult. For example:

I remember when I was about your age, a really embarrassing thing happened. I was in a new school, and I went into the boys' (or girls') bathroom by mistake!

Feel free to share any relevant examples of your choice.



And as an adult, I remember when I started a teaching job at another school, I did not realize that the principal had his own special parking space, and I parked my car right there on the first day! The principal made an announcement that someone was parked in his spot, and he described *my* car!

- Ask the students to close their eyes and think back to a time when they felt embarrassed. Maybe it was a time when they said the wrong answer and someone laughed, or when they spilled their milk everywhere, etc.
- Use **Think-Pair-Share** to explore what being embarrassed feels and looks like.

What does it feel like inside to be embarrassed?

Your stomach feels upset; your face feels hot; you feel like everyone is watching you; you want to disappear, etc.

If you had a friend who was embarrassed, what would that person look like?

The person might have a red face and a really unhappy expression, might look ready to cry, probably looking down at the ground, etc.

- Remind the students that we need to be good feelings detectives for our friends. Say:

If we are good feelings detectives and see clues that a friend might be feeling embarrassed, that tells us our friend might need some empathy!

1 minute

Connect the universality of embarrassment with empathy.

3. Highlight the key point that feeling embarrassed is a *universal* feeling, so we can all show empathy when a friend has that feeling. Say:

Everyone in the class and in this world has been embarrassed at some time; everyone knows what that uncomfortable feeling feels like. It makes me feel better to know that I am not the only one who has ever felt that way. And because I know that feeling myself, I can understand and help someone else who feels that way.

3 minutes

Explore how to show empathy to someone who is feeling embarrassed.

4. Explore how to show empathy to someone who feels embarrassed.

- Explain that when someone is feeling embarrassed, we can either make it worse or better. Referring to the book from the last lesson, ask:

Before Miranda learned about empathy, how did she make embarrassed Thomas Kulpowski feel worse about his singing problems?

She called him “crackle voice.”

And how did she make embarrassed Brian feel worse when he did not have his homework?

She said he was slow and would not succeed in school.

- Show the students the pictures of Thomas and Brian on pages 8 and 9, both of whom are feeling embarrassed.
- Summarize that saying hurtful words makes someone feel worse; showing empathy makes someone feel better.

Feel free to share if you have an example of a time when you were embarrassed and someone showed empathy.

- Use **Buddy Buzz** to ask:

If you were in Thomas's or Brian's shoes, what would you want Miranda to say or do to help you feel better?

Tell me about a time when she felt embarrassed, remind me that other people sometimes feel that way too, tell me to ignore anyone who is laughing at me, offer to help me improve or fix the problem, etc.

Teamwork

15 minutes

Write and share empathy letters.

Circulate during the activity, and award points for team cooperation goals.



1. Introduce empathy practice by having the students write empathy letters.

- Put each team into partner pairs. Give each student one of the four letter scenarios. Each student in the partnership should have a different letter.
- Show the letters on the overhead if doing so helps your class, and read each scenario aloud to the whole class.
- Review the three steps to empathy once more.
- Ask partners to discuss and share how they will each complete the letters, and then have each student complete his or her own letter. **Note:** If any students do not want to write down a time when they felt that same way, that is fine, as long as they think of one.
- After each student has written his or her own letter, ask each team member to use the talking stick and share his or her scenario and letter with the team.
- Use **Random Reporter** to have each team share one letter (or more if time allows).

Reflection

5 minutes

2 points



The Big Q:

What is one action that makes an embarrassed person feel worse? What are two actions that show empathy and make an embarrassed person feel better?

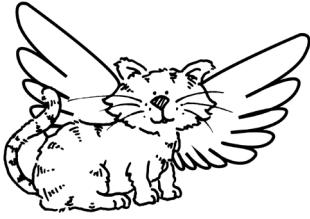
Answers will vary. For actions that make people feel better, try to elicit empathic responses that show reflection on what it feels like to be in an embarrassing situation.

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

- When characters in a story experience feeling embarrassed, highlight the universality of the feeling, and elicit suggestions for an empathic response.
- Since the students can so readily identify with feeling embarrassed, consider some writing prompts on that topic. For example, have them write a story about someone who gets into an embarrassing situation and what another person does to show empathy.
- As often as possible, give the students practice asking and answering the three empathy questions: If I were standing in that person's shoes, how would I feel? Think about a time when you felt that same way. What can I say or do to help the person feel better?
- If a student responds to you or a classmate in an empathic way, highlight it for the class.



Treena watches a nature TV show at home about flying squirrels. The next day she asks the science teacher if there are any flying cats, and everyone bursts out laughing.

Write an empathy letter to Treena!

Dear Treena:

I heard everyone laugh at you when you asked a question in science.

If I were standing in your shoes, I would feel _____

_____.

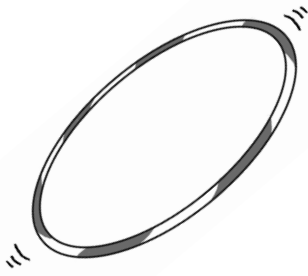
I felt that way once when _____

_____.

I will try to make you feel better by _____

_____.

Sincerely,



Sally is the only student in her class who cannot hula-hoop. One day, the gym teacher asks each student to stand up and hula-hoop, and Sally is the only one who cannot do it. Her hula hoop keeps falling to the ground.

Write an empathy letter to Sally!

Dear Sally:

I saw you having trouble with the hula hoop today.

If I were standing in your shoes, I would feel _____

_____.

I felt that way once when _____

_____.

I will try to make you feel better by _____

_____.

Sincerely,



Pedro raises his hand to answer an easy math question, and he gets it wrong. Everyone in the class laughs at him.

Write an empathy letter to Pedro!

Dear Pedro:

I heard everyone laugh at you when you got a math question wrong.

If I were standing in your shoes, I would feel _____

_____.

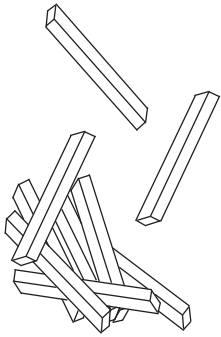
I felt that way once when _____

_____.

I will try to make you feel better by _____

_____.

Sincerely,



Albert is walking in the lunchroom and does not see that the floor is wet. He slips, his tray flies into the air, and one of his french fries lands on his head. Everyone laughs, even his best friend Andre.

Write an empathy letter to Albert!

Dear Albert:

I heard everyone laugh when you had a french fry on your head after you fell in the lunchroom.

If I were standing in your shoes, I would feel _____

_____.

I felt that way once when _____

_____.

I will try to make you feel better by _____

_____.

Sincerely,

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.

Omar is at a lunch table with a few fifth graders. He knocks over his milk, and it spills onto the plate of one of the older boys. The other boys laugh, and Omar looks like he wants to disappear. Just then, his friend Caleb comes up to him.

If you were in Omar's shoes, how would you feel?

If you were Caleb, what could you do or say to show empathy?

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.

More Empathy, Fewer Conflicts

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: Choose a Stop and Think Brain Game to highlight the need to stop and think about another person's point of view and feelings. 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 using empathy can:

- reduce feelings of anger during a conflict.
- prevent some conflicts from starting in the first place.
- improve the Peace Path process for those conflicts that do arise.

ADVANCE PREPARATION

- ☐ Make sure the three empathy steps are posted.
- ☐ Prepare the Empathy and Conflict scenario for the overhead/whiteboard to show during Active Instruction.
- ☐ Copy paper versions of the Peace Path—one per team.
- ☐ Prepare both conflict worksheets (Betty/Chilly and Buster/Dilly) to display on the overhead or whiteboard.
- ☐ Copy worksheet 2 (Buster/Dilly)—one per partnership.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson; announce the Big Q.
- Introduce the concept that empathy can reduce anger and prevent a conflict from developing; use a conflict scenario to illustrate this concept.
- Introduce the concept that the say-it-back step on the Peace Path is an example of empathy.

Teamwork

- Have partners complete the Empathy and Conflict worksheets.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 or 2 minutes

Introduce the value of empathy during conflict.

1. Introduce the lesson; announce the Big Q.
 - Explain that today the students will explore how empathy can not only make us better friends and teammates, it can also help us with conflict situations.
 - Explain that taking the first empathy step—asking, “How would I feel if I were in that person’s shoes?”—can reduce anger and sometimes keep a conflict from getting started in the first place. And if a conflict grows, empathy can help it get resolved more effectively.
 - Announce the Big Q.

Big Q: How does empathy help to prevent or solve conflicts?

5–7 minutes

Introduce using empathy to reduce anger.



Remind the students that *point of view* means how a person sees a situation.

2. Explore how empathy can reduce anger and keep a conflict from happening in the first place.

- Project and read the following scenario:

Shaniqua is playing a game on the class computer. She gets up to get a tissue, and when she comes back, Lana is at the computer, clicking out of Shaniqua’s game. Shaniqua says, “Hey, I was playing a game.” Lana says, “I have to do some vocabulary on the computer, or else the teacher said I have to miss gym class.”

- Use **Buddy Buzz** to ask:

What is Shaniqua’s point of view about this situation?

I was happily playing a game that I am allowed to play, and Lana came and just took over the computer, etc.

What is Lana's point of view?

I have to get this work finished or I will miss gym, and that is more important than a game, etc.

- Explain that at this point, both girls can either make the situation better or worse. Point out that it is easy to make it worse! Ask:

What could Shaniqua and Lana say or do to make the situation worse?

Start to use "You" statements of blame, call each other names, push and shove, etc.

Use the Stop and Think Signal.

- Point out that they can make the situation better if both girls stop and think and take the first empathy step of asking themselves, "If I were standing in the other person's shoes, how would I feel?"

- Ask:

If the girls take the first empathy step and ask, "If I were standing in the other person's shoes, how would I feel?" do you think they will feel more angry or less angry?

Give me a thumbs up if you think they will feel less angry.

Look for a thumbs up.



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

Why will they each feel less angry if they can see the other person's point of view and imagine how the other person feels?

They will see that the other person has a good reason for feeling the way she does, and they will not be thinking only about their own points of view.

3. Explain that empathy can also help in the Peace Path process.

- Say:

Not only can empathy make people feel less angry, but empathy can also help people feel ready to create better win-win solutions.

- Explain that in Teamwork, the students will experience the role that empathy plays on the Peace Path.

Teamwork

15 minutes

Partner scenarios
and worksheets



The empathy check is the heart of the learning; make sure that the students understand that saying it back is a way to begin to see the situation from the other person's point of view—to feel what he or she feels.



1. Demonstrate the partner activity.

- Explain that the students will do a partner activity using the Getting Along Together characters and the Peace Path to understand how seeing the other person's point of view helps in the Peace Path process.
- Show worksheet 1 (Betty, Chilly, and the boats) on the whiteboard or overhead.
- Model being Betty, have a student model being Chilly, and demonstrate how to complete the worksheet, getting input from the whole class.

- In the first section (the point-of-view check), first act out the conflict with your partner. Then discuss how to answer the questions about each character's point of view. For example:

Betty's point of view is that the boats belong to her, so she should get to use the one she wants.

Chilly's point of view is that he had the better boat first.

- In the second section (the empathy check), walk step 1 of the Peace Path with your partner, and then complete that section of the worksheet. For example:

Chilly, you feel mad because you had the boat first.

Betty, you feel annoyed because they are your boats, and you are being nice to share them.

Highlight that Chilly now sees Betty's point of view, and Betty now sees Chilly's point of view; that is the key to empathy!

- In the third section (the win-win solution check), you and your partner complete the remaining steps on the Peace Path and then complete the third section of the worksheet.
- Possible win-win solutions include share, take turns, compromise, and fix the problem.

2. Instruct partner pairs to complete worksheet 2.

- Hand out worksheet 2 (Dilly and Buster) to each partner pair, and give each team a copy of the Peace Path. You can also show the scenario on the overhead or whiteboard if that helps your class.
- As partners work, stop after each section of the checklist. Use **Random Reporter** to have teams share responses. Call on two or three partners within teams to share at each interval so all teams have a chance to report out by the end of the activity.

Reflection

5 minutes**2 points**

The Big Q:

How does empathy help to prevent or solve conflicts?

Thinking about the other person's point of view helps people feel less angry and more understanding; if you feel less angry, you will be more likely to work with the other person to find a win-win solution; if you have empathy for the other person, the conflict may not even happen because you do not feel mad or hurt anymore, 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

- If you see a conflict beginning to develop, ask each student to see the situation from the other person's point of view.
- If you see two students diffusing a conflict because one could see the other's point of view, highlight and celebrate the situation.
- If possible, share times in your life when you felt less angry because you were able to see another person's point of view; for example, someone cuts in front of you in the check-out line, but she explains that she is rushing to buy medicine for her sick baby, etc.
- Highlight and debrief different points of view in conflict situations as examples come up in social studies and reading. If relevant, ask how certain events in history might have been different if one government had understood another government's point of view.

Empathy and Conflict

Shaniqua is playing a game on the class computer. She gets up to get a tissue, and when she comes back, Lana is at the computer, clicking out of Shaniqua's game. Shaniqua says, "Hey, I was playing a game." Lana says, "I have to do some vocabulary on the computer, or else the teacher said I have to miss gym class."

Worksheet 1

Betty and Chilly are playing with Betty's toy boats in the stream. The boat that Betty is using has a hole in it, and it keeps sinking. She asks if she can take a turn with the other boat. Chilly says, "No!"

Betty says, "That's not fair; it's my boat." Chilly says, "I got it first." They both grab the boat and try to take it!



Act out the problem. Then do a **point-of-view check**.

What is Betty's point of view? _____

What is Chilly's point of view? _____

Do step 1 of the Peace Path. Then do an **empathy check**.

What did Betty **say back** to Chilly about how Chilly feels?

"Chilly, you feel _____

because _____."

What did Chilly **say back** to Betty about how Betty feels?

"Betty, you feel _____

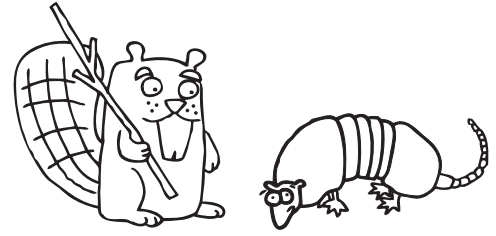
because _____."

Finish the Peace Path. Then do a **win-win solution check**.

Which win-win solution did they pick? _____

Worksheet 2

Dilly wants to build a fort out of sticks and rocks, but it keeps falling down. He asks Buster to help him, and they work on it together. Every time Dilly has an idea, Buster says Dilly's idea is dumb, and that since he is a beaver, he knows a lot more than Dilly about building. Dilly tells Buster that he is bossy and mean.



Act out the problem. Then do a **point-of-view check**.

What is Buster's point of view? _____

What is Dilly's point of view? _____

Do step 1 of the Peace Path. Then do an **empathy check**.

What did Buster **say back** to Dilly about how Dilly feels?

"Dilly, you feel _____

because _____."

What did Dilly **say back** to Buster about how Buster feels?

"Buster, you feel _____

because _____."

Finish the Peace Path. Then do a **win-win solution check**.

Which win-win solution did they pick? _____



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 _____.



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.

Angelo is in art class and decides to paint the picture of his house blue. There is only a little blue paint left, and Wanda says she needs it for painting the sky in her picture. Angelo says he got the blue paint first. Wanda says he can paint the house another color, but the sky has to be blue!

What is each person's point of view? How can standing in the other person's shoes help each person feel less angry and more understanding? What are some win-win solutions?

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 Review

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: Choose a Brain Game from a category in which your class most 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 review the key empathy concepts and understand these skills as critical for positive relationships.

ADVANCE PREPARATION

- ☐ Have *Jamaica Tag-Along* by Juanita Hill available. Consider writing the discussion questions on sticky notes and placing them on the pages of the story.
- ☐ Make sure that the Three Steps to Empathy chart is posted.
- ☐ Copy the four empathy letters—one letter per student. Each member of a partnership should get a different letter.
- ☐ Prepare the letters for the overheard/whiteboard so you can read them as a class, if that helps your students.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson; announce the Big Q.
- Quickly summarize the key concepts about empathy that were taught in the unit.
- Read and debrief *Jamaica Tag-Along*, applying a variety of empathy skills to the story.

Teamwork

- Have the students complete empathy letters.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Review the empathy concepts, and announce the Big Q.

1. Introduce the lesson; announce the Big Q.

- Remind the students that they have learned about:
 - how we can each have a different point of view and different feelings about the same situation;
 - the three steps to empathy;
 - using empathy to help someone who is having an uncomfortable feeling; and
 - understanding someone else's point of view and feelings during a conflict, which often allows us to feel less angry and more ready to solve the problem.
- Announce the Big Q.

Big Q: Tell about a time when someone showed empathy to you. What did the person say or do? How did it make you feel?

8–10 minutes

Read and debrief the book.

2. Read *Jamaica Tag-Along*.

- Explain that today the students are going to read a book called *Jamaica Tag-Along*, and they will use all of their new empathy skills to discuss the story.
- Read pages 1–13. Ask:

Jamaica wants to play basketball with the older boys, but her brother does not want her to play. What is Jamaica's point of view about this situation?

She should be able to play; she is taller than Maurice; it is not fair that she cannot play, etc.

What is Ossie's point of view?

These are his friends who are his age, and he wants to play serious basketball with kids who really know how to play.

- Remind the students that a person's point of view affects his or her feelings. Ask:

What "I" Message would Jamaica give right now?

I feel hurt or mad because you won't let me play for no good reason.

What "I" Message would Ossie give?

I feel annoyed or frustrated because you are tagging along.

Remind the students that *point of view* means how a person sees a situation.

Add any new feelings words to the Feelings Tree.

- Highlight the picture of Jamaica on page 13, and discuss her posture and facial expression. Ask:

If I just showed you this picture without reading any of the story, would you know whether Jamaica is happy or sad? How?

We would know that she is sad because her face looks sad, her shoulders are slumped, she is all alone, etc.

- Read pages 15–17. Ask:

Does the way Jamaica is treating Berto remind you of anything?

It reminds us of the way Ossie treats Jamaica.

- Read page 18. Ask:

When Jamaica grabs the basketball and then misses the basket, Ossie tells her to go away. Now when Berto smashes the sand wall, what does Jamaica say and do?

She tells him to stay away.

What would Berto’s “I” Message be?

I feel hurt, sad, or excluded because you will not let me help.

Which parts of empathy is Jamaica not doing?

She is not thinking about Berto’s point of view and feelings, she is not trying to stand in his shoes, and she is not thinking about a time when she felt the same way.

- Read pages 20–23. Ask:

What is Jamaica beginning to realize?

That she has been in Berto’s shoes, and it did not feel good.

- Point to the three steps to empathy on the chart, and elicit a response to each step by asking:

When Jamaica asks herself, “If I were standing in Berto’s shoes, how would I feel?” how does she answer?

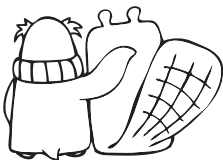
Hurt.

When Jamaica thinks about a time when she felt that way, what does she remember?

She remembers that Ossie did not include her.

When Jamaica asks herself, “What can I do or say to help Berto feel better?” what does she do?

She includes him in the castle making.



- Finish reading the book. Ask:

When Ossie comes over and wants to join in, why do you think Jamaica lets him?

She has been in the shoes of someone who was not included, and she decides not to make Ossie feel that uncomfortable feeling.

- Highlight that the story is a good example of how empathy reduces anger; since Jamaica now understands how Ossie felt when she was tagging along, she is much less angry with him.

Teamwork

12–14 minutes

Write letters to aliens on planet No Empathy.

1. Introduce the letter-writing activity.

- Explain that now that the class has completed this empathy unit, they are a class of Empathy Experts, and they need to help some sad aliens from the unhappy planet No Empathy.

- Explain that on planet No Empathy, no one knows what empathy is. Say:

On planet No Empathy, no one knows anything about empathy. No one knows how to ask about the other person's point of view or thinks about how it would feel to be in the other person's shoes. They just do not know how.

On planet No Empathy, if someone is not good at a game in gym, everyone laughs and makes fun of the person.

If two people are arguing because they both need to use the computer, they never listen to the other person's point of view, and they say lots of blaming "You" Messages.

- Have the students get into pairs, and explain that each student in the pair will get a different letter to write to an alien on planet No Empathy.
- Pass out one letter to each student, making sure that partners have different letters.
- Have the students read the story about the aliens and write a letter accordingly.
- After they complete their letters, have them read the scenarios and the letters to their partners.
- Use **Random Reporter** to call on teams to read their letters.

The students may need help reading the stories at the top of the letter worksheets. You can read them aloud and/or put them on the whiteboard or overhead if that helps.



Reflection

5 minutes**2 points****The Big Q:**

Tell about a time when someone showed empathy to you. What did the person say or do? How did it make you feel?

Answers will vary.

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

- Reinforce the notion that your class is full of Empathy Experts, and ask them to use their expertise throughout the school day.
- Invite the students to make and illustrate Empathy Expert name tags or posters.
- Remember that current events and social studies lend themselves to questions about the point of view of each side of an issue.
- Assign teams an acrostic poem as follows:

E = *Example: Ears are used for listening to the other person.*

M =

P =

A =

T =

H =

Y =



One day on planet No Empathy, Blinka comes to school with messy hair. Pong points at Blinka's hair and laughs, and Blinka feels very sad.

You are an Empathy Expert! Write Pong a letter teaching him about empathy.

Dear Pong:

We have empathy here on planet Earth. You need empathy on planet No Empathy.

The three steps for showing empathy are:

- 1.
- 2.
- 3.

If you showed empathy to Blinka, you would not point at her hair and laugh. Instead, you would:

Empathy will make your planet better because:

I hope you can teach everyone on your planet about empathy.

Sincerely,

_____, Empathy Expert on Earth



One day on planet No Empathy, Dronk is crying at school. Mork asks Dronk why she is sad. Dronk says she has to give away her dog because dogs are not allowed in her family's new house. Mork does not like dogs and says to Dronk, "That is no big deal. You are a crybaby."

You are an Empathy Expert! Write Mork a letter teaching him about empathy.

Dear Mork:

We have empathy here on planet Earth. You need empathy on planet No Empathy.

The three steps for showing empathy are:

- 1.
- 2.
- 3.

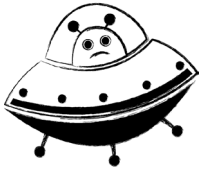
If you showed empathy to Dronk, you would not call her a crybaby. Instead, you would:

Empathy will make your planet better because:

I hope you can teach everyone on your planet about empathy.

Sincerely,

_____, Empathy Expert on Earth



One day on planet No Empathy, Zing cannot find the cap that his uncle gave him. That uncle is visiting today, and Zing wanted to have it on to show how much he likes the cap. Zing starts to cry. His sister Bing sees him crying and says, “What a baby to cry about a hat!”

You are an Empathy Expert! Write Bing a letter teaching her about empathy.

Dear Bing:

We have empathy here on planet Earth. You need empathy on planet No Empathy.

The three steps for showing empathy are:

- 1.
- 2.
- 3.

If you showed empathy to Zing, you would not call him a baby. Instead, you would:

Empathy will make your planet better because:

I hope you can teach everyone on your planet about empathy.

Sincerely,

_____, Empathy Expert on Earth



One day on planet No Empathy, Kruk asks Frik to climb to the top of a tall tree. Frik says he is scared to climb that high. Kruk laughs and shouts out, “Frik is a ‘fraidy cat! Frik is a baby!” Frik’s face turns red, and he walks away.

You are an Empathy Expert! Write Kruk a letter teaching him about empathy.

Dear Kruk:

We have empathy here on planet Earth. You need empathy on planet No Empathy.

The three steps for showing empathy are:

- 1.
- 2.
- 3.

If you showed empathy to Frik, you wouldn’t call him mean names. Instead, you would:

Empathy will make your planet better because:

I hope you can teach everyone on your planet about empathy.

Sincerely,

_____, Empathy Expert on Earth

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.
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 - 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.

Lydia wants to jump rope with some fourth graders. They tell her that she is too young and not good enough. She goes to play hopscotch instead, and a second grader named Asia asks to play with her. Lydia says she does not play with second graders, and Asia walks away slowly with tears in her eyes.

What would Lydia do and say differently with Asia if she practiced all she has learned about empathy? Role-play Lydia before and after she uses her empathy skills.

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: Spotlight on the Skills That Brain Games Help Us Practice**

UNIT OVERVIEW

Unit Focus

In this eight-lesson unit, students will understand the purpose and relevance of Brain Games to their social, emotional, and academic learning. Students will learn that the Brain Games offer practice in three critical cognitive-skill areas: response inhibition or self-control (stop and think), attention (focus), and memory.

Looking closely at one cognitive skill at a time, students will come to understand when these skills are used in the classroom setting, why mastery of them enhances learning, and strategies they can employ to increase their own facility with each skill.

There are three lessons in the self-control category. Two of them allow students to explore and practice two particular aspects of self-control: controlling the urge to interrupt and developing the ability to wait. A third response-inhibition lesson addresses coping with frustration. Intense frustration often makes it very hard to stop and think before acting; therefore, learning to manage frustration increases one's self-control.

The unit then has one lesson on attention control (focusing) and how Brain Games enhance that critical classroom skill. Focus is an essential skill for academic success. Students will practice how to use effective focusing strategies during more academic tasks and understand how to use these skills throughout the school day.

The focus lesson is followed by two lessons about memory and how Brain Games enhance that critical classroom skill. Memory becomes increasingly important as students begin upper elementary school. As they begin to read to learn rather than learn to read, remembering factual information increases in importance. Students will connect memory skills to school work and practice strategies for remembering academic material.

The unit concludes with a student self-assessment for each of the three skills to increase their awareness of their own strengths and weaknesses in each of the three areas.

Unit Outcomes

Students will:

- use active-listening skills to take in, store, retain, and access information;
- use a variety of self-control techniques to meet the demands of the situation;
- control inappropriate responses in favor of more appropriate behavior;
- wait and use situationally appropriate strategies to cope with waiting;
- use a variety of techniques to calm themselves down;
- ignore distractions when doing a task;
- utilize a variety of effective strategies to remember and follow directions and complex commands;
- use multiple strategies to sustain attention on a task;
- 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; and
- remember and manipulate information.

Books Used in Unit:

None

Why play Brain Games?

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: Randomly choose a Brain Game, or choose one that you think is especially relevant to your class, 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 understand the relevance and importance of the three Brain Game skills—focus, memory, and stop and think—for improving academic performance.

ADVANCE PREPARATION

- ☐ Have the deck of Brain Game cards available.
- ☐ Have the Train Your Brain! poster displayed.
- ☐ Review the Brain Game lessons from unit 1, lessons 3, 6, and 10, which introduce each skill and the strategies for improving it. You may need to remind the students about the strategies.
- ☐ Prepare the three Train Your Brain Stories for the whiteboard/overhead.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Note: Be sure to save all charts that you make during this unit; you will need them for the final lesson of the unit.

Agenda

Active Instruction

- Review the three skills that Brain Games allow the students to practice.
- Help the students understand the relevance of the three skills in the academic learning process; introduce three stories about the importance of each skill for the students to process and debrief.
- Introduce a preliminary review of some of the strategies to use for each skill.

Teamwork

- Ask the students to individually self-assess which skills are easy or hard for them. Then assess which skills are hard or easy for the class as a whole.
- Play and debrief a Brain Game in a category that is hard for most of the class.
- Ask teams to identify a specific time during the next day that they will need to use that Brain Game skill.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

2 minutes

Introduce the Brain Game Aim unit; announce the Big Q.



1. Introduce the new unit's topic, Brain Game Aim.

- Remind the students that they have completed the empathy unit, and explain that this is a new unit called Brain Game Aim.

- Ask:

What are the three skills that Brain Games help us practice?

Focusing, memory, and stopping and thinking.

- Point to the Train Your Brain! poster, and ask the students to mimic Owlivia, Buster, and Chilly by giving each of the hand signals.
- Announce the Big Q.

Big Q: How would you explain to a space alien what Brain Games are and why we play them during school?

Introduce the link between the Brain Game skills and school performance and success.

- Use **Buddy Buzz** to ask:

Why do we play these Brain Games during the school day in the classroom? Why are they not just for fun free time?

These three skills help us in our schoolwork and learning.

8–10 minutes

Debrief stories to illustrate the importance of Brain Game skills in school.



It has been a number of weeks since the students learned the various Brain Game skill strategies, so you may need to give a few hints and/or refer the students to your original charts from those lessons. The students only need to remember a few strategies in this opening lesson; all the strategies will be reviewed and practiced in depth during the unit.



2. Use three letters to illustrate the importance of the Brain Game skills.

- Explain that you are going to tell three quick stories about some third graders. Use team huddles to have the students discuss and answer debriefing questions.

- Project and read Story 1:

The teacher is explaining the reading vocabulary words to Juanita's class. Juanita has two paper clips, and she is shaping them into a bracelet for her stuffed animal Mizzy at home. She is thinking that the bracelet will match the paper clip necklace that she already made for Mizzy.

- Use **Random Reporter** to ask:

What will happen when the teacher asks Juanita what one of the vocabulary words means?

She probably will not know what it means; she might feel embarrassed and will not be able to help her team, etc.

Which Brain Game skill is she not using right now?

Focus.

What is one focusing strategy that Juanita could try?

Use the four parts of active listening; limit distractions by putting away the paper clips; keep her eyes and ears on the job by looking at the teacher and the board, etc.

- Project and read Story 2:

Shaq's teacher is explaining the five steps for a science experiment. If the students do the five steps in the correct order, a big poof of white smoke will shoot out of the jar! The teacher reminds everyone to remember the correct order of the steps. Shaq forgets the order and does step three before he does step two.

- Use **Random Reporter** to ask:

What do you think will happen with Shaq's experiment and why?

It will not work because he did not remember the steps in the correct order.

Which Brain Game skill is he not using right now?

Memory.

What is one memory strategy that Shaq could try?

Focus closely; be sure that he understands the steps; write them down; repeat the steps to himself; listen for patterns, etc.

- Project and read Story 3:

Eddie's teacher explains that she is giving everyone a hard math problem to solve with their teammates. When each team has an answer, team members should fold their hands on their desks and sit quietly. When everyone is ready, the teacher will call on one student to answer; if the answer is correct, that team gets 5 points!

When the teacher asks the math problem, Eddie solves it in three seconds flat. He is so excited that he yells out the answer.

- Use **Random Reporter** to ask:

What do you think the teacher and Eddie's teammates will say about what Eddie just did?

The teacher will not give points because he called out; his teammates will be mad and disappointed, etc.

Which Brain Game skill did Eddie not use?

Stop and think.

What is one stop and think strategy that Eddie could have tried?

Use self-talk to remind yourself to wait; picture yourself waiting patiently and not calling out; try deep breathing; button your lips, etc.

Teamwork

10–15 minutes

Self-assess which skill is the hardest or easiest, and play a Brain Game.



1. Help the students consider individual and class strengths and weaknesses with regard to the Brain Game skills.

- Ask each student to think about which of the three Brain Game skills is the easiest and the hardest for him or her.
- Ask for a show of hands, and chart which skill is the hardest, the easiest, and in the middle. The results will vary by class, but it will be interesting to see where your class feels confident.
- If there is a majority consensus that one skill is especially hard for the class, choose a quick Brain Game from that category, and play it now. If there is no single skill that is especially hard, choose a Brain Game from the category that you think most of the students need to practice.
- After playing the game and highlighting which of the three skills it emphasizes, have the students do a team huddle to identify one very specific time in school tomorrow that they will need to use that skill. For example, if you played a focus game, a team might say that tomorrow they will need to focus when you explain the directions to the math sheet, etc.
- Use **Random Reporter** to have teams share responses.
- Note the teams' responses so you can remind them tomorrow.
- Explain that the students will work on a specific Brain Game skill at a time for the next seven lessons. The first one is stop and think, and they will work on that skill for the next three lessons.



Reflection

5 minutes**2 points**

The Big Q:

How would you explain to a space alien what Brain Games are and why we play them during school?

Brain Games are ways to practice three skills: focusing, memory, and stopping and thinking. We use these different skills all day in school when we need to listen to the teacher or our classmates, remember information and directions, make sure that we stop and think before we call out or say something hurtful, 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

- Remind the students about using a specific Brain Game skill by using the hand signals from the Train Your Brain! poster.
- If you encounter a character in a story who needs to use one or all of these skills but is not using them, ask the students to identify which skills are lacking and why they would help the character.

Train Your Brain Stories

Story 1

The teacher is explaining the reading vocabulary words to Juanita's class. Juanita has two paper clips, and she is shaping them into a bracelet for her stuffed animal Mizzy at home. She is thinking that the bracelet will match the paper clip necklace that she already made for Mizzy.

Story 2

Shaq's teacher is explaining the five steps for a science experiment. If the students do the five steps in the correct order, a big poof of white smoke will shoot out of the jar! The teacher reminds everyone to remember the correct order of the steps. Shaq forgets the order and does step three before he does step two.

Story 3

Eddie's teacher explains that she is giving everyone a hard math problem to solve with their teammates. When each team has an answer, team members should fold their hands on their desks and sit quietly. When everyone is ready, the teacher will call on one student to answer; if the answer is correct, that team gets 5 points!

When the teacher asks the math problem, Eddie solves it in three seconds flat. He is so excited that he yells out the answer.



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Have you ever had a hard time focusing on a task at work or remembering a fact? If so, try some Brain Games! The Brain Games in *Getting Along Together* help your child practice and improve in three key areas: focusing, memory, and stopping and thinking before he or she acts.

Here are some ideas for how to help your child practice these important skills at home:

- Tell your child about times during your day when you need to focus, remember, and stop and think. What strategies help you in these three areas?
- Ask your child to choose some of the following Brain Games to play with you and any other family members. Encourage your child to choose the skill that is hardest for him or her since we all improve with practice. Your child can teach you the game if you are unfamiliar with it.

Stop and Think Brain Games: Simon Says; Head, Shoulders, Knees and Toes; The Pickler

Focus Brain Games: I Spy; Telephone; Sha Zam; My Hat Has Three Corners

Memory Brain Games: Going to Grandma's House; Here Is Your Ice-Cream Sundae!; What Is Missing?

- After you play, share the strategies that you each used during the game.
- Ask your child to think of a time at school or at home when he or she should have used stop and think skills before doing or saying something. How would the situation have been different if he or she had stopped and thought? Can you share an example of your own?
- Ask your child to tell you some of the waiting strategies that he or she has learned. Then share what you do to pass the time when you have to wait in a long line or wait for a bus, doctor, etc. Practice all the strategies the next time you are both waiting together.
- Ask your child to tell you some of the focusing strategies that he or she has learned. Then do a word search or a puzzle together, and practice those focusing strategies.

Thank you for your help.

Sincerely,

Your Third-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.

Help these third graders! Miguel is staring out the window and humming to himself; he has not heard anything that his partner just read. Amos has not begun his reading because he cannot remember what page the teacher said to turn to. René keeps interrupting her partner, which is making her partner upset.

Why would practicing Brain Games help these students? Which ones should they play, and why? What strategies should they practice?

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: 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 Don't Break the Sugar Bowl 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 the importance of stopping and thinking before acting in the classroom, with an emphasis on not interrupting. The following strategies to resist interrupting are taught and practiced:

- Use the talking stick.
- Use self-talk; remind yourself not to interrupt.
- Take deep breaths.
- Use active listening; wait for the speaker to finish.
- Squeeze your lips and jaw tight!
- Think about how the other person feels.

ADVANCE PREPARATION

- ☐ Have the two charts that you made in unit 1, lesson 6 (In School, We Need to Stop and Think Before We... and Strategies to Stop and Think Before We Act) available. If you did not save them, reread that lesson, and recreate the charts before you teach this lesson.
- ☐ Prepare chart paper called Stop and Think Strategies for Not Interrupting. **Note:** Save this chart to use in unit 5, lesson 1.
- ☐ Have paper and pencils available for each team to record lists in the team activity.

- ☐ Prepare the Gus Interruptus story for the overhead or whiteboard.
- ☐ Copy the Mental Muscle Strategy Planner sheet—one per student. Make sure that the students have this planner to use throughout the entire unit.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce practicing the stop and think skills, and review the Brain Games that reinforce this skill.
- Review times in school when the students need to stop and think.
- Introduce the lesson's specific emphasis on not interrupting as a stop and think skill; announce the Big Q.
- Tell and debrief the story of Gus Interruptus.
- Use the story to generate strategies that help the students resist the urge to interrupt.

Teamwork

- Introduce a teamwork activity that helps the students practice resisting the urge to interrupt.
- Using the Mental Muscle Strategy Planner, ask each student to choose one strategy to practice all week to resist interrupting.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Review when to use stop and think skills in school.



1. Explain that the next few lessons will highlight the Stop and Think Brain Games and skills.
 - Ask for examples of some Stop and Think Brain Games.
Simon Says; Freeze; The Pickler; and Head, Shoulders, Knees, and Toes.
 - Explain that in all those games, our bodies might want to do one thing, but our brains tell our bodies, "Stop and think through what you are going to do next!"
 - Point to Buster on the Train Your Brain! poster, and review the Stop and Think Signal.
 - Remind the students that when they first learned about Stop and Think Brain Games at the beginning of school, they made a list of the many times during the school day when they need to stop and think.

Review the In School, We Need to Stop and Think Before We... chart from unit 1, lesson 6. Probable times on the list include:

- say or do something hurtful to someone,
- interrupt because we are excited to give our idea,
- do not keep our hands to ourselves,
- hit or yell at someone,
- cut in line,
- do not wait for our turn in a game, and
- say or do something we will regret (i.e., knock something down, tear something up) because we are angry or frustrated at a 4 or 5 on the Feelings Thermometer.

3 minutes

**Announce the Big Q,
and introduce not
interrupting as a stop and
think skill.**

2. Introduce today's focus on controlling the desire to interrupt as an important example of when we need to use our stop and think skills.

- Announce the Big Q.

**Big Q: When is a time in school that it would be hard not to interrupt?
What is one strategy that would help you not interrupt in that situation?**

- Circle the word *interrupt* on the Need to Stop and Think chart.
- Ask for a definition of *interrupt*, then model the behavior by interrupting the student as he or she tries to answer. Ask another student for the definition, and do the same thing. Ask the students how they felt to be interrupted.
- Summarize and be sure that the students understand what *interrupting* means. Then say:

When we interrupt another person who is talking, we did not stop and think first; we just jumped in and cut off the other person.

- Connect The Pickler Brain Game to trying not to interrupt. Stress that controlling the urge to laugh can be as difficult as controlling the need to say something when someone else is talking.
- Use **Buddy Buzz** to ask the students to tell a partner about times when it is especially hard for them not to interrupt. Call on one or two students to share.

Accept reasonable answers. When I am really excited to tell my idea, when what someone else is saying is wrong, when I feel like I have to say something right now and it cannot wait, etc.

6 minutes

Debrief the story.



3. Project and read the story about Gus Interruptus.

Gus Interruptus is in third grade on the Red Devils Team. One day his teacher says that she is going to call out spelling words for teams to spell together. Teams that spell the words correctly get points toward a pizza party.

The teacher says, “The first word is...”

“Hey, what’s the first word?” calls out Gus Interruptus.

The teacher says, “I was just about to tell you. The first word is *shoe*.”

Mary is on Gus’s team, and she has the talking stick. She says to her teammates, “I think it is *S, H...*”

Gus Interruptus cuts her off, and says, “Wrong!” Then he calls out, “*C, H, U*. That is our answer!”

The teacher says, “That answer is not correct. No point for the Red Devils.”

Marcus is also on Gus’s team, and he says, “Gus, next time, can you please let the team...”

“Hey, Marcus,” interrupts Gus, “Cool it. No big deal.”

The teacher says, “The next word is...”

“I bet it is going to be sock,” interrupts Gus, so nobody is able to hear the next word.

- Debrief the story. Ask:

Whom did Gus interrupt?

The teacher, Mary, and Marcus.

How do you think Gus Interruptus’s teammates feel about his interrupting behavior, and why?

Annoyed or frustrated because he would not let others contribute, and he caused the team to not get a point.

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

What “I” Message would Mary and Marcus give to Gus?

I feel frustrated or annoyed because you interrupted and called out the wrong answer.

If Gus were standing in Mary’s or Marcus’s shoes and he was the one being interrupted, how do you think he might feel?

He might feel annoyed, mad, disappointed about losing a point.

- Summarize that interrupting upsets others. It also hurts teamwork and gets in the way of the team cooperation goals, especially practice active listening, explain your ideas/tell why, and everyone participates.

Point to the Feelings Tree and add any new feelings.



3 or 4 minutes**Elicit strategies.**

You may need to guide the responses to get the key strategies on the list.



- Elicit and chart strategies that Gus Interruptus could use to keep himself from interrupting.

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

What is one strategy that Gus could use to help himself not interrupt?

- Encourage the students to review the general stop and think strategies on the Strategies to Stop and Think Before We Act chart from unit 1, lesson 6 for possible ideas.
- Call on several partnerships, and chart ideas on the Stop and Think Strategies for Not Interrupting chart until you have a list of strategies that includes the following and any others that your class suggests:
 - Use the talking stick.
 - Use self-talk; remind yourself not to interrupt.
 - Take deep breaths instead of interrupting. (It is hard to take deep breaths and talk at the same time.)
 - Use active listening, and wait until the speaker has completely finished talking.
 - Squeeze your lips and jaw tight!
 - Think about how the other person wants to be treated. (Highlight using empathy skills.)
 - Other strategies _____?

Teamwork

8 minutes

**List red foods
without interrupting.**

Adjust the amount of time to suit your class.



- Introduce the team activity to practice stopping and thinking to avoid interrupting.
 - Make sure that each team has a pencil, paper, and a talking stick.
 - Explain that each team will have one minute to think of ten foods that are red and write them down. If they can do it, they earn two team points, but only if team members take turns and do not interrupt one another.
 - Designate one person on each team as the listener. That person does not think of red foods but instead listens and looks for interruptions. If someone interrupts, the interrupter becomes the listener, and the original listener joins the game.
 - Review the strategies to resist interrupting before beginning the game.
 - If teams complete their list of ten items within one minute with no interruptions, the team earns two points.
 - After awarding points, debrief the activity by asking the students to share with their teammates which strategies they used to resist interrupting.
 - Use **Random Reporter** to have each team share effective strategies.
 - If you have time, play again, choosing new listeners and debriefing and awarding points after each round. Try the categories: foods that are round, flavors of ice cream, and book titles.

2 minutes**Use the Mental Muscle Strategy Planner.**

2. Have all the students identify one strategy that they will use this week to refrain from interrupting. Write the idea under “Not to Interrupt” on their individual Mental Muscle Strategy Planner sheet. Make sure they keep their planners in a safe place; they will need them for the rest of the unit.

Reflection

5 minutes**2 points**

The Big Q:

When is a time in school that it would be hard not to interrupt? What is one strategy that would help you not interrupt in that situation?

Answers will vary.

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

- When you see a student successfully resist the urge to interrupt, highlight it, and ask which strategy the person used to resist the urge.
- If you watch a video that features people interrupting one another, point it out, and ask how that behavior makes the other person feel. What could the interrupter have done to resist the urge to interrupt?
- If you have some free time, play another version of the ten-red-foods activity.
- Remind the students about their Mental Muscles Strategy Planner and the strategy that they choose to practice for the week.

Gus Interruptus

Gus Interruptus is in third grade on the Red Devils Team. One day his teacher says that she is going to call out spelling words for teams to spell together. Teams that spell the words correctly get points toward a pizza party.

The teacher says, “The first word is...”

“Hey, what’s the first word?” calls out Gus Interruptus.

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Gus Interruptus cuts her off, and says, “Wrong!” Then he calls out, “*C, H, U*. That is our answer!”

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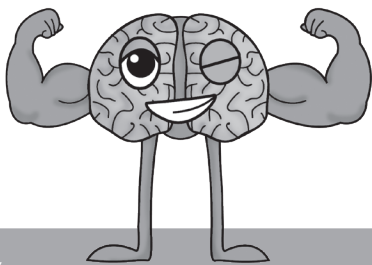
“Hey, Marcus,” interrupts Gus, “Cool it. No big deal.”

The teacher says, “The next word is...”

“I bet it is going to be sock,” interrupts Gus, so nobody is able to hear the next word.

Mental Muscle Strategy Planner

Name _____



Train My Brain Skill	Strategy
Not to Interrupt	
To Wait Appropriately	
To Manage Frustration	
To Focus	
To Remember	

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.

Inez is better at talking than listening. She interrupts everyone on her team because she wants to tell her ideas right away! Her teammates Marta and Rick are feeling very annoyed by Inez.

What strategies could Inez try to help her stop and think before she interrupts? How would using empathy skills help Inez 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.

Brain Game Aim: Stop, 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 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 and practice strategies that will help them learn to wait appropriately and to avoid impulsive behaviors while waiting.

These strategies include:

- Train your brain to entertain!
- Take deep breaths and relax.
- Study something closely.
- Think about something other than the thing you want.
- Use self-talk.
- Read or draw if possible.

ADVANCE PREPARATION

- ☐ Have the In School, We Need to Stop and Think Before We... chart from unit 1, lesson 6 available.
- ☐ Prepare a chart titled Times in School When We Need to Wait.
- ☐ Prepare a chart titled Stop and Think Waiting Strategies. **Note:** Save this chart to use for unit 5, lesson 1.
- ☐ Copy and cut the waiting scenarios into strips—one scenario per team.
- ☐ Make sure the students have their Mental Muscle Strategy Planner sheets.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson theme, using stop and think skills to learn to wait; announce the Big Q.
- Help the students identify times in school when they need to wait.
- Explore what makes waiting hard.
- Have the students experience a period of waiting; debrief.
- Elicit and chart strategies to help the students learn to wait appropriately.

Teamwork

- Introduce the team activity to choose appropriate waiting strategies for particular situations.
- Ask each student to use the Mental Muscle Strategy Planner to choose one waiting strategy to practice for the week.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 minutes

Introduce the theme of waiting, announce the Big Q, and identify times when we need to wait.



1. Introduce today's stop and think skill, learning to wait.

- Remind the students that we are working on stop and think skills because they are so helpful in school. Remind the students about last week's lesson on stopping and thinking to avoid interrupting.
- From the In School, We Need to Stop and Think Before We... chart, circle or point to times that involve waiting of any kind; explain that waiting is today's stop and think skill.
- Announce the Big Q.

Big Q: What are three different times during the school day when it is hard to wait? What strategy could you use to help yourself wait appropriately in each situation?

- Use **Buddy Buzz** to ask the students to think of a time during the school day when the students need to wait.
- Call on three or four students, and chart their responses on the Times in School When We Need to Wait chart. Your list should include the following:
 - Wait for people to finish their work.
 - Wait for the teacher to call on you rather than blurt out answers.
 - Wait for lunch.
 - Wait in line for water or lunch.

- Wait for your turn in a game or class activity.
- Wait to go home.
- Other times _____?

2 minutes**Explore why waiting is hard.**

2. Explore why waiting can be so hard.

- Use **Buddy Buzz** to ask the students to tell their partners why waiting can be hard. Call on a few students to share responses.

Waiting is boring; you are excited for or really want what is coming next, and sitting there is hard and frustrating; it is really hard to sit still.

- Summarize that waiting is like playing the games Freeze or The Pickler. They all require our brains to be the boss of our bodies and resist the urge to do something else, such as move around or laugh.

4 or 5 minutes**Waiting exercise and debrief**

3. Give the students an unexpected opportunity to practice waiting.

- Announce that before you continue with the lesson, you have something you must do at your desk for the principal, and you need everyone to wait quietly for a few minutes. Ask for no talking and no disturbing others.
- Pretend to work on something for a few minutes, but keep an eye on which students are especially good at or challenged by this exercise.
- Debrief the exercise by asking:

What did your body feel like while you had to sit there and wait for me?

It felt fidgety, squirmy, bored, restless.

Note: Some students might say they felt fine waiting; follow up with them when you discuss the waiting strategies.

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

What does an expert waiter look and sound like, and what does a not-so-good waiter look and sound like?

Expert waiters sit quietly, keep their hands to themselves, find something else to do or think about, do not bother other people, etc; not-so-good waiters are noisy, fidgety, disruptive.

- Summarize that expert waiting involves more than just being quiet; it requires keeping your hands to yourself, not bothering others, and actively listening.

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Use your judgment about how long to extend the waiting (two or three minutes), but make it long enough that it becomes difficult.

5 or 6 minutes**Chart waiting strategies.**

If you noticed a few students who were especially patient waiters during the waiting exercise, be sure to call on them to share their strategies.



If you have any waiting games or activities that the students are allowed to do at certain times, remind them what they are and when they may do them, and add them to the strategies list. If you have any other ideas to help the students wait, add those also.

4. Elicit and chart strategies for waiting quietly on the Stop and Think Waiting Strategies chart.

- Use **Buddy Buzz** to say:

Tell your partner what you did to help yourself wait quietly and not talk or distract someone else while I was working at my desk?

- Call on a few students to share responses, and chart their strategies. With student input and your guidance, the list should resemble the following:
 - **Train your brain to entertain!** In your mind, replay a favorite movie, TV show, or a favorite memory from the summer. Sing a song in your head. Write a story in your head. Count objects in the room. Say the alphabet backward. Think of an invention that everyone would love to have, etc.
 - **Take deep breaths and relax.**
 - **Study something closely.** Look really closely at the material on your pants or the pattern on the floor; what do you notice that you never noticed before?
 - **Think about something other than the thing you want.** If you are waiting for something, such as a piece of cake or a drink of water, try to think about something else, such as a favorite movie or a funny dream you had, while you wait. Thinking about the thing you want only makes waiting harder.
 - **Use self-talk.** Remind yourself to wait quietly with your hands to yourself; tell your brain to be the boss of your body!
 - **Read or draw if possible.** Note that there are times when these strategies are not options, such as when a student has to stand in line.
 - Other strategies _____?

Teamwork

5–7 minutes**Identify waiting strategies.**

1. Introduce the activity in which teams decide which waiting strategies to use in a specific waiting situation.
 - Hand each team one of the waiting situations. Ask for a team huddle for teams to choose two waiting strategies to use in that situation. Remind them to use the talking stick and to practice not interrupting!
 - When teams are finished, use **Random Reporter** to call on one team at a time. Ask each Random Reporter to read the scenario and present the team's two strategies.
 - Award 1 point for each appropriate strategy if that will motivate your class and make the activity feel more like a game.
2. Have each student identify one waiting strategy to practice all week and record it on his or her Mental Muscle Strategy Planner sheet.

2 or 3 minutes

**Use the Mental Muscle
Strategy Planner.**

Reflection

5 minutes**2 points**

The Big Q:

What are three different times during the school day when it is hard to wait? What strategy could you use to help yourself wait appropriately in each situation?

Answers will vary, but see that the students can identify specific times when waiting is expected (waiting in a line, waiting for the teacher, waiting until others finish, etc.) and that they can identify a variety of waiting strategies to help.

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

- Replay the Stop and Think video from unit 1, lesson 6. Ask the students to identify specific times that Buster interrupts and does not wait. Pause the video and ask for suggestions for what Buster could do to control these impulsive behaviors.
- If you know that the students are going to be in a waiting situation, such as waiting for a field trip bus to come or waiting while you finish something, ask them to think ahead about which waiting strategies they will use.
- Characters in stories are often either good at waiting or impatient and impulsive. If there are story characters who have the ability to self-entertain or distract themselves in waiting situations, highlight their skills. If characters are impulsive, ask the students to brainstorm waiting strategies the characters could have used.
- Practice waiting in class, and award team points regularly when the students are successful. Debrief strategies.
- Remind the students about their Mental Muscle Strategy Planner and the strategy that they chose to practice for the week.

Waiting Scenarios



Your class is lined up outside the lunchroom, but the floors are wet and slippery. You have to wait quietly in line for five minutes until you can go in.



You are very thirsty, and there are ten people in front of you at the water fountain.



You have finished writing your paragraph, but the rest of the class is still writing.



You have to sit and wait quietly in a room with nothing to do, waiting for your eye test.



You have to sit at your desk for five minutes until it is your turn to play the new computer game.



You have the best answer to a team question, but you cannot talk until you get the talking stick!



You are the last one in line to get pizza at the reading pizza party.



Everyone in the class gets a special treat, but no one can open it until everyone has one.



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.

Mrs. Fig's third-grade class is lined up outside the art room. They are excited about today's project with clay. The art teacher is not in the room yet, and the class must wait quietly for five long minutes.

What can the students do to pass the time while they wait? What might happen if some students cannot wait quietly? How can the students help one another to wait quietly?

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: Stop and think to manage frustration!

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.

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 recognize the feeling of frustration and learn various stop and think strategies to avoid speaking or acting impulsively out of frustration. These strategies include:

- using the Stop and Stay Cool Steps,
- using calming or encouraging self-talk,
- buttoning up your lips or holding your hands,
- picturing yourself in control,
- stopping and thinking about how the other people in the situation feel,
- asking for help, and
- taking a break.

ADVANCE PREPARATION

- ☐ Be prepared to post the Feelings Leaf for frustrated if it is not already on the Feelings Tree.
- ☐ Have chart paper titled Stop and Think Strategies for Managing Frustration available.
- ☐ Have chart paper titled Frustrations in School available.
- ☐ Read through the instructions for the team activity, and try it yourself before teaching the lesson so you understand how it should work.

- ☐ Have one long ribbed (as opposed to rounded) pencil and fifteen counting chips available per team.
- ☐ Make sure the students have their Mental Muscle Strategy Planner sheets.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the topic, learning to stop and think before giving in to frustration; announce the Big Q.
- Define the word *frustration*, and discuss it in terms of the Feelings Tree.
- Give an example that connects frustration to stop and think skills.
- Explore causes of frustration in the classroom and what it feels like inside to be frustrated.
- Help the students identify strategies for coping with frustration.

Teamwork

- Introduce a frustrating team game; debrief.
- Ask each student to choose one strategy for managing frustration to practice all week using the Mental Muscle Strategy Planner.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Introduce frustration, and define the word; announce the Big Q.

1. Introduce the day's topic, learning to stop and think before giving in to frustration.
 - Remind the students that they have been practicing ways to stop and think before they act and helping their brains be the boss of their bodies.
 - Explain that today the students are going to focus on a particular feeling that often makes it really hard to stop and think before we act. That feeling is frustration, or being frustrated.
 - Announce the Big Q.

Big Q: What is a situation that might cause frustration in school, and what are two or three strategies that could help manage that frustration?

- Use **Buddy Buzz** to ask the students to tell a buddy what the word *frustrated* means. Call on one or two students.

Annoyed at not meeting a goal, upset and disappointed because something is going poorly.

- Go over to the Feelings Tree, and discuss where to put the frustrated Feelings Leaf if it is not there already.
- Ask for other words in the *frustrated* word family.
Annoyed, disappointed, angry, discouraged.
- Highlight that feeling frustrated is not a pleasant way to feel, but we all experience frustration. It is normal to feel frustrated at times, but it is how we handle our frustration that matters.

3 minutes

Connect frustration management to stop and think skills.

Substitute any appropriate example, ideally something frustrating that happens at school.

2. Connect frustration to previous stop and think lessons.

- Explain that we are talking about frustration after the lessons on interrupting and waiting because we often interrupt or cannot wait when we feel frustrated. When we feel frustrated, it is hard to stop and think before we act.
- Give a personal example of something that frustrates you. For example:

When I was learning to play baseball in gym class, it was hard for me to hit the ball with the bat. I would swing and miss, swing and miss. It was so frustrating! Even when the pitcher tossed me the easiest pitch, I could not hit that ball!

- Use **Buddy Buzz** to ask:

If I did not have good stop and think skills, what do you think I might have done in this frustrating situation?

Throw the bat, pound the bat into the ground, quit or refuse to play, complain and blame the pitcher for throwing bad pitches, etc.

5 minutes

Explore the experience of feeling frustrated.



3. Help the students explore the experience of feeling frustrated in school.

- Use **Buddy Buzz** to ask the students to share an example of something that frustrates them at school; ask them to identify a situation, not individual people.

If necessary, give a few examples to get them started, such as an especially difficult assignment, a drawing that does not turn out right, etc.

- Call on a few students to share, and chart examples of what makes the students feel frustrated in school on the Frustrations in School chart.

Examples may include: when the class computers break, when we do not get a turn in something, when there are not enough supplies, when it feels like the same people always go first, when a drawing does not turn out right, etc.

- Use **Think-Pair-Share** to have the students discuss:

Imagine yourself in one of these frustrating situations in school. What exactly does it feel like inside when you get that frustrated? Explain the feeling to your partner.

Call on one or two students to share.

You feel tense; you feel like an unhappy feeling is rising up and getting stronger and stronger; you feel like you are going to explode.

- Emphasize that when we feel a 4 or a 5 in frustration, it is hard to remember to stop and think before we act.

5 minutes

Identify strategies to cope with frustration.

4. Chart the strategies to cope with frustration on the Stop and Think Strategies for Managing Frustration chart.

- Remind the students about Chilly in the “Stop and Stay Cool” video and how he looked and acted when he was so frustrated that he could not catch a fish. Ask:

What did he learn to do to control his number-5 frustration?

Stop and Stay Cool.

- Point to the word *calm* on the Feelings Tree, and note that it is closer to the happy branch than frustrated is. Say:

Remember, we can only think if we are cool and calm.

- Write “Stop and Stay Cool” on the Strategies for Managing Frustration chart.
- Use **Buddy Buzz** to ask:

What are some other stop and think strategies we can use if we are getting very frustrated inside? For example, imagine yourself trying to draw a picture or catch a ball and it just will not work; you feel so frustrated!



- Call on a few students to share answers, and chart the strategies. Your final list should include:
 - Use calming and encouraging self-talk. For example, “I am the boss of me; I will not lose control; I can do this!” etc.
 - Button up my lips; hold my hands or put my hands in my pockets to avoid saying or doing something regretful.
 - In my mind, picture myself being in control.
 - Stop and think about how the other people in the situation feel, i.e. use my empathy skills.
 - Ask for help.
 - Take a break. If possible, leave the frustrating activity, and return to it later.
 - Other strategies _____?
- Summarize that any of these strategies can help us cope with frustration.

Teamwork

8 minutes

**Team activity
and debriefing**

Adjust the exercise to suit
your class.



1. Introduce a frustrating team activity that allows the students to practice some of the stop and think strategies.
 - Give each team a long ribbed pencil and about fifteen counting chips. With the pencil lying flat in the middle of the table, team members are to take turns balancing one chip on the pencil, *using their nondominant hands* (if able) to place the chip. The chip will lie steady on the flat edge of the pencil if it is placed there gently. The goal is to line up seven chips on the pencil without them all falling off. Teams have two minutes to complete the activity.
 - If teams complete one line of chips in less than two minutes, they should start a new row on top of the first one, which is more difficult and more frustrating.
 - Before teams begin, review the stop and think strategies to help the students cope with frustration, and ask the students to use them during the activity if they feel frustrated with themselves or with a teammate.
 - Optional: When the two minutes is up, all teams that managed to control their frustration can earn a point for their teams. In addition, teams that balanced seven or more chips on the pencil can earn one more point. Teams that balanced ten or more chips can earn an additional point. Distribute points any way that works for your class.
 - Debrief the exercise. Ask the students to tell one another which strategies they used to cope with this frustrating activity. If time allows, use **Random Reporter** to have teams report out.

2 minutes

**Use the Mental Muscle
Strategy Planner.**

2. Ask the students to choose one strategy to manage frustration to practice all week and add it to their Mental Muscle Strategy Planner sheets.

Reflection

5 minutes

2 points



The Big Q:

What is a situation that might cause frustration in school, and what are two or three strategies that could help manage that frustration?

Answers will vary.

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

- As you encounter characters in stories who feel frustrated, pause and ask the students for strategies the characters could use to calm themselves and stop and think before they act.
- Highlight and compliment the students who encounter frustration and cope appropriately. Debrief, and ask them which strategies they used.
- Play the pencil-and-chips game again, debriefing with a discussion of effective strategies.
- Encourage the students to invent similarly frustrating games to test their skills for coping with frustration.
- Make up some real-life frustrating situations to which the students can relate, and ask them to brainstorm which strategies they would use to feel less frustrated if they were in that situation.
- Remind the students to review their Mental Muscle Strategy Planners and to practice this week's and the previous week's strategy.

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 making a dog out of clay in art class, and he cannot get it to look the way he wants. He is getting so frustrated! He is getting ready to squish the clay into a blob and throw it on the floor!

What can Miguel do instead to manage his frustration? What will happen if he does not keep his frustration under control? What will happen if he does keep his frustration under control?

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: Focus on focusing!

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 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 the Focus Brain Games help them practice all aspects of focusing, a critical skill for school success. The students will review and practice the following focus strategies:

- using active listening,
- ignoring/removing/putting away distractions,
- using self-talk (telling themselves to stay focused),
- writing or taking notes, and
- picturing themselves as focused, with eyes, ears, and brains on the job!

ADVANCE PREPARATION

- ☐ Have the deck of Brain Game cards available, with the Focus games on top.
- ☐ Make sure the Train Your Brain! poster is displayed.
- ☐ If you saved the charts from unit 1, lesson 3 (Times in School We Most Need to Focus and Strategies for Focusing in School) get them out. If not, rechart both before the start of the lesson to save time during the lesson.
- ☐ Copy and cut out enough copies of the Catch the Crazy Words! passages so each student in a pair gets a different passage. Keep the passages folded over.
- ☐ Make sure each student has a pencil and paper.
- ☐ Make sure the students have their Mental Muscle Strategy Planner sheets for today's lesson.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson theme, Focus Brain Games; announce the Big Q.
- Review the definition of focus and the Brain Games that emphasize that skill.
- Review when and why focusing is required in school and what conditions make focusing challenging.
- Review the strategies for improving focus, with emphasis on using active listening and limiting distractions.

Teamwork

- Introduce the team activity, Catch the Crazy Words!
- Ask each student to identify one focusing skill to practice for the week, using the Mental Muscle Strategy Planner.

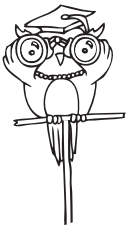
Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 minutes

Announce the Big Q;
review focusing and
why we play Focus
Brain Games.



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Have the deck of Brain Game cards ready so you can prompt the students if they cannot remember specific Focus Brain Games.

1. Introduce today's topic, Focus Brain Games and focus skills.

- Remind the students that this unit is called Brain Game Aim, and it helps them learn why the Brain Game skills are important in school. The last few lessons were about stop and think skills; now we are focusing on focus skills.
- Announce the Big Q.

Big Q: What would a classroom full of fabulous focusers look and sound like to a visitor in the room?

- Point to the focus part of the Train Your Brain! poster, and review the hand signal that Owlivia is demonstrating. Explain that we use this signal when a task requires especially good focusing.
- Use **Think-Pair-Share** to ask:

What does *focusing* mean? What does it look, feel, and sound like?

It means paying very close attention, turning our brain, ears, and eyes on high, using active listening, and being quiet when someone else is talking; the brain feels sharp and intense, etc.

- **What are your favorite Focus Brain Games, and how do they help you practice focusing?**

Telephone, Sha Zam!, My Hat Has Three Corners, etc. In all these games, we need to listen hard, pay close attention, not be distracted, etc.

5 minutes

Review when focusing is required in school.



Feel free to share your own example of a time when you lost focus.

2 or 3 minutes

Revisit the focus strategies.

**10–12 minutes**

Catch the Crazy Words! activity

2. Review the many times in school when focusing is required.

- Remind the students that when they first learned about Focus Brain Games at the beginning of school, they made a list of the many times in school when they need to focus. Turn to the chart from unit 1, lesson 3, Times in School We Most Need to Focus, and quickly review it. Probable times on the chart include:
 - When the teacher is giving directions
 - When the teacher is explaining something new
 - When we are doing something new or hard
 - When anyone, student or adult, is speaking and we need to listen and understand the information
 - When we have a task that must be completed by a certain time
 - Other times _____?
- Use **Buddy Buzz** to ask:

Tell your partner one time when you recently lost focus during class and why.

Call on one or two students.

When there were distractions, such as noise, disruptive classmates, or something interesting out the window; when material was boring; when I wanted to do something else, so it was hard to keep my mind on the task, etc.

3. Revisit the Strategies for Focusing in School chart from unit 1, lesson 3.

- using active listening,
- ignoring/removing/putting away distractions,
- using self-talk (telling themselves to stay focused),
- writing or taking notes, and
- picturing themselves as focused, with eyes, ears, and brains on the job!
- Add any additional strategies that your students suggest.
- Highlight the critical importance of active listening and limiting distractions. If you feel that your students need a review of the four parts of active listening, review them, emphasizing how each part increases a person's focus.

Teamwork

1. Introduce the focusing activity, Catch the Crazy Words!

- Explain that one of the most important times in school to focus is when we are listening to one another. Today's team activity will help us practice focused listening during partner reading.
- Have the students get into pairs. Explain that partners will take turns being a reader and a focuser.

- Explain that the reader will read a short passage aloud to the focuser. The focuser has to focus on the passage closely to catch the crazy words that do not belong. The focuser writes down each crazy word for scoring purposes. There are six crazy words per passage.
- As a demonstration, do the first passage as class practice. Give the Focus Signal, then read the following passage slowly and clearly. Read the crazy words normally, as if they belong in the passage. Have the students write them down individually.

The black cat saw a little mouse. The *banana* cat said, “That mouse will make a good supper for *elbow* me.” The cat ran after the mouse. The smart mouse ran *cake* into a dog house. A big *egg* dog was in the doghouse. He saw the *shoe* cat and said, “That cat will make a good supper for *toes* me!” And the dog ran *milk* after the cat.

- Check that the students understood the game and caught some or all of the crazy words.
- Give each partner in the partnership a different folded passage. Make sure that the students do not show their passage to their partner or overemphasize the crazy words when reading.
- Appoint one reader and one focuser in each partnership. If you have three students in a partnership, have one reader and two focusers. Begin the activity.
- After the first passage, see if the focusers got all six words. Have pairs compare the list with the italic words in the passages. If they got at least four crazy words, each pair can earn a point for their team. Consider bonus points for catching more than four words.
- Ask teammates to share their focusing strategies with one another. Use **Random Reporter** to call on teams to ask what focusing strategies the students used. If they describe any new strategies, add them to the list.
- Ask partners to switch roles and repeat the activity with the second passage.

The students' reading levels may need to be considered when assigning partners. If most students would struggle reading the passage, you can read the passages and make both partners focusers.

**1 point for each pair
that catches at least
four crazy words**



2 minutes

**Use the Mental Muscle
Strategy Planner.**

2. Ask each student to choose one focusing strategy to practice this week and add it to his or her Mental Muscle Strategy Planner sheet.

Reflection

5 minutes

2 points



The Big Q:

What would a classroom full of fabulous focusers look and sound like to a visitor in the room?

A visitor would see students who listen to one another, who do not get easily distracted, who use all the parts of active listening, who use self-talk to stay on task, who write down important info, etc. A visitor would not see students who are looking out the window, who are on the wrong page, 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

- Try to find ways to verify that the students are focused and listening closely. For example, designate a crazy word for the day, and say that you will award a point any time a student catches you using that crazy word.
- Play Catch the Crazy Words! again in partners, but this time use distracting music to practice focusing under more challenging conditions.
- Use the Focus Signal, and emphasize focus strategies in all academic activities that benefit from heightened focus, such as partner reading or learning vocabulary.
- Periodically ask the students to explain what focusing strategy they plan to use in a certain situation.
- Remind the students to review their Mental Muscle Strategy Planner.

Catch the Crazy Words!



The hen was sitting on her *nose* egg when she felt the egg begin to crack. The *ham* hen said, "I think my *toe* baby is ready to come *grape* out of the egg!" Then she *boot* heard the little chick say, "Can *bugs* you please move, Mom? You are heavy!"



The fox saw a *lake* bunny and said to *girl* himself, "I am hungry!" He ran *fish* after the bunny. That bunny hopped very fast. He hopped *bed* right into the cave of his best friend, Big Bear. When fox saw *door* Big Bear, he said, "I do not feel *arm* hungry anymore!"



A man saw a lost and sad dog sitting in *hat* his yard. He gave the dog food and *hen* water. The dog *sand* said, "Thank you, nice man." The *jump* man said, "Dogs cannot talk!" The *bugs* dog said, "Well, I can talk. May I please have *grass* some more food?"



A little boy found *bus* a magic stone. He wished that candy would *box* rain from the sky, and it did. He wished *tree* for a puppy, and he got one. Then the *car* little boy was so happy *hill* that he had no more wishes, and *leg* he put the stone back for someone else to find.



The mother bird was *tree* showing her baby how *apple* to fly. The baby bird was scared. He said, "I *cake* want to be a bird who walks. I do not *arm* want to fall from the sky." The *door* mother said, "If you walk, a fox might eat you!" So *shoe* the baby bird said, "OK, I will try flying!"



The big dog and the little bunny were *hill* best friends. One *grass* day, the bunny showed the dog how *boot* to hop. And the dog showed *apple* the bunny how *girl* to bark. Then the dog ate *hat* a carrot, and the bunny ate a bone!



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.

Mick is in math class. He is humming to himself, playing with a rubber band, and thinking about seeing his favorite uncle after school. He is not thinking about what the teacher is saying or about how he will help his team.

What strategies could Mick use to get focused? How could his teammates help him get more focused?

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: 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 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 the Memory Brain Games help them practice memory skills that are critical for school success. The students will review and practice the following strategies:

- focusing,
- comprehending, making sure you understand what you need to remember,
- repeating words in your head,
- making a mind movie, picturing in your mind what you need to remember,
- writing down the information,
- listening for patterns, rhymes, and familiar words, and
- making up a story about what you need to remember.

ADVANCE PREPARATION

- ☐ Have the deck of Brain Game cards available, with the Memory games on top.
- ☐ Have the Train Your Brain! poster displayed.
- ☐ If you saved the two charts from unit 1, lesson 10 (What We Need To Remember in School and Strategies for Remembering), get them out. If not, rechart both before the start of the lesson to save time during the lesson.
- ☐ Make sure each student has a pen and paper for the team memory exercises.

- ☐ Make sure that the students have their Mental Muscle Strategy Planner sheets.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the new Brain Game Aim lesson on the memory skill; announce the Big Q.
- Review the Memory Brain Games and their purpose.
- Review what the students need to remember in school.
- Review and explain the strategies for memory.

Teamwork

- Introduce the team game Letter Swap to practice memory skills.
- Ask the students to choose one memory strategy to practice all week, using the Mental Muscle Strategy Planner.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 minutes

Introduce the memory lesson theme; announce the Big Q.



1. Review the purpose of the Brain Game Aim unit, and introduce today's spotlight on memory.

- Remind the students that they have been reviewing the skills that Brain Games help them practice and thinking about why and when they need those skills in school. Say:

So far we have reviewed Stop and Think Brain Games and Focus Brain Games. What type of Brain Game is left?

Memory Brain Games.

- Point to the remember part of the Train Your Brain! poster, and review the hand signal that Chilly is demonstrating. Explain that we use this signal when a task requires especially good memory.
- Announce the Big Q.

Big Q: What are two memory strategies that your team will use for the rest of the week, and when will you use them during school?

- Ask the students to remember some Memory Brain Games, and ask how the games help them practice memory skills.

Going to Grandma's, On My Pizza, I Like, Here is Your Ice-Cream Sundae!, What Is Missing?, etc. In all these games, you have to find a way to keep information in your head to share or use later. Sometimes, you have to remember it and share it later in a different order or format, etc.

3 minutes

Review when memory is important in school.



2. Review the many times in school when good memory skills are essential.

- Remind the students that when they first learned about Memory Brain Games at the beginning of school, they made a list of what they need to remember in school.
- Use the chart from unit 1, lesson 10, What We Need to Remember in School, to review the times when memory is required. The list should include:
 - class routines,
 - directions,
 - rules for reading and math,
 - stories,
 - facts from science and social studies,
 - people's names, and
 - vocabulary.
- Add any new suggestions by the students to the chart.

7–9 minutes

Review/explain the memory strategies.



3. Revisit the strategies for improving memory.

- Turn to the Strategies for Remembering chart from unit 1, lesson 10. Strategies include:
 - focusing,
 - comprehending, making sure you understand what you need to remember,
 - repeating words in your head,
 - making a mind movie, picturing in your mind what you need to remember,
 - writing down the information,
 - listening for patterns, rhymes, and familiar words, and
 - making up a story about what you need to remember.
 - Other strategies _____?
- Star the word *focusing*, and stress that it is critical to memory.
- Comment to the students about how hard it would be to play Going to Grandma's and remember what is in the suitcase if they were playing it in a noisy, busy place, such as a bowling alley or the playground.
- Remind the students that a second critical strategy for remembering is understanding what you have to remember. Star the word *understand* on the strategies chart.

- Ask the students to recall the exercise from unit 1 in which they were asked to remember a short phrase in Italian and how hard that was because no one understood what they were supposed to remember.

If you are asked to remember something in math or a vocabulary word that you do not understand, what should you do?

Ask questions, and say it back until you are sure you understand what you are being asked to remember.

- Quickly review/explain the other memory strategies in the chart. Add any new strategies that emerge.
- Use **Buddy Buzz** to ask the students to tell a buddy which of these strategies they use the most when they have to remember something important. Call on one or two students to share.

Teamwork

8 minutes

Memory activities

1. Introduce the memory game Letter Swap.

- Make sure each student has a pencil and paper, but the pencil cannot be used until after the students hear the directions.
- Explain that you will give a set of directions that the students must remember without writing it down. After they have heard all the steps of the directions, they should each complete the steps individually and then compare their results with their teammates.
- Do the first one as class practice. Remind the students that they cannot write anything down until *after* they have heard all the directions.
- Give the Remember Signal, and highlight the importance of being focused and of understanding the directions, in addition to the other memory strategies.
- Give the following directions:
 - **Write down the word *pan*. (Spell it only if necessary.)**
 - **Change the *p* to a *d*.**
 - **Add a *c* and an *e* to the end of the new word.**
- After hearing and remembering the three steps of directions, each student should complete the steps. When everyone is finished, see if everyone got the new word, *dance*.
- Use **Buddy Buzz** to have the students tell a buddy how they remembered the three steps without writing them down.
- Do the next one as a team activity. Read the following directions, and ask the students to remember them without writing them down:
 - **Write down the word *sock*. (Spell it only if necessary.)**
 - **Change the *s* to an *m*.**
 - **Replace the two middle letters of the new word with an *i* and an *l*.**

1 point



If this example is too hard or easy, adapt it as needed.

2 points for the
champion round

2 minutes

Use the Mental
Muscle Strategy Planner.

- Tell the students to write down the new word, *milk*, and compare it with their teammates' words.
- The students who got the correct word earn a point for their team.
- Have each teammate share his or her memory strategy with the team.
- Use **Random Reporter** to have teams share their memory strategies.
- If time allows, do a champion round with the following challenging version. Remind the students that they cannot write anything down until you have given all the instructions.
 - **Write down the word *hidden*.** (Spell it only if necessary.)
 - **Change the two letters that are the same to two *ts*.**
 - **Change the first letter of the word to a letter that is three letters after that letter in the alphabet.**
- Tell the students to write down the new word, *kitten*, and compare it with their teammates' words.
- The students who got the correct word earn 2 points for their team.
- Have each teammate share his or her memory strategy with the team.
- Use **Random Reporter** to have teams share their memory strategies.

2. Ask each student to choose one memory strategy to practice all week and record it on his or her Mental Muscle Strategy Planner sheet.

Reflection

5 minutes

2 points



The Big Q:

What are two memory strategies that your team will use for the rest of the week, and when you will use them during school?

Answers will vary.

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 use their memory strategies when remembering facts from other classes, such as information about oceans, presidents, plants, etc.
- After you give an assignment that requires memory, ask the students how they plan to remember the information.

- Redo the Orson Omar Dante Pig exercise from unit 1, and look for improvement. Have the students share their memory strategies.
- Use a poem or passage similar to Orson Omar Dante Pig, and give the students an opportunity to practice their memory strategies; award points for successful recall and debrief which memory strategies they used.
- Assign short, entertaining limericks or poems (consider Shel Silverstein) for the students to memorize; award points for successful recall, and debrief the memory strategies that they used.
- Give teams a word, phrase, or set of numbers to remember all day without using the write-it-down strategy. Use **Random Reporter** to call on different teams to remember the information at intervals throughout the day. Be sure to ask which memory strategy they used.
- Remind the students to review their Mental Muscle Strategy Planners and think about which tasks for that day will require which strategies.



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.

Leena is planting seeds in science class. The teacher says to first get the dirt wet, then put the seeds in, cover them with more dirt, and then gently water the pot. Leena puts the seeds in first and dumps in some water. The tiny seeds are washed out of the pot and scatter everywhere.

How could Leena have remembered the directions? What can she do if she is now feeling very frustrated?

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: More 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 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 and practice a variety of memory strategies and understand the importance of these strategies in academic success.

ADVANCE PREPARATION

- ☐ Prepare the pictures of unfamiliar words for the overhead/whiteboard, or find some easy and quick way to show the pictures to the whole class. Pictures of kohlrabi, artichoke, kiwi, lemur, shawl, and overalls are provided.
- ☐ Make sure that the memory strategies from the previous lesson are posted for all to see.
- ☐ Make sure each student has a pencil and paper.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Connect memory skills and strategies to the expectations for third graders in school; announce the Big Q.
- Highlight and practice the critical connection between memory and comprehension.

Teamwork

- Practice the various memory strategies in the team game Memory Madness.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

**Introduce the lesson;
announce the Big Q.**



1. Explain that today the students will continue to practice memory strategies.

- Explain that third graders, unlike younger students, are being taught lots of information that they need to remember and use.
- Summarize that memory skills are so important that the students have two Getting Along Together lessons to practice the strategies for improving memory.
- Briefly review the memory strategies using the chart from the previous lesson.
- Announce the Big Q.

Big Q: For science, your team has to remember five important crops that farmers grow: corn, soybeans, hay, wheat, and cotton. What are two memory strategies that your team will use to remember this list?

5–7 minutes

**Revisit the link
between memory
and comprehension.**

Pick any two foods, or other
objects that you prefer and
provide pictures.



2. Emphasize again the critical importance of understanding what you are expected to remember.

- Remind the students that in the first weeks of Getting Along Together, they were asked to remember the words *ice cream*, *candy*, and *new toys*. Remembering those words was easy because the students understood them. But when you named the same things in Italian, it was hard for everyone to remember because the students did not understand the words.
- Ask the students to remember the words *kohlrabi* and *artichoke*. Say the words once, and give no background information.
- Ask the students to get into their partnerships and play a few rounds of Rock, Paper, Scissors. In one minute, ask for a show of hands for who can remember those two words. The expectation is that if the words are new to the students, many of them will have difficulty remembering them. If most of the students remember, debrief the strategies that they used.
- Explain that the students will have an easier time remembering these words if they understand what the words are. Write the words on the board, explain that they are vegetables, and project the picture of each.
- Suggest some memory tricks. For example, explain that the kohlrabi leaves almost look like rabbit ears, and connect *kohlrabi* to rabbit. The students might try thinking about a cold rabbit. Or you could suggest that they say the word over and over.
- Ask the students if they have a great trick to remember the word *kohlrabi*.



- Repeat this process with the word *artichoke*. Possible suggestions for remembering this word include that the artichoke sort of looks like the tip of a paintbrush, which is used in art. Or a person can think, “Don’t choke on the artichoke,” etc.
- Ask the students if they have a great trick to remember the word *artichoke*. Chart any new memory strategies that the students suggest.

Teamwork

15 minutes

Memory Madness



If most of your students are familiar with kiwis, choose a different unfamiliar food, such as a radish, an eggplant, or a pomegranate; try to have a picture of it available. If this series of words is too easy for your class to remember, try playing a few rounds of Rock, Paper, Scissors first before asking them to recall the phrase. You can also make the word list longer or shorter as needed.



1. Introduce Memory Madness.

- Make sure each student has a pencil and paper.
- Explain that farmers grow many kinds of food. Using their memory strategies, the students will try to remember a list of farm products.
- Remind them about focus (using active listening) and comprehension. If they do not understand what something is, they need to ask questions to understand what to remember.
- Explain that you will do the first list as a class. Give the Active-Listening Signal, and read the following list for the students to remember without writing it down:
tomatoes, potatoes, pears, peas, carrots, kiwis
- Since you explained the importance of comprehension, expect that some students will ask what a kiwi is. Write *kiwi* on the board, show a picture, explain what it is, and ask the students to suggest a trick to remember it (e.g., kiwi could be remembered as *key* plus *we* or “Kiwis are seedy!”). Then erase the word, repeat the list, and ask the students to remember it.
- Allow about ten seconds for the students to remember the list, and then ask them to write the words down. Spelling does not need to be perfect.
- Read the list again, and ask how many people got the words right. Of the students who got them all right, call on a few to share their memory strategies.

2. Play Memory Madness in teams.

- Explain that now the students must use their memory strategies to remember a list of animals.
- Read the following list for the students to remember without writing it down:
zebras, lemurs, lizards, cats, rats, monkeys, bats
- Expect some students to ask what a lemur is. Write *lemur* on the board, show a picture, and explain that it is a furry animal from Africa that looks like a cross between a monkey and a cat; they often have striped tails.
- If you think the class can use an additional memory hint, you can wonder aloud if any other animals on the memory list have stripes. Or observe that a few of these words rhyme.

- Erase the word from the board, and read the list once more. Allow about ten seconds for the students to remember the list, and then ask them to write the words down. Spelling does not have to be perfect.
- Give teams a minute to compare their answers. Each team should decide upon one list that they feel is correct.

1 point



- Award one point to each team with a perfect list.
- Use **Random Reporter** to call on each team to share the memory strategies that they used.
- If time allows, play again with the following list of types of clothing. See the pictures of the shawl and overalls, as needed.



dress, belt, sweater, shawl, shirt, overalls, coat

- Follow the same directions as above, and award points similarly.

Reflection

5 minutes

2 points



The Big Q:

For science, your team has to remember five important crops that farmers grow: corn, soybeans, hay, wheat, and cotton. What are two memory strategies that your team will use to remember this list?

Answers will vary.

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 about using memory strategies whenever you are teaching something that they should retain over time. Ask them which strategies they plan to use.
- Continue to give phrases, numbers, unusual words, etc. for the students to remember over a few hours or days.
- Keep in mind that memory games like the ones played in the lesson are also a great way to increase vocabulary.

Artichoke



Kohlrabi



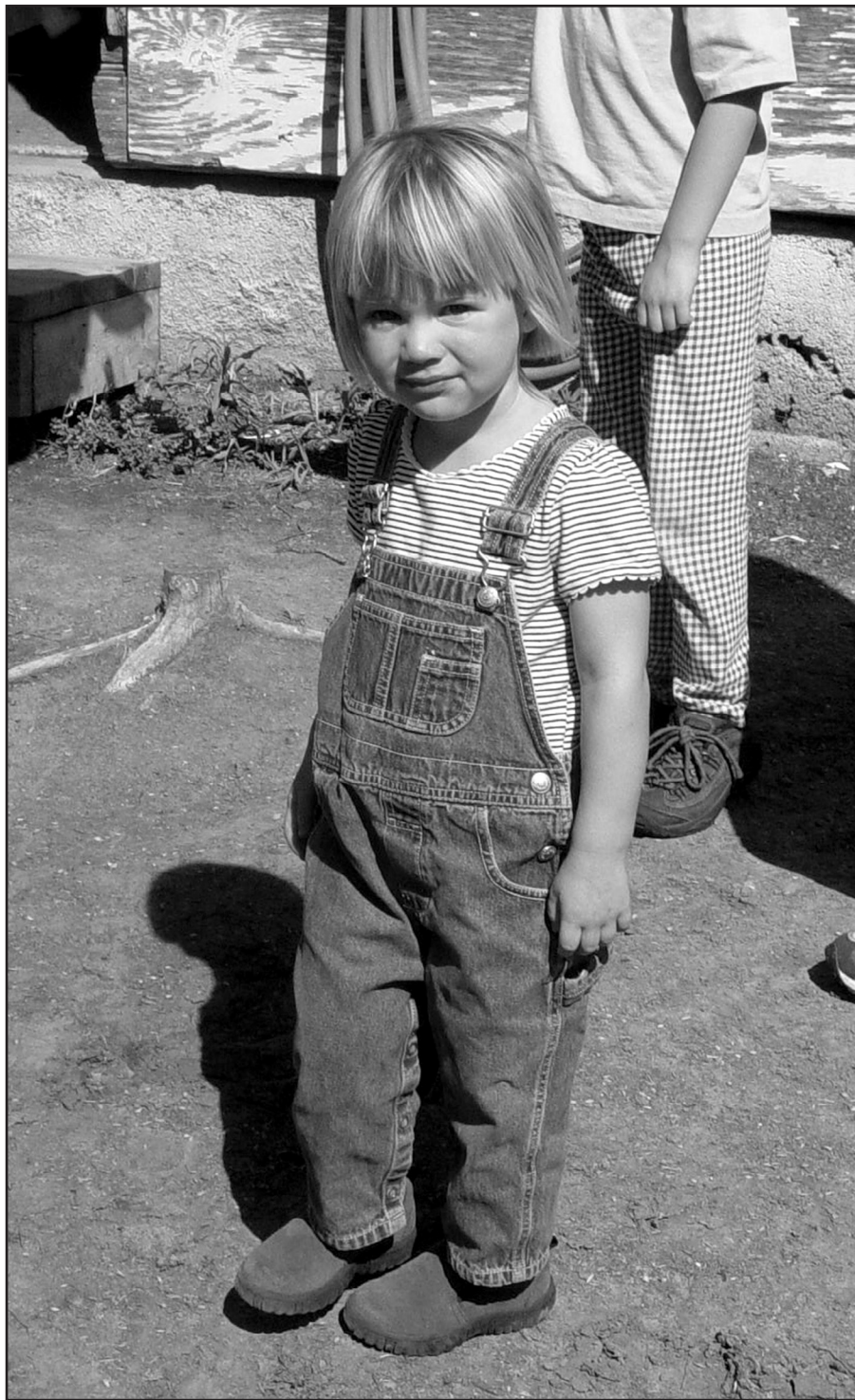
Kiwi



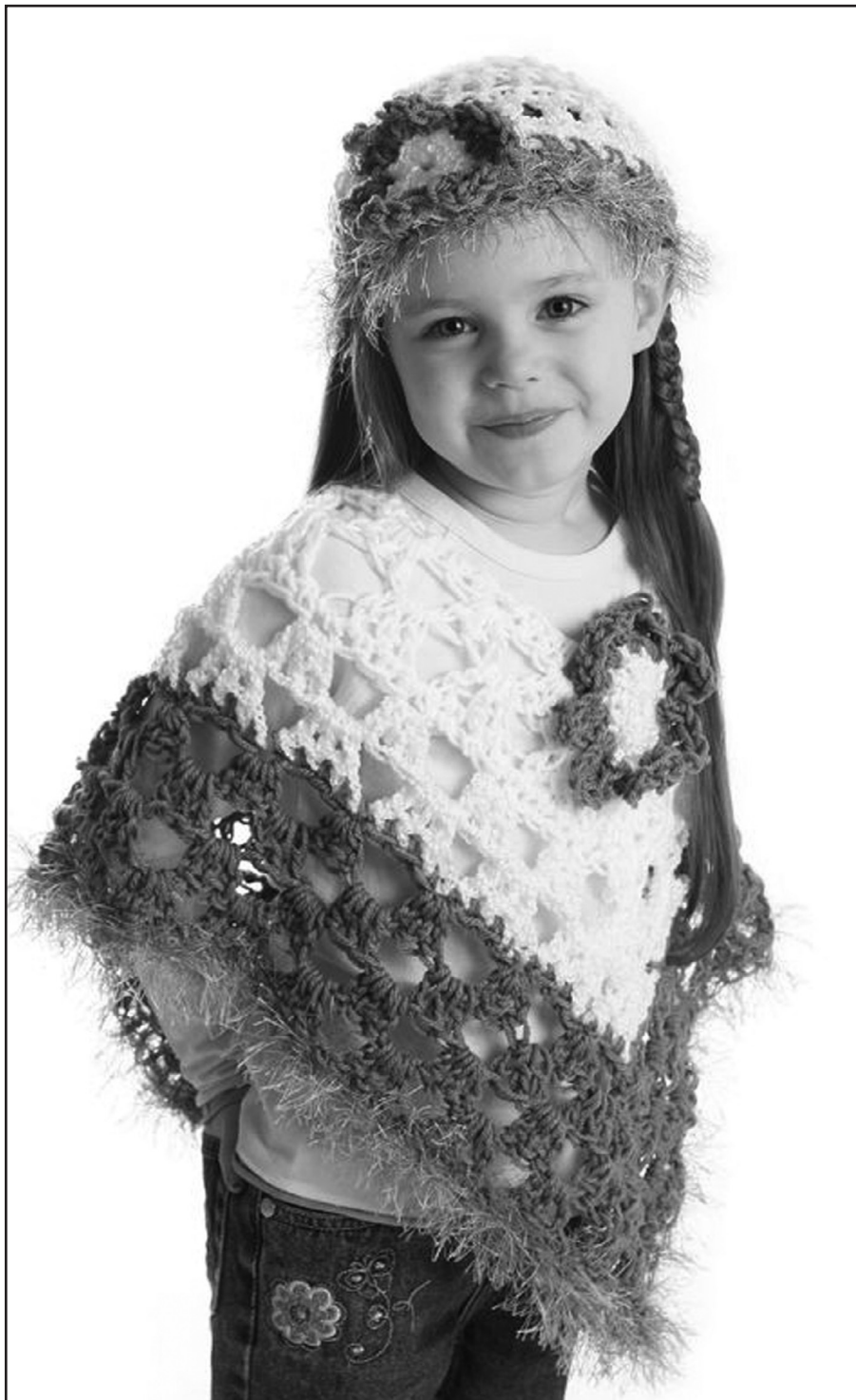
Lemur



Overalls



Shawl



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.

Darius is in science class, and everyone needs to remember six kinds of important metals: gold, silver, copper, iron, tin, and lead.

How can Darius help his team by remembering the whole list?

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: Self-Check on the Brain Game Skills

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 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 the importance of focus, remember, and stop and think skills in the classroom and assess their individual strengths and weaknesses in each area.

ADVANCE PREPARATION

- ☐ Have the five strategy charts you have used over the course of this unit available. They are: Stop and Think Strategies for Not Interrupting; Stop and Think Waiting Strategies; Stop and Think Strategies for Managing Frustration; Strategies for Focusing in School; Strategies for Remembering.
- ☐ Prepare the provided pictures of cakes and snakes for the overhead or whiteboard. Write the following words on the board, but cover them up until you are ready for them: rattlesnake, wedding cake, birthday cake, cobra, cupcake, python.
- ☐ Make sure all the students have paper and a pencil.
- ☐ Copy the self-assessment form—one per student. Pass them out *before* you begin the lesson.
Note: This lesson may run long. Feel free to skip the Big Q.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the format for the wrap-up lesson; announce the Big Q.

Teamwork

- Briefly review the importance of stop and think skills and strategies, followed by a team activity called Wait Training to practice waiting. The students then complete part 1 of the Brain Game Aim Self-Assessment form.
- Briefly review the importance of focusing skills and strategies, followed by a focusing activity called Catch the *S* Words! The students then complete part 2 of the Brain Game Aim Self-Assessment form.
- Briefly review the importance of memory skills and strategies, followed by a memory activity called Cakes and Snakes. The students then complete part 3 of the Brain Game Aim Self-Assessment form.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

**Introduce the lesson;
announce the Big Q.**

1. Introduce the theme and format for the final lesson in this Brain Game Aim unit.

- Remind the students that they have been practicing stop and think, focus, and memory skills and learning why these skills are so important in school.
- Announce the Big Q.

Big Q: What would a reading class look and sound like if everyone in the class was an expert in each of the three skill areas: stop and think, focus, and memory? Be ready to talk about the importance of each skill in your answer.

- Explain that in this lesson, the students are going to do one activity in each of the three skill areas: stop and think, focus, and memory. After each activity, the students will do a self-assessment to evaluate their strengths and weaknesses in each skill area.
- Hand out a self-assessment to each student, but have the students wait to begin.

Teamwork

5 minutes

Review and practice the stop and think skills.



1. Begin with the stop and think skills.

- Briefly review the times in school when the students need to stop and think and tell their brains to be the boss of their bodies. Ask:

Who remembers what three behaviors in this unit require us to stop and think before we act?

Not interrupting, waiting, and managing frustration.

- Briefly review the strategy charts that you've used in this unit.
- Explain that there is not enough time to do an activity in each of these areas, so the students are going to test their stop and think skills by practicing waiting.
- Have teams take a few seconds to identify or review the strategies for patient, nondisruptive waiting so they can be ready to use them during the activity.
- Explain the Wait Training activity. When you say, "Wait training!" everyone needs to wait quietly and appropriately until you say, "Wait training is over!" If you have a bell or a whistle, you can use that instead.
- Explain that the reading and drawing strategies are not allowed during this short wait.
- Do something at your desk during the waiting time, and extend the waiting period to two or three minutes, or long enough that it is challenging. Note how the teams are doing to give points accordingly.
- Teams in which all the members wait appropriately may earn a team point.
- Debrief, and ask teammates to share their waiting strategies with one another. Emphasize that only one person should speak at a time.
- Having just tested themselves in a stop and think skill, ask each student to complete the first section of the Brain Game Aim Self-Assessment form.

1 point

1 minute

Self-assessment part I

5–7 minutes

Review/practice the focusing skills.



2. Review and practice the focusing skills.

- Ask each team to think of a specific time in school when they need to focus. Ask one or two teams to share responses.
- Briefly review the Strategies for Focusing in School chart.
- Play a focusing game called Catch the S Words! in which you read a paragraph aloud, and each student writes down all the words that end in s. Read slowly and clearly, but do not overemphasize the s words and make it too easy; the students need to focus!
- Read the following paragraph:

Robby and Deon were walking to the ice-cream shop to buy ice-cream cones. When the *boys* got to the store, they got very good *news*. It was Free *Treats* Day, and each boy got a free cone. Robby had vanilla with chocolate *chips*, and Deon had chocolate with *sprinkles*. When the *cones* were gone, Robby asked the man if the *boys* could have two more free *treats*, but the man said, "Sorry, only one cone on Free *Treats* Days. But it is Free *Treats* on *Mondays* all summer!"

1 point

1 minute

Self-assessment part 2

5–7 minutes

Review/practice the
memory skills.1 point for the correct
list, cakes first

1 minute

Self-assessment part 3

- Call out the correct list of s words, and see how the students did. Teams in which all team members got at least ten of the thirteen s words may earn a point.
 - Debrief, asking the students to share with their teammates the focusing strategies that they used during the exercise. Emphasize that only one person should be talking at a time.
 - Having just tested themselves in a focus skill, ask each student to complete the second part of the Brain Game Aim Self-Assessment form.
3. Review and practice the memory skills.
- Ask each team to think of a specific time in school when they need to remember information. Call on one or two teams to share responses.
 - Review the Strategies for Remembering chart.
 - Do a memory activity called Snakes and Cakes in which teams need to remember a list of snake and cake varieties in a particular order.
 - First read the following list aloud, and ask the students to use active listening:
rattlesnake, wedding cake, birthday cake, cobra, cupcake, python
 - Uncover the written list on the board so the students can see it.
 - Ask if there are any words that anyone did not understand or had not heard before. If yes, project the pictures provided. Go through the pictures quickly.
 - Encourage the students to look at the words and pictures and to use some memory strategies to remember the words. Remind the students that the writing strategy is not allowed for this activity!
 - Erase or cover up the words.
 - Then ask each student to write down the words, listing all the cakes first. The cakes and snakes can be listed in any order, but the cakes must precede the snakes.
 - Call out the correct list of words, beginning with the cakes, and see how the students did. Teams whose members all got the whole list correct and listed the cakes first may earn a point.
 - Debrief, asking the students to share the memory strategies that they used during the exercise. Emphasize that only one person should speak at a time.
 - Having just tested themselves in a memory skill, ask each student to complete the third part of the Brain Game Aim Self-Assessment form.
 - Collect and review the self-assessments. Share any observations during Class Council.

Reflection

5 minutes**2 points**

The Big Q:

What would a reading class look and sound like if everyone in the class was an expert in each of the three skill areas: stop and think, focus, and memory? Be ready to talk about the importance of each skill in your answer.

Answers will vary.

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

- Use the terms and hand signals for stop and think, focus, and memory as often as possible every day. Highlight when you use one of those skills or you see a student using one of them.
- When asking a student to use one of the three skills, ask him or her which strategy he or she will use.
- Consider comparing the students' Brain Game Aim Self-Assessment forms from unit 1 with the ones they completed in this unit. (In the interest of time, the second self-assessment form is more condensed.) If you see any positive trends or progress that would be motivating to share with the class or with individual students, do so.
- Remember to ask the students to review their Mental Muscle Strategy Planner periodically, especially before doing a task requiring one or more of the skills.
- Create variations of all three of the activities presented in this lesson to offer additional practice of each skill.

Birthday Cake



Cobra



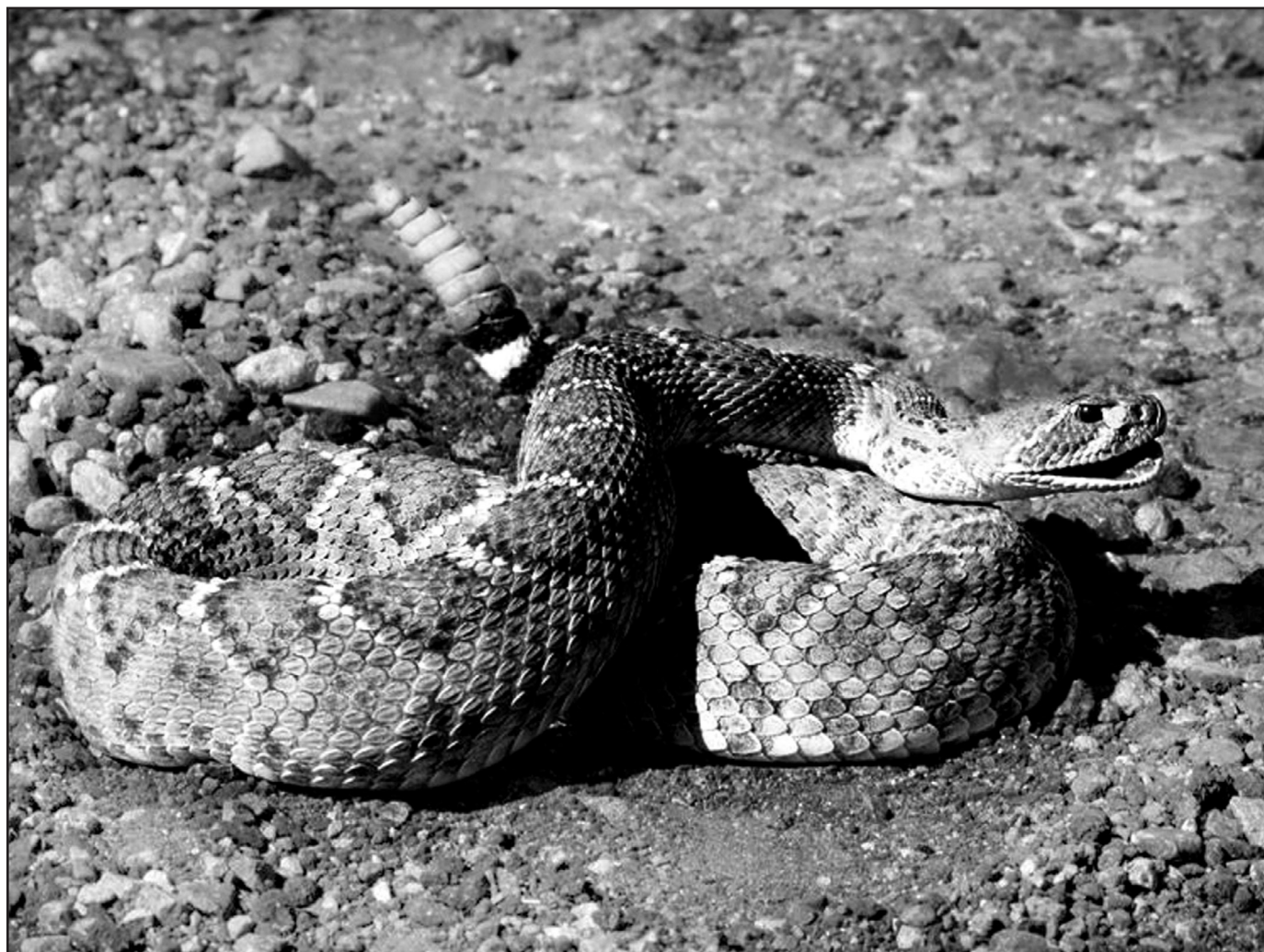
Cupcake



Python



Rattlesnake



Wedding Cake



Brain Game Aim Self-Assessment

1. How easy or hard is it for you to **stop and think** in school?



– To wait quietly in class, in line, or for my turn in a game is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– Not interrupting, even when I am really excited to talk, is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– To stay calm when I am really frustrated is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– My two best stop and think strategies are:

2. How easy or hard is it for you to **focus** in school?



– Focusing when there are distractions in the classroom is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– Focusing in school when I am bored or want to be somewhere else is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– My two best focusing strategies are:

3. How easy or hard is it for you to **remember** in school?



– Remembering a list of names or objects is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– Remembering directions is:

Easy for me. **Sometimes hard for me.** **Always hard for me.**

– My two best memory strategies are:

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:
 - Reviews 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.

In the beginning of third grade, Matt finds all three of the Brain Game skills—stop and think, focus, and memory—hard, and he wants to get much better at all of them.

What could Matt's teammates suggest that he do to improve in all three areas? How would improving in all three areas help Matt be a better teammate?

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 seven-lesson unit, the students will learn strategies to get over hurdles that get in the way of learning together and being a strong team. The unit closely examines two hurdles in particular, excluding others and teasing, both of which can shred the social fabric of a positive classroom community.

The students will also understand that other hurdles to productive teamwork include lapses in the self-control (stop and think) skills that they practiced in the previous unit. Difficulties with waiting and interrupting have a negative impact on teamwork, as do other behaviors that the students themselves will brainstorm and identify.

In this unit, the students learn and practice strategies to further develop their empathy and self-control skills to help them avoid teasing and exclusion. In addition, the students will learn ways to reach out and help a classmate who is being treated insensitively. Finally, the students will learn and practice coping strategies to use if they themselves feel excluded or teased. Understanding, practicing, and ultimately mastering all these strategies will help to foster better teamwork among the students now and in the future.

The students will revisit the Getting Along Together concepts of Stop and Stay Cool, “I” Messages, conflict solvers, and Stop and Think in the context of the hurdles to teamwork. They will also learn and practice a community-enhancing axiom called the Cool Rule: “Treat others the way you want to be treated.”

Unit Outcomes

Students will:

- participate as active and successful members of a team and community;
- understand the value of the community and how their actions affect the community;
- effectively manage group situations and include others;
- identify the feelings of others;
- identify actions that are hurtful and understand why they are inappropriate;
- take action to correct hurtful situations;
- express emotions to others in effective ways;
- identify effective strategies for coping with social dilemmas and conflicts;

- assert themselves in an appropriate manner;
- identify actions and exhibit behaviors that foster friendship and teamwork;
- discuss appropriate and inappropriate responses to hurtful behaviors; and
- control inappropriate responses in favor of more appropriate behavior.

Books Used in Unit:

Teammates by Peter Golenbock

Do Unto Otters by Laurie Keller

Introduction to Hurdles: Spotlight on Exclusion

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: Choose a game randomly, or pick one that you feel will benefit the class, 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 be introduced to the concept of hurdles that obstruct teamwork and will explore the specific hurdle of excluding others.

ADVANCE PREPARATION

Note: If nine 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.

- ☐ Have the book *Teammates* ready to read aloud. The book does not have page numbers, so please number the pages yourself. **Note:** *Teammates* is slightly too long for the 30-minute lesson, though it is ideal for teaching the concepts. If you have an extra 5 or 10 minutes to read the book as written, do so. If not, please read it ahead of time, and decide what you can shorten without losing the heart of the story. The first five pages may be the easiest to condense.
- ☐ Consider writing the discussion questions on sticky notes and putting them in the book for easier and quicker reading.
- ☐ Prepare the picture of the hurdle jumpers for the overhead or whiteboard.
- ☐ Plan to display the hurdles poster featuring the GAT characters and the blank hurdles, and be ready to write on the laminated poster with an erasable marker.
- ☐ Make sure that the strategies for not interrupting and waiting from unit 4 are posted.

- ☐ If possible, have the chart from unit 3 titled Three Steps to Empathy visible.
- ☐ Prepare the Teamwork story for the overhead/whiteboard.
- ☐ Have ready a piece of chart paper titled How to Be Pee Wee.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the concept of hurdles; show the illustration of runners jumping hurdles on the overhead.
- Show and discuss the hurdles poster.
- Announce the Big Q.
- Read and debrief the book *Teammates*.

Teamwork

- Introduce a team huddle for identifying ways to be Pee Wee, i.e., ways to be inclusive of others. Chart responses on the chart paper titled How to Be Pee Wee.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

3–5 minutes

**Introduce the unit;
announce the Big Q.**



1. Introduce the new unit called Hurdles on the Path to Teamwork.

- Ask who knows what a hurdle is. Define *hurdle* by saying:

A hurdle is an obstacle or barrier that is blocking the way. A person must jump over or overcome the hurdle to get where he or she needs to go.

- Show the picture of runners jumping hurdles.
- Explain that the students will talk about specific behaviors, called hurdles, that get in the way of teamwork and that keep a team from reaching its shared goal of being a super team.
- Show the GAT hurdles poster, and explain that Betty and her team are going to help the class learn how to leap (or overcome) the hurdles to be super teams.
- Ask:

Which behaviors did we talk about in the last unit that people who are not good at stopping and thinking might do that could be hurdles to teamwork?

Interrupting people and not waiting.

- Write “interrupting” on the first hurdle and “not waiting” on the second hurdle. Ask:

Why are interrupting people and not waiting for a turn hurdles on the path to teamwork? How do they prevent good teamwork?

Those behaviors make other people annoyed or mad; they keep everyone from being able to participate and share their thoughts and ideas; they lead to conflict, which disrupts teamwork, etc.

- Review the strategies for waiting and not interrupting, which will help the students leap both hurdles.
- Explain that leaving people out and teasing are also hurdles to teamwork. Explain that over the next seven lessons, the students will look at these hurdles very closely to learn how to jump over them. They will begin with the hurdle of excluding others (or leaving people out).
- Announce the Big Q.

Big Q: Why are teams that include all their teammates better and stronger than those that leave some teammates out?

15 minutes

**Read and
debrief *Teammates*.**

2. Read the book *Teammates*.

- Explain that the class will read *Teammates*, a true story about Jackie Robinson, the first African American man to play professional baseball on a team that had always been for white men only. It is a true story about excluding others.
- Read through page 14. Ask:

When people tried to upset Jackie and yelled at him, where do you think his anger and hurt feelings might have been on the Feelings Thermometer?

Probably a 5.

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

When Jackie was hired, the manager told him that he would have to control his frustration and anger and not fight back, or he would hurt the chances of other African Americans trying to get into white baseball. What Getting Along Together skills do you think Jackie Robinson was really good at?

Stop and Stay Cool, Stop and Think before acting, self-talk, managing frustration, getting his brain to be the boss of his body, etc.

- Tell the students to look closely at the pictures on pages 12, 13, and 16. Ask:

Is Jackie being included with the other players or excluded?

Excluded.

When you look at Jackie in these three pictures, how do you think he feels and why?

He looks unhappy because he is all alone, no one is including him, his shoulders are slumped, his facial expression is sad.

tps

- Revisit the concept of empathy. Remind the students of the first empathy step that we learned in the empathy unit, which is to ask:

If I were standing in Jackie's shoes, how would I feel?

Lonely, sad, hurt, mad, maybe furious, etc.

- Point to those feelings on the Feelings Tree.
- Remind the students of the second empathy step, which is:

Think of a time when you felt the same way.

Ask each student to think of a time when it seemed that everyone else was in the group, but he or she felt completely left out. Pause while they think. Highlight that we all feel that way sometimes, and it is a very uncomfortable feeling.

- Remind the students of the third empathy step, which is:

Say or do something to help the person.

Say that you will keep reading to see if someone on Jackie's team takes that step.

- Read through page 21. Ask:

What was different about the way Pee Wee saw Jackie from the way everyone else saw him?

He saw him as a good baseball player who could help the team, not as an unwanted person with a different skin color.

- Finish reading the book. Ask:

Everyone else was trying to exclude Jackie to make him feel unwanted so he would quit. What did Pee Wee say and do differently?

He put his arm around Jackie to show everyone that he included him as a teammate. He was kind and welcoming. He did not care about the color of Jackie's skin, just about the fact that he deserved to be on the team.

Did Pee Wee take the third empathy step? If yes, give me a thumbs up.

Looks for thumbs up!

- Highlight that Pee Wee's empathic response also helped the Dodgers team. Ask:

Why will the Dodgers team perform better if the players all act like Pee Wee and include Jackie, rather than exclude him?

Jackie is a great player; if he feels welcomed and happy, he can play his best and help the team. If Jackie gets accepted, other great African American players will be allowed too, which will help the game all around.

- Summarize that excluding someone never helps, and always hurts, teamwork. Write "Excluding others" on the next blank hurdle on the hurdles poster.
- Remind the students of the no-exclusion rule in their classroom and of the team cooperation goal, everyone participates.

Teamwork

5 minutes

Team huddle



1. Introduce the team activity, How to Be Pee Wee.

- Explain that teams are going to do a team huddle to discuss how to be Pee Wee when someone in the class is being excluded.
- Project and read aloud the following story:

A new student joins your class from another country. One day the new student walks toward you and your friends at lunch. When your friends see him coming, they quickly turn their backs and put a book bag on the extra chair.

You want to be like Pee Wee Reese; what can you do?

- Give teams a minute or two to discuss. Then use **Random Reporter** to call on teams to share a few ideas for treating the new student the way Pee Wee would have treated him.
- Chart the student responses on the chart titled How to Be Pee Wee.

Invite the new student to join you, smile and be friendly, remind your friends about the classroom rule “No one gets left out” and the team cooperation goal everyone participates, introduce the new student to other classmates, sit with him on the bus, etc.

Reflection

5 minutes

2 points



The Big Q:

Why are teams that include all their teammates better and stronger than those that leave some teammates out?

If you leave people out, you lose out on their skills and contributions; we all have different strengths and weaknesses, so the wider variety of teammates, the better the team will do; it is hurtful to leave people out, and teams with some unhappy people do not work well together, 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

- Use the term “hurdle to teamwork” whenever you see a behavior that fits that description, such as being bossy, interrupting, cutting in line, etc.
- Continue to emphasize the team cooperation goals, especially everyone participates and help and encourage others, since they reinforce the themes of the hurdles unit. Award team points for additional motivation.
- Invite the students to make a How to Be Pee Wee poster with illustrations from the book and/or illustrations of inclusive and kind behaviors.



Super teammates leaping hurdles!



Teamwork Story

A new student joins your class from another country. One day the new student walks toward you and your friends at lunch. When your friends see him coming, they quickly turn their backs and put a book bag on the extra chair.

You want to be like Pee Wee Reese; what can you do?



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Everyone works together best when people treat one another the way they want to be treated. But we sometimes let one another down.

Today your child began a new unit in Getting Along Together called Hurdles on the Path to Teamwork. Hurdles are behaviors that get in the way of working together as a team, such as excluding others or mean teasing. Throughout the unit, we will brainstorm ways to jump each hurdle, and we will end the unit with a close study of 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:

- Ask your child to tell you the true story about Jackie Robinson and Pee Wee Reese. Who in your family or community is like Pee Wee Reese, always including others and making everyone feel welcome?
- Talk about the difference between gentle teasing and mean teasing. Talk about people you both know who are good at gentle teasing but who never cross over into mean and hurtful teasing.
- When you were your child’s age, was there a time when you tried to help someone who was being teased? If so, tell your child about this time. What did you do, and how did it feel to help?
- Ask your child to tell you the Cool Rule: “Treat others the way you want to be treated.” As a family, talk about how everyone could try to use it at home. Talk about how very different the whole world would be if only everyone followed the Cool Rule.
- Helping and encouraging words can also help us jump hurdles to teamwork. With your child, think of a quick but hard activity, such as doing sit-ups or seeing how many times you can toss a penny back and forth. Do the activity together, and practice saying kind and encouraging words to motivate each other!

Thank you for your help.

Sincerely,

Your Third-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.

Mario, Roy, and Deon are sitting in art class at a table with four chairs. Evan asks if he can sit in the empty chair. The other boys look at one another and say, "No, we need the extra chair in case someone wants to put his feet up."

If you were in Evan's shoes, how would you feel? If Roy wants to be like Pee Wee, what can he 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.

What to Try If You Feel Left Out

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: Choose a game randomly, or pick one that you feel will benefit the class, 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 the uncomfortable feelings elicited by being excluded and will learn six strategies for addressing exclusion:

- Stop and stay cool.
- Go play with the students who are kind and welcoming.
- Go do something that you enjoy.
- Talk it out with an “I” Message.
- Get help from a caring adult or friend.
- Bring up exclusion in Class Council.

ADVANCE PREPARATION

- ☐ Have the Hurdles on the Path to Teamwork poster ready.
- ☐ Have some Feelings Leaves ready to fill out and post.
- ☐ Prepare a special box in which the students can put written suggestions for topics to discuss at Class Council, especially those that might be uncomfortable to bring up in person.
- ☐ Have a piece of chart paper titled What to Try If You Feel Left Out.
- ☐ Be ready to give each team a set of the Getting Along Together puppets.

- ☐ Make three copies of *each* of the three exclusion scenarios so you have nine scenarios altogether, enough for one per team. Place all nine scenarios in a grab bag for each team to pick one. Multiple teams can work on the same scenario. **Note:** The grab bag is intended to make the team activity more fun. If grab bags are either distracting or too time-consuming for your class, just hand each team a scenario.
- ☐ If you think your students will have trouble reading the puppet scenarios, put them on an overhead and read all three to the class before beginning the teamwork activity.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson; announce the Big Q.
- Explore feelings associated with being excluded.
- Identify and explore six strategies that the students can try if they feel excluded.

Teamwork

- Introduce the team activity using the Getting Along Together puppets to practice the strategies for coping with exclusion.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3–5 minutes

Explore feelings associated with being excluded; announce the Big Q.

1. Introduce the lesson, and announce the Big Q.
 - Show the Hurdles on the Path to Teamwork poster, and remind the students that this unit is about the hurdles, or obstacles, on the path to teamwork.
 - Remind them that in the last lesson, they read about Jackie Robinson in *Teammates*.
 - Ask:

What hurdle did Jackie Robinson face on the Dodgers team?

Being left out, or excluded.
 - Announce the Big Q.

Big Q: How do our empathy skills remind us to include others and not to exclude them?

2. Explore feelings associated with being left out.

- Say:

In the last lesson, we all thought about a time when we have been left out. Use Buddy Buzz to talk to your buddy about how being excluded feels. Some of the feelings are already on the Feelings Tree, but let's see if we can think of more words.

If you teach a new feelings vocabulary word, ask the students what memory strategies they will use to remember the meaning.

Call on a few students to share responses, and post any new Feelings Leaves on the tree.

Hurt, lonely, embarrassed, miserable, etc.

Depending on what the students say, consider teaching and adding *rejected* or *ignored* to the Feelings Tree.

- Summarize that feeling rejected or left out is an unhappy feeling, so it is important to try to be like Pee Wee Reese and help someone who feels that way. But if there is no Pee Wee around to help, we need to be able to help ourselves.

8–10 minutes

Explore strategies.

Share any relevant example that you wish.

3. Explore and chart the six strategies that the students can try if they are feeling left out of a group.

- Have the chart titled What to Try If You Feel Left Out ready.
- Share a story from your childhood of a time when you felt excluded. For example:

When I was in third grade, lots of the girls had a special kind of lunchbox. I did not have one. One day someone from that group said only girls with that kind of lunchbox could eat at their table and that I had to sit somewhere else. My good friend Dawn was in the lunchbox group, but she did not try to include me.

I felt all the feelings that we just talked about, especially hurt, since Dawn did not even try to include me. My hurt feelings were soaring up to number 5 on the Feelings Thermometer, and I was about to burst into tears.

What do you think would have been a good first step for me?

Call on one student.

Stop and stay cool to calm back down so I could think about what to do next.

- Write on the chart:
 - Stop and stay cool.

Highlight that we need to cool it before we can fix it!

- Ask:

Once I calm down, what else could I try to help myself in this situation where I am feeling left out?



- Depending on the students' responses, guide the conversation to elicit, explain, and chart the following strategies:

- Go sit or play with other students who are kind and welcoming.

Even when some classmates are disappointing us, there are almost always others who remember the team cooperation goal, everyone participates. I could have gone to find more welcoming classmates.

- Go do something that you enjoy.

I could have gone to do an activity that made me happy, such as shooting baskets or talking to my favorite cafeteria lady. I could have tried to have fun rather than let the excluding behavior continue to upset me.

- Talk it out with an “I” Message to explain how you feel.

I could have tried giving an “I” Message to Dawn, who may not have realized how hurtful she was being by going along with the group.

Note: Stress that you might have given the “I” Message to Dawn later in the day instead of in front of the whole group, which could be embarrassing for Dawn and you. If you tell Dawn how you felt, maybe next time Dawn would act like Pee Wee.

- Get help from a caring adult, older sibling, cousin, or friend.

Sometimes we need to get help and advice from a teacher, a parent, or another caring family member or friend. Telling someone who is caring and wise how we feel and getting suggestions for what to do is often very helpful.

- Ask the students to think to themselves for a minute about who in their school, families, or community would be a good person to talk to about feeling left out. If you had a trusted person, such as a teacher, parent, or grandparent, to turn to as a child, feel free to share.

- Bring up exclusion in Class Council.

Class Council is a great place to bring up something that our whole class needs to work on, such as making sure that our whole class remembers the rule, “No one gets left out.”

- Show the students the Class Council suggestion box. Explain that the students may leave an anonymous note about exclusion, or any uncomfortable topic that they would like discussed in Class Council. Stress that the students should bring up the topic without naming names.

Differentiate between tattling and talking to a trusted adult for help. Getting advice and support is an appropriate effort to solve the problem, whereas tattling is intended solely to get someone else in trouble.

4. Highlight that many of these strategies are similar to the conflict solvers that the students have been practicing all year.
 - Go over to the conflict solver cards by the Peace Path, and ask the students which conflict solvers are similar to the strategy list that they just developed and which would be good to try if you were being left out.

Get help, find something else to do (such as finding other kids to join or going to do something fun on your own), and talk it out (giving an “I” Message) are all ways to cope with feeling excluded.

 - If the conflict solvers inspire additional appropriate strategies, add them to the chart.

Teamwork

10 minutes

Puppet scenarios

If you think the students will have trouble reading the scenarios, you can put all three on the overhead and read them to the whole class.



1. Introduce the puppet teamwork activity.
 - Explain that teams will practice these strategies using the Getting Along Together puppets. Pass out the puppets.
 - Ask each student on a team to select a puppet at random. **Note:** If you have fewer than five people on a team, someone will have to work with two puppets for two of the scenarios.
 - Pass around the grab bag with the different exclusion scenarios, or simply give a scenario to each team. More than one team will have the same scenario.
 - Ask teams to read their scenario and decide how to act it out to include one possible strategy for addressing the problem. Give the teams about 2 minutes to work on their scenarios.
 - Use **Random Reporter** to call on teams to act out their scenarios and chosen strategies. The students are encouraged to come up with strategies in addition to the ones you charted already. If they do, add them to the chart.
 - If there is extra time after each team reports, ask if there are other strategies that the characters could have tried.
 - If time allows, the teams can swap scenarios and repeat the exercise.

Reflection

5 minutes

2 points



The Big Q:

How do our empathy skills remind us to include others and not to exclude them?

When we imagine standing in someone else's shoes, we remember how hurtful it is to be left out; empathy helps us remember a time when we felt left out, so we realize exactly how it feels; we know that if you have empathy for someone, you try to do or say something to help the person.

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 encounter situations in books in which someone is being excluded, ask the students to brainstorm which of the strategies the character could try.
- Take every opportunity to remind the students about empathy (“If I were in that person’s shoes, how would I feel?”) since empathy usually discourages exclusion.
- Remind the students that Class Council is a good place to brainstorm class concerns. Any of the hurdles would be good topics for problem solving. Remind the students how to write a note and put it in the Class Council suggestion box if they wish to introduce the topic for Class Council anonymously.
- Invite the students to decorate the Class Council suggestion box and/or design “suggestion slips” for it.

Practicing Coping Strategies for Exclusion Scenarios

Chilly and Buster are playing catch the pine-cone while Owlivia and Dilly are swinging on the tree swing. Betty comes along and asks to join Chilly and Buster. Chilly and Buster do not want her to play because she is not good at throwing or catching. They tell her it is a two-person game, and Betty is hurt and sad to be left out.

What can Betty do in this situation?



Owlivia and Chilly decide to start a club called Feathers Forever. They are talking about the club when Buster and Dilly come over to sit with them. Chilly says, “You can’t sit with us unless you have feathers.” Buster and Dilly feel left out and hurt.

What can Buster and Dilly do in this situation?



Chilly, Owlivia, and Betty are playing basketball. Dilly and Buster are on the swing. Just then, Chilly notices that he, Betty, and Owlivia all have something that they always wear. Chilly has his scarf, Betty has her bow, and Owlivia has her hat. When Dilly comes to join the game, Chilly says, “Hey, this game is just for animals with style!” Dilly is hurt and feels left out by his friends.

What can Dilly do in this 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. **Note:** Remember to check the suggestion box before the meeting.
- ☐ 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.

Ramone, Billy, and Tyrone start the Red Sneakers Club at school. They tell Ajax that he cannot play basketball with them because his sneakers are green. Ajax feels like he is going to burst into tears, especially because Ramone is one of his best friends.

If you were in Ajax's shoes, how would you feel? What can Ajax try in this situation? If Ramone wants to be like Pee Wee, what could he 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.

Introduction to the Teasing Hurdle

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.

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:

- define unacceptable teasing;
- explore the uncomfortable feelings caused by teasing;
- practice some kind of atonement if they do tease; and
- learn to help someone who is being teased.

ADVANCE PREPARATION

- ☐ For the paired team activity, copy the four letters to the Getting Along Together characters—one per student. Multiple students will have the same letter; but their partner will need a different letter.
- ☐ Prepare chart paper titled How to Help Someone Who Is Being Teased.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson; announce the Big Q.
- Differentiate between friendly kidding and mean teasing.
- Help the students identify the different forms that hurtful teasing can take.
- Help the students understand the need to atone for hurtful teasing and how to do so.

Teamwork

- Introduce the partner letter-writing activity to identify strategies to help someone who is being teased.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 or 4 minutes

Introduce teasing and the feelings that it elicits; announce the Big Q.

1. Introduce the next hurdle on the path to teamwork: teasing.
 - Show the students the hurdles poster, and summarize that they have looked at interrupting, not waiting, and excluding others as hurdles that get in the way of good teamwork.
 - Explain that the next hurdle is mean teasing, and write that term on the next blank hurdle on the poster.
 - Announce the Big Q.

Big Q: Why is helping and encouraging others the opposite of hurtful teasing?

2. Differentiate between friendly kidding and mean teasing.
 - Explain that with friendly kidding, the person being teased, the person doing the teasing, and anyone listening all laugh happily and enjoy the joke. The teaser smiles and uses a kind voice.
 - Share a personal example of friendly teasing. For example, maybe your colleagues affectionately call you the Clean Machine because you are always tidying up the teachers' lounge.
 - Stress that mean teasing always makes someone unhappy. Offer an example of mean teasing, such as:

Alice was on a team with a boy named Billy who sometimes got the math problems wrong. Alice called him Silly Billy in a mean voice if he got an answer wrong. And when her team did not get a team point, she called out, "You guys belong in first-grade math," in a hurtful way.

Choose any example of gentle, fun kidding you wish.

If you have an Alice in your class, use a different name!

Discussing the difference between friendly, light-hearted kidding and mean teasing can be a longer conversation. Circle back to the topic when you have more time.

Say:

Give me a thumbs up if you think Alice is using friendly kidding and a thumbs down if she is using mean teasing.

Thumbs down for mean teasing.

- Ask:

Would you want to do a Think-Pair-Share or a team huddle with Alice? Why or why not?

No, because she might make fun of you or embarrass you if you get the answer wrong.

- Ask:

Using your empathy skills, how would you feel if you were in Billy's shoes or any of her teammates' shoes?

Call on one or two students, and point to the Feelings Tree as they respond.

He might feel hurt, mad, or embarrassed. The other teammates might feel annoyed or embarrassed for Billy, or feel sad or sorry for him.

3 minutes

Identify different kinds of mean teasing.

3. Explore examples of mean teasing.

- Ask the students to identify the different forms that mean teasing can take.

Possible responses include: put-downs, name-calling, mean jokes, sarcasm, making fun/mocking/imitating, etc.

- Ask:

How do mean teasers look and sound when they tease?

They usually have an unfriendly facial expression and a hurtful tone of voice.

- Highlight that mean teasers also keep teasing even when it is clear that the person being teased would like it to stop.
- Point to the teasing hurdle on the hurdles poster, and add put-downs, name-calling, and any other forms of mean teasing that your students identify, to the teasing hurdle. Stress that these behaviors hurt teamwork and do not belong in the Getting Along Together classroom!

3 minutes

Decide how to atone for teasing someone.



Use the Stop and Think Signal.

4. Help the students identify strategies for what to do if they tease someone because they forgot to stop and think.

- Say:

Any one of us might forget to *stop and think* about how the other person will feel if we tease or say something hurtful. Sometimes we think of something that will make other people laugh, and we forget how it will hurt the person being teased.



- Ask the students to review the conflict solver cards. Use **Think-Pair-Share** to ask:

Alice forgot to stop and think and teased Billy. Which conflict solvers could she try?

Apologize. For example, Alice could say, “Billy, I am sorry that I called you a name.”

Note: If you have a few extra minutes, ask the students to practice apologizing in pairs. Ask them to take turns being Billy and Alice. Remember that Billy needs to accept Alice’s apology.

Fix the problem. For example, Alice could try helping and encouraging Billy for the rest of the day since helping and encouraging leaves no room for mean teasing.

Teamwork

15 minutes

Partner letter-writing activity and debriefing



- Introduce the partner letter-writing activity.
 - Explain that the students are going to work in partnerships to write letters to help someone who is being teased. They will need to use their empathy skills.
 - Ask the students to get into partnerships. Hand out one of the four letters to each student, making sure that each student in a partnership has a different letter. Circulate and help any students who need help reading their letter worksheet.
 - Give the students about 3 minutes to complete their individual letters and then share them with their partners.
 - Use **Random Reporter** to have each team share one of its letters. Make sure that each of the four different letters gets read at least once.
 - As the students share, chart their ideas on chart paper titled How to Help Someone Who Is Being Teased. Save the chart for the next lesson on strategies for helping someone who is being teased.

Reflection

5 minutes

2 points



The Big Q:

Why is helping and encouraging others the opposite of hurtful teasing?

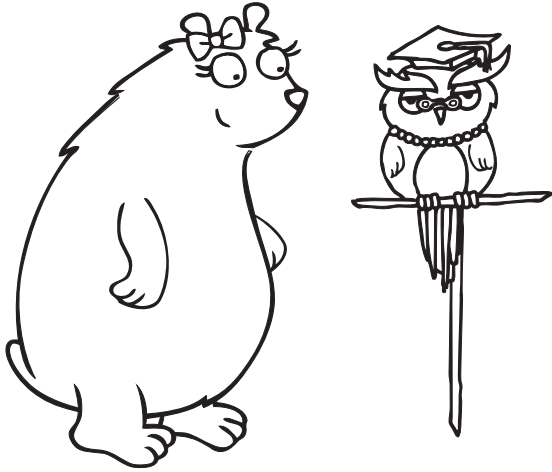
Helping and encouraging can only make another person feel good and cared for, while teasing can hurt someone’s feelings; helping someone understand something or get better at something can only make that person feel better about himself or herself, but teasing can cause someone to feel sad or embarrassed; helping and encouraging is a win-win action, but teasing is a win-lose or lose-lose situation.

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 to remind the students that standing in another person's shoes is a good way to discourage mean teasing.
- Use the Stop and Think Signal as often as possible to highlight the importance of stopping and thinking before we speak or act.
- Whenever you see the students helping and encouraging others, highlight it!
- Continue the conversation about the differences between fun, light kidding and mean, hurtful teasing.



Betty is in reading class and keeps getting stuck on some words. Owlivia says, “You better go back to kindergarten to learn how to read again.” Some of the other kids on Betty’s team laugh.

Write Betty a letter to help her in this situation.

Dear Betty:

I heard Owlivia teasing you today about your reading. If I were in your shoes, I would feel _____

_____.

I remember a time when I felt that way.

One way I am going to help is: _____

_____.

Sincerely,



Buster is a beaver, and beavers have big, strong teeth for chewing on logs. One day Chilly decides to tease Buster, saying, “Hey, Buster, your teeth are touching your belly button!” Some other kids start to laugh.

Write Buster a letter to help him in this situation.

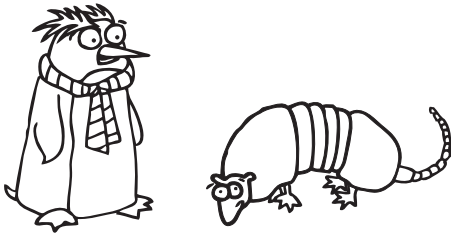
Dear Buster:

I heard Chilly teasing you today about your teeth. If I were in your shoes, I would feel _____.

I remember a time when I felt that way.

One way I am going to help is: _____.

Sincerely,



One day Chilly does not use his memory strategies, and he gets the steps of the science experiment all mixed up, so the experiment does not work. Dilly begins to tease Chilly, saying, “Hey, Chilly, can you even remember your own name? Do you remember what school you go to?”

Write Chilly a letter to help him in this situation.

Dear Chilly:

I heard Dilly teasing you today because you got mixed up in science.

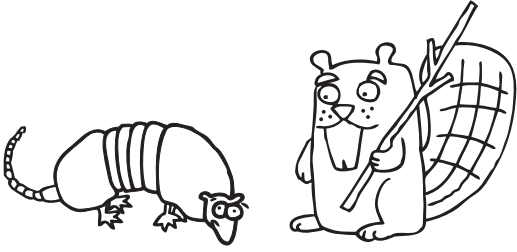
If I were in your shoes, I would feel _____
_____.

I remember a time when I felt that way.

One way I am going to help is: _____

_____.

Sincerely,



One day in math class, Dilly makes a mistake and says that 2 plus 2 is 3. Buster laughs loudly and says, “Silly Dilly, you should be in the five-year-olds’ math class!”

Write Dilly a letter to help him in this situation.

Dear Dilly:

I heard Buster teasing you today about being in the wrong math class.

If I were in your shoes, I would feel _____

_____.

I remember a time when I felt that way.

One way I am going to help is: _____

_____.

Sincerely,

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.

Sammy is in math class, and he uses his fingers to count when trying to solve a problem. His teammate Ari says, “Sammy still uses his fingers to add!” and a few kids laugh.

How do you think Sammy feels? How would Ari feel if he were in Sammy’s shoes? Role-play what Ari can do to help Sammy feel 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.

Let's not tease, please!

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: Choose a game randomly, or pick one that you think will benefit the class, 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 strategies to stop teasing in the classroom and to help someone if it does occur. These strategies include:

- Do not smile or laugh along; look or turn away from the teaser.
- Ask the teaser to stop.
- Show the person being teased that you care.
- Help the person get help from a caring adult if the teaser will not stop.
- Bring up teasing in Class Council.

ADVANCE PREPARATION

- ☐ Have a piece of chart paper titled Ways to Stop Teasing in Our Classroom available.
- ☐ Have the How to Help Someone Who Is Being Teased chart from the last lesson available.
- ☐ Copy and cut the Strategies to Help Someone Who Is Being Teased page so there is one strategy per team. Place all the strategies in a grab bag, and have each team choose one.
Note: If you have more than five teams, some teams will choose the same strategy. If using a grab bag is distracting, just hand each team a strategy.
- ☐ Prepare the Teamwork Scenario for the overhead or whiteboard if that helps your class.
- ☐ Make sure the teams have quick access to pencils and paper to write about teasing as a topic for Class Council.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson focus as keeping hurtful teasing out of the classroom; announce the Big Q.
- Help the students identify strategies to stop teasing in the classroom and to help someone who is being teased.
- Highlight that not participating in teasing is not enough; introduce the idea that “If you see it, stop it!”

Teamwork

- Introduce the team role-plays for practice in addressing or stopping teasing in the classroom.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

1 minute

Introduce the lesson, and announce the Big Q.

1. Introduce the lesson, and announce the Big Q.

- Introduce this lesson's focus as keeping hurtful teasing out of the classroom.
- Announce the Big Q.

Big Q: Why does mean teasing not belong in a Getting Along Together classroom?

5–7 minutes

Identify strategies.

If the students offer additional useful strategies, add them.

2. Identify and chart strategies to limit teasing in the classroom.

- Remind the students about Billy, who was teased by Alice for getting math answers wrong in the last lesson. Alice used put-downs and name-calling.
- Use **Buddy Buzz** to ask the students to brainstorm ways to help Billy, or anyone who is being teased, and especially how to make their classroom a place where teasing does not happen.
- Have a piece of chart paper titled Ways to Stop Teasing in Our Classroom. With input from the students and guidance from you, elicit, explain, and chart the following five strategies. The students will identify some of them on their own; you will have to teach the others.

Note: Add any additional ideas that the students come up with. You might want to copy those new ideas on pieces of paper and add them to the strategy grab bag for the teamwork exercise.



Explain what an audience is if necessary.

- **Do not smile or laugh along; look away or turn away from the teaser.**

Explain that if someone smiles or laughs along with the teaser, that person is rewarding the teaser. Smiling or laughing makes mean teasing a win-lose situation, i.e., win for the teaser but lose for the person being teased. If the teaser does not have an audience (other students watching and laughing along), teasing becomes unrewarding.

- **Ask the teaser to stop.**

Explain that they can use an "I" Message ("I feel mad because you hurt Billy's feelings."), or if an "I" Message feels too uncomfortable, they can try a quick statement such as, "Cut it out, please," or "That's not funny."

Note: While "I" Messages are the best way to tell someone how we feel, they can be hard to use in a group situation, especially if the teaser is not a close friend. It might be more comfortable to tell the teaser, "Cut it out, please," and then later give the teaser an "I" Message in a one-on-one setting, such as "I felt mad because you hurt Billy's feelings."

- **Show the teased person that you care.**

Discuss that we can help by going over to the person being teased with a smile or by helping the person leave the situation. It is hard to tease someone who is being helped and encouraged by others. Remind the students about Pee Wee Reese.

- **If the teaser will not stop, help the person get help from a caring teacher or other adult in the school, a family member, a friend, etc.**

Explain that they can help the person think of somebody to approach for help or advice, and if possible, accompany the person.

- **Bring up teasing in Class Council.**

Remind the students that they can leave a note in the Class Council box if they do not want to bring it up themselves. Highlight that by addressing teasing as a class concern, the class can set a standard that teasing does not belong in a caring, encouraging classroom.

- Conclude this part of the lesson by referring to the How to Help Someone Who Is Being Teased chart from lesson 3. Note any similarities or additions.

2 minutes

Introduce "If you see it, stop it!"

3. Introduce the concept that everyone in the class has a role to play in making sure that teasing does not happen.

- Ask:

Let's say that our friend Chilly forgets to stop and think, and he is teasing Betty. Dilly is not joining in the teasing, but he is also not doing anything to stop it.

Is Dilly doing all he can to be the best classmate that he can be?

No, Dilly should try to get Chilly to stop the teasing and should help Betty feel better.

- Summarize that Dilly can try any of the strategies on the chart. He also needs to remember that with teasing, "If you see it, stop it!"

Teamwork

15 minutes

Teasing role-plays

Write on the board which number designates each role.

1s = Mario

2s = Asia

3s, 4s, and 5s = teammates



If any students identify feeling guilty, uncomfortable, or similar feelings, add them to the Feelings Tree.

1. Introduce the first teasing role-play.

- Explain that teams are going to act out a teasing situation without using any helpful strategies. Later, they will use the helpful strategies.
- Assign each teammate a number (1–5), and explain that the 1s are Mario, the 2s are Asia, and the 3s, 4s, and 5s are the other students.
- Project and read the following story aloud:

Mario is sitting with his team in spelling class. The first word is *car*, and he spells it *K, A, R*. Asia laughs and says, “*K? What grade are you in, Mario? Do you even know how to spell *cat*?*” The rest of the students on Mario’s team laugh. Mario looks hurt and embarrassed.

- Ask the students to act out the scene in their teams.
- Use **Random Reporter** to debrief by asking a few of the Marios for an “I” Message about how it felt to be teased.

Note: If your students laugh when you read about Mario’s mistake, use that reaction to point out how easy it is to laugh before we think. If this situation were real, how would their laughter make Mario feel? How would it make Asia feel? Remind the students about the Stop and Think Signal.

- Ask the 3s, 4s, and 5s to think about how it felt to watch and laugh along.
- Use **Random Reporter** to ask a few of them for an “I” Message to describe how it felt to watch but not help.

2. Repeat the teasing situation, this time using helpful strategies.

- Pass around the grab bag of strategies, and have each team pick one. There will be teams with the same strategy if you have more than five teams.
- Ask the teams to act out the scene again, this time with the other students (numbers 3, 4, 5) using the chosen strategy.
- Before the students begin, explain that for acting purposes, you will be the caring adult. Also, they should actually write a note about bringing up teasing in Class Council and put it in the box. Those who have the strategy, ask the teaser to stop, should practice both the quick statement “Cut it out, please” and an “I” Message.
- Give the teams about 3 minutes to practice their skits with the solutions.
- Use **Random Reporter** to debrief the activity with the Marios, asking how the second experience of being helped felt different from the first experience.
- Debrief with the Asias by asking how it felt to see the others try to help Mario.
- Debrief with the former bystanders by asking how it felt to help Mario and to stand up to teasing.

3. End the lesson by reminding, celebrating, and praising how hard each person has worked this year to create a caring and encouraging Getting Along Together community by using all the GAT skills.

Reflection

5 minutes**2 points**

The Big Q:

Why does mean teasing not belong in a Getting Along Together classroom?

Mean teasing is a win-lose behavior; teasing hurts people's feelings; teasing hurts teamwork because team members do not feel helped and encouraged. If someone teases, he or she is not practicing empathy or standing in the other person's shoes.

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

- Consider giving your students a kid-friendly code phrase designed to shut down teasing right away, such as “That’s not funny,” “Cut it out, please,” or “Please knock it off.” Or ask the students to come up with another code phrase.
- If you see a student using one of the strategies for helping a student who is being teased, highlight the helping behavior for the class, being sure not to use the names of the students involved.
- As the students encounter characters from history or literature who were teased for their unpopular points of view or behaviors, ask them to consider how the person would have benefitted from friends or colleagues who refused to tolerate put-downs and teasing.
- Remind the students that Class Council is a good place to brainstorm class concerns and that a note in the suggestion box before Class Council is one way to raise issues.
- Remind the class that “If you see it, stop it!”

Strategies to Help Someone Who Is Being Teased



Do not smile or laugh along; look away or turn away from the teaser.



Show the person being teased that you care.



Ask the teaser to stop.



Help the person get help from a caring adult if the teaser will not stop.



Bring up teasing in Class Council.



Do not smile or laugh along; look away or turn away from the teaser.



Show the person being teased that you care.



Ask the teaser to stop.



Help the person get help from a caring adult if the teaser will not stop.



Bring up teasing in Class Council.



Teamwork Scenario

Mario is sitting with his team in spelling class. The first word is *car*, and he spells it *K, A, R*. Asia laughs and says, “*K*? What grade are you in, Mario? Do you even know how to spell *cat*?” The rest of the students on Mario’s team laugh. Mario looks hurt and embarrassed.

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.

Raven and Asia are having lunch. They see that two of their classmates are teasing Troy because he puts mustard on his apple. Troy looks like he is about to cry. Raven joins in laughing at Troy, and Asia sits there quietly.

If you were Raven or Asia, what would you do? Role-play what both Raven and Asia could do differently 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.

What to Try If You Are Being Teased

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: Randomly choose a Brain Game, or select one that highlights a skill that the students need 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 and practice strategies to use if they are being teased. These strategies include:

- Laugh it off.
- Ignore the teasing and/or walk away.
- Go find the students who are kind and encouraging.
- Use self-talk.
- Do something enjoyable.
- Ask the teaser to stop.
- Ask a caring adult for help.
- Bring up teasing in Class Council.
- Stop and stay cool, and then pick a strategy.

ADVANCE PREPARATION

- ☐ Have a piece of chart paper titled What to Try If You Are Being Teased.
- ☐ Prepare a grab bag that contains each of the nine strategies to try when you are being teased.
Note: You can choose to eliminate the grab bag and hand out the strategies instead.

- ☐ Prepare the Teasing Scenario for the overhead/whiteboard.
- ☐ Make sure that teams have access to pencils and paper.
- ☐ Have the Feelings Thermometer posted.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the focus of this lesson: identifying strategies for the students to try if they are being teased. Announce the Big Q.
- Give a teasing example, and ask the students to brainstorm strategies to use. With student input, identify and chart strategies.
- Connect Stop and Stay Cool and the Feelings Thermometer to the process of choosing strategies to use.

Teamwork

- Introduce the team skits/guessing game to practice the strategies.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

5–7 minutes

Announce the Big Q; elicit strategies to try if you are being teased.

Move quickly through the explanation of each strategy so you have time for teamwork practice.

1. Introduce the lesson topic, what to try if you are being teased; announce the Big Q.

- Remind the students that they have spent the last two lessons talking about the teasing hurdle to teamwork. They have talked about how important it is to help someone who is being teased and how there is no place for mean teasing in a Getting Along Together classroom.
- Explain that there will be times when even someone in a Getting Along Together classroom forgets to *stop and think* and says something hurtful to another person. Today the students will focus on what to do if they are being teased.
- Announce the Big Q.

Big Q: Imagine that some kids are teasing you on the playground about your shoes. What two strategies could you use in this situation?

2. Introduce an example of teasing to elicit self-help strategies.

- Project the Teasing Scenario on the overhead/whiteboard, and read it aloud.

Danny's class is studying the planets. The teacher asks which planet we live on, and Danny answers, "Mars" by mistake. Everyone laughs, and a few students start to call him the Martian in a mean voice. Some kids still call him a Martian on the playground.





Note that walking away is more of an option for the playground or lunch than for the classroom.

- Use **Buddy Buzz** to ask:

In this teasing situation, what could Danny do to help himself?

- Call on a few students, and chart the responses on the chart titled What to Try If You Are Being Teased. The students will probably identify some, but maybe not all, of the following strategies. Teach those strategies that the students do not volunteer. The strategies include:

- Laugh it off.

Danny could decide that his answer was kind of funny, that being called a Martian is not a big deal, and that he is just going to laugh along. Teasers do not expect the person being teased to laugh. Sometimes laughing it off can make the teaser stop.

- Ignore the teasing, and/or walk away.

Danny could just ignore the teasers and, if possible, walk away.

- Go find students who are kind and encouraging and do not tease.

Danny can go hang out with the students who are not teasing him, those who help and encourage him. Even if they are not his close friends, they will be better company than the teasers.

- Use self-talk.

Danny can tell himself that he can handle this situation, that nothing the kids are saying is true, and that they will stop soon, etc.

- Do something enjoyable.

Instead of listening to the teasing, Danny could try thinking about something that makes him happy or, depending on the situation, he could draw, read a good book, go shoot baskets, etc.

- Ask the teasers to stop.

He can tell the teasers, “Please cut it out,” or “Stop making fun of my mistake.” Maybe later he could talk to the teasers individually and use an “I” Message to say, “I felt hurt/let down,” etc.

Note: Acknowledge that giving an “I” Message like this is easier to do if the person is friends with the teaser.

- Ask a caring adult for help.

If it bothers Danny for the rest of the day or if the teasing continues, he can tell a teacher, another school staff person, a parent/grandparent, or friend about how upset he is and ask for ideas of what to do next time.

- Bring up teasing in Class Council.

Danny can bring up teasing in Class Council or leave a note for the teacher to do so.

2 minutes

Revisit the conflict solvers
in the context of coping
with teasing.

- Help the students understand that many of these strategies are the same conflict solvers that they have been using all year.

- Point to the conflict solver cards hanging by the Peace Path, and ask:

Which of the conflict solvers did we identify as good strategies to try if you are being teased?

Ignore once, get help, laugh it off, find something else to do (e.g., sitting with nicer kids or reading a book), and talk it out (e.g., asking the teaser to stop and bringing it up in Class Council).

- Emphasize that the students have seen and used these strategies before in conflict situations and that they can also use them in other situations, such as being teased or feeling excluded.

1 minute

Revisit the Feelings
Thermometer and Stop
and Stay Cool.

- Remind the students to gauge the intensity of their feelings.

- Explain that if someone is being teased or feels excluded, that person needs to check where he or she is on the Feelings Thermometer.

- Ask:

If Danny feels that he is at a 4 or a 5 in anger after being teased, what does he need to do *before* he picks a strategy and why?

Stop and stay cool so he can think clearly. He needs to cool it before he fixes it!

Teamwork

10–15 minutes

Team skits to practice
the strategies

- Introduce the guessing game for the students to practice strategies to use if they are being teased.

- Pass around the grab bag to each team that contains the nine strategies.
- Ask each team to pick one and *not to show it to anyone on another team* since the team activity is a guessing game.
- Explain that each team will quietly read their strategy and then work together to think of a teasing situation in which that strategy would be appropriate.
- Each team will then act out a skit that illustrates the scenario and the strategy. The rest of the class will guess which strategy the team is acting out.
- Before they begin, review with the class how to do the activity. Say:

If, for example, my team picks the strategy to go find students who are kind and do not tease, we might act out a situation in which one of us is being teased because that person is not good at basketball. The person being teased will act out feeling hurt and then leaving the situation to go find some students who are kind and welcoming.

Then the rest of the class will try to guess the strategy.

1 point for a correct guess

- Explain that for acting out self-talk, the self-talker will need to talk out loud even though that would not happen in real life! You will be the caring adult.
- Teams will have a few minutes to plan and practice their skits. Then ask each team to perform for the class.
- After each performance, the rest of the teams discuss which strategy was illustrated and decide on a guess. Consider awarding points for each correct guess; in that case, ask teams to write down their guess.

Reflection

5 minutes

2 points



The Big Q:

Imagine that some kids are teasing you on the playground about your shoes. What two strategies could you use in this situation?

Answers will vary.

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

- Whenever teasing comes up in stories or movies, talk about the situation in terms of the strategies that the person being teased could try.
- 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.
- When a character in a story is being teased, ask the students for ideas of what self-talk the character could try.

Strategies to Try When You Are Being Teased



Ignore the teasing, and/or walk away.



Go find the students who are kind and do not tease.



Use self-talk.



Laugh it off.



Do something enjoyable.



Ask the teaser to stop.



Ask a caring adult for help.



Bring up teasing in Class Council.



Stop and stay cool, and then pick a strategy.



Active Instruction Teasing Scenario

Danny's class is studying the planets. The teacher asks which planet we live on, and Danny answers, "Mars" by mistake. Everyone laughs, and a few students start to call him the Martian in a mean voice. Some kids still call him a Martian on the playground.

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.

Terrell is shooting baskets on the playground, but none of them goes in the basket. A few classmates start to laugh at him, and one person says, "Hey, have you ever sunk one in your whole life?"

How could Terrell help himself in this teasing situation? Role-play what would be different about this situation, if the other classmates remembered their empathy skills.

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.

Leaping Hurdles with the Cool Rule!

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: Randomly choose a Brain Game that you think will benefit the class, 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 and practice the Cool Rule, a variation on the age-old wisdom “Treat people the way you want to be treated.” The Cool Rule is presented as the means for overcoming all the hurdles to teamwork.

ADVANCE PREPARATION

- ☐ Have a copy of *Do Unto Otters* by Laurie Keller. The pages are not numbered, so number them yourself. Page 1 should be the first page on the left after the inside title page.
- ☐ Consider writing the discussion questions on sticky notes and placing them in the book to save time while reading.
- ☐ Have the Hurdles on the Path to Teamwork poster available. Consider outlining or coloring Betty's shirt to highlight the Cool Rule.
- ☐ If the strategies for not interrupting are posted in your classroom, cover them up if you do the optional team activity.
- ☐ Prepare the Teamwork Stories for the overhead/whiteboard.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the concept that some behaviors are hurdles to teamwork; announce the Big Q.
- Introduce and explore the Cool Rule.
- Read *Do Unto Otters*.

Teamwork

- Introduce the team activity to review and practice the concept of the Cool Rule.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

3 minutes

Identify additional hurdles, and introduce the Cool Rule; announce the Big Q.

1. Quickly review the concept of hurdles to teamwork, and introduce the Cool Rule. Announce the Big Q.

- Using the hurdles poster, review that each of the behaviors—interrupting, not waiting, excluding people, teasing people—hurts teamwork.
- Point to the blank hurdles on the poster. Use **Buddy Buzz** to ask the students to tell a buddy about other hurdles to teamwork that they could add.

Call on two or three students.

Bossiness, hitting and pushing, throwing things, not keeping hands to yourself, whispering about someone, etc.

- Write any new hurdle behaviors on the blank hurdles, and/or draw some new ones on the poster if you need to.
- Summarize that all these behaviors are hurdles to teamwork. Today we are going to talk about the Cool Rule, which helps the students leap *all* the hurdles. If everyone follows the Cool Rule, we will not have to worry about any of these hurdles.
- Tell the students that the Cool Rule is written on Betty's shirt; ask the class to read it aloud.
- Announce the Big Q.

Big Q: If all of Jackie Robinson's teammates had followed the Cool Rule, what would have been different about his early days on the Dodgers team?

- Summarize that we call it the Cool Rule because it is so cool that this rule *always* works if everyone uses it! Also, the students are a class of Cool Kids who want to be super teams; the Cool Rule will help them get there.

7–9 minutes**Read the book.**

2. Explain that you are going to read a funny book about the Cool Rule called *Do Unto Otters*.

- Explain that the Cool Rule has been around a long time, and most cultures all over the world have some version of it. Some people say the Cool Rule using old-fashioned language, as in “Do unto others as you would have others do unto you.” *Unto* means *to*. In choosing the title for the book, the author is making a joke by saying *otters* instead of *others*.
- Tell the students that this book talks about lots of the ideas that we have been talking about in Getting Along Together all year. As you read, ask them to listen for the Getting Along Together ideas.
- Read the book to page 20, and read all the considerate behaviors on page 20. Ask:

Which ideas have we read about so far that sound familiar to anyone in a Getting Along Together classroom?

Being friendly, waiting patiently, being a good listener, helping and encouraging others, etc.

- Read to page 26. On page 24, read all the signs on the tree. Ask:

What additional Getting Along Together ideas are in this Cool Rule book?

Take turns, include everyone/no one gets left out, and share.

- Read to page 30. Ask:

What other Getting Along Together ideas are in this Cool Rule book?

No teasing and apologizing.

- Use the Stop and Think Signal, and ask:

The otter forgot to stop and think before he acted! What did he do?

Wiped his nose on the bunny’s ear!

Which conflict solver did the otter choose?

Apologize.

- Finish reading the book. Use **Think-Pair-Share** to ask:

What was the big idea of this book? What was the main point that the author was trying to make?

That we need to treat others the way we want to be treated. We should be friendly and share, apologize, not tease, etc. because that is how we want to be treated.

Note that pages 12, 14, and 16 are like comics and hard to read. Just read the main ideas on those pages. If you feel that any of the humor is inappropriate, skip those parts of the book.



Teamwork

10–13 minutes

Apply the Cool Rule.



1. Introduce the activity to apply the Cool Rule to various hurdle situations.

- You will project and read a story aloud. In a team huddle, the students will discuss the story briefly and decide to give a thumbs up if the characters used the Cool Rule or thumbs down if they did not.
- If the characters did *not* use the Cool Rule, the students should discuss the situation in their teams and think of ways to apply the Cool Rule.
- Story 1:

Some friends are playing soccer at school. A new student comes over and says, “Hi, can I play?” The friends look at one another and shake their heads. One of them says to the new student, “No, you can’t. We like it just us.”

- Tell the students to talk about the story with their teammates and give a thumbs up if the friends used the Cool Rule or a thumbs down if they did not.

Thumbs down.

- Debrief why it was a thumbs-down situation.
- Have the teams use a team huddle to talk to their teammates about how the friends could have used the Cool Rule in that situation.
- Use **Random Reporter** to call on a few teams to offer suggestions.

They can think about how they would want to be treated if they were the new student. They can invite him to play. They can be friendly and welcoming.

- Story 2:

Ray gets a math problem wrong, and some kids laugh. Omar says to Ray, “I got that one wrong yesterday, but now I understand it. Let me help you.”

The students should talk about the story with their teammates and give a thumbs up if Omar used the Cool Rule or a thumbs down if he did not.

Thumbs up.

- Debrief why it was a thumbs-up situation.

Omar thought about how he would want to be treated if he were Ray.

- Story 3:

Gus Interruptus (Remember him?) keeps interrupting everyone on his team. When Mario is trying to explain his ideas and tell why, Gus jumps in with his own idea. When Mina is doing Random Reporter, Gus cuts her off and shouts out the answer.



The students should talk about the story with their teammates and give a thumbs up if Gus is following the Cool Rule or a thumbs down if he is not.

Thumbs down.

- Debrief why it was a thumbs-down situation.
- Ask all the teams to talk about how Gus could use the Cool Rule.
- Use **Random Reporter** to call on a few teams to offer their suggestions.

Gus could think about how he would want to be treated if he were the Random Reporter. He could use strategies to wait his turn.

2. If time allows, introduce optional opportunity to earn points.

- Explain that each team can earn points if they can *remember* some strategies that Gus can use to help himself not interrupt. Ask teams to write down as many of the strategies for not interrupting as they can remember, and award a point for each correct answer.

Strategies for not interrupting include:

- *Use the talking stick.*
- *Use self-talk.*
- *Take deep breaths.*
- *Use active listening, and wait for the speaker to finish.*
- *Press your lips together!*
- *Think about how the other person would feel about being interrupted.*

Reflection

5 minutes

2 points



The Big Q:

If all of Jackie Robinson's teammates had followed the Cool Rule, what would have been different about his early days on the Dodgers team?

The players would have treated him kindly because they would have realized that they would not like being yelled at, left out, or made fun of. They would have thought about and changed their own behavior instead of just going along with the unfair, mean treatment.

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

- Consider making the phrase “Do unto others” a light-hearted reminder that someone in your class needs to stop and think about the Cool Rule.
- As issues in social studies come up, such as discrimination, military invasions, or injustice of any kind, ask the students to consider what might have happened if everyone had followed the Cool Rule.

Teamwork Stories

Some friends are playing soccer at school. A new student comes over and says, “Hi, can I play?” The friends look at one another and shake their heads. One of them says to the new student, “No, you can’t. We like it just us.”

Ray gets a math problem wrong, and some kids laugh. Omar says to Ray, “I got that one wrong yesterday, but now I understand it. Let me help you.”

Gus Interruptus (Remember him?) keeps interrupting everyone on his team. When Mario is trying to explain his ideas and tell why, Gus jumps in with his own idea. When Mina is doing Random Reporter, Gus cuts her off and shouts out the answer.

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.

Kyle's pencil breaks, and he asks Deon if he can borrow his so he can finish one last problem on his math paper. Deon says no because he does not want to stop his own work.

If Deon were thinking about the Cool Rule, what would he have done differently and why? Role-play the situation with and without the Cool Rule.

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.

The Cool Rule Pledge

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: Randomly choose a Brain Game that highlights a skill that you think the class needs to practice, 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 use art, song, or drama to embrace, internalize, and recognize the concept of treating others the way they wish to be treated.

ADVANCE PREPARATION

Note: This lesson is different from previous lessons. Use the lesson plan as a guide, and adapt the ideas to your own classroom. The goal of the lesson is to create a shared commitment to the Cool Rule so it becomes a core value and expectation in your classroom. Try to make the lesson both serious in its message and fun in its execution.

- ☐ On a large piece of posterboard or rolled paper, write "The Cool Rule Pledge: We treat others the way we want to be treated!" Make sure there is room on the poster or paper for each student to sign it as part of a formal pledge ceremony.
- ☐ Read through the lesson, and if you decide to do the art project, choose which art supplies (large posterboard, markers, crayons, magazines, glue, stickers, etc.) you will need.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Review the Cool Rule.
- Explain and complete the Cool Rule pledge.

Teamwork

- Complete either an art project or a song or drama depiction of the Cool Rule.
- End the lesson with the class sharing Cool Rule moments.

Reflection: Skip the Big Q for today.

Home Connections: Pass out this week's ticket.

Active Instruction

5 minutes

Introduce the lesson, and take the Cool Rule pledge.

If you already have a similar rule in your classroom, reinforce that rule, and/or adapt to include the issue of treating others the way you want to be treated. Try to refer to it as the Cool Rule since that term is used throughout GAT.

Since teams need to *wait* for their turn to sign, remind them to use their waiting strategies!

1. Announce that this lesson will be a celebration of the Cool Rule.

- Ask:

What is the Cool Rule?

Call on one student.

We treat others the way we want to be treated.

- Ask:

Why does it always work if only everyone uses it?

Call on one student.

Since we never want to be treated badly, we will never treat anyone else badly, so there will never be any problems or hurdles!

2. Explain that the first part of today's lesson is to take the Cool Rule pledge.

- Show the students the posterboard or paper with the Cool Rule on it, and ask the class to read it aloud together.
- Then call up teams, one at a time, and have each student sign the pledge. Make sure that you sign it too!
- Consider having the day's Cool Kid help you hang up the poster after the lesson.

Teamwork

15–20 minutes

**Art or rap/drama/
dance project**

If your students do not cope well with too many choices, assign them one of these two activities.



Note: Choose an art project or a performance, and leave time for the class to share Cool Rule moments. There is no Big Q today to allow time to complete the activity.

1. Ask the students to complete one of the two activity options provided.

Activity Option #1:

- Explain that each team will work on a Cool Rule magazine advertisement, billboard sign, or poster for why “The Cool Rule rules!”
- Give teams about 3 minutes to discuss and plan how best to express the Cool Rule artistically and in a way that convinces readers to treat others the way they want to be treated.
- Once teams have a plan, allow 7–10 minutes for them to complete the art project.
- Remind the students about everyone participates, explain your ideas/tell why, and active listening! Circulate and award team points when you see teams using the team cooperation goals.
- Use **Random Reporter** to have each team explain their Cool Rule advertisement.
- After the lesson, try to hang all the posters or pictures together, maybe under the Cool Rule pledge.

Activity Option #2:

- Explain that teams will write and perform a Cool Rule rap/cheer/poem/skit about why the Cool Rule always works to overcome hurdles to teamwork.
- If you think the teams would like to write a rap, cheer, or poem, you can offer some of the following to get them thinking:
 - *We use the Cool Rule as a tool in school.*
 - *The Cool Rule will shut down put-downs.*
- If teams would rather do a skit, have them make up and act out a before-the-Cool-Rule scene and an after-the-Cool-Rule scene.
- Use **Random Reporter** to have each team perform their creation for the class.

5–10 minutes

**Share Cool
Rule moments.**

If the students need help getting started, share any memories you have of them doing something kind for another person, such as sharing, waiting, helping, etc.

2. End the lesson with Cool Rule moments.

- Ask the students to sit in their teams.
- Each person will tell his or her team about a time when he or she did something kind, encouraging, helpful, friendly, etc. for someone else—*something that he or she would appreciate having done for him or her.*

- Model sharing a Cool Rule moment. For example:

When I was your age, I remember that the teacher told my friend Mia that she could not go to the playground until she tidied up her desk. Mia asked me to help her. I really wanted to get to the playground, but I thought about the Cool Rule and how I would like it if Mia helped me. So I helped her, and it felt good!

- Circulate and listen as the students share in their teams.
- Use **Random Reporter** to debrief the activity by having each team provide one example of what was shared in their team.

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

- Consider starting each school day with the Cool Rule pledge.
- Consider having a discussion about why it is so hard for all of us children and adults to follow what seems like a very simple rule.
- Encourage the students to share times when they followed the rule even when it felt very hard to do. Sharing a favorite treat or possession or waiting for a friend when you really want to get to the playground are good examples.

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.

Some space aliens land on Earth and come into our classroom. They have never heard of the Cool Rule and want to know what it is and how to do it!

How would you explain the rule to them? Demonstrate to the aliens how and why it works. Pick some hurdles, such as leaving people out or teasing, and show the aliens why the Cool Rule overcomes those hurdles.

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: **Tricky situation? Stop and think before you act!**

UNIT OVERVIEW

Unit Focus

In this three-lesson unit, the students will review the importance of learning to stop and think through difficult situations rather than to act impulsively or with limited or inaccurate information. The three lessons build on the previous concepts and strategies that help the students internalize and master self-control, one of the three fundamental cognitive-regulation skills taught throughout the Getting Along Together curriculum.

The students will learn that in a situation in which the facts are not clear, they must learn why and how to avoid jumping to a conclusion, which is an impulsive response to a situation.

The students will also explore the heightened challenge of stopping in a situation that evokes strong feelings. They will review the negative consequences of acting impulsively in an emotional situation and identify specific strategies for helping themselves stop first!

Finally, the students will focus on the thinking part of Stop and Think, especially in situations where what to do next is not obvious or clear. They will learn the value of consequential and predictive thinking by asking themselves, “If I decide to do X, what might happen next?”

Unit Outcomes

Students will:

- identify motivations and intentions of others (including when others’ actions are accidental or purposeful);
- control inappropriate responses in favor of more appropriate behavior;
- use effective problem-solving skills to work through solutions to a variety of social problems and dilemmas;
- utilize a variety of self-control techniques to meet the demands of the situation;
- identify the intensity of feelings in themselves and others;
- manage/cope with unfair situations;
- formulate a simple plan of future action;

- identify effective and ineffective outcomes to conflict; and
- use consequential thinking to consider outcomes of a variety of possible solutions to a problem.

Books Used in Unit:

None

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 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 why stopping to get the facts, as opposed to jumping to conclusions, is the better course of action in an unclear situation.

ADVANCE PREPARATION

- ☐ Prepare two sentence strips, one that says, "Jumping to conclusions," followed by a sad face, and another that says, "Stop in your tracks, and get the facts," followed by a happy face.
- ☐ Copy the Teamwork Worksheet—one per team.
- ☐ Prepare a copy of the worksheet for the whiteboard or overhead if that is helpful to your class.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the topic of this unit—learning to stop and think in tricky situations. Announce the Big Q.
- Introduce the first tricky situation: The facts about what happened are not clear.
- Teach two phrases, "jumping to conclusions" and "Stop in your tracks, and get the facts," and explain the cost of guessing what happened in an unclear situation.

Teamwork

- Teams will work together on the worksheets.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

2 minutes

**Introduce the unit
and the Big Q.**

1. Introduce the new unit on stopping and thinking in tricky situations, and announce the Big Q.
 - Explain that this unit will help the students learn to stop and think before they act in certain tricky, or difficult, situations. Give the Stop and Think Signal, and point to Buster on the Train Your Brain! poster.
 - Explain that today's tricky situation is one in which the facts about what exactly happened are not clear.
 - Tell the students that they will learn what it means to "jump to a conclusion" and why it is better to "stop in your tracks, and get the facts."
 - Point to both phrases on the sentence strips.
 - Announce the Big Q.

Big Q: What is an example that shows why stopping in your tracks and getting the facts causes fewer conflicts in our classroom than jumping to conclusions?

5 minutes

**Introduce the concept of
jumping to conclusions.**

2. Introduce the difference between jumping to a conclusion and getting the facts first.
 - Offer contrasting examples of a factually clear situation and a factually unclear situation. Say:

_____ (name a student) **and I are in art class. My elbow knocks into the red paint, and it spills all over my painting. I know how my painting got ruined because I was there and saw the whole thing. That is a clear situation.**

But what if it happened this way: I was sitting next to _____, working hard on my painting. I got up to get some water. When I came back, there was red paint all over my picture, and it was ruined. Is it clear to me exactly what happened and how my painting got ruined?

No, you did not see what happened.

- Explain that in an unclear situation, we can respond in one of two ways. We can guess what happened, or we can "stop in our tracks, and get the facts."
- Say:

I am going to tell you how I responded to this unclear situation. If you think I guessed, touch your nose. If you think I stopped in my tracks and got the facts, touch your ear.

Feel free to use an example of your own if it is better suited to your class.



_____ (name the student), **you ruined my painting! You dumped paint all over it, and I bet you did it on purpose!**

The students should touch their noses to indicate that you guessed.

- Teach the students that a phrase for guessing what happened is to “jump to conclusions.”

When we jump to a conclusion, we quickly decide what happened, without getting the facts. We also sometimes jump to the conclusion that someone did something on purpose when it was really an accident.

- Use **Buddy Buzz** to ask the students to share with a partner how they feel if someone jumps to the conclusion that they did something on purpose when it was really an accident.

Call on one or two students to share responses.

I feel mad because I'm being accused of something that was an accident. My feelings are hurt because I'm being blamed without being asked for my side of the story.

- Ask:

When I saw the spilled paint, what could I have done instead if I wanted to “stop in my tracks, and get the facts” instead of jumping to a conclusion?

Ask questions, such as “Do you know what happened to my painting? How did the paint spill?”

2 minutes

Brainstorm possible causes of the spilled paint.

3. Highlight the possibility of multiple explanations.

- Explain that there is usually more than one possible explanation for a problem, which is why we need to ask questions to get the facts rather than jump to conclusions.
- Use **Buddy Buzz** to ask:

What are some other ways that the paint could have spilled?

Call on two or three students to share responses.

Maybe the wind blew, someone knocked into the table, the paint container was on an uneven surface, the student knocked it over by accident, etc.

- Summarize by saying:

In a situation where it is unclear exactly what happened, stop in your tracks, and get the facts by asking questions, instead of jumping to conclusions.

Teamwork



5–7 minutes

Worksheet story 1

Having teams jump once in place is intended to be fun; if it is too disruptive for your class, have them do a mock jump with only their hands.

1. Introduce the teamwork activity.
 - Explain that in their teams, the students will practice how to avoid jumping to conclusions and how and why to “stop in your tracks, and get the facts.”
 - Hand out a worksheet to each team, and project it on the overhead/whiteboard if that helps your class.
2. Ask teams to read the first story and answer the questions as a team. Following are the worksheet stories and possible responses.

Story 1:

The class is having a special treat for a snack, and they are all excited. Sanchez puts his snack down to go get a napkin. When he comes back, his snack is gone. He turns to Arnie and says, “Hey, you took my snack and ate it!”

- As a team, the students decide whether Sanchez stopped in his tracks and got the facts or jumped to conclusions. The students then give the Stop and Think Signal or jump in place once as a team.

Sanchez jumped to conclusions about what happened to his snack.

- Ask teams to discuss the following questions in a team huddle:

What could Sanchez have done to stop in his tracks and get the facts?

He could have used the Stop and Think Signal to remind himself not to jump to a conclusion. He could have used Stop and Stay Cool before he spoke, in order to be calm enough to think clearly. He could have used self-talk to tell himself to stop and think. He could have asked questions, such as “Does anyone know what happened to my snack?” or “Arnie, have you seen my snack that I left here?”

What is another way to explain this unclear situation, other than Arnie ate Sanchez’s snack?

It fell on the floor, the teacher told the clean-up helper to throw it out, the clean-up helper thought Sanchez was finished with it, so he threw it out, another student hid it as a joke or ate it, etc.

- Circulate during team discussions, and listen for, or guide the students to, appropriate answers. Then use **Random Reporter** to highlight team responses.



5–7 minutes

Worksheet story 2

3. Ask teams to read the second story and answer the questions.

Story 2:

Mario and his team get their team science project back with a grade of 75. Mario just looks at the grade without looking at the teacher’s notes and says to Tikki, “See? I told you that you labeled those plants wrong! I bet it’s your fault that we lost 25 points!”

- As a team, the students decide whether Mario stopped in his tracks and got the facts or jumped to conclusions. The students then give the Stop and Think Signal or jump in place once as a team.

Mario jumped to conclusions about why the team lost points.

- Ask teams to discuss the following questions in a team huddle:

What could Mario have done to stop in his tracks and get the facts?

He could have used the Stop and Think Signal to remind himself not to jump to a conclusion. He could use Stop and Stay Cool first if he is very upset about the low grade so he can think clearly before speaking. He could have used self-talk to tell himself to stop and think and read the teacher's comments first before blaming someone. He could have said to his team that they should all read the comments together and figure out what went wrong, etc.

What is another way to explain this unclear situation, other than Tikki made a big mistake?

Someone other than Tikki might have gotten something wrong. Mario himself might have made a mistake. Maybe the team did not follow the directions for the project, etc.

- Circulate during team discussions, and listen for, or guide the students to, appropriate answers. Then use **Random Reporter** to highlight team responses.
- Emphasize that the students can jump to conclusions in social situations and academic situations.

Reflection

5 minutes

2 points



The Big Q:

What is an example that shows why stopping in your tracks and getting the facts causes fewer conflicts in our classroom than jumping to conclusions?

Answers will vary but should relate to how getting the facts first cuts down on the accusations and blame that often lead to conflict.

Home Connections

Pass out a Parent Peek letter 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

- Make the expression “Stop in your tracks, and get the facts,” a regular reminder for your classroom to help those students who tend to jump to blame and accusations.
- Read *Monkey and Elephant: Worst Fight Ever* by Michael Townsend, a humorous tale about jumping to conclusions and using win-win conflict solvers.
- Invite the students to use the GAT puppets to act out situations in which characters first jump to conclusions and then stop in their tracks and get the facts.

Teamwork Worksheet

Story 1

The class is having a special treat for a snack, and they are all excited. Sanchez puts his snack down to go get a napkin. When he comes back, his snack is gone. He turns to Arnie and says, “Hey, you took my snack and ate it!”

1. If Sanchez stopped in his tracks and got the facts, give the Stop and Think Signal.



If Sanchez jumped to a conclusion, have your whole team stand up and jump in place once!



2. Discuss with your team: **What could Sanchez have done to stop in his tracks and get the facts?**
3. Discuss with your team: **What is another way to explain this unclear situation, other than Arnie ate Sanchez’s snack?**

Story 2

Mario and his team get their team science project back with a grade of 75. Mario just looks at the grade without looking at the teacher’s notes and says to Tikki, “See? I told you that you labeled those plants wrong! I bet it’s your fault that we lost 25 points!”

1. If Mario stopped in his tracks and got the facts, give the Stop and Think Signal.



If Mario jumped to a conclusion, have your whole team stand up and jump in place once!



2. Discuss with your team: **What could Mario have done to stop in his tracks and get the facts?**
3. Discuss with your team: **What is another way to explain this unclear situation, other than Tikki made a big mistake?**



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Think of a time when you said to yourself, “Why didn’t I stop and think before I did or said that?” Wouldn’t it be helpful if we all had a warning bell that went off right before we said or did something that we will regret?

In this new unit of Getting Along Together called “Tricky situation? Stop and think before you act!,” your child will learn three tips that can serve as a warning bell to help him or her remember to stop and think first before acting in a tricky situation.

The first tip is “Stop in your tracks, and get the facts!” which will help your child avoid jumping to conclusions in an unclear situation.

The second tip is “When you have strong feelings in a situation, stop first!”—before a bad situation gets worse.

The third tip is “Learn to ask, ‘What might happen next?’”

Here are some ways that you can help your child practice these tips at home to get better at stopping and thinking in a tricky situation:

- Ask your child why stopping in your tracks and getting the facts helps people avoid jumping to conclusions. Share a time when you jumped to the wrong conclusion, and see if stopping in your tracks and getting the facts would have helped you avoid making that jump.
- Talk with your child about how strong feelings are a clue that we need to stop and calm down before we act and make a bad situation worse. Can you and your child think of examples of characters from TV, books, or movies who were good, or not good, at stopping first?
- Talk about decisions that TV characters make. Were they good decisions? What might have been a better decision?
- With your child, design a “Stop and think before you act!” sign or poster to hang in your home as a reminder for everyone in your family.

Thank you for your help.

Sincerely,

Your Third-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.
 - Use the graphic organizer to brainstorm strategies.
 - 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.

Dom cannot find his baseball cap anywhere. He sees Alex wearing a cap exactly like the one he is missing. Dom grabs the cap off of Alex's head, saying, "Hey, you stole my hat. Give it back now!"

If Dom had stopped in his tracks to get the facts, role-play what he would have done differently. How do you think Alex felt when Dom grabbed the hat? What would be a win-win solution to this problem?

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 first!

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. Highlight that in this game, the brain tells the body what to do. Connect the game to the stop part of Stop and Think.

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 and how to stop first in situations that cause strong feelings.

ADVANCE PREPARATION

- ☐ Have a piece of chart paper titled Ways to Stop First available.
- ☐ Make sure that the Feelings Thermometer and the Stop and Stay Cool poster are visible.
- ☐ Prepare the scenario for Active Instruction for the overhead/whiteboard.
- ☐ Prepare the two Teamwork stories for the overhead/whiteboard.
- ☐ Copy the Stop Scenarios worksheet—one per partnership.
- ☐ Prepare the Stop Scenarios worksheet for the whiteboard/overhead if that helps your class.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson's focus on stopping first in situations that cause strong feelings; announce the Big Q.
- Read and debrief an example of Chilly feeling angry and reacting impulsively.

- Help the students brainstorm strategies for stopping themselves when they have a strong feeling.

Teamwork

- Introduce the hand-signal response activity to decide whether a character stopped first or acted impulsively.
- The students will complete the Stop Scenarios worksheet individually and share answers with a partner.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

Introduce the lesson, and announce the Big Q.

1. Introduce the lesson on situations that involve strong feelings; announce the Big Q.

- Explain that in the last lesson, the students looked at an unclear situation and learned why it is important to stop in their tracks and get the facts. Today they will look at a strong-feelings situation and learn why stopping first is both hard and important to do.

- Give the Stop and Think Signal, and ask the students to tell you what it means.

Stop and think.

Explain that today the students will talk about the stop part (give the stop hand signal) of Stop and Think, particularly in situations where they have strong feelings.

- Announce the Big Q.

Big Q: Why does being able to stop keep a bad situation with a classmate from getting worse?

3 minutes

Explore why stopping is hard but important.



2. Explore a Stop and Think situation.

- Project and read aloud the following situation:

Chilly is in line to get a drink. Buster cuts in front of him. Chilly is really thirsty, and now he is really mad! Chilly does not stop and think before he acts and, instead, does the first thing that pops into his head. He pushes Buster, and Buster falls down.

Give me a thumbs down if you think this was a poor choice for what to do in this situation.

Look for thumbs down.



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

Why do you think it was so hard for Chilly to stop first before he pushed Buster?

Chilly was so mad that he was high up on the Feelings Thermometer. When we are at a 4 or a 5 on the Feelings Thermometer, it is hard to think clearly. When we have a strong feeling, the feeling wants to take over our bodies, and we forget to use our brains.

- Emphasize the following:

Stopping is hard, but stopping is important. When we do not stop first, we often make a bad situation worse.

5 minutes

Explore strategies for stopping first.

3. Explore ways that the students can help themselves stop.

- Ask:

What have we learned to do to stop ourselves from doing the first thing that pops into our heads when we are high on the Feelings Thermometer?

Stop and stay cool.

- Say:

Giving yourself a Chilly hug and breathing in and out is one way to stop yourself.

There are other ways to make yourself stop too. Sometimes when I feel very mad and know that I need to stop, I walk away from the situation and take five slow, deep breaths.

Model taking deep breaths and walking away from the group.

- Use **Buddy Buzz** to have the students tell a partner what they do when they need to stop first.
- On the chart titled Ways to Stop First, chart appropriate student responses, and include the following:
 - *Give yourself a Chilly hug, and breathe in and out.*
 - *Take lots of deep breaths.*
 - *Count to 5 slowly.*
 - *If possible, walk away from the situation.*
 - *Put your hands in your pockets, or fold your arms.*
 - *Use self-talk to tell yourself to calm down.*
 - *Other strategies _____?*
- As you chart the students' responses, quickly model each strategy.
- Summarize:

When we feel our temperature going up on the Feelings Thermometer in a difficult situation, we have to *stop first* before we do anything else.



Explain that putting our hands in our pockets or folding our arms can help us keep our hands to ourselves and maintain self-control.

Teamwork

3 minutes

Teamwork stories with hand-signal responses

As time allows, emphasize that in all these situations, stopping is hard because the person is entitled to feel upset. The message is that stopping is important to keep a bad situation from getting worse.



1. Introduce the team hand-signal activity.

- Explain that in the first teamwork activity, teams will discuss a story and give a hand-signal response.
- You will tell two quick stories. Teams will discuss whether the person in the story stopped first or did the first thing that popped into his or her head. If the person stopped, teams will give the stop signal; if the person did not stop, teams will give a thumbs down.
- Give the Active-Listening Signal, and project and read aloud the first story.

Story 1:

Benny was drinking his milk at lunch, and Keyarra knocked his arm. The milk spilled all over Benny. Benny took three deep breaths and told himself to stay cool.

- Ask teams to discuss whether Benny stopped first or acted without thinking. Then ask for the appropriate hand signal.

The students should give the stop signal.

- Project and read aloud the second story.

Story 2:

Raul got the answer wrong on an easy math question, and his teammate Amos laughed. Raul grabbed Amos's books and threw them on the floor.

- Ask teams to discuss whether Raul stopped first or acted without thinking. Then ask for the appropriate hand signal.

The students should give a thumbs down.

- Debrief the activity.

12 minutes

Partners discuss the stop scenarios.



2. Introduce the Stop Scenarios activity.

- Ask the students to form partnerships.
- Hand out a Stop Scenarios worksheet to each partnership. You can also show a copy on the whiteboard or overhead.
- Explain that the students will begin with scenario #1. They will think about the first two questions individually and then share and compare their responses with their partners.
- Use **Random Reporter** to call on a few teams for responses to the first two questions. Make sure the students explain why the problem is now better or worse.
- Then ask partners to complete the next section about ways that Rachel could stop and think.

- Use **Random Reporter** to call on a few teams to share answers.

Three possible ways that Rachel could have tried to stop herself are:

1. *Stop and stay cool.*
2. *Put her hands in her pockets so she does not push.*
3. *Use self-talk to tell herself to calm down.*

- Have the students complete scenario #2 on the worksheet, following the same procedures as above.

Three possible ways that Ramone could have tried to stop himself are:

1. *Take deep breaths.*
2. *Stop and stay cool.*
3. *Count to 5 slowly.*

Reflection

5 minutes

2 points



The Big Q:

Why does being able to stop keep a bad situation with a classmate from getting worse?

If you stop, you do not do the first thing that pops into your head, such as hit, push, or say something mean. If you stop first, you give yourself time to think. You need to cool it before you fix it in order to fix it in a positive way, 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

- Look for any age-appropriate examples of people in the news who did not stop first, such as athletes being taken out of a game.
- Reread *Teammates* or any book in which a character is being taunted and mocked but still maintains self-control. Discuss which strategies the character might have used.

Active Instruction Scenario

Chilly is in line to get a drink. Buster cuts in front of him. Chilly is really thirsty, and now he is really mad! Chilly does not stop and think before he acts and, instead, does the first thing that pops into his head. He pushes Buster, and Buster falls down.

Teamwork Stories

Benny was drinking his milk at lunch, and Keyarra knocked his arm. The milk spilled all over Benny. Benny took three deep breaths and told himself to stay cool.

Raul got the answer wrong on an easy math question, and his teammate Amos laughed. Raul grabbed Amos's books and threw them on the floor.

Stop Scenarios

Scenario #1

The teacher promised Rachel that she could use one of the basketballs at gym class. The teacher forgot and gave the last one to Tia.



If you were in Rachel's shoes, how would you feel?

I would feel _____.

Rachel grabbed the ball away from Tia, and Tia fell down.

Is the problem now **better** or **worse**? (Circle one.) Why?

Help Rachel learn to



Three ways that Rachel could have tried to *stop* herself before she pushed Tia are:

- 1.
- 2.
- 3.

Scenario #2

Ramone is the Cool Kid for the week. His teacher lets only the Cool Kid use her dry-erase markers. Ramone walks into class and sees Sally using the markers.



If you were in Ramone's shoes, how would you feel?

I would feel _____.

Ramone grabs the markers from Sally and gets ink all over her shirt.

Is the problem now **better** or **worse**? (Circle one.) Why?

Help Ramone learn to



Three ways that Ramone could have tried to *stop* himself before he grabbed the markers are:

- 1.
- 2.
- 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.

Rita is the line leader for the week, which is her favorite job. When the class lines up to leave the gym, the gym teacher says Avi can be the leader. Rita pushes Avi away, saying, "Hey, you stole my job."

**Did Rita stop first or do the first thing that popped into her head?
Role-play how she could have stopped and calmed down before she did or said anything. If you were Avi, show how you would handle 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: What might happen next?

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.

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 ask, “What might happen next?” when deciding how to respond in a difficult situation.

ADVANCE PREPARATION

- ☐ Prepare the “What might happen next?” sheet (chart A) for the overhead or whiteboard.
- ☐ Review chart B as an example of how your class might complete chart A during Active Instruction. Chart B is just a guide for the teacher's use.
- ☐ Copy the “What might happen next?” team worksheet—one per team.
- ☐ Read the Teacher Answer Sheet provided to help you guide the students.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the concept of asking “What might happen next?”; announce the Big Q.
- Introduce the “What might happen next?” chart and the Rachel and Tia scenario.
- Help the students generate a variety of solutions, and for each one, ask, “What might happen next?”

Teamwork

- Teams complete and debrief the “What might happen next?” team worksheet.
- Teams evaluate their answers in terms of win-win solutions.

Reflection: Ask the Big Q.

Home Connections: Pass out this week’s ticket.

Active Instruction

1 minute

Introduce the lesson
and the Big Q.

1. Introduce the lesson about the think part of Stop and Think; announce the Big Q.

- Review that in the last lesson, the students focused on the stop (give the stop hand signal) part of Stop and Think. Today they will focus on the think (give the think hand signal) part. Say:

In the last lesson, we learned that in a hard situation in which we have strong feelings, being able to *stop* keeps a bad situation from getting worse. Stopping keeps us from doing the first thing that pops into our heads.

Stopping also helps us make better decisions because it gives us time to think through what to do next and to ask the important question, “What might happen next?”

- Announce the Big Q.

Big Q: Why does stopping and thinking about what might happen next help us make good decisions in hard situations?

3 minutes

Introduce the concept of
predictive thinking.



See chart B for an example
of how your class might
complete chart A.

2. Help the students practice choosing solutions and predicting outcomes.

- Remind the students about Rachel and Tia from last week’s worksheet; show chart A on the overhead or whiteboard, and read the scenario aloud:

The teacher promised Rachel that she could use one of the basketballs at gym class. The teacher forgot and gave the last ball to Tia. Rachel did not stop and think. Instead, she grabbed the ball away from Tia, and Tia fell down.

- Ask the first three questions on the chart, and write a few of the students’ responses on the chart.

What is Rachel’s problem?

She was promised the ball, and Tia got it instead.

How does Rachel feel?

Mad, let down, betrayed, etc.

Does the problem involve any other people? If yes, how do you think that person/those people feel?

Yes, the problem involves Tia. She feels mad and hurt that Rachel grabbed the ball and made her fall down. The problem also involves the teacher, who probably doesn't realize her mistake.

- Point to question #4, and explain that Rachel already tried one way to solve the problem. Ask:

How did Rachel first try to solve the problem?

Rachel grabbed the ball and made Tia fall down.

- Use **Buddy Buzz** to ask the students to predict what might happen next.

Call on a few students to share responses.

Tia might go tell a teacher what Rachel did, and Rachel will be punished. A teacher might have seen Rachel push Tia, and Rachel will get in trouble. Tia might be really hurt, and Rachel will feel badly and be in trouble too. Tia might push Rachel back or be very angry with her. Rachel might not be allowed to play basketball for a few days.

- Write a few of these possible outcomes in the “What might happen next?” box under solution 1. Ask:

Are any of these outcomes win-win solutions?

No.

Highlight that none of these outcomes are win-win solutions; most of them are lose-lose situations.

6 minutes

Practice choosing alternative solutions and predicting results.

3. Introduce the concept of multiple possible solutions and consequences.

- Explain that when we stop and think, we can think of a few different ways to act in a difficult situation. For each one, we need to ask, “What might happen next?” to make the best win-win decision.

- Ask:

What if Rachel had been able to stop and think and choose another way to deal with this difficult situation? What else could Rachel have done besides grab the ball? Remember, there is almost always more than one way to solve a problem.

- Point to the conflict solvers to help the students get started, and remind them to always look for a win-win solution.
- Continue to use the chart, and take student suggestions to fill in the remaining three boxes for possible solutions and their consequences. Following are possible solutions and consequences. **Note:** Chart B is provided for you as an example of what your finished chart might look like. It is only a guide; your class might come up with different ideas.

If necessary, draw additional boxes to accommodate more student ideas.

The goal of this exercise is to help the students brainstorm a few possible outcomes. There is no right answer; other than to find win-win solutions.

In the case of Tia taking the ball anyway, the follow-up question might be "What possible solution could Rachel try next?"

Possible solution 2:

Rachel stops and thinks! Then she decides to talk it out, explain the teacher's promise, and ask Tia for the ball.

What might happen next?

Tia might give the ball back.

Tia might ask if they can share the ball or take turns.

Tia might go off with the ball anyway.

Possible solution 3:

Rachel stops and thinks! Then she gets help by explaining the problem to the teacher.

What might happen next?

The teacher might apologize and try to find another ball.

The teacher might ask Tia or another student to share.

The teacher might ask other students to take turns.

Possible solution 4:

Rachel stops and thinks! Then she decides to find something else to do.

What might happen next?

Rachel might have fun playing another game with other students.

Rachel might forget her disappointment.

Rachel might still feel disappointed, but at least she will have played some kind of game.

Note: The students may also suggest that Rachel ask Tia to share, take turns, or compromise. If you have time and space, draw more boxes!



- Ask the students to review the chart and choose the best win-win solution based on their predictions of what might happen next. There is more than one right answer. As long as the answer is a win-win solution, it is correct!
- Call on one or two students to share responses about which solutions are win-win and why.
- Summarize:

In a difficult situation, we have to stop first (Give the stop signal.) **and then think** (Give the think signal.) **about choices for what to do next. For each choice, we need to think, "If I make that choice, what will happen next?"**

Teamwork

15 minutes

“What might happen next?” team worksheet



1. Introduce the teamwork activity with the Ramone and Sally worksheet.
 - Explain that the students will practice choosing multiple solutions to a tricky situation and asking “What might happen next?”
 - Give each team a copy of the “What might happen next?” team worksheet. Show a copy of the worksheet on the overhead or whiteboard.
 - See the “What might happen next?” Teacher Answer Sheet if it helps you guide the students. It is provided for your use only.
 - Give teams a few minutes to answer the first three questions. Use **Random Reporter** to have teams share answers. Write a few answers on the chart.
 - Give teams about five minutes to discuss and complete the solutions and “What might happen next?” boxes.
 - Use **Random Reporter** to ask teams to share one possible solution and a prediction for what might happen next.
 - If the class comes up with more than four possible solutions, you can draw additional boxes on the chart and emphasize the point that there are often a number of possible solutions to a problem.
2. Ask teams to consider the solutions in the context of win-win outcomes.
 - Ask teams to discuss which of their possible solutions seems the most likely to result in a win-win outcome.
 - Team members should take turns speaking to explain their ideas and tell why.
 - Use **Random Reporter** to call on teams to share which possible solution seems the most likely to result in a win-win outcome and why. Remember, there is no single right answer as long as the students are asking themselves which solution has the most likely win-win outcome.

Reflection

5 minutes

2 points



The Big Q:

Why does stopping and thinking about what might happen next help us make good decisions in hard situations?

If we think about what might happen next, we can decide whether our solution will be win-win. If we guess that our actions will make the problem worse, we will stop ourselves from doing it. If we do the first thing that pops into our heads, it is often a lose-lose solution.

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.

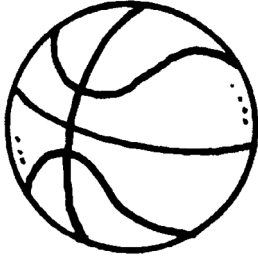
Extend and Connect

- Reread *Matthew and Tilly*. When you reach the part where the conflict begins, ask how the story would have been different if each child had been able to stop and think.
- When Matthew and Tilly speak meanly to each other, ask the students, “What might happen next?” and “What other solutions could each child have tried in this situation rather than say the first words that popped into his or her head?”

What might happen next?

Chart A

The teacher promised Rachel that she could use one of the basketballs at gym class. Later, the teacher forgot and gave the last ball to Tia. Rachel did not stop and think. Instead, she grabbed the ball from Tia, and Tia fell down.



1. What is Rachel's problem?
2. How does Rachel feel?
3. Does the problem involve any other people? If so, how do you think that person/those people feel?
4. What could Rachel do to solve this problem?

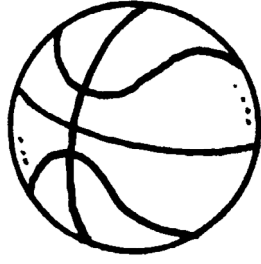
Stop and think: What might happen next?

Solution 1 Grab the ball from Tia, making Tia fall down.	Solution 2	Solution 3	Solution 4
What might happen next?	What might happen next?	What might happen next?	What might happen next?

What might happen next?

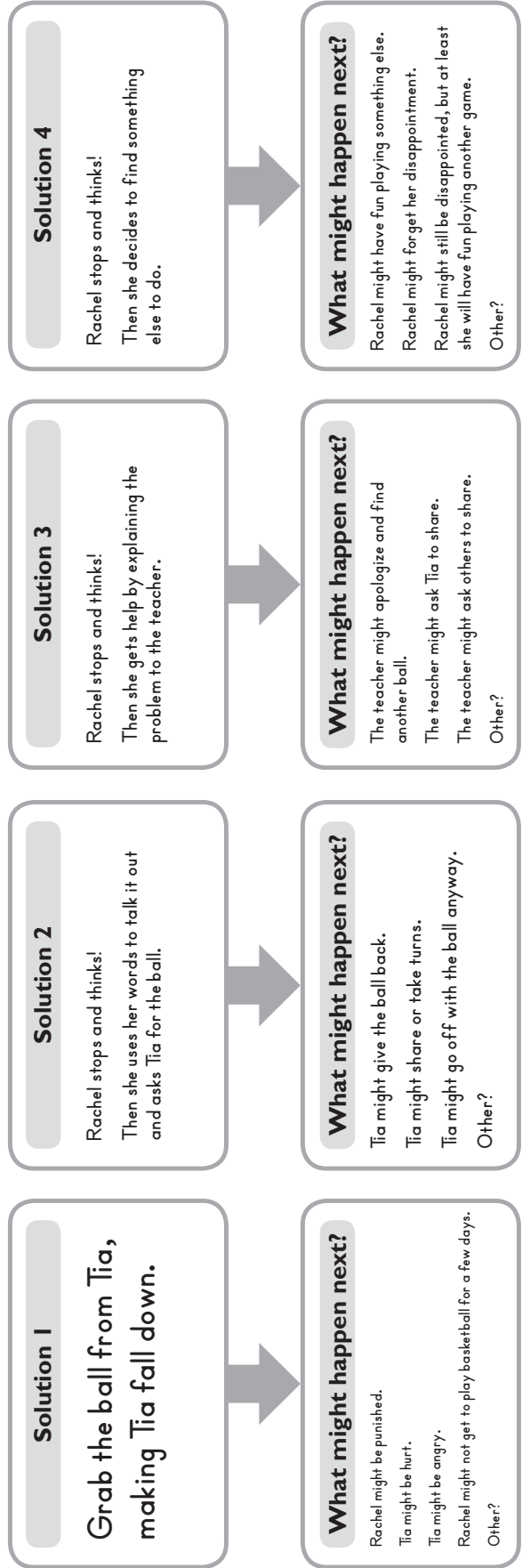
Chart B: Teacher Guide

The teacher promised Rachel that she could use one of the basketballs at gym class. Later, the teacher forgot and gave the last ball to Tia. Rachel did not stop and think. Instead, she grabbed the ball from Tia, and Tia fell down.



1. What is Rachel's problem?
She was promised the ball, but Tia got it instead.
2. How does Rachel feel?
Mad, let down, betrayed, etc.
3. Does the problem involve any other people? If so, how do you think that person/those people feel?
Yes, Tia probably feels mad and hurt that Rachel grabbed the ball and made her fall down. It also involves the teacher, who probably doesn't realize her mistake yet. She may feel sorry when she realizes.
4. What could Rachel do to solve this problem?

Stop and think: What might happen next?



What might happen next?

Teacher Answer Sheet

Remember Ramone from last week? He is the Cool Kid for the week. His teacher lets the Cool Kid use her dry-erase markers. Ramone walks into class and sees Sally using the markers! Ramone does not stop and think. He grabs the markers from her and gets ink on her new shirt.



1. What is Ramone's problem?
He should be the only one using the markers, but Sally is using them, and that is not right!
2. How does Ramone feel?
Mad, hurt, cheated, etc.
3. Does the problem involve any other people? If so, how do you think that person/those people feel?
Yes, Sally. Maybe guilty for using the markers and also mad about her shirt.
4. What could Ramone do to solve this problem?

Stop and think: What might happen next?

Solution 1

Grab the markers and get ink on Sally's shirt.

What might happen next?

Ramone gets in trouble with the teacher and maybe with Sally's parents and his own parents.
Ramone loses the markers for the rest of the day.

Solution 2

Talk it out with Sally and remind her that he is the Cool Kid.

What might happen next?

Sally decides to give him the markers.
Sally does not care and keeps using them.
Sally asks to use the markers for one more minute.

Solution 3

Get help from the teacher; ask if he can have some extra time with the markers.

What might happen next?

The teacher understands and says yes.
The teacher asks Sally to apologize.

Solution 4

Ignore once, or
Laugh it off, or
Compromise.

What might happen next?

Ramone lets it slide this time.
Ramone laughs and lets Sally finish.
Ramone says, "You can use my markers if I can use your new pocket game," etc.

What might happen next?

Team Worksheet

Remember Ramone from last week? He is the Cool Kid for the week. His teacher lets the Cool Kid use her dry-erase markers. Ramone walks into class and sees Sally using the markers! Ramone does not stop and think. He grabs the markers from her and gets ink on her new shirt.



1. What is Ramone's problem?
2. How does Ramone feel?
3. Does the problem involve any other people? If so, how do you think that person/those people feel?
4. What could Ramone do to solve this problem?

Stop and think: What might happen next?

Solution 1 Grab the markers and get ink on Sally's shirt.	Solution 2	Solution 3	Solution 4
What might happen next?	What might happen next?	What might happen next?	What might happen next?

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.

The teacher says the class may use the computer and art center once they finish the test. Serafina and Josie finish at the same time, and both want to use the only computer. Serafina gets there first. Josie tells her that she wants to use it.

What is one way that Serafina could respond to this situation? What might happen next? What is another way that Serafina could respond? What might happen next if she does that? Role-play a few of the possible responses and outcomes.

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: **Getting Along Together**

Wrap-Up: Review, Reflect, Celebrate

UNIT OVERVIEW

Unit Focus

In this unit, students will review many of the key Getting Along Together concepts and skills that they have learned and practiced throughout the year. They will take two self-assessments to highlight their individual progress, and they will reflect on and celebrate the progress made by the class as a whole.

Unit Outcomes

Students will:

- review, reflect on, and celebrate key social, emotional, and cognitive Getting Along Together skills that they have learned throughout the year;
- understand the value of the community and of each member within it; and
- plan how to use Getting Along Together skills over the summer.

Books Used in Unit:

None

Getting Along Together: Review, Reflect, Celebrate, 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 the key skills and concepts of Getting Along Together, celebrate their learning, and assess their individual ability to draw on what they have learned.

ADVANCE PREPARATION

- ☐ Make sure that as many of the Getting Along Together posters, charts, and other visual aids as possible are visible around the room to spark reflection about the year.
- ☐ Copy the “Can you solve the mystery words?” worksheet—one per team. (If you think the secret code key makes the game too easy, you can remove it from the bottom of the page.)
- ☐ Prepare the worksheet for the overhead or whiteboard.
- ☐ Copy the self-assessment form—one per student.
- ☐ Sign and copy the Parent Peek letter—one per student.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson; announce the Big Q.
- Help the students identify and reflect on the many skills and concepts that they learned this year in the Getting Along Together curriculum.
- Celebrate class progress!

Teamwork

- Have the students work in their teams to solve the mystery words, which are clues to the questions on the individual self-assessment.
- Have each student complete the self-assessment and identify one area of improvement.

Reflection: Ask the Big Q.

Home Connections: Pass out the Parent Peek and this week's ticket.

Active Instruction

5–7 minutes

Review the **Getting Along Together** concepts and skills; announce the **Big Q**.

1. Introduce the lesson; announce the Big Q.

- Explain that as the school year draws to a close, it is time to review and celebrate all that the students have learned in Getting Along Together.
- Announce the Big Q.

Big Q: How has Class Council helped our class get along together and meet our goals?

- Ask the students to look around the room at the many reminders of Getting Along Together skills and activities. Ask them to think about the videos they have seen, the books they have read, and the Brain Games they have played.
- Use **Buddy Buzz** to ask the students to think of at least three big ideas from Getting Along Together.
- Call on a few students, and chart the big ideas. The students may come up with more, but your final list should include most of the following:
 - *Teamwork and the team cooperation goals*
 - *Active listening*
 - *Stop and Stay Cool*
 - *The Peace Path, which includes “I” Messages and win-win solutions*
 - *Train Your Brain skills: focus, memory, stop and think*
 - *Brain Games to train your brain*
 - *Class Council*
 - *Friendship*



- *Empathy*
 - *How to leap the hurdles to teamwork—interrupting, not waiting, excluding others, and teasing*
 - *The Cool Rule*
 - *Stop and think before you act.*
2. After compiling the list, pause to praise and celebrate all the hard work that the students have done and all that they have learned and practiced this year. Consider doing some cheers or some kind of victory song or dance! Try to keep the chart on display for the remainder of the year.

Teamwork

15–20 minutes

Mystery words and self-assessments



Consider doing the first mystery phrase, Stop and Stay Cool, as a class if you think the students need that help.

1. Explain that the students are going to play a mystery-words game that will help them think about everything they have learned in Getting Along Together and how they have improved.
 - Give each team one copy of the mystery words game, and give each student a copy of the self-assessment form.
 - Project a copy of the mystery words on the overhead or whiteboard.
 - Explain that teams should work together to solve each of the five mystery phrases. The numbers under the blanks correspond to letters in the alphabet. Once they have solved each word, they should each find the question on the self-assessment that goes with that word and answer it individually.

For example, S 20 15 P 1 14 D S 20 1 Y 3 15 15 L = *Stop and Stay Cool*. The students will then find the Stop and Stay Cool section of the self-assessment and answer the questions.

Note: The answers to the five mystery phrases are Stop and Stay Cool, “I” Messages, feelings, win-win, and Class Council, but do not tell the students!

2. Have the students individually complete their self-assessments. When all the students have completed their assessments, ask them to look over the questions and answers and *circle* and *star* the Getting Along Together skill at which they improved the most. **Note:** If necessary, define improving in Class Council as listening more closely or participating more as the year goes on.
 - Ask the students to share their answers with their teammates.
 - If time allows, use **Random Reporter** to call on teams to share the skill at which they most improved.



Reflection

5 minutes**2 points**

The Big Q:

How has Class Council helped our class get along together and meet our goals?

Answers will vary.

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

- Ask the students to talk or write about times this summer when they can use the Getting Along Together skill that they identified as the one at which they most improved.
- Read *The Little Engine Who Could* as an example of the power of self-talk and positive thinking. Make connections to the self-talk strategy in Getting Along Together. Ask the students to consider times when positive self-talk might be helpful this summer.
- If possible, meet with the students and parents to discuss the progress in GAT skills that the students have made over the course of the year. Have copies of today's assessment and those from the beginning and middle of the year.

Self-Check on My Getting Along Together Skills

1. Stop and Stay Cool



What helped me get better at Stop and Stay Cool this year?

A time when I used Stop and Stay Cool recently was _____

_____.

2. “I” Messages



An “I” Message that I gave recently was _____

_____.

3. Feelings



Did I add a feeling to the class Feelings Tree this year? If yes, what was it?

A new feelings word that I learned this year is _____

_____.

4. Win-Win Solutions



What win-win solution did I use recently?

5. Class Council



The part of Class Council that I liked the best was _____

_____.

Can your team solve the mystery words?

1. S 20 I 15 P I 14 D S 20 I Y 3 15 15 L =

— — — — — — — — — — — — — — — —

2. 9 13 E 19 19 A 7 E =

— — — — — — — — — —

3. F 5 5 12 9 N G 19 =

— — — — — — — — — —

4. 23 9 N — 23 9 N =

— — — — — — — — — —

5. 3 L I 19 19 3 O U 14 3 9 L =

— — — — — — — — — — — — — — — —

Secret Code:

A = 1	J = 10	S = 19
B = 2	K = 11	T = 20
C = 3	L = 12	U = 21
D = 4	M = 13	V = 22
E = 5	N = 14	W = 23
F = 6	O = 15	X = 24
G = 7	P = 16	Y = 25
H = 8	Q = 17	Z = 26
I = 9	R = 18	



Parent Peek Letter

Dear Third-Grade Parent or Family Member:

Summer is coming! It's time to review and celebrate!

We are starting our last Getting Along Together unit to review and celebrate the great progress that your child has made 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 now and over the summer:

- Ask your child what his or her favorite parts of the Getting Along Together program are and why. Also, share which GAT activities and ideas you enjoyed the most.
- Together, think about times during the summer when some of the Getting Along Together skills might come in handy. Being able to anticipate a situation allows us to prepare for it.
- Sometime in the next week or two, your child will bring home the Getting Along Together Summer Plan card. When it comes home, please do the following:
 - Look at the back of the card, and read through the compliments your child was given for being a super teammate this year. Celebrate your child's teamwork skills!
 - Review the suggestions on the other side of the card together, and talk about when and how you might practice the Getting Along Together skills this summer. Circle the skills that your child will focus on the most.
 - Try to put this card in a place where your child and family can see and review it over the summer! Then have fun making the Getting Along Together skills a part of your child's summer.

Thank you for supporting Getting Along Together at home!

Sincerely,

Your Third-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.

Note: In place of role-playing a scenario, celebrate class growth in Getting Along Together skills over the year. Choose a few examples of Getting Along Together skills or strategies in which the class has improved, and highlight or role-play them. Invite the class to comment on their favorite parts of Class Council and how the weekly meetings have helped their 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: Review, Reflect, Celebrate, 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 favorite 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 continue to review and reflect on Getting Along Together skills with particular emphasis on their progress in the Train Your Brain skills.

ADVANCE PREPARATION

- ☐ Copy the Word Search page—one per team. **Note:** An extra word search using the names of the GAT characters is included as an optional activity.
- ☐ Copy the self-assessment form—one per student.
- ☐ Make sure the Train Your Brain! poster is visible.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson with its focus on the Train Your Brain skills review. Announce the Big Q.

Teamwork

- Have teams work together on the word search.
- Have the students complete the self-assessments individually.
- Have each student identify and share an area of personal improvement.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

2 minutes

**Introduce the lesson
and the Big Q.**

1. Introduce the lesson; announce the Big Q.

- Remind the students that they are continuing the review and celebration of Getting Along Together as the year draws to a close.
- Point to the chart of big ideas from GAT that you compiled in the last lesson.
- Invite the students to cheer again for their many accomplishments!
- Remind the students that last week they played a mystery-word game to review important Getting Along Together ideas such as Stop and Stay Cool, "I" Messages, win-win, and Class Council.
- Ask if they can guess what important part of Getting Along Together they will review today. Take a few guesses from the students.

Brain Games or Train Your Brain skills.

- Announce the Big Q.

Big Q: How have focus and memory skills, along with the ability to stop and think, helped our class get along well and reach our goals?

Teamwork

15–18 minutes

**Word search and
self-assessment**

1. Introduce the word-search activity.

- Give each team one copy of the word search and each student a copy of the self-assessment form.
- Explain that teams should work together to find four hidden words. Each word corresponds to a question on the individual self-assessment. When they find the word *remember*, for example, they should find and answer the questions in the Remember section of the self-assessment. They cannot answer a question until they have found its key word!

3–5 minutes

**Identify and
share one area of
personal improvement.**

2. Have the students complete the self-assessment. When the students have finished their assessments, ask them to *circle* and *star* the one skill area at which they improved the most.

- Use **Buddy Buzz** to ask the students to share their answers with their team.
- Have the students give each other a pat on the back for getting better at that skill.
- Use **Random Reporter** to have the students share both their own improvements and their teammates'.



Reflection

5 minutes**2 points**

The Big Q:

How have focus and memory skills, along with the ability to stop and think, helped our class get along well and reach our goals?

Answers will vary.

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 can create any new Brain Games that work on one of the Train Your Brain skills. Which skill would the game address, what would the rules be, and what would it be called?
- Whenever time allows during the remaining days, give the students the opportunity to play their favorite Brain Games; see if they can tell you which skill it helps them practice.
- Included with this lesson in an optional word search that you can give to the students during any free time. Ask them to review their focus skills before they begin.

Self-Check on My Train Your Brain Skills



1. Focus

When there are distractions in the classroom and I need to *focus*, one strategy I use is:

_____.

Something I focused on recently was _____

_____.



2. Remember

When I need to *remember* a list of names or objects, one strategy I use is: _____

_____.

Something I remembered recently was _____

_____.



3. Stop and Think

When I need to keep myself from interrupting, one *stop and think* strategy I use is:

_____.

When I need to wait in line, one *stop and think* strategy I use is: _____

_____.

A time when I stopped and thought before I acted was: _____

_____.

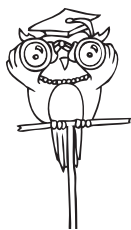


4. Brain Game

My favorite Brain Game is: _____.

Does it help me **focus**, **remember**, or **stop and think**? (Circle one.)

Word Search



S	P	U	J	G	Y	G	S	Y	W	U	T	Y	X	O
F	I	I	T	H	V	N	X	X	N	G	Y	C	M	B
O	J	R	O	Z	J	P	U	P	V	W	Q	M	Y	Q
U	T	D	O	M	K	V	P	D	R	K	U	T	H	T
A	V	Y	V	N	K	C	W	K	R	V	I	Z	Y	L
W	G	A	T	F	D	A	G	W	Z	U	H	V	X	S
O	A	S	H	X	D	E	G	A	A	I	L	W	R	M
K	C	B	R	A	I	N	G	A	M	E	X	W	I	L
C	R	E	M	E	M	B	E	R	Y	V	S	X	Q	A
I	G	F	S	Y	H	B	O	U	P	F	J	N	D	S
V	R	Y	Y	V	S	O	P	Y	W	M	S	E	Z	C
Y	A	X	T	Q	Y	V	U	G	O	U	F	H	A	V
P	T	O	P	W	Q	A	F	S	N	S	V	G	S	X
I	Q	Y	F	A	Z	F	F	O	C	U	S	M	U	N
S	T	O	P	A	N	D	T	H	I	N	K	H	L	Z

FOCUS

REMEMBER

STOP AND THINK

BRAIN GAME

Word Search (optional)

Name _____

Date _____

Directions: Use your focus skills to find the names of the Getting Along Together characters.

A	Q	Q	R	U	X	L	H	B	N	X	B	S	F	D
K	I	B	E	T	T	Y	F	A	T	A	N	R	Q	U
J	Z	J	J	L	Q	U	L	S	D	H	K	U	B	B
A	U	A	F	I	I	D	P	S	S	S	I	E	N	Y
D	K	I	S	O	X	Q	L	W	R	T	M	U	L	X
W	B	Q	Q	H	N	Q	L	S	Y	E	A	F	E	Y
H	H	R	M	V	G	O	U	G	K	H	T	O	Q	T
H	B	E	A	H	A	W	M	N	B	I	F	W	C	F
G	U	B	U	J	P	L	Q	Y	J	V	I	A	H	Z
Z	S	B	X	I	G	I	D	I	P	X	W	Y	C	X
O	T	I	W	W	R	V	I	K	N	C	F	A	U	G
T	E	V	B	C	H	I	L	L	Y	O	X	S	U	Y
L	R	L	E	E	F	A	L	U	T	R	F	N	R	H
L	G	S	L	R	M	Z	Y	Z	T	U	A	M	H	P
K	X	W	K	X	M	M	Z	G	D	K	S	R	S	U



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 the very last one of the year, which should be a true celebration; see lesson 3), help the students anticipate times this summer when they can draw upon their Getting Along Together skills. Put a key skill in the middle circle of a graphic organizer, and ask the students to brainstorm times over the summer when they might use that skill. Possible skills include: active listening, Stop and Stay Cool, "I" Messages, win-win solutions, empathy, making new friends, focus, memory, stop and think, etc. Prompt thoughtful discussion by asking questions such as "What are some situations in which you might need to make new friends? How will you go about it?" or "What are some situations that might require your Train Your Brain skills or require you to stop and stay cool?"
- Continue to celebrate class growth in Getting Along Together skills over the year. Choose a few examples of Getting Along Together skills or strategies in which the class has improved, and highlight or role-play them. Invite the class to comment on their favorite parts of Class Council and how the weekly meetings have helped their 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.

Summer is coming!

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 favorite 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 think about how Getting Along Together skills will be useful over the summer and will give and receive positive affirmations about their teamwork skills.

ADVANCE PREPARATION

- ☐ Prepare to hand out the Getting Along Together Summer Plan card—one per student.
- ☐ Prepare the Summer Plan card for the overhead or whiteboard.
- ☐ If you plan to fill in your teamwork compliment for each student before the lesson, do so.
- ☐ Make sure to put the student's name at the top of the card.
- ☐ Copy and cut out the Home Connections tickets—one per student.

Agenda

Active Instruction

- Introduce the lesson's focus on summer; announce the Big Q.
- Introduce the Getting Along Together Summer Plan card on the overhead or whiteboard.

Teamwork

- Have the students give and receive their teamwork compliments.
- Have the students share their most meaningful compliments.

Reflection: Ask the Big Q.

Home Connections: Pass out this week's ticket.

Active Instruction

5 minutes

Look ahead to the summer with Getting Along Together.



If the students need help getting started, give them some possible situations such as "You are at your aunt's house while your mother is at work, and your cousin keeps trying to take your favorite toy."

1. Introduce the lesson; announce the Big Q.

- Explain that summer is coming, and though school will be out, the students will take the skills that they learned in Getting Along Together with them.
- Announce the Big Q.

Big Q: Which Getting Along Together skills or strategies will you use over the summer? When and how will you use them?

- On the overhead or whiteboard, show the Getting Along Together Summer Plan card. Cover up the trained-brain tips for now. Use **Buddy Buzz** to have the students discuss the following:

Tell your buddy about a time over the summer when you could use one of these four problem solvers, either with your family, in your community, or at a summer program.

Call on one student at a time, and elicit an example for each of the four problem solvers—Stop and Stay Cool, win-win conflict solvers, "I" Messages, and stop and think before I act.

- Point to the Train Your Brain! poster, and use **Buddy Buzz** to ask:

How could you help to keep your brain's focusing, remembering, and stopping and thinking muscles strong over the summer? Which Brain Games could you play, or which strategies could you practice?

Take a few responses, touching on each skill category. For example:

To practice focusing, we could play Focus Brain Games, such as Sha Zam and Telephone, and practice strategies such as active listening and self-talk.

To practice remembering, we could play On My Pizza, I Like or Here Is Your Ice-Cream Sundae and practice strategies such as focusing on what I need to remember, repeating what I need to remember, listening for patterns, etc.

To practice stopping and thinking, we could play Freeze or The Pickler and practice strategies such as Stop and Stay Cool, self-talk, breathing, counting, etc.

If the students need help getting started, give them some possible situations such as “You learn a new game, and you have to remember the rules.”

1 minute

Highlight teamwork and compliments.

8–10 minutes

Give and receive compliments.

8–10 minutes

Share compliments, and cheer for the class’s progress all year.

- Use **Buddy Buzz** to ask:

At what times over the summer might it be useful to have great focusing, remembering, and stopping and thinking skills?

Take a few responses.

- Uncover the rest of the summer-tips card, and briefly review the ideas for keeping the students’ brains strong in each area. Encourage the students to think of other ways to keep their brain muscles strong.

2. Remind the students that two big themes in Getting Along Together were teamwork and meaningful compliments. You will highlight those themes in Teamwork.

Teamwork

1. Complete the Summer Plan card.

- Give each student his or her own Getting Along Together Summer Plan card, and ask them, if you have not done so, ask them to write their names on it.
- Ask the students to turn the card over and read it carefully, noting the Getting Along Together characters and key phrases as reminders of how to be a super teammate. Using the projected version, take one minute to review the card and graphics, and highlight concepts such as the team cooperation goals, the Cool Rule, etc.
- Explain that the students will take the next few minutes to think about all the ways that their teammates have been super teammates and write a teamwork compliment on each teammate’s card.
- If you have not written your compliment on each student’s card, circulate and do it now.

2. Share compliments with the class.

- When all the cards are complete, ask the students to pick one of their favorite compliments, either from a teammate or the teacher. Ask each student to stand up and read that compliment loudly and proudly!

3. Make sure that everyone’s card is in a safe place to take home. End the class with big celebratory Getting Along Together cheers!

Note: If you still have another week or two of school remaining, following are some suggestions for continuing to celebrate student progress with Getting Along Together themes:

- Have the students create a video script or puppet show using the Getting Along Together characters to illustrate a central theme of the curriculum. You can reshoot the three videos that you have (“Stop and Stay Cool,” “Stop and Think” and “The Peace Path”) and have the students write or outline a teaching video or puppet show.
- Play charades with Getting Along Together skills and concepts.
- Have the students write stories about their favorite GAT characters.

- Read books with interpersonal conflicts, characters overcoming adversity, and characters showing empathy. Ask the students to make a list of each time that Getting Along Together skills and concepts come up.
- Give the students a specific Getting Along Together skill, and ask them to create a lesson about that skill for first graders. What would they teach and how? Try to partner with a first-grade class, and have your students teach the lesson.

Reflection

5 minutes**2 points**

The Big Q:

Which Getting Along Together skills or strategies will you use over the summer? When and how will you use them?

Accept reasonable 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

- Ask each student to set a summer goal of practicing a Getting Along Together skill. How will he or she practice it, and how will the student know that he or she has improved? Help the students put their goals and plans into writing; consider giving a copy of the plan to each student's future teacher so he or she can follow up.
- If time allows and you have a few students who could benefit from an individualized GAT plan over the summer, create a booklet or action plan just for those students.

**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:

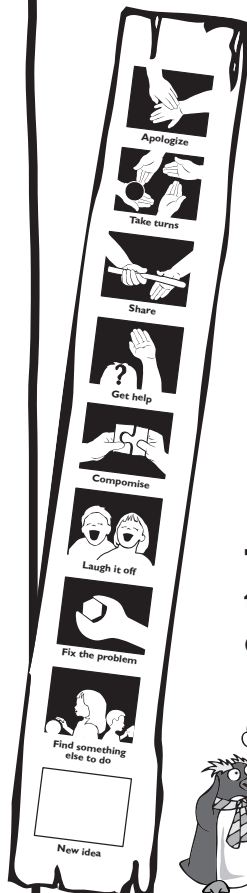
- Pick a word of the day, and clap my hands when I hear that word.
- Try to remember a list of 5–10 things my family needs to buy at the grocery store.
- Play The Pickler or Don’t Break the Sugar Bowl.



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!**

30 minutes Unit 7 | 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.
- **If this is the final Class Council of the year**, plan for shared reflection about what the class gained from the Class Council process over the course of the year. Encourage the class to think back to the beginning of the year in Class Council and identify examples of their growth in group problem solving. Also, share your own observations about how Class Council positively affected class dynamics and teamwork skills. 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 (or if this is the final Class Council of the year, consider a Cool Class) certificate.
- Celebrate the return of the Home Connections tickets.
- **If this is the final Class Council of the year**, provide time and materials for whatever kind of class celebration you feel is appropriate. A pizza party, music and dancing, Brain Games, etc.—choose whatever activities best celebrate the progress your class has made!

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.